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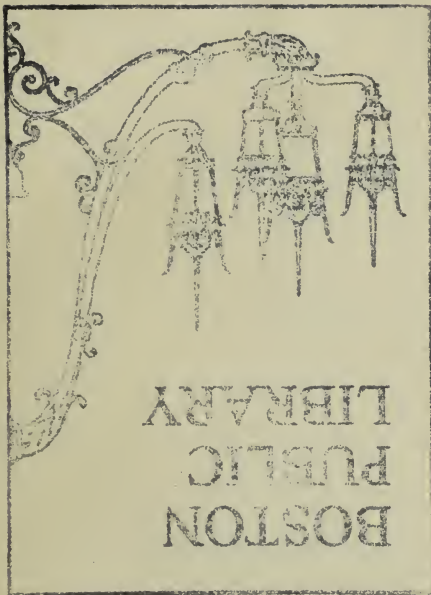
PRESENTED BY

J. C. Starr

February 24, 1859

SHELF N^o ALCOVE

CATALOGUE . N^o



ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1857



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CITY OF BOSTON.

In School Committee, Nov. 10, 1857.

Ordered, That the several Quarterly Reports of the District Committees, presented at the last meeting of the Board, together with the three Quarterly Reports of the Superintendent of Public Schools, be referred to a Special Committee, as required by the Rules, to prepare therefrom the Annual Report of the School Committee.

Messrs. LOTHROP, F. E. PARKER, RANDALL, RILEY, WRIGHT, BREWER, and FABYAN, were appointed that Committee.

Attest.

BARNARD CAPEN, *Secretary.*

In School Committee, Dec. 2^d, 1857.

Dr. Lothrop, from the Committee appointed to prepare the Annual Report, submitted a synopsis of the same; whereupon it was

Voted, That when the Report is prepared, the usual number of copies (12,500) be printed for distribution.

Attest.

BARNARD CAPEN, *Secretary.*

1359.1

R E P O R T .

It is required by the 22d section of the IV. chapter of the Rules of the School Board, that "the Committees on the Latin School, the English High School, the Girls' High and Normal School, and each District Committee, shall, during the month of July, make a thorough examination of their respective schools, and shall present their reports at the quarterly meeting, in August, stating the results of their examinations, together with such suggestions for the improvement of the schools as they may see fit to offer; and in each instance the report shall be approved by a majority of the Committee who present it. These reports shall be referred to a special Committee of the Board, who shall make from them such selections as they shall deem important for public information, and shall add thereto such suggestions and remarks as they shall deem expedient, and their Report, when accepted by this Board, shall be printed for distribution among the citizens."

Evidently from the foregoing rule, the object of the Annual Report of the School Board is, not to discuss theories or general principles of education, for the enlightenment or satisfaction of its own members, but to present facts, to give information to the citizens of Boston,—their constituents,—on the condition, character, wants, claims of the public schools,—that great system

of public instruction which these citizens sustain in conformity to the laws of the Commonwealth, and at an expense exceeding that of any other department of public interest, or service in the city,—and to discuss principles only incidentally and in connection with these facts.

This view of their duty has guided the Committee in preparing the Report now submitted.

Were it within the province of the Committee, a report would be interesting and instructive which presented a brief sketch of the history of the Public Schools of Boston, especially from the commencement of the present century, and contained some account of the number, character and condition of our Public Schools at that day,—the amount of education then furnished, and at what cost to the citizens, the state of the school houses, the modes of instruction, discipline, and usages of every kind that then prevailed,—and which traced the changes introduced, the progress made, the improvement, the enlargement of the system gradually carried forward up to the present time. The materials for a full history of the Boston Public Schools are ample; but they lie scattered through the records of the town and city, the records of the School Committee, and in various reports and public documents. It is to be hoped that our present Superintendent of Public Schools, who is admirably fitted for the work, will find leisure, at some time, to collect and arrange these scattered materials, and present us with a full and thorough history of our schools. Such a volume would be interesting and useful to the citizens and to the members of the School Board.

The Committee do not propose, however, to allude to the past except so far as may be absolutely necessary to explain the present. They would present such a general view of our system of public instruction, and such statistical details in regard to the present state of each school, as will enable their fellow citizens and constituents to form some estimate of the value and importance of the system, and of the practical working of the plan in its several parts, and be a justification of the expense at which it is upheld and conducted.

THE EXPENDITURE AND POWERS OF THE SCHOOL BOARD.

In relation to the Public Schools, as well as to every other department of city affairs, the matter of expense is often a thing of serious consideration, and not unfrequently of strong complaint on the part of the taxpayers. Undoubtedly it is the duty of every reflecting man to examine into the various items of public expenditure; and upon this point the School Committee have no desire to shrink from the severest scrutiny. So far as they are responsible for the appropriation or the expenditure of public money, they are quite willing to be judged by their acts. They maintain that all the appropriations for the support of the Public Schools, which they call upon the City Council to make, are judicious and necessary; that so far as the expenditure of these appropriations rests exclusively with the School Board, there is no wastefulness or extravagance; that the salaries of the teachers are only in accordance with their competency, and the value of the services they render; that the establishment of new schools has only kept pace with the necessary demand made by the

increase of our population; that the location of these schools has always been determined mainly by reference to the convenience of the people; that in the erection of school houses, so far as they have had any influence or control, these structures have been well planned, with judicious arrangements for warming and ventilation, and thoroughly and economically built; that wherever there has been a failure in this respect, it has been in cases where the suggestions, or wishes, or influence of the Committees of the School Board, were not controlling with those who had the power to contract for the erection of the structures. It is to be remembered that this Board is not entrusted with the exclusive direction of everything appertaining to the public schools, or with a controlling voice in the expenditure of all the sums appropriated to this object. In all that relates to the erection and furnishing of school houses, the action of this Board is dependent upon the action of other departments of the city government, and the efficiency of its action is often impeded thereby. Reference may be made to a single instance, as an illustration. In May, 1856, this Board passed an order, respectfully requesting the Committee on Public Buildings,—a Joint Committee of the City Council,—to substitute, as soon as practicable, in the Primary Schools, suitable seats and desks, in place of the present objectionable chairs. During the year following the passage of this order, little or nothing was done towards bringing about the desired improvement. Therefore, in his quarterly report in April last, the Superintendent of Public Schools alluded to the matter, and urged the importance of the change by strong and conclusive

reasons. Upon the recommendation of a special committee, to whom that report was referred, the Board adopted a resolution, instructing the District Committees to see that the order passed in May, 1856, was carried into effect, and seats and desks, and Holbrook's slates, introduced, as far as practicable, into each of the Primary Schools under their charge.

The Superintendent and the School Board regarded the introduction of these seats and desks, and Holbrook's slates, into the Primary Schools, as a matter of considerable importance, being satisfied that no measures for the thorough and permanent improvement of our schools would be successful, save such as began with the lowest grade of these schools,—the Primary,—and tended to improve and elevate *them*, and prevent a waste of time and opportunities in the early years of education.

The several District Committees were not negligent, therefore, in their efforts, by application to the proper authorities, to accomplish the object contemplated by the order. But though more than six months have passed since this action of the Board, the change has been made in only one or two rooms.

The reason alleged by the Committee on Public Buildings, or their agent, the Superintendent of Public Buildings, for doing so little towards complying with the request of the School Board, and enabling its District Committees to execute its orders, was the inadequacy of the appropriations for the repairs and improvement of Primary School Houses. This reason does not seem very satisfactory, in view of the fact that at a recent meeting of the Common Council, held

December 3, 1857, on the recommendation of the Finance Committee, the sum of \$3,000,—a sum amply sufficient, probably, to accomplish the order of the School Board,—was transferred from the appropriation for Primary School Houses to another department of city expenses, which, however important, cannot be regarded, on a just estimate, as so important that the welfare and improvement of the Primary Schools should be postponed for its accommodation.

This instance has been presented as one of many that might be cited, to prove that this Board is not invested with sufficient powers to enable it to administer the affairs of our school system with that degree of efficiency which would be desirable. Their powers are only advisory at a point where they should be determinate and controlling,—viz., the construction and furnishing of school buildings. The consequence has been, as is well known to those acquainted with the history of our school system since the separation of the School Committee from the Board of Aldermen, in 1835, that the school buildings have often been planned and furnished, mainly, by persons who were not chosen or appointed on account of their knowledge of the management and control of schools, or of the requirements of a system of popular education. As might have been expected, these plans and arrangements have not infrequently failed to meet the wishes of the Board or the wants of the schools, and the result has been, that in some cases, even on the first occupancy of a new building, imperfections and inconveniences that might have been prevented, have had to be endured; or, within a few months after the building was erected, and after a brief but painful experience of its incon-

veniences, on the part of the teachers and pupils, changes were found to be absolutely necessary, and have been made at considerable expense, — an expense which might have been avoided, had the original wishes or advice of the School Board been regarded.

In other points connected with the construction of school houses, the Board often finds itself cramped, because its powers are only advisory and not controlling. Many of our school houses have very insufficient yard room and play ground; and it appears to be the policy of those who control this point, to keep them within the narrowest limits possible, even in those quarters of the city where the land is comparatively cheap. Real, needed, acknowledged improvements are resisted, both in the erection of new and the repair of old school houses, on the ground that, if introduced, the demand for them would become general. On any enlarged and just views of economy, this can not be regarded as wise or expedient. To attempt to fix upon a plan of building and a style of furniture, and other school accommodations, which shall be stereotyped, subject to no change or improvement, does not seem to be in harmony with that spirit of progress which should mark a system of popular education.

The facts and views here presented, lead to the conclusion that this Board should be invested with full power to determine what accommodations shall be furnished for our schools, and have placed at their disposal means to provide them, whenever they shall deem it necessary or expedient. This power might be granted, it is presumed, by an ordinance of the City Council; or, if that could not be, by a special act of the Legislature.

This power, while it is necessary for the more efficient management and improvement of our city schools, might, one would think, be as safely entrusted to the School Committee as to any other body. That Committee is now, by one third, the largest representative body connected with or forming a part of our municipal government. Its members hold office for a term two-thirds longer than the members of any other department of that government; and it may be presumed, therefore, that they have, if not more, at least as much, experience and knowledge of the subject specially entrusted to them, — the Public Schools, — as the members of any other department to whom these schools are not specially entrusted. As one-third of its members go out of office every year, it is liable or open to receive every year one third new and fresh representatives from the constituency of the Board. Thus constituted, it may be regarded as combining and expressing more of the popular will than any other body in the city, as having as much of that wisdom and knowledge of the matters entrusted to its charge, which come from experience and a long term of service, and as much of that zeal and earnest activity which commonly accompany the fresh assumption of trusts, as can attach at any time to either branch of the City Council, and as deep a sense of responsibility to the community. It is, therefore, as safe a depository of power.

No evil but probably good would ensue, were the School Committee, elected and constituted as it is, entrusted with the same absolute power over the whole subject of public instruction, and the determination and management of the whole expenditure therefor,

that the other branches of the city government have over the other interests and expenditures of the city. In some other cities, this power is thus entrusted. In New York, for example, the Board of Education in conjunction with the Trustees for each Ward has this power, and as a consequence, though in many respects our schools are in advance of theirs, the management of their system of public instruction is more efficient, progressive and successful than ours.

But the Committee do not advocate this change in the powers of the School Board of this city. They desire that the point to which these remarks relate, should be distinctly understood. They do not propose that the School Board should be invested with power to levy and expend any amount of money that they may see fit, but that the amount appropriated and to be expended, both in the construction of new and repair of old school houses, and in all other matters connected with the public schools, should be at their control, to be expended under their exclusive supervision and direction. As the School Board has now a life of three years, it can easily be somewhat prospective in its administration of the schools; and, as regards the erection or repair of school houses, as well as other matters, can lay before the City Council estimates of the appropriations that will be required. Let these estimates, so far as they extend beyond the salaries of the teachers, — the contracts with whom are now, by the laws of the Commonwealth, absolutely in the hands of the School Committee, — be thoroughly considered by the City Council, and the appropriations granted, or diminished, or withheld, as the case may be; but when granted, let

the expenditure of the same, and all the matters to which the expenditure relates, be in the hands of the Committee, for their entire control and management. Such an increase of its powers, it is believed, would add to the efficiency of the Board, and to an improved management of everything connected with the Public Schools.

In concluding their suggestions upon this point, the Committee desire to say, as due to all the parties concerned, that the relations between the School Board and the branches of the city government proper, have always been of the most amicable character, and their official intercourse marked by respect and courtesy on both sides. And the wishes of the Board have, in general, met with attention and ultimate execution. But there is, of necessity, considerable delay because of divided responsibilities and powers, and the schools suffer therefrom. The present system is complicated, and often devolves duties upon official persons who, having the general affairs of the whole city upon their hands, have not time to attend to them and discharge them in the best manner. The School Committee is a large body of seventy-two members, and commonly has in it a great variety of character, and gentlemen from very various professions and callings in life. Its members are selected, by their constituents, with special reference to their practical competency to judge of the real wants of the schools, in respect to the character and qualifications of teachers, the course of instruction to be pursued, the extent and nature of the accommodations proper for the pupils, and, in general, every thing connected with the wise and progressive management of a system of popular education. The power

requisite to that management should be solely in their hands.

THE PUBLIC SCHOOLS OF THE CITY.

The system of public instruction in the city of Boston, comprises three grades of schools, — the Primary, the Grammar, and the High Schools. All these schools are now under the immediate charge of this Board.

The Primary Schools.

The Primary Schools were first instituted in 1818, by a vote of the town, on a petition requesting the establishment of "schools for the instruction of children under seven years of age." At that time, as no child could enter the Grammar School, unless he had reached the age of seven, nor then unless he "could read the English language by spelling the same," and as there were no legal provisions for the education of the children of the poor, under the age of seven, large and increasing numbers of these were growing up in ignorance and idleness, and were not competent, therefore, when qualified by age, to meet the condition required for admission to the Grammar Schools. The necessity of Primary Schools for the instruction of these children, forced itself upon the attention of every reflecting man; and before this action of the town, such schools had been suggested in the newspapers as part of "a plan to prevent the increasing *causes*, and, in a great degree, perfect the *cure* of pauperism in Boston."

Though instituted by a vote of the town in 1818, the Primary Schools were not opened till the summer of 1819. Early in the spring of that year, the School

Committee, in conformity to the authority given them by the town, appointed thirty-six gentlemen,—three from each ward,—whose duty collectively was “to provide instruction for children between four and seven years of age, and apportion the expenses among the several schools.” The sum appropriated for the support of these schools, was \$5,000. In the course of the season, the Committee established, in different sections of the city, twenty-five Primary Schools, at an average expense of \$200 each, and affording instruction, according to the best estimates that can be reached, to about one thousand children. Why was it thought necessary or expedient to place these schools under the immediate charge of a new special committee? Why did not the Grammar School Committee, consisting then of the Selectmen, and twelve other persons chosen by ballot in town meeting, take them and keep them under their own direct care and management? From the records and documents of the time, nothing affording a conclusive answer to these questions can be gathered. The probable explanation is to be found in the fact, that in the “plan for the cure of pauperism in Boston,” to which reference has already been made, and of which these Primary Schools were to form only a part, the duties of the committee charged with its execution, and to be called “the Primary School Board,” were extensive and onerous, and some of them, in their nature and objects, quite foreign to those assigned by law to the Grammar School Committee. This “plan,” which proposed for its execution a Committee of thirty-six, was never adopted as a whole; but when that portion of it that related to Primary Schools was carried into effect, the idea of a separate committee was retained, and its

appointment provided for and authorized by a vote of the town. But how this Primary School Committee originally consisting of thirty-six members, and authorized to expend \$5,000 annually, came to increase its members, fill its vacancies, enlarge its expenditures, so that in thirty years its members rose from thirty-six to one hundred and ninety, and its expenditures from \$5,000 to over \$100,000 ; whence it derived power for this increase and enlargement, is a question upon which the Municipal records, and the records of the Grammar School Committee throw no light whatever. The Committee charged with the preparation of this Report, have searched these records in vain for information upon this point. This fact is so curious and so anomalous, that the Committee would distrust the thoroughness of their own investigation, did they not find its result confirmed by so accurate and careful a man as Mr. SAMPSON REED, who, in a Report prepared by him as Chairman of the Committee on Public Instruction, in 1852, says : — “ It does not appear by what authority this number has been increased from thirty-six to one hundred and ninety, or how it is that the Primary School Board came into possession of powers which are not granted to the Grammar Board, and which that Board has never presumed to exercise, — such, for instance, as that of filling its own vacancies, — unless it be that not having its duties and privileges defined by law, it became a law to itself.”

The last clause in this extract contains undoubtedly the true explanation. The Primary School Board, — a body not known to the laws of the State, originating in the vote of the town, having a large purpose : “ to provide instruction for children between four and seven

years of age," its rights and privileges not specifically defined, — assumed and exercised powers that were necessary to a zealous and efficient management of the important interests entrusted to its care; and these powers came, in time, to have the sanction of usage and prescription, though never the authority of law. In 1839, and again in 1849, the question as to the origin of the Primary Schools, and the Primary School Committee, was agitated in the General School Board, and the opinion of the City Solicitor obtained, as to "the authority of that Committee, and the extent to which those schools and their committees were subject to the supervision of the General School Committee." That opinion was: "That the General School Committee is the only body known in law as having authority to superintend and take charge of the Public Schools of the towns in this Commonwealth; that this Committee, however, (especially being originally authorized by the town,) might properly appoint the Primary School Committee to take particular charge of the Primary Schools, as a department or sub-division of the general system of Public Schools; but that the Primary School Committees thus appointed are to be considered as partaking rather of the character of sub-committees of the General Board, than as having any independent authority under the laws respecting Public Schools."

In 1852, the Mayor made a special communication to the City Council, on "the present organization of the Grammar and Primary School Committees." This communication was referred to the Committee on Public Instruction, who, after conference with both School Committees, submitted a very able Report, in which they took ground against the continuance of the Prim-

ary School Committee ; first, because of its questionable legality ; secondly, because as a deliberative or executive body, it had become too numerous for the purposes entrusted to its care ; thirdly, because of the mode in which its members were elected and vacancies filled ; and fourthly, because its continuance perpetuated a want of unity in our school system. In reference to this last point, — a want of unity, — the Report speaks thus :— “ This objection applies to both the Grammar and the Primary Board equally ; and arises from the fact that two distinct bodies are employed to devise and carry out two distinct systems, when the end to be attained is essentially one and the same. After the Grammar School Committee has gone through, annually, with the form of appointing the Primary Committee, the two Boards have nothing more to do with each other, but each pursues an independent course. It is true that there are Committees of Conference, but these Committees do not meet from one year to another. Now this state of things seems to us to be liable to the most serious objections. We see no good and sufficient reason why our great system of public instruction should be thus divided horizontally, and the two parts assigned to distinct committees, virtually disconnected with each other. On the other hand, we think that one soul should animate the whole, and one heart send its life-blood from the centre to the remotest circumference. The education of the child, from the first commencement of his going to a Primary School up to the time of his leaving our High or Latin School, should be one continued, uninterrupted process. There should not be two systems, but one ; and, in our opin-

ion, this can never be the case, till the parts of the system are all arranged and harmonized and adapted to each other by the same committee. There is now jarring and discord; and we apprehend that much valuable time is lost to the child in consequence. There is a gulf of separation between the Primary and the Grammar School, which ought not to exist, but which necessarily springs from a want of unity in our system."

These weighty considerations had their influence, both upon the City Council and the public at large; and in the remodelling of the City Charter, in 1854, an entire change was made in the organization of the School Committees. The Primary Board was discontinued, the General or Grammar School Committee enlarged from two to six from each ward, making a body of seventy-two members, to hold office for three years, one third going out annually; and all the public schools, the whole system of public instruction, placed under their immediate care and management.

It is due to the Primary School Committee that it should be understood that this change was not induced by any neglect on their part of the trust committed to them, or any abuse of the powers they exercised. No charge to that effect was ever preferred; nor could it be sustained. Many of our ablest and best citizens served on that Committee, whose usefulness and fidelity in that trust cannot be questioned; and at the first meeting of the General School Board, under its present organization, in January, 1855, the following resolution was unanimously adopted:

"*Resolved*,—That in receiving the Records and Papers of the late Primary School Committee, this Board, in

behalf of the citizens of Boston, by whom they have been entrusted with the guardianship of the great interests of Public Instruction, desire to place on their records an expression of the just appreciation which they entertain of the value and fidelity of the services of those gentlemen who, from time to time, have been members of said Primary School Committee, and have zealously discharged its duties."

It is clear, therefore, that no censure or distrust of the members of this Committee was implied in the change made; but the system itself was of questionable legality, complicated, and involving a divided responsibility, and for these reasons it was abandoned. The experience of the last three years shows that there are great and manifest advantages in placing all the Public Schools of the city under the direct care and management of one Board.

In assuming the immediate charge of the Primary Schools, the General School Board, under its present organization, divided the city into as many Districts as there were Grammar Schools, naming each District by the Grammar School which marked it, and connecting the various Primary Schools therewith according to their local proximity. The sub-committees of the Board having charge of these Districts, are called District Committees, and each District Committee has charge, of course, of one Grammar School and of the several Primary Schools assigned to its District. These latter vary in numbers in the several Districts, their position in relation to the Grammar School houses rendering it impossible to apportion them equally among all. The largest number attached to any one District, is nine

teen, in the Boylston School; the smallest, five, in the Hawes School. This disproportion is met by a corresponding difference in the number of members on the several District Committees, so that the work and the responsibility are about equally divided. This responsibility, as regards the Primary Schools, the Board under its present organization has specially endeavored to meet, by frequent inspection, by great care in the examination and appointment of new teachers, by a more thorough and extensive classification, and by introducing various improvements, which it is hoped will make them more efficient instruments in preparing children for admission to the Grammar Schools.

The present Superintendent of Public Schools, Mr. John D. Philbrick, since his entrance upon office, in January last, has given special attention to the condition of the Primary Schools, and the means by which they may be improved. This subject is treated with great ability in his first Quarterly Report, which, for this reason, is here introduced. The Committee submit the whole report, because, never having been published, it is but just that the Superintendent should have an opportunity of presenting to the public, as well as to the School Board, the general principles and aims which will guide him in the exercise of his office.

TO THE SCHOOL COMMITTEE.

GENTLEMEN:—In obedience to the requirement of your rules, I beg leave to present my First Quarterly Report.

In accordance with what I understand to be the intent and meaning of the provision requiring this com-

munication, I have endeavored to make it reasonably brief. To keep it within readable limits, I have abstained from any extended discussion of topics relating to the general subject of education, aiming to set forth, for the immediate, practical use of this Board, rather than for the public eye, a plain business-like statement,—

1. Of the *leading principles* by which I have been guided, with some of my views and aims ;

2. Of the *duties* performed since coming into office ; and,

3. Of the *facts* and *suggestions* which seem to me most important for the present information of this Board.

Principles, Views and Aims.

Acting under the authority and direction of this Board, to which I am immediately responsible for all my official doings, I have faithfully endeavored, in all my proceedings, to conform to the letter and spirit of the excellent instructions which define the duties of my office. Keeping within the limits thus prescribed, it has been my constant study to find out the best things to be done, and to do them in the best manner. This is what has been uppermost with me, and the results are now cheerfully submitted to the decision of your judgment.

It will be observed, gentlemen, that you have instructed me to direct my efforts to the accomplishment of two general objects. The one relates to the *advancement* of the public schools of the City, and the other, to the *efficient administration* of the system. These two objects I have kept steadily in view.

To render myself as useful as possible in promoting these great objects, I have thought it my duty to try to obtain an accurate knowledge of the condition and workings of the system, as a whole and in its details, as well as to develop in my own mind a just conception of what a system of public instruction in such a city as Boston ought to aim to accomplish. This preparation for the work assigned me, however desirable or necessary, is, of course, not an attainment ever to be fully reached, though always to be steadily pursued.

I have thought it worth while to remember that to innovate is not to improve, and to change is not to reform ; and, therefore, that no material modification of the organization or policy of our system, should be recommended or adopted, without careful and protracted deliberation ; believing this to be a kind of business in which it is better not to act at all, than to proceed without a very strong assurance of success.

I have taken it for granted that it is the settled policy of this Board that the educational preëminence of this city is to be maintained ; and that this is to be effected, not merely by eulogizing the achievements of the past, however glorious, but by doing, in the "living present," what the spirit of the times requires of *this* generation.

It has been my aim to seek the guidance of sound and just principles, so as never to proceed in an arbitrary or capricious manner, or to suffer my mind to be biased by prejudices.

It has been one of my maxims, that while no part of the system is neglected, special attention should be given to the introduction and development of those elements which are fundamental and vital, and which

are the perennial springs of varied and numberless excellences.

I have acted under the conviction that the quality and quantity of education imparted in school, depend upon the character and qualifications of teachers, more than upon all other educational means and appliances combined ; and consequently, that the advancement of a system of public instruction should be sought mainly in the use of those instrumentalities and influences which tend to bring into the service the best teachers, and to encourage and stimulate those already in the service, to make the wisest and best use of their abilities.

In this belief, I have deemed it my duty, in my intercourse with the teachers of every grade, to treat them with consideration and respect, and to meet them as a friend with a heart to sympathize in their trials, and a hand to aid and coöperate in their labors, and not as a mere taskmaster or a spy, to look after and admonish them.

Finally, I have aimed to be just, abstaining alike from indiscriminate censure and unmerited commendation.

Under the guidance and by the light of such principles and maxims as these, I have sought to discharge the responsible duties devolved upon me.

Some Account of My Doings.

Having entered upon the duties of my office, on the tenth day of January last, the first business which engaged my attention, was an examination of the printed documents of this Board, together with the

records of its recent doings, and an inquiry into the plans, usages and labors of my respected predecessor, in the performance of his official duties. Reports on the systems of public instruction in other cities, were also, to some extent, reviewed. With such a preparation as these investigations, pursued for two or three weeks, afforded, with the valuable addition of the suggestions and counsel which members of this Board were kind enough to favor me with, I proceeded to make an inspection of all the schools, of every grade, embraced in our system of public instruction; which has been very nearly completed, and would have been quite, but for the interruption of the holidays of last week.

This important branch of my labors, has occupied a considerable part of nearly every working day for the last three months. A part of each day,—usually from two to three hours,—has been employed in the office, in the performance of other duties prescribed by your Rules and Regulations,—in consulting with committees, in conferring with members of the Board, in advising with teachers, in receiving applications of candidates for places as teachers, and in extending the customary courtesies to visitors from abroad. To keep myself to some extent acquainted with the progress of instruction and discipline in other places, agreeably to your instructions, it has been necessary to devote some time to the perusal of the periodicals, reports, and other educational publications of the day. Such, gentlemen, is the general outline of the manner in which I have endeavored to promote the interests of the public schools of this city.

It seems reasonable, however, that you should de-

mand an account somewhat more in detail, of the mode of conducting my visits to the schools,—thus far the most important of my doings,—that you may the better judge of their utility. I proceed, therefore, to give some of the particulars, though conscious of the difficulty of producing such a description of this kind of work, as to afford an adequate idea of the spirit and manner of its performance.

It was my design, in these visits, first, so far as it was practicable, to do some immediate good to each school; and, secondly, to obtain a comprehensive view of the whole system, with its organization, appliances, studies, methods, aims, results, excellences and deficiencies.

With this purpose before my mind, I did not deem it expedient to attempt a thorough examination into the proficiency of each class, or to puzzle the pupils with hard questions, but rather to take a careful survey of every part of the system as exhibited in its ordinary operations, constantly making enquiries as to processes and plans, which the want of time would not permit me to witness.

The visits were made without regard to any geographical order, and without any previous notice,—in most cases without even that of a rap upon the door,—believing this course to be the most acceptable to the best teachers, who are only anxious to be seen and known just as they are; and it was certainly most satisfactory to my own mind. On returning to the office, minutes were made of each visit, for subsequent examination.

In visiting the grades above the primary, I generally made a cursory inspection of the pupils and teachers

in each room, while engaged in their usual exercises, stopping in one department or more, long enough to witness one or two recitations. When invited by the principal, which was usually the case, remarks were made to the pupils. At every step, I made it a point to encourage teachers and pupils to persevere in every good work, by endeavoring to bestow an appreciating notice upon such efforts for excellence, in every department as came within the range of my observation.

To the primary schools, the largest share of my time and thoughts has been devoted. It is obvious that these schools, if any, need the services of a superintendent. Each of those of a higher grade, is presided over by a master of experience and ability, who is made responsible, to a very considerable extent, for the condition of the several departments under his charge. The primary schools enjoy the benefit of no such supervision. It seemed advisable, therefore, to make my inspection of these schools quite thorough. Accordingly, I have taken great pains to observe carefully the methods of instruction and discipline, with all the plans, arrangements and accommodations, of nearly all visited. In some, nearly all the different classes were inspected. The teachers were usually requested to proceed with their exercises, as though no one were present. Generally a disposition was manifested on the part of the teachers to present the performances of the first class. This was not encouraged. If any peculiar excellence or defect was observed, the cause was sought. In a large number of the schools, I gave illustrations of methods of teaching and training, by taking a class, or the whole school, and acting the part

of teacher; sometimes giving a lesson in the alphabet, — a very difficult branch of teaching; sometimes an object lesson, taking in my hand some natural or artificial object, and by questions, ellipses, comparisons, &c., *leading* the minds of the pupils to a knowledge of its origin, qualities, uses, &c.; sometimes giving a lesson in vocal training, to develop the right use of the organs of speech; sometimes analyzing words into their elementary sounds; sometimes showing how to combine profitably simultaneous exercises with individual teaching, a point especially important in classified schools; and sometimes questioning on the reading lesson, to show how, at every step, the understanding should be developed.

To give you a more definite idea of what is meant by the last exercise mentioned, allow me to sketch the outline of one as it actually occurred.

The word *telescope* is in the lesson read.

QUESTION. — How many have *seen* a telescope? Several hands are raised. One says, "My father has one." One is now requested to describe it, and to *tell* what he *knows* about it. The *word* is then pronounced in concert, several times, analysed phonetically, and spelled. Then, the first two syllables, *tele*, pronounced. Has any one seen a word that begins in the same way? Soon, a bright boy answers, *telegraph*. That is very curious. But there is a *reason* for beginning both these *words*, *telescope* and *telegraph*, in the same way. Both the *things* these *words* stand for, have something to do with *distance*, — what is far off.

What did Charles do with the telescope?

The class answer, "Saw the steamboat *away* up the river." *Away* up! yes; that is it; or you might say,— (Class) "*far* up the river." Yes. Well, with the telegraph we *write afar off*. How many have *seen* the telegraph wire? Several hands are raised. These wires extend from Boston to cities hundreds of miles from us. A man can stand in Boston and write in New York. How many have seen an instrument for observing very small objects? Several hands are raised. What is it called? ANSWER.—"A microscope." Pronounce the word together. Analyse it. Spell it. What is the *last* syllable? ANSWER.—"*Scope*." Yes. What is the last syllable of telescope? ANSWER.—"*Scope*." Well, now, with both these instruments we do what? ANSWER.—"See something." Right; and this syllable, *scope*, means *to see*. Can you think of some other word that has that syllable in it?

The teacher who understands his business, will know when and how far to extend such exercises.

Such, gentlemen, are some of the means used to accomplish the objects of my visits.

Facts and Suggestions.

For reasons already alluded to, these will relate mainly to the primary schools.

The whole number of primary schools is 211. The average number of pupils in these schools, for the five months ending with the 31st of January last, was, boys, 6,731; girls, 6,002; total, 12,733; giving to each school an average of about 60 pupils.

The total average attendance for the same period, was 10,221, or a little more than 80 per cent. of the

average whole number. This gives to each school an average attendance of a little less than 50 pupils. The whole number of teachers is 211. The annual amount of the salaries paid to these teachers is \$77,089 77.

A glance at these statistics is sufficient to show us the magnitude and importance of this branch of our system of public instruction. More than half of all the children educated at the public expense, are embraced in these schools, and nearly all the rest have gone out from them to enter the higher grade. The children of nearly the whole of our vast population are entirely dependent upon them for all the schooling they receive, during the first four years of their school-going life. Here the foundations are laid, either wisely and thoroughly, or otherwise; and if they are not well and firmly laid, the superstructure must partake of their imperfections. In every work, the first steps are the most important. Especially is this true in the business of education. Early impressions are the most permanent. The importance of *early* forming good habits, cannot be over-estimated. "The child is father of the man." Every educator should ponder this great truth. The child who has been carefully trained in the right way, for three or four years, can be kept in the right path afterwards with comparative ease.

It is well known that primary instruction has not received so much attention as the higher grades of teaching. This remark is believed to be emphatically true of this city. The primary schools have been comparatively but little affected by the various influences which have, for the past ten or fifteen years, operated powerfully for the advancement of schools of higher

grades. Not but that they have made some progress. No doubt these schools now are better, in all respects, than at any previous period of their history. The teachers are better; the accommodations are better; the methods of teaching are better. In making the circuit of these schools, much was seen to approve; much that was gratifying and cheering. A very large proportion of the buildings occupied by them are, in most respects, excellent; they are such as even Boston may well be proud of. Many of the teachers possess a good degree of intelligence and energy, are earnestly devoted to their work, and are doing a vast amount of good. Some appeared to be very desirous of improving their qualifications for their difficult task, and others invited suggestions respecting the management and instruction of their schools, and received them gladly. I think a large majority would be disposed to coöperate cheerfully in any judicious plans for the general elevation of the standard of primary school instruction. On the other hand, I think a few still remain as teachers in these schools, who would object to almost any plan proposed, except that of increasing their compensation or diminishing their labors.

Having said this much in commendation of these schools, which I can say conscientiously, surveying them on their bright side, you will doubtless expect me, after a thorough inspection of nearly the whole, to answer the all-important and practical question, whether they are in a satisfactory condition; or, in other words, whether they are doing all they ought to do, and they can do, for the right education of all the children in this city, between the ages of four and eight years.

To this question I must give a *negative* answer. And, by this answer, I by no means intend to imply any censure or disapprobation of the teachers of these schools, as a whole. I have already spoken explicitly on this point. I fully admit that they have done as well as could have been expected under the circumstances. Still, I firmly believe that the circumstances and arrangements of these schools might, with no great difficulty, and with no considerable increase of expense, be rendered far more profitable to the pupils, and far more agreeable to the teachers, as well as far more satisfactory to this Board and to the public. I am clearly of opinion that a great advance in the amount and quality of education in these schools is not only desirable but practicable, and that they might be and ought to be brought nearer to that standard of perfection which causes every pupil, by the influence of right motives, to do the right things at the right time and in the right manner.

I shall not attempt to exhaust so comprehensive a subject in this Report. I have no room to describe in detail either the excellences or defects of this branch of our system. Nor, on the other hand, do I intend to indulge, for a moment, in vague and unprofitable generalities.

I propose, therefore, to specify three defects, which are common, in a greater or less degree, to *all* these schools, and which seem to include and comprehend almost all those minor faults and imperfections which we often have occasion to observe and correct.

The most important of these defects is *the want of that kind of teaching which really educates*; which imparts a knowledge of things, as well as of the forms and

sounds of words, and which duly develops the various faculties of the mind,—*training* the pupil to right *habits* of thought, of feeling, and of action. This kind of teaching is not at all rare in our Grammar Schools, especially in the upper classes; but it is a remarkable fact, that it is, so far as I am capable of judging, but very little practiced in our Primary Schools. In place of it, we have what is called “the rote system.” The memory is almost the only faculty regarded, and only one element of that, viz: the memory of words, while the memory of the understanding is seldom called into exercise.

In my visits, it was very uncommon to hear, in any of these schools, a single question or remark by the teacher which had any reference to the understanding of the children. In many cases, the reading was but little more than the mechanical pronunciation of an unknown tongue. There is a text-book in daily use in all these schools, entitled “Spelling and Thinking Combined;” but in all the exercises in this book, I never saw the slightest evidence of any attempt at the combination indicated in the title.

Another general defect is *the want of profitable employment for the children*, especially in the lowest classes. Go into any of these schools at any time of day, and in nine cases out of ten, if not in forty-nine out of fifty, three-fourths of the pupils will be found without *profitable* employment. Thus the time of these children is wasted, for precious months and years in succession. But this great waste of time is not the only evil arising from this defect. Many bad habits are formed. The strength of the teacher which should be expended in

teaching, is necessarily taxed to a great extent by the incessant vigilance and care requisite to keep these idlers out of mischief, and to secure some reasonable degree of stillness.

The third and last defect which I shall mention, is *the want of a vigorous and efficient system of moral culture*. I need not speak of the importance of this element in every system of instruction for the young. No one will deny or doubt that it should be regarded as the very corner stone. I would not be understood to say that there is not at present any good, healthful moral influence exerted in our Primary Schools; but I feel bound to say that the amount of moral culture and moral training bears no sort of proportion to what it ought to be.

Such are the three general and radical defects in our Primary Schools, to which I would respectfully, but earnestly, call the attention of this Board. To prevent misapprehension, I ought to state explicitly that there are a very few exceptional schools, in which these defects exist in a comparatively small degree.

Without attempting an exposition of the causes of these defects within the narrow compass of this Report, I must content myself with a brief statement of what, upon careful deliberation, appear to be the best remedies.

1. A classification of all these schools. The superiority of the classified schools is very evident. The theory is sound. No doubt there are objections to it, as there are to every possible arrangement, but they are believed to be outweighed by the advantages gained.

2. Let every school be supplied with a stationary chair, a single desk, and one of Holbrook's slates, for each pupil. The slate should constitute a part of the school apparatus, never to be taken from the school room. The desk should be constructed with a suitable aperture for the safe deposit of the slate. This is a necessary means for securing the right instruction and training of the pupils. These facilities will favor a proper physical development.

3. Let a Manual be prepared, under the direction of this Board, which shall set forth the objects to be aimed at, the principles to be observed, and the methods to be used in all the Primary Schools.

4. Provide the requisite facilities and encouragements for the teachers to perfect themselves in the difficult art of teaching and governing a primary school. This is by far the most important of the measures recommended; for, without it, the others, and all others that can be imagined, will avail comparatively little.

I regard it as a fixed fact, as certain as anything that can be known, that all our Primary Schools can be brought up to the requisite standard of excellence only by insisting upon it as a thing indispensable, that every teacher, either before or after entering the service, shall be properly trained and instructed in the art of keeping a primary school. The teacher makes the school; it is training that makes the teacher.

Grammar Schools. Of the instructors in these schools as a whole, the impressions received from my visits were quite favorable. Of the Head Masters I am happy to be able to speak decidedly from personal

knowledge. It is a remarkable fact, that at this time, every one of the masters of these schools is devoted to his work with great zeal and earnestness. A uniformity of talent and skill is of course not to be expected, but there is a singular uniformity of that zeal which supplies the place of almost every kind of talent. It is believed that these gentlemen, who give the tone and character to the eighteen Grammar Schools in which ten thousand of our children are daily subjected to the shaping processes of education, are not without the spirit of progress. As an indication of this spirit, allow me to state that a decided majority, — nearly all, I think, — voluntarily expressed, not only a willingness, but a desire to receive suggestions for the improvement of their schools. This is a fact alike creditable to the instructors and gratifying to your agent.

Considering the responsibilities and position of these gentlemen, I cannot but regard it as due to them, as well as essential to the best interests of the schools under their charge, that, in the appointment of their subordinate teachers, they should be freely consulted and advised with. Surely, if a master is not competent to be trusted in this matter, and if his judgment is of no account in it, he should not have committed to his charge the care and control of an institution so important as one of our Grammar Schools.

A considerable difference was observed in the amount of personal attention bestowed by the Principals upon the lower classes of their schools. In some schools, a portion of each day, and in certain others, one or two half days in each week, are set apart for the inspection and examination of the lower classes. This, an excel-

lent practice, should be encouraged. Every head assistant should be capable of managing and teaching the first division, during the master's absence from the room, so as to allow him the necessary time for this important work. This is the only practical method of securing a uniform and harmonious progress in a large school, instructed by a number of teachers.

One of the best modern improvements in the methods of teaching in these schools, is that which sends the pupils to consult books of reference. Where this is much practiced, we may be quite sure there is one good element of teaching. This kind of teaching ought to receive approbation, and the necessary facilities should be afforded for carrying it further than it has been pursued, even in our best schools. For this purpose, I would recommend that a small addition be made to the list of these books, viz: Gould Brown's Grammar of English Grammars, Worcester's Historical Atlas, Smith's History of Greece, Arnold's History of Rome; and, for the use of teachers, Barnard's Journal of Education.

The Latin School, the English High School, and the Girls' High and Normal School, are undoubtedly conducted with great ability by their respective Principals and their able assistants. Every necessary means should be granted them for increasing their usefulness.

It may be worth while to suggest, as a matter worthy of the attention of this Board, whether, with the present arrangements, the Girls' High and Normal School ought to be expected to answer the purpose of a training school, for supplying our Primary Schools with the teachers they need.

The English High School affords accommodations for a larger number of pupils than are at present enjoying the advantages of its excellent course of study. It appears to me to be clearly the duty of all the Principals of the Grammar Schools to give to their pupils ample information respecting the benefits and importance of a course of education in this, as well as in the Latin and Girls' High and Normal Schools, and to fit them, as far as possible, for admission, at a suitable age. The number admitted from each school ought to be reported annually to this Board, and published in the Annual Report, as one important element by which the standing of the several schools may be justly estimated.

It is well known that the English High School has been singularly fortunate, for many years, in the permanency and success of its instructors. The cause is apparent. For a very considerable period, none but professional teachers who had achieved marked success in similar situations, have been appointed to that school. It is a question whether the same desirable permanency might not be secured in the Latin School, by adopting the same policy.

In conclusion, allow me to tender my grateful acknowledgments to the members of this Board, and to the instructors of every grade and department of our system, for their numerous acts of courtesy and kindness in relieving me from the embarrassments always to be expected in entering upon a new office.

All of which is respectfully submitted.

JOHN D. PHILBRICK,

Sup't of Public Schools.

May 5, 1857.

This document, interesting and instructive throughout, is especially valuable and suggestive in that part which treats of Primary Schools. Its recommendations in regard to these schools, some of which had already been adopted and partially introduced, were heartily approved by the Board, and measures taken to carry them into execution as soon as practicable. In conformity with votes of the Board the Superintendent is preparing a manual of primary school instruction, which is now nearly ready for publication. For some months past he has been holding, in different sections of the city, meetings of Primary School teachers, at which he has given lectures and practical illustrations of the art of teaching and rightly conducting a Primary School. Though not carried out to the full extent practicable, yet in some districts, where there are several Primary Schools kept in the same building or in close proximity, classification has been introduced by dividing the children according to their grade of scholarship, and putting those of each grade in a school by themselves. The objections which were thought to lie against this mode of classification have not been found, on experience, to be weighty, or worthy of serious consideration, while the benefits that were expected to flow from it have been abundantly realized. Seats with desks and Holbrook's slates have been introduced into several of the schools, and, in the course of the ensuing year, the order of the Board on this subject will probably be executed.

In these and in other ways that need not be detailed, something has been done for the benefit of the Primary Schools. The work of improvement has been com-

menced, and under the auspices of the Board, the labors of the Superintendent, and the hearty coöperation of the teachers, will be carried forward with wisdom and vigor.

As parts of a great system of public instruction, it is scarcely possible to attach too much importance to the Primary Schools. They are the base of the pyramid, and in proportion as the base is enlarged and its foundations strengthened, the superstructure can be reared with ease and rapidity, in graceful proportions, and to a towering height. Under the improvements which are now in operation, and others that will be introduced, it is hoped that the children in the Primary Schools will be rescued from that waste of time and misdirection of powers, hitherto unavoidable, and so instructed and carried forward as that every child, on attaining the requisite age, shall be competent and qualified, not only to enter the Grammar Schools, but to improve the privileges and advantages there offered; and in proportion as the children entering the Grammar schools come thoroughly qualified and prepared, these schools themselves will be improved, and a larger number of pupils pass through them at an age sufficiently early to allow them to enjoy the benefit of the High Schools, before the time arrives at which they wish to leave school for some active employment. Thus, by improving the Primary, we improve the Grammar, extend the advantages of the High Schools, and make our whole system of public instruction, of popular education, what it ought to be, *progressive* and not *stationary*.

Further details in relation to the Primary Schools will be given in their connection with the Grammar Schools.

THE GRAMMAR SCHOOLS.

There are eighteen Grammar Schools in Boston, and the city is divided into eighteen corresponding districts, and each district is designated by the name of the Grammar School that is its educational centre.

The first public or common school opened in Boston was the Latin School, which was established in 1635, five years after the settlement of the town. Piety, rather than patriotism or philanthropy, prompted its establishment. Its object, like that of the Grammar Schools which within a few years all the towns in the colony were required by law to support, with a master qualified to prepare pupils for the college, was to aid in securing a body of learned men, who, "by acquaintance with ancient tongues," should be able to obtain "a knowledge of the scriptures," and qualified "to discern the true sense and meaning of the original." For nearly fifty years this was the only public school in Boston. In 1682, this school became so crowded that it was determined to establish two others, "for the teaching of children to write and cipher." Our system of public instruction, which aims not to produce a body of learned men, but to instruct in the rudiments of knowledge, and to give a good English education to every child in the community, fairly dates back, therefore, only to this period, 1682. One of these two schools for instruction in writing and arithmetic, shortly after it was opened, became classical in its character; the salary of the master was made equal to that of the master of the Latin School, and it was called "the North Latin

School." This character attached to it for nearly a century, till 1790, when it was restored to its original purpose; and since that period, "the Public Latin School" has been the only one of the Common Schools where pupils could be prepared to enter the University. The schools "for teaching children to write and cipher," were soon thronged by large numbers of boys who did not wish to prepare themselves for College, and a professional career in law, medicine or divinity. It became necessary, therefore, to enlarge the course of instruction at these schools, so that they should furnish a suitable education to those who were to enter upon some department of commercial or mechanical business. But the masters of these schools had been chosen on account of their special capacity to teach "children to write and cipher," and, in general, were not competent to teach reading, grammar, geography, and the higher branches of a good English education. It was necessary, therefore, to have a new set of masters for these branches. They were accordingly appointed, and arrangements made for them to hold their schools in different rooms from those in which children were taught "to write and cipher," and for the pupils to alternate, forenoon and afternoon, from one to the other.

Thus originated what has been known as the "Double-headed System," which for many years was universal in the Boston schools, and peculiar to them. It was not a system adopted on deliberation as the wisest and best plan of school organization, but an arrangement made under the pressure of necessity, to meet existing circumstances, and avoid

the disagreeable duty of dismissing the masters of the schools "for teaching children to write and cipher;" when it was determined to enlarge the course of instruction at these schools beyond what these masters were competent to teach. The arrangement, once made, soon became entrenched within the authority of usage and prescription, and for more than a century continued, without exception, and with occasional slight modifications, the form of organization of the Grammar Schools of Boston.

The first strong effort to abolish this system was made in 1830, on the recommendation of one of the most able and interesting Reports ever presented to the School Board, prepared by the present Chief Justice of the Supreme Court of the State, then a member of the School Committee. This Report contained two prominent recommendations. First, the separation of the schools designed for children of different sexes, so that those for boys should be held in one building, and those for girls in another; second, the abandonment of the "Double-headed System," for that of one master at the head of each school, with a sufficient number of subordinate and assistant teachers to instruct in all the branches of a good English education. Both these recommendations were adopted by the Board, and, from that time, the principles contained in them, although there have been periods when no progress in their application was made, and even a retrograde movement commenced, have yet been gradually carried forward, so that there is now no "double-headed" school in the city, and but six at which girls and boys attend in the same building.*

* No provision was made for girls to attend the public Grammar Schools, till

With these preliminary remarks, the Committee proceed to give a brief account of each of the Grammar Schools, and of the Primary Schools in each Grammar School District, taking them up in alphabetical order. Each Grammar School has some distinctive name, derived from some Mayor of the City, or from some person distinguished in the history of Boston for learning, piety, or patriotic public service.

Adams School District.

A Grammar School, originally instituted in 1717, and long known as the South Reading and Writing School, but afterwards called the Adams School, in honor of Samuel Adams, the distinguished revolutionary patriot, was for many years kept in the building in Mason Street, now used for the Girls' High and Normal School. In 1852, when the policy was introduced of building large school houses, and consolidating into one, two or three smaller schools, the Adams School in Mason Street was discontinued, and that name was for a time lost from our list of city schools. In 1856, a new school was instituted in East Boston, and the name restored by calling it the Adams School. It is held in a new school house recently erected, in Belmont Square, of grand proportions, with spacious halls and staircases, containing 19 large and handsomely finished and furnished school rooms, capable of seating in all 1,144 pupils, and completed at a cost, including the land, of \$64,128.57, the interest on which is \$3,847.70.

1789. From that time to 1828, they were allowed to attend half the year,—from 20th of April to 20th of October. Since 1828, ample provision has been made for their attendance all the year.

This house combines all the latest improvements in arrangement and furnishings; and, for amplitude, airiness and convenience, for the comfort and good taste of its appurtenances, is in every respect a beautiful and model structure.

The experiment of heating by steam, however, was at first attended with but poor success. There were, indeed, such defects in the original arrangements, both for warming and ventilation, that, on first assembling in the building, in September, 1856, and for several months subsequent, the school suffered great inconvenience, and the daily session had often to be discontinued. This had an unfavorable effect upon the discipline of the school, upon the progress and habits of study of the pupils, and upon the spirits and energies of the master and his assistants. For some time, neither teachers nor pupils were in a condition to do justice to themselves. In regard to heating, the defect has been remedied by the alteration and enlargement of apparatus, so that the house can now be kept at all times at a genial temperature. The other defect, which has not yet been remedied, is in the mismanagement of the ventilators, which conduct into the rough, unfinished openings of the walls, rather than into the flues intended for them.

The admissions to this school have been 631. As only a part of these were received at the opening of the school, and a part at a subsequent period near the close of the year, for the purpose of relieving the crowded state of the Lyman School, the average whole number belonging to the school at any one time has been small compared with the admissions. It has not

exceeded 391,— of which number there has been an average attendance of 90.5 per cent. The expenses of tuition for this school, are nearly like those of the other schools in East Boston, viz: \$6,500.20, being the salaries of a master, sub-master, two head assistants, and six assistants. This, including the interest on the cost of the building, makes the average cost of education about \$23.90 for each scholar. The expenses of warming, for the reasons before suggested, have been very large, viz: \$756.98; and for care and superintendence, including engineering, \$720.

In this District, there are nine Primary Schools, and one Intermediate School, and one school for Special Instruction. The two latter are regarded as exceptions to our regular school system, and the constant effort of the Committee is to dispense with them as soon as it can be judiciously done. Where the number of pupils of from 9 to 10, 12 or 14 years of age, who are naturally dull and slow of comprehension, or who from any cause have been deprived of instruction, is large, it would seem that their best interests, and that also of the tender and unsophisticated children of the Primary Schools, would be most subserved by such special temporary arrangements as these schools provide. But where the number of such pupils is not large, or where they can be distributed under different teachers, so as to become in all respects the *subjects* of influence, and not the *leaders* of it, then, in the absence of peculiar controlling circumstances, it is believed they should be kept in the regular march of promotion, and be so much the more persuaded, stimulated and aided to advance, as their capacities or disposition shall make them the more

subjects for it. The salaries of the teachers, and other expenses of the Primary and Intermediate Schools, in the Adams District, amount to about \$4,564.39. The number of pupils connected with these schools is 467, and the average cost per scholar is about \$9.77.

Bigelow School District.

The Bigelow Grammar School received its name in honor of Hon. John P. Bigelow, Mayor of the City from 1849 to 1851, inclusive. It was instituted in 1850. The school building, situated in Fourth Street, South Boston, was erected in 1849. It contains 12 rooms, with a large hall for exhibitions, and can accommodate 750 pupils. The value of the property is estimated at about \$42,600, the interest on which would be \$2,556.

This school is exclusively for girls. It has a corps of nine teachers, viz: a master, three head assistants and five assistants, besides music teacher and sewing teacher. Their salaries amount to \$5,477.26.

The number of pupils belonging to the school is 492. The average attendance is 440. The cost of education per scholar is about \$18.32.

In their last Report, the Committee say:—“At no time, while under the supervision of its present Committee, has this school been in a better condition, or done more to contribute to the success of our system of instruction. The teachers continue to labor with a unity of purpose and with a zeal that show that their hearts are in their work. The pupils, with very few exceptions, are faithful, interested, obedient, and consequently their advancement has been creditable.”

There are nine Primary Schools in this District. Four of them are kept in the Bigelow School house; two at Washington Village; one in Lyceum Hall, one at Mattapan Hall, and one in the Methodist Church.

The salaries of the teachers amount to \$3,360.42; expense of rooms, fuel, &c., to about \$1,200.

The whole number of pupils in the schools is 582. The average attendance is 465. The cost of education per scholar is about \$9.81.

The Committee, in their last Report, already quoted, complain of the want of accommodation for the Primary Schools. There is no Primary School house in the District. "Four of these schools," they say, are "temporarily accommodated in the Grammar School house, liable to be removed at any time when the increase of the Grammar School shall make it necessary. One has just been removed for this reason, and, without doubt, at least one more must be removed in March next. One is in a hall that is used many nights in the week for other purposes, and thus the school arrangements and furniture are constantly disturbed, and the room always more or less dirty and uncomfortable. Still another is in the vestry of a church, the size of which is objectionable. The school, huddled into one corner, has a forlorn air that makes it far from inviting, and would be a sufficient cause to account for a large increase of the number of truants."

Bowdoin School District.

The Bowdoin Grammar School was instituted in 1821, and received its name in honor of Governor

James Bowdoin. The present building, in Myrtle Street, was erected in 1848. It contains 18 rooms, a large hall, and can accommodate 735 pupils. The house and land are estimated at \$45,000, the interest on which would be \$2,700. The expenses for repairs, supplies, fuel, &c., amount to \$2,256.88.

This school is exclusively for girls. The teachers are, a master, two female head assistants, and nine assistant teachers, whose salaries amount in all to \$1,611.82. The number of pupils belonging to the school is 553. The average attendance is 487. The cost of education per scholar is about \$21.28.

In their Quarterly Report, the Committee say, that "by a judicious appointment of monitors, and the efforts of teachers well directed, tardiness has almost entirely ceased, and absences have been reduced from twenty-five to two per week." From their Report we learn that "Monthly meetings of the teachers are held, a record of the studies pursued and of the ground gone over by each teacher, is accurately kept, so that any deficiencies soon become apparent."

There are twelve Primary Schools in this District. Three are kept in Franklin Street, three in Blossom Street, two in May Street, two in Bowdoin Square, one in Joy Street, and one in Fruit Street. The expense for rooms, &c., is about \$1,845. The salaries of the teachers amount to \$4,695.29. The number of pupils is 631; the average attendance is 503. The cost of education per scholar is about \$10.36.

Boylston School District.

The Boylston Grammar School was instituted in 1819, and received its name in honor of Thomas Boylston, a distinguished physician, and a munificent patron of learning, whose bequests to the Boylston Medical School, to Harvard College, and other literary institutions, entitled him to be thus remembered.

The Boylston School, on Washington Square, Fort Hill, was erected in 1852. It contains 12 rooms, and can accommodate 1,274 pupils. The value of the property is estimated at \$40,000; the interest on which would be \$2,400. The expense for repairs, fuel, supplies, &c., amounts to \$1,139.21. This school is composed of boys and girls. Its teachers are, a master, a sub-master, an usher, one female head assistant, and ten assistant teachers; whose salaries amount to \$8,341.06. The number of pupils belonging to the school is 798; the average attendance is 750. The annual cost of education per scholar is \$14.85.

In their Report, the District Committee say, that "the school in all its departments was found to be in most respects in an excellent condition. The proficiency of the pupils, in reading, orthography and arithmetic, was especially noticeable. The improvement in writing, though respectable, was less marked than in most of the other studies. In the exercise of map drawing, on the blackboard, specimens of skill by a large number of pupils were exhibited to the Committee, which they believe can rarely be excelled for neatness and accuracy of delineation, and beauty of execution."

This District contains a larger number of Primary Schools than any other. At present, there are nineteen under the charge of the Boylston District Committee. Of these, nine are in Lane Place, in a building erected for the purpose by the city ; two on Fort Hill ; four in Williams Street ; one in Purchase Street, and three in Belcher Lane.

The whole number of children belonging to these schools is 1,208 ; the average attendance is 1,031. The salaries of the teachers amount to \$7,668.95. The expenses of school rooms, \$3,166.68. The annual cost of education per scholar is about \$8.97.

Brimmer School District.

The Brimmer Grammar School was instituted in 1844. It was named in honor of the late Martin Brimmer, Mayor of the City in 1843 and 1844. The school house, situated in Common Street, was erected in 1843. It contains 12 rooms, and can accommodate 750 pupils. It has no large hall. It is warmed by a furnace, but the ventilation is not very good. Except in the very coldest weather, it is necessary to keep one or two windows open at the top, part of the time, and it is usual to open all the windows at recess.

The house and land are estimated at \$34,151.21 ; the interest on which would be about \$2,050. The expenses of the school, for salaries, are \$7,557.96 ; and for repairs, fuel, &c., \$2,143.56. The whole number of pupils belonging to the school the past year is 585 ; average attendance, 551 ; the cost of education per pupil, about \$20.09.

There are twelve Primary Schools in the Brimmer District. One is taught in the Brimmer school house ; six in the Primary school house in Warren Street ; three in a building belonging to the city in Newbern Place, and two in rooms under Warren Street Church.

The salaries of teachers, and expenses for rent, supplies, fuel, &c., of Primary Schools in this District, amount to about \$6,389.81. The number of pupils belonging to the schools is 668 ; average attendance, 523 ; the cost per scholar is about \$9.52.

Since its establishment, in 1844, this school has sent 118 boys to the English High School, and 43 to the Latin School.

Chapman School District.

The Chapman Grammar School was instituted in 1849. It received its name in honor of the late Jonathan Chapman, Mayor of the City from 1840 to 1842, inclusive. The school house, containing 11 rooms, and seats for 600 scholars, was erected on Eutaw Street, at a total cost of \$29,500. The school was originally organized under the form of a double school, the boys in one department, and the girls in another, and each under the supervision of its own master. In the beginning of the school year 1856-7, the two departments were united upon the "single-headed system," under the charge of one master, assisted by a sub-master, two female head assistants, and seven assistants ; the sum of whose salaries amounts to \$6,796.53.

The opening of the Adams School, and the consequent changes and transfers of pupils in all the East

Boston Grammar Schools, took 170 from the Chapman School, and reduced its average whole number to 496. The territorial limits of this school are unusually large, extending the whole length of the island from east to west. Many of the pupils in all the various classes, from the remote parts of the District, have to walk long distances to attend school, and yet, it is reported that "under and against every provocation of cold and heat, of wind and rain, snow and tempest, they are regular and punctual, and their plump and ruddy countenances, their glistening eyes, and fine muscular movements, tell how safe the process is, and how true it is that,

" We must have air and exercise,
To live, and thrive, and grow."

The average attendance for the year has been 90.5 per cent. ; 173 scholars have been admitted. The cost of tuition per scholar was \$13.70 ; and the whole cost of education, including, besides salaries, the expense of warming by furnaces, (\$488.10,) of cleaning, &c., (\$231,) of supplies, furniture and repairs, &c., (\$827.76,) in all \$8,343.39, was, for each scholar, \$16.82.

There are twelve Primary Schools in this District ; six of these schools, held in the Porter Street Primary school house, have been classified, so that virtually they constitute but one school, with six grades or classes. The other schools are kept in buildings leased by the city, which are conveniently situated, but, in arrangement, finish, ventilation, access and general surroundings, are *by no means* to be regarded as *models*. The salaries of the Primary School teachers in this District amount to

\$4,610.33; the expenses of rooms, fuel, &c., to \$1,605.54. The number of pupils attending is 708, and the cost of education per scholar is \$8.78.

A topic of considerable interest has been somewhat discussed and reported upon by the Committee of the District, during the year, viz:—"Whether the city cannot now afford to employ, and ought not to require, in whole or in part, for these schools, teachers of a higher and more thorough education,—an education that is not a mere proficiency in one or all of the branches of common school study, but that broad and comprehensive mental culture which gives grasp, invention and versatility to the mind, and ennobles and makes rich and generous the whole character? Could such teachers be found, and secured at the head of these little soul-nurseries,—the fountains whence not only the current of character and culture takes its rise, but where influences are exerted that to a very great degree prescribe the direction and determine the power of the current,—no one can doubt that much would be done to give a healthy impetus and a right direction, that would be felt by the pupil through the whole educational career."

"Let the demand be made," say the Committee, "let it become public and imperative, and there will be enough who, from love of the influence open to them, or from other good and high motives, will come forward and enter the field. The demand will stimulate to a supply, and, insisted upon perseveringly at this the centre of educational influences, will spread and give rise to like demands elsewhere. Thus the general standard of female education would be ele-

vated, and female teachers raised up, thoroughly qualified for that work, preëminent in importance, which they are called to perform in our Public Schools."

Another suggestion in connection with this subject was urged by the Committee, viz: "that a person with these qualifications should be placed at the head of each of the groups of classes formed by the new classification, with powers of supervision and with responsibilities in respect to all the classes similar to those exercised by the masters of the Grammar Schools, thereby securing *unity* in the course of instruction and discipline, *gentleness, equableness*, and a *constancy* of watchful superintendence which no general officer of the Board can render."

Dwight School District.

The Dwight Grammar school was instituted in September, 1844, as a boys' school, with 92 pupils. Its first name was the New South School, and it was first gathered in an old building opposite the residence of the late John D. Williams. From this place it was removed, in September, 1845, to the vestry of the Suffolk Chapel, and remained there till the new building, erected on Concord Street, was ready for occupancy, in the spring of 1846. Since that time it has been called the Dwight School, in honor of the late Hon. Edmund Dwight. About 80 girls were admitted as a part of the school, in May of 1846, and this was the beginning of what is now the "Dwight School for Girls." Thus, as a mixed school, it remained until September of 1850, when a new master was elected for the boys. The school was then organized as a single-headed school, and remained so until August of 1857, when the two departments were made entirely independent of each other.

The new house, in Springfield Street, was built in 1856, and was occupied for the first time in October of that year. It contains 14 rooms, which will accommodate 852 pupils, beside the hall, which will seat 400. The apparatus for warming the house consists of four of Herman's largest-sized furnaces, and it is ventilated on what is known as Emerson's Plan, which works well.

The building cost \$47,000. The lot, measuring about 19,000 square feet, was owned by the city; its estimated value, at 80 cents per square foot, was \$15,200.

The corps of teachers consists of a master, an usher, and eight female assistants, for the boys; and a master and seven female assistants for the girls.

The total amount of salaries in the boys' department, is \$5,760.15 per annum, and in the girls' it is \$4,435.16; and the cost of tuition per scholar, in the boys' department, is \$11.45, and in the girls', \$11.73 per annum, and the whole cost of education at the school, \$18.77.

There are 115 boys and 75 girls accommodated in the old Dwight school house.

There are no Primary Schools in the new building; 302 boys and 200 girls have been admitted the past year, and the average attendance has been 94 per cent. in the boys', and 90 in the girls' department.

"After a careful examination of every class," say the Committee, in their Report, "the school, in both departments, with one or two slight exceptions, was found to be in a highly prosperous condition, and in almost every respect merits our warmest commendations."

There are eleven Primary Schools in the District, averaging about 60 pupils to each, and kept in buildings owned by the city. The schools are classified, and, in most respects, the system is found to work well.

The average attendance in the Primary Schools, for the past year, has been 77 per cent. Two new teachers have been appointed for these schools.

The salaries of the Primary School teachers in this District for the past year amount to \$4,030.75; the expense for repairs, fuel, &c., amounts to \$3,286.97. The number of pupils is 693, making the cost of education per scholar \$11.43.

Eliot School District.

The Eliot Grammar School was instituted in 1713, and subsequently named in honor of the Rev. John Eliot, D. D., pastor of the New North Church. The school building is in North Bennet Street, and was erected in 1838. It contains 12 rooms, and has accommodations for 749 pupils. It has no hall. The school is exclusively for boys. The teachers are, a master, a sub-master, an usher, and twelve female assistants. The salaries of the teachers amount to \$8,076.73. The value of the building and lot is \$46,591; the annual interest on which is \$2,795.46. The apparatus for warming, (by means of stoves on the first floor, and by hot-air furnaces on the second and third floors,) is well adapted to its purposes. The apparatus for ventilation is insufficient. The cost of warming is \$305.70; other expenses, \$657.65. Whole cost, \$963.35.

The whole number of pupils admitted during the year is 593; the average attendance has been 750. The cost of tuition for each pupil is \$10.60; the whole cost of education per year for each pupil is \$15.53.

The Committee report favorably of the school. The *school house* is reported to be quite insufficient for such a school; the following defects have been noticed by the District Committee:

1st. In size; having 749 desks, and on the first of March last, 866 pupils.

2d. In having to pass through the rooms of the master, sub-master, and two assistants, to reach other rooms.

3d. In the situation of the staircase, which is such as to render it impossible to clear the house as rapidly as might be desirable in case of fire.

4th. In having the ward room in one of the school rooms; thereby rendering it necessary to dismiss the whole school, at least two days of every year, and to further interrupt and injure it, by removing 125 seats, with their desks, at every caucus or other ward meeting.

5th. In having no means of warming the entrance hall; thus endangering the health of the teachers, who are frequently obliged to remain there in conversation with parents and others.

6th. In the unequal size of the rooms; one accommodating 125 pupils, and others only 46.

7th. In the want of light in the room used as a ward room.

8th. In the ventilating apparatus,—the roof having but one ventilator, and each room but one ventilating flue,—which is inadequate to change the air as fast as it is vitiated by breathing, unless aided by opening the windows. These, on the windward side of the house, cannot be opened in stormy weather, consequently the

air at such times, in the smaller rooms, is exceedingly impure.

9th. In having no hall for assembling the whole or any considerable part of the school.

10th. In having to occupy a Primary school house, detached from the main building, in order to secure even the present imperfect accommodations.

There are sixteen Primary Schools in the District; each school contains about 60 pupils, and is under the charge of a female teacher. The schools are located, four at No. 22 Charter Street, three in the rear of No. 22 Charter Street, three in Hanover Avenue, and six in Snelling Place. The system of classification has been introduced in the schools in the rear of No. 22 Charter Street, two classes in a room. The experiment, thus far, is quite satisfactory. The salaries of the teachers amount to \$6,200.51. The expense for rooms, fuel, &c., is \$1,523 13. Whole number of pupils admitted during the year 729; whole number, 989; average attendance, 818. The cost of tuition for each pupil is \$6.27. The whole cost of education for each per year is \$7.93. The number of new teachers appointed is seven. The number of examinations for the selection of teachers has been three.

Franklin School District.

The Franklin Grammar School was instituted in 1785, and so called in honor of Benjamin Franklin. The school building, which is on Washington Street, near Dover Street, was erected in 1845, at a cost of \$18,393.56. It contains two large halls, each seating about 200 pupils. Attached to each of these halls are two small ante-rooms, which are used as recitation

rooms. There are, besides, four other rooms, which were formerly used as Primary school rooms, each seating about 60 pupils.

The school is exclusively for girls. The teachers are, a master, and ten female assistants, whose salaries amount to \$6,127.39, making an average cost, for tuition, of \$10.77 for each scholar. The lot of land is estimated to be worth about \$30,000, which added to the original cost of the building, makes \$48,393.56; the annual interest of which is \$2,903.61. The building is warmed by furnaces and stoves. The annual expense of warming, repairs, and care of building, is \$1,027.15. The whole number of pupils admitted during the year is 478; the average number belonging to the school is 569, and the average attendance has been 498. The whole cost per year for each pupil is \$18.27.

In one of their late Reports, the District Committee say: "We believe that the examinations of this school have never, since the present organization of the Board, been more thorough, and never, on the whole, more satisfactory."

There are thirteen Primary Schools in this District, each school containing about 60 pupils. The schools are located in buildings owned or leased by the city; three in Genesee Street, two in West Castle Street, two in Indiana Place, and six in Groton Street. The system of classification, on the plan of *one class to a school*, has been adopted in the schools in Groton Street. The salaries of the teachers amount to \$5,470.79. The expenses for repairs, supplies, fuel, &c., have been \$1,790.02. The whole number of pupils admitted during the year is 722. The average attendance has been 653, being about 50 to each school. The number of

pupils now belonging to the schools is 871. Cost of education for each pupil has been \$8.16. There have been no new teachers appointed during the year.

Hancock School District.

The Hancock Grammar School, named in honor of John Hancock, was instituted in 1822, and from that time till the 10th of April, 1848, occupied the building situated in Hanover Street, now used for Primary Schools, and for other public purposes. The building now occupied by the school was dedicated on the 10th of April, 1848. It contains 12 school rooms, and a hall. The school rooms have each 56 single desks, making 672 in all. The hall is 80 feet by 60 feet, and will seat 700 children. The school consists of girls alone, and is taught by a master, a sub-master, one head assistant, and twelve assistants, including a sewing teacher.

The salaries of the teachers, for the year ending August 31, 1857, amounted to \$7,891.67. The cost of the building and lot was \$69,175.15, the annual interest of which is \$4,150.51. The apparatus for warming by means of hot air, and that for ventilating, are well adapted to their purposes. The cost of fuel during the last year was \$633.23. The whole cost, (including salaries, fuel and interest,) \$12,635.41. The whole number of *different* scholars during the year was 990. The largest number belonging to the school at any one time was 817; the smallest number, 687. The average whole number has been 734; the average attendance, 698. The average cost of tuition for each pupil,

(dividing the whole cost by number of *different* pupils,) is \$7.97; dividing by the average whole number, it is \$10.75; dividing by the average attendance, it is \$11.30. The whole cost of education for each pupil, (taking as a basis the average whole number,) is \$17.21.

“It is believed,” say the District Committee, in their last Report, “that this school was never in a better or more prosperous condition.”

There are seventeen Primary Schools in the District. Each school contains about 60 pupils, and is under the charge of a female teacher. There are three schools in Thacher Street, two in North Margin Street, three in Hanover Street, two in Bennet Avenue, three in Sheafe Street, and four in Cooper Street.

The salaries of the teachers amount to \$6,593.32, and the expense for repairs, fuel, &c., was \$2,417.32. The whole number of pupils attending these schools during the year was 965, average attendance 801. The cost of tuition for each pupil is \$8.23, and the whole cost of education, \$9.34. One new teacher has been appointed. There have been three examinations for the selection of teachers.

The system of classification has been introduced in three of the schools for “special instruction,” two classes in a room; also, in two Primary Schools, three classes in a room. The Committee report the result to be very satisfactory.

Hawes School District.

The Hawes Grammar School, named in honor of John Hawes, who gave the land on which the building stands to the city, was instituted in 1811. The present school house, situated in Broadway, South Boston, was erected

in 1823. This is the oldest of our school buildings. In their Report, the Committee of the District very justly remark, that "the Hawes school house is a building that can boast but few of the modern improvements, and is unworthy of a District whose contributions to the city treasury are so considerable, whose population embraces three quarters of the most respectable citizens of the Twelfth Ward, and whose growth is shown in the fact that one hundred and forty-four new dwelling houses have been built within its limits during the twelvemonth. The school house stands in a place that is unsuited to the altered demands of the District. The building is awkward, antiquated and contracted. Your Committee suggest, that the building might be altered, as the Mather school house was, to accommodate the Primary Schools of the Hawes and Bigelow Districts, which are now kept in rooms both inconvenient and expensive."

As better and additional accommodations are wanted for the Primary Schools in both the Hawes and Bigelow Districts, this last suggestion of the Committee seems to be worthy of immediate attention.

The present Hawes school house, is divided into two large halls, with side rooms for recitations, and can accommodate 360 pupils. The value of the property is estimated at \$7,289.29; the interest on which is about \$437.

The teachers at this school are, a master, a sub-master, an usher, a head assistant, and five assistants, whose salaries amount in all to \$6,369.14. The number of pupils belonging to the school is 474. The average attendance is 378. The annual cost of education per

scholar, including the cost of repairs, supplies, &c., is about \$16.

There are six Primary Schools in the Hawes District ; two are kept in the rear of the Hawes school house, two in Blanchard's Building, and two at City Point. The whole number of pupils belonging to these schools is 357 ; the average attendance is 283. The cost of rooms, &c., is estimated at \$1,250. The salaries of teachers amount to \$2,349.98. The annual cost of education per scholar is about \$10.

Lawrence School District.

The Lawrence Grammar School was instituted in 1842, and received its present name in honor of the late Amos Lawrence, Esq. It was originally called the Mather School, in commemoration of the distinguished divines, father and son, of that name. When the original building, in Broadway, South Boston, was repaired and enlarged, the name was changed to Lawrence, as a grateful testimony to the peculiar interest which for several years Mr. Amos Lawrence had taken in this school, and the valuable donations in books, &c., which he had from time to time made to "The Lawrence Association,"—a society for intellectual and moral culture, formed among the pupils.

The present building, situated on B Street, South Boston, is commodious. It contains 14 rooms, a large hall, and can accommodate 875 pupils. The value of the property is estimated at \$59,617.41 ; the interest on which would be \$3,600. The teachers are, a master, sub-master, one head assistant, and eleven assistants, with sewing and music teachers. The salaries amount to \$7,819.16. The whole number of pupils

belonging to the school is 719; the average attendance is 673. The annual cost of education per scholar is about \$18.

There are fourteen Primary Schools in this District, eight of which are kept in the old Mather school house, and six in Silver Street. The number of children belonging to these schools is 841; the average attendance is 666. The salaries of the teachers amount to \$5,488.49. The cost or expense of school buildings is estimated at about \$1,863. The annual cost of education per scholar is about \$8.74.

One of the most interesting features in the Lawrence School, is the Lawrence Association, to which reference has already been made. It was formed in 1844. Its object is to preserve and maintain a high tone of character and conduct among the members. It holds meetings at stated times, at which there are literary exercises of various kinds. Through the liberality of Mr. Lawrence, and by its own efforts, it has a library of 1,238 volumes.

Lyman School District.

The Lyman Grammar School, instituted in 1837, named in honor of the late Theodore Lyman, Mayor of the City in 1834 and 1835, was the first Public Grammar School established in East Boston, and is honored as one of the most ancient institutions of that quarter of the city. The present school house was erected in 1846, on Meridian Street, at a cost, (including the site,) of \$13,596.27, having accommodations for seating 528 pupils. The architecture and interior arrangements of the building are of a style which, fortunately for the health, comfort and equanimity of those who must

occupy it, is now nearly obsolete in city school edifices. Upon the first or basement floor are four school rooms, each capable of accommodating 43 pupils, while the second and third floors are each occupied by one large school hall, with seats for 175 pupils. There is no proper hall in the building, in which the school can be assembled for any purpose of social culture, instruction or discipline. Small recitation rooms open out of the main halls, but furnishing so inadequate accommodations that the Committee, in order to provide another room, have by a partition converted the upper part of the stairs into a kind of small and irregular amphitheatre, which serves the double purpose of a dark, close, unventilated recitation room, and a general clothes-closet for the school. In front of the school house is a fine open area, which, at a merely nominal expense might be rendered beautiful and attractive, a shady and fragrant resort from the unrest and the heated air of the school room, but where never a flower, shrub or tree has been permitted to intrude. It is confidently hoped that this edifice will soon be accepted by the city for a Ward Room, and other public uses, for which, by structural arrangement and location, it is admirably adapted, and the Lyman School accommodated with a new and better school house.

The institution of the Adams School, and the transfer of scholars thereto, have made the number of pupils admitted to this school during the year unusually large, viz. 540. The average attendance of 446, out of 508, the average number belonging, under the accommodations and circumstances of the school, evinces a com-

mendable fidelity and interest on the part of both teachers and pupils.

The school is composed of boys and girls, who are instructed separately, except so far as they are under the immediate care and supervision of the principal, who has for his corps of teachers, a sub-master, two head assistants, and seven assistants, (female,) at annual salaries amounting for the year to \$7,534.26; making the cost of tuition, for each scholar of the average whole number, \$14.83. The expenses for warming, \$432.50; cleaning and superintendence, \$231; repairs, furniture and incidentals, \$652.16, — added to the salaries of teachers, make the total annual cost of the school \$8,849.92, or \$17.42 to each scholar of the average whole number.

Connected with this school, there were formerly eight Primary Schools; but, in 1856, at the suggestion of a member, the Sub-Committee of the District introduced an experimental classification, whereby six of these schools, occupying one building, were virtually consolidated into one school of six classes, graded according to their progress in the required studies of the Primary Department, and each under an independent female teacher. This was the first introduction of that new system of classification, which has subsequently received the indorsement of the School Board, of the Superintendent of Schools, and which will ultimately be introduced into all our Primary Schools. The immediate effects and the details of the classification, are given with such force in a Report of the Committee of the District, that we insert here the following extracts from it:—

“ A new system of classification has been introduced, by which all the alphabet scholars of the former six schools are made to comprise one school, all the fifth classes have become one fifth class, and so on to the first.

“ This new classification diminishes the task of the teacher ; inasmuch as her attention is not distracted, nor her time broken up by the separate recitations of six or more separate classes, but her whole strength can be given without interruption to one class. Under the old system, especially when schools are large, the teacher's time is occupied throughout the day in hurrying the separate classes through their exercises ; in some cases, not even then hearing every scholar recite every day. An unavoidable neglect of this sort has a discouraging effect upon the teacher, and an injurious one upon the pupil. Under the new system, the teacher is enabled to go through the whole school, however large, every day, since the scholars are all studying in the same book, and perhaps the same lesson.

“ Again, the new system increases the pupils' opportunities, inasmuch as it occasions less interference with the progress of the school. Where there is but one class, it is manifest that the instruction and discipline of a school can be more methodical and efficient than where there are six. Every member of the school has a regular opportunity to recite ; all are getting the same, or about the same lesson, and all take an interest in hearing each other recite.

“ Again, the teachers gain time to advance their scholars with more regularity and dispatch, without requiring any more mental labor from them. Your

Committee have been astonished to find how quickly the youngest scholars learned the alphabet, and those of the fifth class learned to spell, read and count, under the new system. And they were assured by the teachers, that these things were accomplished by the teacher's having more time to devote to the same, and fewer matters of a miscellaneous nature to divide the interest and distract the attention.

“Again, it has been asserted that, under the old system of classification, many of the younger pupils learned much by hearing those above them recite. But, upon consulting the teachers, they declared with one voice, that, previous to the introduction of the new classification, their younger scholars learned more that was erroneous and required correction, than that was true and admitted of confirmation; and that much time and effort were lost in eradicating the false ideas which they had unconsciously imbibed in listening to the other classes.

“Again, it is believed by your Committee, and the teachers, that the moral effect of the new system is vastly superior to that of the old. Under the old system, the same rules and regulations are applied alike to the youngest and oldest members. The recess is at the same time for all, and all must remain in the school room the same amount of time. It is believed that this state of things produces serious evil, in destroying the comfort and irritating the disposition of the younger members. It has been calculated that one third of our Primary School pupils are in the sixth or alphabet classes. It is reasonable to believe, that children so young, and naturally so restless and buoyant, need frequent change

of position, frequent recesses, and some form of bodily exercise in the school room, which will keep them engaged, contented and cheerful. Without these, they become petulant, uneasy, fractious, and, of course, require punishment to keep them in order. Where all have recess at the same time, again, the older scholars are apt to impose upon the younger, and sometimes thoughtlessly or carelessly to injure them; thus causing a disturbance, and bringing complaints into the school room.

“All these evils are avoided by allowing the younger pupils to have a room, a teacher, and rules of their own. At the same time, it has been found that they have made more rapid progress and have required less corporal punishment.”

Including the schools consolidated as above, there are seven Primary Schools in the Lyman District. The salaries of the teachers amount to \$2,524.98. The expense of rooms, repairs, fuel, &c., amounts to \$1,377.17. The number of pupils belonging to these schools is 406; the average attendance is 344. The cost of education per scholar is \$9.61.

Mayhew School District.

The Mayhew Grammar School, so named in honor of Rev. Jonathan Mayhew, D. D., pastor of the West Church, was instituted in 1803. The school building is in Hawkins Street, and was erected in 1847. It contains 11 rooms, and has accommodations for 660 pupils, including two rooms used for Primary Schools. It has a hall on the lower floor, which will seat 168 pupils.

The school is composed exclusively of boys. The teachers are, a master, a sub-master, an usher, and seven female assistants. The salaries of the teachers the last school year amounted to \$6,850. The cost or value of the building and lot is \$35,792.59; the annual interest on which is \$2,147.55. The apparatus for warming and for ventilating, is well adapted to its purposes. The cost of warming and the other expenses amount to \$1,563.57.

The whole number of pupils admitted to the school in one year ending the last day of October, is 322. The whole number of different scholars belonging to the school during the same time is 785. Average whole number, 493. Average attendance, 447. The cost of tuition for each pupil is \$13.92. The whole cost of education per year for each pupil is \$21.76.

The District Committee report the school as in an exceedingly good condition; the teachers able and zealous, the scholars well behaved and attentive.

There are nine Primary Schools in this District; each school averages about 60 pupils. The schools are kept, two in Cross Street, two in Hawkins Street, two in Hanover Street, one in Merrimac Street, one in South Margin Street, and one in Friend Street. The system of classification has not been introduced into these schools. The salaries of the teachers amount to \$3,719.59. The expense of repairs, fuel, &c., amounts to \$822.78. The whole number of pupils is 610; average attendance, 478. The cost of tuition for each pupil is \$6.10. The cost of education per scholar is \$7.45. One new teacher has been appointed, and there has been one examination for the selection of teachers.

Phillips School District.

The Phillips School, named in honor of John Phillips, the first Mayor of the city, was established in 1844. The building is in Pinckney, corner of West Centre St., and was formerly occupied by the English High School. It contains 6 rooms, and can accommodate 450 pupils. In addition, two rooms, one in Joy Street, and one in the vestry of Charles Street Church, are occupied, with additional accommodations for 150 pupils. It is sadly in want of a hall. The school is for boys alone. The teachers are, a master, a sub-master, an usher, and seven female assistants. The salaries of the teachers amount to \$7,104.78. The value of building and lot is estimated at \$25,000; the interest on which would be \$1,500. The building is heated by three of Chilson's old-fashioned, and one of his new, or cone furnaces, which give great satisfaction. The cost of warming, repairs, &c., is \$1,165.50.

The whole number of pupils admitted during the year is 260; the number belonging to the school is 545; the average attendance has been 505. The cost of tuition for each pupil is \$13.04. The whole cost for each pupil for one year is about \$15.17.

There are ten Primary Schools in the District; four in Southac St., two in West Cedar St., and one in Phillips school house, one in Joy St., one in Western Avenue, and one in the vestry of Charles St. Church. All except the last are in buildings belonging to the city. The system of classification has not been introduced into these schools. The salaries of the teachers are estimated at \$3,759.14. The other expenses, for rent,

fuel, &c., amount to \$2,487.56. The whole number of pupils admitted during the year is 447; the whole number belonging to the schools is 550; the average attendance has been 441. The cost of tuition to each pupil is about \$7.27. The whole cost of education per scholar amounts to \$11.36. There have been no new teachers appointed, and no examinations.

Quincy School District.

The Quincy Grammar School, so named in honor of Josiah Quincy, the second Mayor of the city, holding the office from 1823 to 1828, was instituted in 1847. The Quincy school house, situated in Tyler Street, was erected in 1847. It is a large and commodious building, containing 12 rooms and a large hall. It has accommodations for thirteen hundred pupils. The value of the property is estimated at \$60,210.18; the interest on which would be about \$3,600. The expense for repairs, fuel, &c., is \$3,346.80.

The Quincy School is exclusively for boys. Its teachers are, a master, a sub-master, two ushers, one head assistant and ten assistants, whose salaries amount to \$9,031.68. The number of pupils belonging to the school is 742; the average attendance is 700. The cost of tuition is \$12.90, and the whole cost of education per scholar is about \$22.80.

There are fifteen Primary Schools in the Quincy District. Of these, six are held in the Primary school house in Tyler Street, four in East Street Place, three in East Orange Street, and two in Hudson Street.

The expense for repairs, fuel, &c., is \$2,387.85.

The salaries of teachers amount to \$5,801.45. The number of pupils belonging to these schools is 920. The average attendance is 753. The annual cost of education per scholar is about \$8.90.

In their Report, the Committee of the District say:—
“The private and public visitations of the Grammar School have resulted very satisfactorily. The pupils show the results of very careful training in the various branches. Of the Primary Schools, the Committee must speak with more qualification. Some of them are in good condition; others, it is hoped, will be greatly benefited by the system of grading which is to be put in operation. The schools in Tyler Street have been classified, and the experiment wears a promising aspect.”

Wells School District.

The Wells School, so named in honor of Charles Wells, Mayor of the city in 1832 and 1833, was established in 1833. The building on the corner of McLean and Blossom Streets, was erected the same year. It contains six rooms occupied by the school, inclusive of the ward room and the master's room, also used occasionally as a substitute for a hall. One room in addition is occupied as a Primary School. The school is exclusively for girls. The teachers are, a master, a sub-master, one head assistant teacher, and seven female assistants. The salaries of the teachers amount to \$6,110.58. The cost and value of the building lot is estimated at \$55,000; the annual interest on which is \$3,300.

The apparatus for warming the several rooms is Clarke's school stoves, which are eminently successful,

and give entire satisfaction. The expense of warming, repairs, &c., amounts to 1,055.06.

The whole number of pupils attending the school is 490; the average attendance is 420. The cost of tuition to each pupil is \$12.47. The cost of education per year to each pupil is about \$21.38.

There are ten Primary Schools in this District, all in buildings belonging to the city. Six of these are in Wall Street, two in Milton Street, one in Spring Street Place, and one in the Wells school house. None of them have been newly classified. The salaries of the teachers amount to \$4,369.79. The expense for rent of rooms, repairs, supplies, fuel, &c., has been \$1,093.29. The whole number of pupils attending is 618; the average attendance has been 515. The average cost of tuition to each pupil has been \$7.07, and the cost of education \$8.84. There have been no examinations and no appointments of new teachers.

Winthrop School District.

The Winthrop Grammar School, named in honor of Governor Winthrop, was established in 1836, in the house in East Street, now occupied by ten Primary Schools attached to the present Winthrop District. In 1854, the Johnson School, also established in 1836, was merged in the Winthrop School; the building originally erected in Tremont Street, for the former school, was demolished, and the present Winthrop school house erected on the site, at a cost, including the value of the land, of about \$70,000; the annual interest upon which would be \$4,200. It is heated by

Herman's large hot-air furnaces, which, on the whole, are satisfactory. This building is four stories in height, contains 14 rooms, and has seats for 930 pupils. The western half of the fourth story is occupied by a convenient hall, which will seat 500 persons. The cost of warming and repairs, &c., amounts to \$1,679.39.

There are fifteen teachers in charge of the school : a master, five female head assistants, and nine female assistants. The salaries of the teachers amounted, the last year, to \$7,277.99.

The whole number of pupils, — exclusively girls, — belonging to the Winthrop School during the year is 893 ; the average attendance has been 750. The cost of tuition per year for each pupil has been \$8.15 ; the whole cost of education per year for each pupil is about \$14.75.

There are twelve Primary Schools in this District, each of which averages somewhat more than 60 pupils, under the charge, as in all our Primary Schools, of female teachers. They are all in buildings belonging to the city. Ten are in the old Winthrop school house, in East Street, which has recently been put in thorough repair for their accommodation, and two are in the Primary school house in Bumstead Court.

The Primary Schools in East Street have, during the year, been thoroughly classified, under the new system, on the plan of one class to each school. Three of these schools are of the sixth or youngest grade, two of the fifth, two of the fourth, and one of the third, second, and first. Thus far, in the opinion of the Committee, the experiment has succeeded very far beyond their anticipations. The objections to this classification

which suggested themselves in advance of the trial, were, the separation into different schools of members of the same families, the frequent changes of pupils from one room to another and the comparative short time they were subjected to one influence, and the additional burthen thrown upon those to whom were assigned the younger classes. These have not proved to be so serious as were anticipated. Where several schools are thus grouped, these separations are more nominal than real, while the difficulties of teaching large classes who are learning the alphabet have yielded to the tact, patience and assiduity of the teachers. The benefits derived from the change have been apparent and gratifying. There has been, on the part of both pupil and teacher, a manifest increase of interest and zeal; and, in all respects, the trial has thus far been most satisfactory.

The Primary Schools in East Street, during the year, have been increased from four to their present number, by the removal thither of the three schools in South Street Court, two in Essex Place, and the creation of a new school. The buildings in these places were found not well adapted to their purposes, and badly situated, and by a vote of the Board, at the suggestion of the Committee, have been abandoned and given up to the city. For the accommodation of their pupils, additional rooms have been fitted up by the city in the house in East Street.

The two schools in Bumstead Court have been classified on the plan of three classes to each, to the manifest improvement of each school.

The salaries of the teachers in the Primary Schools

of the Winthrop District, amount to \$4,345.65. The expense for repairs, supplies, fuel, &c., has been \$1,731.18. The average number of pupils belonging to the schools during the year is 637; average attendance, 520. The cost of tuition per scholar is \$6.82. The whole cost of education for each pupil is \$9.54.

It will be observed that in the preceding notices of the eighteen Grammar School Districts, there is some difference in the form and fulness of statement. This was unavoidable, from the manner in which the information was collected by different members of the Committee. It is believed that historically and statistically these notices will be found to be substantially correct. In the various items given, some error may have crept in or been overlooked, but in no case probably has there been an over-estimate or over-statement in regard to the cost or value of school property, or in regard to the salaries and other expenses, the number of pupils or the average attendance.

Of the eighteen Grammar Schools, six are for boys exclusively, six for girls exclusively, and at six both girls and boys attend, but in separate rooms, and under distinct corps of teachers. The cost or estimated value of all these eighteen Grammar school houses, or estates, amounts to \$808,237.30. This property has actually cost the city over a million of dollars. In making provision for the Grammar Schools, in the erection of buildings, alterations, and the repairs made from time to time, the city has expended, since the adoption of the first charter, nearly twelve hundred thousand dollars. But, as in several instances the original structures were destroyed by fire, or demol-

ished that new and better ones might be erected, and many of the repairs were rendered necessary by the constant use of the buildings, it would not be a fair mode of ascertaining what the schools cost for a single year,—1857, for instance,—to take the interest on the whole of this sum.

The interest on the cost or present estimated value of the			
Grammar School estates, as given above, is	-	-	\$48,497 23
Adding to this the salaries of all the teachers,	-	-	131,522 88
The expense for repairs, fuel, &c., for 1857,	-	-	32,166 14
We have the cost of all the Grammar Schools for the year,			\$212,186 25

The whole number of pupils at the Grammar Schools is 11,126. The average attendance is 10,111. The *highest* cost of education at any school, as deduced from the above statistics, is \$23.90. The *lowest* is \$14.75. As the salaries are mostly the same in all the schools, this difference in cost arises mainly from the difference in the expenses for repairs, fuel, and the value of school houses. The average cost in all the Grammar Schools is \$18.46.

The whole number of Primary Schools in these eighteen Grammar School Districts is 213, and the number of teachers the same. One or more of these schools in each district is what is termed an "Intermediate School," or "School for Special Instruction," at which are placed children qualified by age but not by attainments to enter the Grammar Schools. But all are included under the general classification of Primary Schools. Of these schools 196 are kept in structures expressly erected by the city for the purpose, or owned by the city, and 17 in rooms rented. In making pro-

vision for Primary Schools, in the erection of buildings, &c., the city has expended since its incorporation \$696,418.77. The present value of the Primary School property of the city the Committee have not definitely ascertained. It is estimated at \$450,000.

The interest would be - - - - -	\$27,000 00
The expenses for rents, repairs, supplies, fuel, &c., of	
Primary Schools, for 1857, is - - - - -	35,396 91
The salaries of the teachers amount to - - - - -	83,385 33
Making the whole cost of Primary Schools for this year, -	<u>\$145,782 24</u>

The whole number of pupils at all the Primary Schools is 12,659; the average attendance is 10,279. The *highest* cost of Primary School education in any District, excepting the interest on the property, as deduced from the foregoing statistics, is \$11.43. The *lowest* cost is \$7.45. The average cost is \$9.38.

The regulation under which this Report is prepared, provides, that from the Quarterly Reports of the District Committees, the Special Committee "shall make such selections as they may deem important for public information, and shall add thereto such suggestions and remarks as they may deem expedient." It will be observed that in the foregoing account of the several Districts, in most cases very brief, and, in some, no selections are made from these Quarterly Reports. The explanation is to be found in the fact, that these Reports, while excellent for the purpose for which they are intended, do not contain much that is "important for public information." They are in general brief statements of the times at which the Committees have visited the schools under their charge, the manner in which they have conducted the examinations, and of the general condi-

tion of the schools as to order, discipline and improvement, &c. They are valuable to the Board as affording evidence of the fidelity with which the several Committees have discharged their trusts, but seldom contain general suggestions or discussions important or interesting to the public. Such suggestions are to be looked for rather in the Quarterly Reports of the Superintendent, whose duties carry him personally to all the schools, and give him opportunities of wider observation, and a more thorough knowledge of the merits and defects of our schools, and the general working of our whole system of public instruction, than can be obtained by any member of the School Board.

On this account, the Committee introduce here the greater portion of the second Quarterly Report of the Superintendent, part of which treats exclusively of the Grammar Schools. In the introduction to this Report, the Superintendent alludes to the suggestions made in his first Report, on the importance of providing the requisite facilities and encouragements for the teachers to perfect themselves in the art of teaching and governing a Primary School, and then proceeds to give an account of one of the modes he had adopted to give efficiency to these suggestions. As this account is interesting in itself, and in its principles is equally applicable to the teachers in the Grammar Schools, we present it as it stands in the Report.

TO THE SCHOOL COMMITTEE.

GENTLEMEN :—In this, my Second Quarterly Report, I propose to present a brief outline of my doings for the last quarter, together with a few reflections and suggestions.

My office-work has been substantially the same as that described in my First Report.

In that communication, having stated what seemed to be the principal defects in our Primary Schools, I ventured to suggest certain remedies. Of these, the most important was, "to provide the requisite facilities and encouragements for the teachers to perfect themselves in the art of teaching and governing a primary school." The other measures proposed were mainly auxiliary to this. The favor with which this suggestion was received by this Board, encouraged me to proceed at once to endeavor to reduce it to practice, so far as I was able consistently with the discharge of other duties, and in the absence of any authority to interrupt the regular sessions of the schools. After due deliberation, the following plan of proceeding was adopted:—

To hold a meeting of the teachers in each district, at one of the school-rooms, the school occupying the room where the teachers are assembled being retained in session during the meeting; the hour of meeting, after the close of the morning session; and the attendance of the chairman of the committee of the district secured when practicable.

The teachers of twelve districts have been invited to attend these meetings. In two or three instances, the chairmen of the committees were kind enough to assume the labor and responsibility of making the necessary arrangements for the meetings. The attendance of the teachers has been perfectly satisfactory. In all the districts every teacher invited was present, with a single exception. In that case there was a good excuse for absence. In all the districts, the desire was

expressed by teachers individually that the meetings might be repeated; and in one, a request for another meeting was made by a unanimous vote.

I shall not presume to tax your patience by attempting to describe in detail the method of conducting these meetings. A sketch of their general character is all that will be attempted.

At the outset, I determined to consume no time in useless declamation on the importance of education and the dignity of the teacher's profession, and to waste no words in mere official formalities and airy speculations, but to adapt all the exercises and remarks, so far as possible, to the every-day wants of the teacher, and to the actual business of the school-room. It will be readily seen, that by bringing together a group of teachers into a school of the same grade and character as those in which they are daily employed, the best possible opportunity is presented, for realizing the advantages of what may be justly regarded as the best, and indeed an indispensable element of the true normal school. Even with such facilities, however, I did not expect, at a single session, to produce great results. The leading objects at which I aimed were, to show that teaching is an art, founded upon well-defined principles, and capable of being acquired as other arts are; to create the desire for improvement in this art, where such a desire was wanting, and to increase it where it already existed; and, finally, to actually communicate some knowledge of the elements of the art itself. Such was my general scheme.

The remarks were interspersed with exercises conducted by myself, in teaching and drilling some one class or the whole school. Thus, the principles and

methods presented were illustrated by examples, while, sometimes, by reversing the process, the exercises were given and then analyzed, showing the principles involved and the reasons for the process.

For example, the fundamental requisite of good government is stated to be *obedience*,— prompt, exact, implicit, and cheerful. The necessity of *all* these elements of obedience, is explained, and then some direction given to a class or the school, such as, to raise the right hand or stand in a certain manner, the direction being repeated, and various expedients applied, till it is complied with according to the conditions required.

The other main points presented were, *attention*, in its relations to mental culture and the acquisition of knowledge; the importance and methods of *training* children in every thing we wish them to do, instead of merely telling them, as some teachers of long experience are still in the habit of doing; the cultivation of the *perceptive faculties* and the *understanding*, as well as the memory; the ways and means of exciting the *curiosity and the desire to do right*; the *spirit of progress* essential to the success of the teacher.

Besides these, other topics were incidentally introduced, such as the use of the blackboard and slate, physical training, the first steps in teaching the alphabet, drilling in spelling, the exercise of the organs of speech, and phonetic analysis.

Experience and observation will doubtless suggest advantageous modifications in the manner of conducting the exercises of these meetings, which, for want of a more significant name, I will venture to denominate Normal Institutes, since they may be made to combine some

of the best features of the normal school and the teachers' institute.

As to the utility of similar meetings for the higher grade of teachers, there is no room for any question. Still, it is not to be expected that all teachers should at once sympathize with such a movement. Every improvement has to encounter the opposition of deep-rooted prejudices. I am happy to say, however, that, thus far, I have not discovered the slightest indication of any feeling adverse to this movement, while, on the contrary, much interest and sympathy have been manifested.

It seems to me desirable that these meetings of teachers should be held in each District as often as once in each quarter; and, if the Board approve of this method of employing a portion of my time, I propose to invite the teachers of the remaining Districts to meet me, and then repeat the circuit.

By some it may be thought best to permit teachers to take the hour for the meeting from the regular school time. I am inclined to the opinion that such an arrangement would be wise, especially during the winter season. Our sessions of three hours are too long for very young children, and the shortening of the period, occasionally, for the proposed object, would, without doubt, be a decided gain to the pupils.

To give these Normal Institutes still greater efficiency, and save time, it may be well, two or three times in the course of the year, to dismiss all the Primary Schools, for half a day, and request the teachers to meet in one place, for the purpose of witnessing illustrations of the theory and practice of teaching.

If this proposition meets with your approbation, you will of course make such modifications of the Regulations as will be found necessary to effect the object.

My visits to the Primary Schools during the last quarter, have been quite numerous, though I have not made a general inspection of the whole, as I did in the preceding quarter. I have at this time no new suggestions to make for the improvement of these schools. For the present, it is, in my judgment, sufficient to pursue the plan presented in my former Report, and endorsed and adopted by this Board, viz: of classifying the schools as fast as circumstances will permit; of furnishing each child with a slate, chair, and single desk; of preparing a manual of Primary School instruction; and of aiding and encouraging the teachers to perfect themselves in the art of teaching and governing a Primary School.

The last means mentioned must be the main reliance for remedying existing evils, and for introducing real and valuable improvements.

We cannot too often repeat the great fundamental maxim in educational policy, "*As is the teacher, so is the school.*" In the administration of a system of public instruction, therefore, it should be the first and foremost aim, to select superior teachers, to retain them in the service, and to insist upon constant progress in excellence. I trust the time is not far distant, when no teacher will be permitted to assume the responsibility of conducting a Primary School, who has not been first thoroughly trained to the art in a model school. The Normal Schools of this State have no model schools connected with them; and, so long as this deficiency

exists, it is in vain to expect them to give all that practical training to their pupils which the true theory of a normal school contemplates.

A considerable proportion of my time has been devoted to the Grammar Schools. Having completed the thorough inspection of the Primary Schools, as described in my first Report, it seemed advisable to proceed in a similar manner with the lower divisions of the Grammar Schools, especially those embracing the pupils drawn from the Primary Schools within the past year, and generally constituting the fourth class. From two to three divisions in fifteen schools were examined. In these examinations, it was my aim to ascertain the method of teaching each branch, and the proficiency attained in it, carefully to note all peculiarities of management, and especially to observe the tone and spirit of the school-room, and the motives applied. In these divisions the prescribed studies are, reading, writing, spelling, oral arithmetic and drawing.

The writing books were carefully inspected. In some schools, this branch was taught with very little skill. The contrast between the best and the poorest was very great. In the school where I found writing taught remarkably well, the other branches were taught with nearly or quite equal success, showing that good writing can be produced without detriment to other studies. In some divisions pens were not used at all, pencils being substituted in their place. The results of this plan did not appear very promising. The most that can be said in its favor is, that it saves the teacher a great deal of trouble; but, in most of the cases which came under my observation, this relief to

the teacher was gained at the expense of the pupils. To tell a child to take a pencil and writing book and imitate the copy, is not *teaching* writing. I do not mean to say that this is the only way in which pencils are used in our schools, in teaching writing, or that pencils *may not* be used to advantage, in this branch. In the Primary Schools they are to be preferred.

In three or four divisions, the writing was excellent. In these schools, the pen was used. Where the best results were produced, the blackboard was in constant use, and a whole section of pupils wrote the same copy, at the same time. In some divisions, the blackboard did not seem to be used at all, in teaching this branch. Such a neglect shows a want of competency, or a want of faithfulness, on the part of the teacher.

In the higher classes of the Grammar Schools, penmanship is generally taught very well. In some schools, it is taught with extraordinary success. On the whole, this branch is now taught in our schools far better than it was eight or ten years since, though there is still much room for improvement in its management, in the Primary Schools, and in the lower divisions of the Grammar Schools.

In the lower grades of schools, the reading lessons afford the skillful teacher the best means of imparting useful instruction, and of forming correct mental habits. This branch was, therefore, particularly examined. After listening to the exercise in reading, as conducted by the teacher, a few suggestive words were selected, and the pupils questioned as to their use and meaning, and then required to write them, or some others, on their slates, from dictation. This process drew out their

knowledge of the use of the dictionary, and showed whether they were well provided with slates and pencils, and how well they had been trained in their use. They were required to write the Arabic figures, also, from dictation. Some capital letters were written on the blackboard, and the pupils required to imitate them on their slates. I found that the pupils in these divisions had not been trained, to any considerable extent, in these slate-and-blackboard exercises.

It is often said that during the first year in the Grammar Schools, children make but little, if any, progress; or, in other words, that the first classes in the Primary Schools are more proficient than the lowest classes in the Grammar Schools. That, in some particular Primary School, where all the most desirable conditions meet, a class of pupils should be found equal, or superior to, the lowest class in some Grammar School, would not be surprising; but the assertion that such is the case generally, is not supported by the facts which have fallen within the range of my observations. No doubt, some things are soon forgotten, and some have to be unlearned, but we should not from this argue a cessation of progress. The formulæ respecting the use of the punctuation marks, so laboriously learned, soon pass out of the memory; and they can be recalled by very few Grammar School pupils of a year's standing. But the words of these rules, as usually learned and recited in the Primary School, seldom convey any meaning to the understanding of the pupil, and, therefore, may be forgotten without the loss of any real knowledge.

All the departments of our system should be made to harmonize with each other, so that what is taught in

the lower grades, will prepare for what is to be learned in the upper. Still, there is some danger of too rigid an adherence to the mere outward form of system, in the course of instruction in a public school. While the particular course prescribed for each grade should receive proper attention, it is a question worthy of consideration, whether some things should not be anticipated. The Primary and Intermediate Schools should fit pupils to pass the required examination for admission to the Grammar Schools. But is this all they should attempt? Should they not, in addition, afford some portion of such other education as will be most useful to those pupils who may never be permitted to enjoy the advantages of the Grammar School? Penmanship and written arithmetic have been introduced into some Intermediate Schools, with most beneficial effects. I have no doubt it would be well for the fourth class in the Grammar Schools to have some instruction in geography and history, in written arithmetic and the writing of words and sentences from dictation, on the same principle that the first class are permitted to study, to some extent, several of the branches taught in the High Schools. This opinion will appear the more reasonable, when we consider that many of the pupils in the lowest class in the Grammar Schools, are already between the ages of ten and fourteen, and that they are liable to be removed and put to business, before they can reach the classes where the branches named come into the prescribed course.

Most of the remarks which I submitted to the Board on a former occasion, as well as those now presented, respecting the teachers in the Primary Schools, are

equally applicable to the teachers in the lower divisions of the Grammar Schools. These teachers should be aided and encouraged in their efforts to acquire a more thorough knowledge of the science of education, and the art of teaching. As a first step in this direction, I beg leave to suggest the expediency of placing, in the library of each Grammar School, a copy of Barnard's American Journal of Education, which is the most comprehensive publication on the subject of education ever published in the English language.

The education which this city undertakes to furnish to the children of all classes, ought to be broad and liberal. It should not be limited to the communication of a given amount of knowledge. It should look to the cultivation and development of all the powers and faculties, intellectual, moral, and physical. It should aim to send forth the successive generations of children from the institutions of learning, with sound minds in sound bodies. It should endeavor, first and foremost, to form right character, and create a love for real excellence. It should be imbued with the elevating and purifying spirit of the Christian religion, which enjoins us to strive for perfection. The elevation of the moral sentiments, rather than mere intellectual attainments, should be esteemed its chief glory.

A portion of our teachers are now imparting a high style of education. But they need more sympathy and encouragement in this kind of teaching. This can be given them, most effectually, by a right management of the examinations of their schools. Examinations may be the occasion of much good or much evil. The proper objects and uses of examinations, is a subject

which demands the serious attention of every one who is called to participate in the supervision of educational institutions. It is obvious that the utility of examinations depends wholly upon the plan upon which they are based, and the manner in which they are conducted. It sometimes happens that a man quite unaccustomed to the ways of the school-room, but possessed of good sense and right feelings, will make an examination very profitable to both teacher and pupils. On the other hand, a person of equal, or superior intelligence, and actuated by the best of motives, may, from inattention to the principles which should guide his proceedings, produce the opposite effect. Teachers and pupils are depressed and disheartened, instead of being stimulated and encouraged. They have faithfully tried to do a good work,— they *know* they have done it. But this is overlooked, and they are admonished, gently it may be, for not doing something else which they could not do, or which they did not know would be required of them.

The examiner should always remember that he is, to some extent, shaping the subsequent teaching, as well as ascertaining the preceding. Teachers are ever strongly tempted, even against their better judgment, to conform their teaching to the kind of examination expected. They cannot be blamed for adopting such a course. Indeed, they might, with greater reason, be blamed for not doing so, since the primary responsibility is with the Committee, who are the legal trustees of all the interests of the schools under their charge, to determine what description of instruction shall be given. Teachers are, with reason, expected to give

satisfaction to their employers and supervisors. Examinations are held to determine how far this end has been attained. But they do more. They virtually indicate what the examiner thinks the pupil ought to know, as well as reveal what he does know. It is important that examiners should keep this fact in view, and conduct their examinations accordingly. If the examiner comes into the school every quarter, or every month, only to be entertained by exercises in some favorite branch, conducted in some favorite style, the teacher will soon find it convenient, if not necessary, to be prepared for such a course. This point is illustrated by the following case, which came to my knowledge. "How did your examination pass off?" the teacher was asked. "Finely," was the reply; "I knew very well what my Committee-man was pleased with, and I was prepared for him."

Examinations have had a very marked influence in shaping the instruction in our Primary Schools. In these schools, the principal examinations, those of which by far the most account is made, have reference to the admission of pupils to the Grammar Schools. Hence, much of the teaching is concentrated upon the immediate candidates, and they are too often treated as though they had no other destiny but to get into a Grammar School. The question is not, "How shall I form the mind and character of this pupil, and develop his powers and faculties?" but, "How shall I make him pass the dreaded examination?"

This leads me to remark, that examinations should be conducted, not merely with reference to discovering what the pupil knows, and to pointing out what he

should know. It should go further, and look to higher results. It should seek to find out what the pupil *is*, and what he can *do*; or, in other words, to see what *discipline* of the mind, and heart, and body he has had. It is true, this kind of examination is difficult; but it is necessary. We must not, however, fall into the error of supposing that its results are capable of being represented by marks and figures. Let our examinations be extended into this higher sphere of education, and many teachers will be very glad to occupy themselves with it, to a greater extent than they have been accustomed to. But, then, it must be borne in mind that the teacher cannot prepare his pupils for every thing, in a limited period of time. There must be a choice of objects, in the general scheme; and there must be a choice of topics and methods, in each particular branch. If the teacher, in obedience to direct or indirect instructions, or in the absence of all instructions, has adopted a certain course, and has prepared his pupils for one sort of an examination, he ought not to be censured for their failure, when put to a totally different test, which he did not expect. Before a teacher is censured for any supposed deficiency, he should be permitted to show what he has attempted and what he has done, and to give his reasons for his course. For instance; the examiner finds that the pupils of a certain school can recite the text of the books glibly enough, but that their logical powers have not been trained. As soon as they are taken out of the routine of question and answer, they are bewildered, and cannot proceed. He is dissatisfied, and suggests that the pupils should be taught to think, to reason, to

investigate, to understand ; that they should learn things as well as words. On inquiry, he might, perhaps, find that his predecessor, the year before, was displeased for precisely the opposite reason, and strongly insisted upon the verbatim recitation of the words of the text book. Examiners ought to avoid extreme notions on the subject of education. The good teacher, who is a master of his art, if left sufficiently free, will give to each branch, and each department of education, its proper share of attention, — neglecting none, making a hobby of none. Such should be the aim of the examiner, if he would make his examinations profitable.

Good teachers, who know what is best to be taught, and how to teach it, have a right to be examined by competent examiners, that they may have proof of the excellence of their work. Teachers of a different character, who have an imperfect knowledge as to what ought to be taught, and a limited acquaintance with the best methods of teaching, and possess little professional ambition, *need* frequent, judicious examinations and inspections, to instruct them in their duties, and to stimulate them to exertion.

In conclusion, allow me to say, that while we have reason to rejoice in what our school system has done and is doing, I trust we shall not be satisfied, unless we can see evident progress, unless we can see its excellences increasing and its defects diminishing, and feel assured that each successive generation of pupils is receiving a more valuable education than the preceding one, and, that we shall enter upon the discharge of the duties of this new school year, with some degree of that

spirit which animated School Counsellor Dinter, when he said, "I promised God that I would look upon every Prussian peasant child as a being who could complain of me before God, if I did not provide for him the best education, as a man and a Christian, it was possible for me to provide."

Respectfully submitted, by

JOHN D. PHILBRICK,

Supt. of Public Schools.

The above Quarterly Report of the Superintendent is a valuable document. While it bears conclusive testimony to the zeal and fidelity of his labors, it is full of encouragement and wise suggestion to the members of the School Board, who find in him an able assistant and coadjutor in all their efforts to improve the condition of the Public Schools. Great good may be expected from the "Normal Institutes," or meetings of Primary School teachers, which the Board authorized him to hold, and which he has been conducting with eminent ability and success. The suggestions relative to the mode of conducting examinations are especially important and worthy the attention of all called to perform this duty, the faithful discharge of which is always difficult and often onerous, requiring a considerable amount of time, great patience, tact, judgment, delicate discrimination, and a mind candid, unprejudiced and comprehensive in its action. From the quarterly reports of the District Committees, and from their own experience and observation as members of the Board, the Committee think that this duty is in general discharged with great fidelity and with much good

judgment. There is room for improvement, however, and every member of the Board will be helped in the discharge of this part of his duty by the careful study of what the Superintendent says on *the mode* of conducting school examinations.

In this connection monthly visits to the schools are important, and more attention should be paid to the rule of the Board on this subject. In addition to the good influence which these visits may have upon the schools, they would make the Committees themselves better acquainted with the teachers and pupils, give them a better knowledge of the course of studies, of the usual modes of instruction, and of the obstacles in the way of improvement in each school, which knowledge, when they come to the quarterly examination, would be of great service in enabling them to conduct it wisely and make a fair and just estimate of what had been attempted by the teacher and accomplished by the scholar. It is the practice of some District Committees to divide themselves, not only into sub-committees for the care and oversight of the several Primary Schools in the District, but also into sub-committees for the monthly visitation of the Grammar School of which they have charge. Whether this practice is universal, or to what extent it prevails, has not been ascertained. It should be universal; and in order to secure the monthly visits to the Grammar Schools, there should be a rule of the Board requiring the District Committees to divide themselves into sub-committees for this purpose. Now the rule requires the monthly visit, but as no provision is made for the specific assignment of the duty, and it is left in most cases for each individual

member of a District Committee to make the visit when he chooses or his convenience permits, the duty devolves often exclusively upon the Chairman, and if not discharged by him, is, in some instances perhaps, entirely neglected. To secure the monthly visits, there should be in each District Committee a specific assignment of the months to sub-committees.

From the quarterly reports of the District Committees, from the Superintendent's reports, and the general account here given of the Grammar Schools, the Committee think there is ground for considerable satisfaction, both in the condition of the schools and in the efforts made to improve them.

In judging of this condition, in giving a right direction to these efforts, ascertaining the mistakes to be avoided, the judicious plans to be adopted, it may be of service to extend our observation somewhat beyond our own schools, and notice what has been done, proposed, or attempted in other places. Since the Committee, charged with the preparation of this Report, was constituted, one of its members having occasion to go to New York, was requested by the Chairman to visit the schools of that city, with the view to embodying in this Report the results of such observations as he might have opportunity to make. From that gentleman the Chairman received the following interesting communication :—

“In compliance with your desire, I give you some of the impressions I have received in my recent visits to the public schools of the city of New York. I must, however, premise that my conclusions are necessarily

based upon a hurried and somewhat superficial observation, with but little opportunity of testing how far the principles professedly recognized are conformed to in practice, nor how far things are in reality all that they may seem.

“In theory, full and stated public examinations, with careful elaborations of their results, and the classification of the schools by those results, may be, and if carried out in good faith, undoubtedly would be, an invaluable means of stimulating both scholars and teachers to a desirable emulation, fruitful in good results. It is, however, easy to see that should these examinations chance to be unfaithfully performed, or conducted by incompetent or dishonest persons, such a system becomes worse than useless, and may even be made to exercise the most deleterious influences. A power so supreme and irresponsible as this, and which, when well used, may be so potent for good, must, if abused, be yet more potent for evil and mischief. This is one of the great and distinguishing features of the New York school system, — distinguishing it from our own in the most marked manner. Every school, primary or grammar, is examined in all the studies of all the classes on a fixed and appointed day. This is known long before its occurrence. These examinations are conducted in the most public manner, by the superintendent and his assistants. By their results the several schools are classified and ranked.

“My first impressions were quite in favor of this plan, as one much in advance of and having many advantages over our own practices and modes of examination. Subsequent observations have somewhat

modified those impressions, suggesting that however admirable it may be in theory, it is not without many practical difficulties. Besides the liability to be abused, there is also an ever-present danger of injustice being done to the deserving, and of awarding more than justice to the less meritorious, even with the best desire to be impartial and equal. Accidental circumstances may intrude, to mislead even the most competent and judicious examiner, giving very false impressions as to the real condition of the school examined.

“The publicity of these examinations is also, to my mind, an objectionable feature, inasmuch as it compels the teacher, in self-defence, to make unusual preparations for the day of trial, and to attach an exaggerated importance to it. Their occurrence on fixed and appointed days, known in advance, is another objection of a two-fold nature. It operates as an unnatural stimulus before examination, followed by an equally unhealthy reaction when this pressure is taken off. I would be glad to have the same full and thorough examinations of all the classes of all our own schools, by our Superintendent. I would, however, have them private, or open only to members of the Committee, and with no preliminary notice to the school thus visited. In this way there might be obtained a much better insight into its every-day working condition, unstimulated by any foreknowledge of an approaching ordeal. The results of such an examination might be given as exactly as possible, but without any comparison between different schools, the relative advantages of which might be quite unlike.

“In my visits to the schools of New York, I have

given the most attention to the primary departments, and I could not fail to notice their great superiority to those of our own city. This superiority was a marked feature, and everywhere noticeable. It did not consist in their accommodations. In school houses and their equipments, our own schools, both primary and grammar, enjoy many advantages. This superiority is most noticeable in their progress in their studies, in their drill and discipline, and in all the general evidences of well-taught schools. I know of but one assignable reason for this difference between the schools of the two cities. It certainly is not that they employ better teachers. With the exception of their principals and vice-principals, a very large proportion of their assistant teachers will bear no comparison with our own, either in respect to experience or qualifications. Notwithstanding the large numbers that are often crowded into spaces much too small, in spite of the proportion of inexperienced and less qualified teachers in charge of the younger classes, we find unmistakable evidences of the superiority in the progress of the pupils of their primary schools over a large proportion of our own. And why? There can be but one answer, and that answer is the perfect manner in which the former are graded, or divided into large classes uniform in their studies. From the alphabet classes up to the candidates for admittance into the grammar departments, there are as many grades as there are classes of fifty pupils. The effect of this complete gradation more than surpasses all I had supposed to be possible in the education of very young children. Indeed I was quite unprepared to witness so many and so remarkable evidences of the

benefits of minute classification, which in some instances gave no less than sixteen grades between the ages of five and eight. Each class is thus a unit in their studies. There are no sub-divisions, and, in consequence, there is no loss of time. Every moment may be employed by the teacher, in training, drilling, instructing or disciplining each one of her pupils; and this, as it appears to me, is the great secret of a success which seems so wonderful to those who witness it for the first time.

“In our own primary schools,—I mean, of course, those which have not been graded,—there are six classes to every fifty-five or sixty pupils. The teacher can, of course, give her attention to but one of these classes at a time. While she is occupied with one, the five others must do as they best can; and those who most need guidance, the youngest, can be doing nothing and can learn nothing, or next to nothing, while their teacher is occupied with their seniors. It therefore ceases to be at all surprising to find infant classes who have their teacher's constant attention, without this five-fold interruption, making a corresponding progress. I am well aware that I shall be told this is not all lost time, as the younger classes may and do learn a great deal in listening to their elders. One fact is, however, worth more than any number of conflicting theories, and our own common sense must tell us, that however much pupils may learn from others, they would, in the very nature of things, acquire much more in the same time, from skilled and competent teachers. Nor need we go to New York for evidences of the infinite superiority of the system of graded primary

classes. The success, which has already attended the partial experiments in several districts in this city, is well marked, and affords conclusive evidence of their superiority.

“In another respect, the primary schools of New York are more philosophically constituted than they are with us. Instead of being sub-divided into two hundred separate schools, of sixty pupils, each independent of the other, taught by persons of the same relative grade, and all having equal salaries, there are but about one hundred schools for more than five times as many pupils, and none of these schools have less than three, and some as many as sixteen, classes. Each of these schools has its principal and vice-principal, while the salaries of the other teachers are proportioned to the grade of their classes. The great advantage of this arrangement is, that each group of classes has a responsible head, which is at present the great want of our graded schools. I would, however, by no means imitate the New York schools, either in the great inequality of the salaries, (ranging in some instances from \$100 to \$600 per annum,) or in that of the ages and qualifications of the teachers. These differences are excessive, and beyond all rational proportion. I would not favor the employment of any but the higher grades of talent and fitness, even in the charge of the youngest classes, for no where can these be employed with more advantage than in thus laying the very foundations of education. I would, however, so far imitate the New York plan as to give, in every series of graded schools, to one teacher the general responsibility and supervision of all the several grades

or classes, the regulation of the promotions, the admissions, and the adjustment of all the differences that may arise among the teachers. It would be well to recognize the value of the duties thus imposed by a small increase of compensation, which might be done without any increase of the aggregate expenditure, if the increase of salaries from year to year is made more gradual than at present. There should be in each district a recognized head-teacher for every group of graded primary schools numbering four or more.

“There are other points of difference between our own schools and those of New York, which might be studied to advantage ; but I will only refer, in passing, to one other — the entire absence of male instruction in all the female schools. All the female departments of the grammar schools, and even the Daily Normal School, are under the charge of ladies. I am not prepared to say that I favor the adoption of this feature in our own schools. I have not seen enough of its practical operation to entertain a well matured opinion as to the relative advantages of the two systems. It is, however, a matter well worthy of serious consideration, especially in view of the apparently successful results of the New York plan, and of the fact that it is much less expensive than our own.

“In the conveniences of our own school houses, in the arrangement of the rooms, their equipments and furniture, and most especially in the area of desk-room allowed to each scholar, the schools of this city enjoy many advantages over any that I have seen in New York. Even if we go back ten years, and compare the Hancock, the Quincy, or the Bowdoin school houses

with those most recently erected in New York, we cannot but give the preference without hesitation to our own. In punctuality and regularity of attendance, even the best of the New York schools can show no such records as those of Boston.

“These are some of the impressions suggested by the hasty visits I have been able to make to some of the public schools of New York, and which are now given to you with more haste than the importance of the subject makes desirable. If, in your judgment, they are of either interest or value, they are entirely at your service.”

The Committee have thought that this account of the schools in the city of New York, though “the result of a hurried and somewhat superficial inspection,” would be read with interest by the members of the Board, and by all interested in the character and progress of our public schools. The remarks of the writer on public examinations with a view to determine the comparative excellence and relative rank of the several schools, are unquestionably just, and in harmony with our experience upon this point. This custom formerly prevailed here. A special Committee was annually appointed to visit and examine all the Grammar Schools, and their report presented a graduated list of the schools, their comparative rank as adjudged and determined by the examination. The plan was abandoned because of its inherent liability to injustice, because obviously sometimes injustice was done by committees whose only aim was to be faithful and impartial. Evidently it is neither wise nor

fair to attempt to decide the comparative excellence and relative rank of several schools by a single day's public examination of each.

In regard to classification in the Primary department, and the better discipline, culture and progress that result therefrom, the New York schools are evidently in advance of our own. It is to be hoped that we are on the way to overtake them in this respect. The extent to which this classification has been introduced here, is one of the points upon which the Board may contemplate with satisfaction its labors for the past year. The isolated situation of many of our Primary Schools, is the chief obstacle in the way of the thorough introduction of this classification. To remove this obstacle, by procuring the erection of Primary school houses in several Districts where they are needed, or by leasing buildings instead of single rooms, so that several schools now kept in different localities can be grouped together and classified, claims the attention of the Board, and it should be one of the first objects of its future efforts. This being accomplished, another advance might then be made by placing in every case the teacher most experienced and best qualified at the head of each of these groups of Primary Schools, giving her the general supervision and charge of all the classes or schools in the group.

As respects punctuality and average attendance, the New York and Boston schools present such marked contrasts as to excite the suspicion that there must be a wide difference in the method of computing the average attendance or determining the whole number. According to the last Report of the Board of Education

for the city of New York, the whole number of pupils at the Ward and Corporate Schools, for the year ending the 1st of January, 1857, was 135,722; while the average attendance was only $47,605\frac{2}{4}\frac{3}{6}\frac{6}{0}$.* In this city, as already stated, the whole number of pupils at the Grammar and Primary Schools the past year was 24,288; the average attendance was 20,868. In New York the average attendance, as determined by the figures quoted above, is a little over $33\frac{1}{3}$ per cent.; in this city it is 68 per cent.,—a difference which it is difficult satisfactorily to explain if the basis and mode of computation be the same in both cities. Probably these are not the same, and the 135,722 given as the whole number at the Public Schools of the city of New York, is reached in some way that does not seem to be distinctly pointed out in the Report. Upon the basis of computation ordinarily assumed, that the number of children in the community between the ages of five and fifteen amount to one-fifth of the whole population, it has been thought a great thing in this city to get about 89 or 90 per cent. of this number at the Public Schools, and an approach to the same per centage of average attendance. But upon this basis of computation, the whole number given as attending the Public Schools of New York, exceeds by several thousands the number of children that would be ordinarily found in the city between the ages of five and fifteen, while the average attendance falls far below 50 per cent. There is probably, therefore, a difference in the mode adopted in the two cities, of determining the whole number or of computing the average attendance.

* Report of the Board of Education, 1857, p. 108.

But allowing for this difference, or adopting the same mode of computation, the result as regards average attendance would be largely in favor of the Boston schools. This result is to be explained in part, at least, by the special attention paid by our teachers to the subject of punctual attendance, in conjunction with our system of Truant Officers. This system might be made more efficient with us, were the number of Truant Officers enlarged, were they appointed on the nomination or recommendation of the School Board, and required to report directly to that Board, as the body whose duties are most directly and legitimately connected with the subject of truancy.

Whether it is expedient to employ exclusively female instruction for girls throughout the whole course of their education, would scarcely be regarded perhaps as an open question, by those most intimately acquainted with our Public Schools, or by those in our community who have had the largest educational experience. All the New York schools for girls are placed under the charge of female teachers exclusively. None of our public schools are so placed. The literary competency of such teachers, even in the higher departments of education, is not to be doubted, and the importance of their presence and beneficial influence as assistant teachers in all our schools for boys as well as girls, cannot be over-estimated. But there are obvious and unquestionable advantages in bringing the feminine in contact with the masculine mind in the process of education; and as regards instruction, discipline, the formation of character, the whole intellectual and moral culture aimed at and intended to be produced by our

system of public instruction, there is wisdom in placing a master, rightly qualified in manners, disposition and scholarship, at the head of our girls' schools. A few thousand dollars would be saved annually by putting all the girls' schools exclusively under the charge of female teachers, but more would be lost ultimately, it is believed, in the character, efficiency and results of these schools. The present plan of a master at the head of each of our Grammar Schools, with a sub-master and usher when requisite, and always a considerable number of female assistants, seems to be a happy combination of male and female instruction, and gives to all our schools, both for boys and girls, the benefits and best influences that flow from each.

As regards the organization and the general course of instruction in the Grammar Schools, the Committee see no occasion to recommend any changes. Something might be said in favor of some closer connection between the Grammar and High Schools, by which the advantages of the latter might be more largely extended to the youth of the city of both sexes. But whatever is to be suggested upon this point can be more appropriately introduced after the Reports on the High Schools have been considered.

THE HIGH SCHOOLS.

There are three schools of this grade in our system of Public Instruction, viz: the Public Latin School, which is intended to fit boys for college,—the English High School, which aims to give boys such thorough culture in all English branches, and in some modern languages, as shall fit them for the higher departments of mechan-

ical, manufacturing and commercial business,—the Girls' High and Normal School, where it is proposed to train up assistant teachers for our Primary and Grammar Schools, and to give instruction in the French language and in all the higher departments of a good English education.

The Regulations of the Board require that the Committees on these schools shall each make an annual report. These reports are here introduced.

Latin School.

The Committee on the Public Latin School, in compliance with the rules of the Board of School Committee, respectfully report, that, in the discharge of the trust committed to them, they have made the annual and quarterly examinations of the school under their immediate charge, that they have frequently visited the several rooms of the institution during the school year just passed, and that they have been present at the general exhibitions of the pupils and at the usual exercises on the Public Saturdays. Thus the best opportunities have been afforded for obtaining adequate and proper knowledge of the school in all particulars. The discipline of each of the instructors has been witnessed in this way, and the recitations of the pupils of all the classes in the different rooms have been heard, furnishing the best means for judging of the proficiency of the young gentlemen of the various classes and divisions in each of the departments of education taught in the school.

The results of the visits and examinations have been

of the most agreeable and satisfactory character, and have conclusively shown that the school has lost nothing in the last twelve months of the well-earned reputation for thorough instruction and scholarship which it has enjoyed for many years, and for which it is well-known and characterized at home and abroad.

It is well known to those conversant with the history of the Boston schools, that the foundation of the Latin School dates back as early as that of any other in this city. It probably owes its origin to the action of our fathers, had at a general meeting of the townsmen held upon public notice on the twenty-third day of March, A. D. 1634-5, when, in the words of the ancient record, preserved in the chirography of the venerable elder of the First Church, Thomas Leverett, "Likewise it was then generally agreed vpon y^t o^r brother Philemon Portmort shalbe intreated to become scoolemaster for the teaching & nourtering of children wth vs." This being the only public school in the town for about half a century, it is reasonable to infer, that as well as the higher branches of education, those of the more elementary character were likewise taught; and that the numerous donations and bequests of the liberal minded and generous inhabitants, intended for the purposes of free education, were expended in sustaining this school,—the early nursery of New England letters.

From its establishment down to the present time, the principal object of the school has been to prepare young men for college and for mercantile and other high pursuits of life, and in this it has been remarkably successful, as an examination of its catalogue of graduates will show. For among the names to be found

enrolled among the alumni of the school, are some of the most brilliant scholars and distinguished men which Boston has ever produced.

Of the twenty-three pupils who graduated at the school in July last, all, excepting one who on account of age is still in his preparatory studies, presented themselves for college. Twenty of these entered Harvard College, one Amherst, and one Waterville, with much honor to themselves and credit to the school. It is a source of much satisfaction, that those who pursue the course of instruction so far as to enter the first class, have almost universally in view the prosecution of a university education, the more legitimate purpose of the institution.

The building in which the school is kept, was erected in the years 1844 and 1845, for the Latin School and the English High School, at an expense amounting, together with 14,237 square feet of land, to \$57,510.81. It is situated on a lot of land bounded northerly by Bedford Street, somewhat southerly of the geographical centre of the peninsula which comprises the ten central wards of the city. The portion of the building used for the Latin School, consists of four large rooms, two small rooms, and a capacious hall. Two of the large rooms are on the lower floor, and are occupied for the younger pupils; the two on the second floor are for scholars of more advanced standing; and the large hall is for the first class, under the immediate care of the principal instructor. The hall and rooms have capacity sufficient to accommodate about two-hundred and ten pupils with seats. One of the small rooms is used for recitations, when the number of instructors exceeds

that of the large rooms ; and the other for the deposit of a valuable classical library belonging to an association of the graduates of the school. The walls of the school rooms are appropriately decorated with framed engravings and photographic views of the ruins of ancient buildings, illustrative of the studies pursued at the school, and which have been presented from time to time by friends of the school and members of the alumni association. The large hall has been decorated at considerable expense, by the Latin School Association, and presents a pleasing appearance on exhibition days and Public Saturdays, when it is open to the usual visitors. Besides the pupils of the school, about one hundred persons can be comfortably seated in it on such occasions. To the same association, the institution is indebted for one of the choicest collections of classical books in the country. The books consist not only of the most desirable editions of the ancient classics, but of rare works for reference. They are for the free use of all persons connected with the school, and have proved of much value and utility. These, together with the mural maps, and the models of ancient buildings, serve important purposes in the conduct of the school.

At present, the building is capable of containing all the pupils of the school, and no portion of it is appropriated for primary schools, or other purposes foreign to the intentions for which it was erected. The apparatus for warming it, by means of hot air from furnace chambers, is well adapted to its purposes ; and the ventilation is satisfactory. The cost of warming during the year ending in July, amounted to \$190.15, and other expenses connected with the building were \$162, thus making the total cost \$352.15.

The school is exclusively for boys, who are admitted to its privileges when properly qualified, after due examination, at the age of ten years; and, although the greatest part of the time is devoted to the teaching of the Greek and Latin languages, nevertheless sufficient attention is given to instruction in the common elementary branches of a good education. Besides the common English studies, the French language is taught to pupils of the proper grade who are desirous of acquiring a knowledge of it. Of the one hundred and seventy-six pupils at the school at the close of the last term, fifty-six were over fifteen years of age, and one hundred and twenty were under fifteen. These are arranged in rooms according to classes depending on their proficiency in studies.

The regular course of instruction, as laid down by the existing rules of the School Board, is six years; but a pupil of much intelligence and industry can accomplish the studies in less time, in which case he is promoted to a higher class, and frequently a year's schooling is thus saved. It sometimes happens, however, that boys from physical infirmity or other causes, cannot fully complete their elementary studies within the usual time, and are therefore permitted by the Committee to remain connected with the school one year over the usual term.

The whole number of pupils admitted to the school during the year was sixty-one, a number somewhat larger than that of the former years, when boys were not admitted so young by two years.

The average attendance at school has been very good, — about ninety-four per cent. of the whole num-

ber of pupils. This speaks exceedingly well of the school, when the ordinary vicissitudes of the life of boyhood, and the fact of the public character of the institution, are considered.

The teachers of the school are, a master, sub-master, four ushers, an instructor in drawing, and an instructor of the French language, whose aggregate salaries for the school year 1856-7 amounted to \$9,303.73. The number of instructors depends on the number of pupils at the school; consequently in some years there are more teachers than rooms, a circumstance which exists at the present time. Mr. Francis Gardner, the present accomplished principal of the school, has occupied the position of master and those of a more subordinate character, for many years, much to the benefit of the school, and has had no small share in raising it to its present high standard and continuing to it its high reputation for thorough elementary drill.

The cost of each pupil at the school may appear large when compared with that of some of the others, being about \$58.05, as nearly as can be calculated, \$47.46 of this amount being for tuition alone. But when the excellence of the instruction and the usual cost at the private schools are considered, it is believed that the expense of the school is as small as can reasonably be expected.

In the year 1819, several gentlemen of Boston, whose sons had been educated at the school, or who had received the same advantages themselves, having the welfare of the public schools at heart, and particularly of this, contributed a sum of money, now amounting to \$1,050, as a fund, the income of which has been

annually distributed in prizes among the most deserving scholars in the school. In 1844, the late Hon. Abbott Lawrence made a donation of a fund of \$2,000, the income of which is annually payable to the chairman of the committee on the school for the time being, for distribution in prizes for the general encouragement of the scholars, in such way as the committee of the school shall consider advisable. Both of these funds are safely invested in City of Boston five per cent. stock, and yield a very acceptable sum for the purposes for which the money was given, and which is expended in books selected by the successful competitors for the school honors.

Besides the prizes already mentioned, six Franklin medals are annually awarded to the most meritorious scholars in the graduating class.

During the month of May a public exhibition of the school is held, for awarding the Lawrence prizes, at which time trial is made by the young gentlemen for the prizes for declamation; and on the Saturday preceding the third Wednesday in July, the Annual School Exhibition takes place in the hall belonging to the school. As often as once in six weeks, there is, on Saturday forenoon, an exhibition at the school house, to which the parents and friends of the pupils are invited. On these Public Saturdays there is declamation by the pupils who have shown the greatest excellence during the interval from the last public declamation, and there is also an original debate by pupils of the first class, in which each member takes part. Much good has resulted from these debates, which are conducted entirely by the young gentlemen, without any aid or assistance from their instructors.

In the discharge of their duty, the Committee have invariably examined the building and all its premises. During the past year they have as usual found everything connected therewith in good order and condition.

The Committee take pleasure in again expressing their satisfaction at the results of the several examinations made during the year, and their gratification at finding the standard of education in the school so high, and carrying out the wishes and most ardent hopes entertained by the friends of the institution.

For the Committee,

NATHANIEL B. SHURTLEFF, *Chairman.*

August 4, 1857.

English High School.

The Committee on the English High School respectfully submit their annual report. The school has been visited and examined quarterly during the year, as required by the regulations, and has always been found in a most satisfactory condition in respect to order, discipline, the improvement of the pupils, and the assiduous labors of the teachers.

The annual examination, as required by the rules, was conducted by the Committee on the 3d of July last. At this examination all the departments were visited, but special attention was given to the first class, about completing its course at the school. The examination of this class was thorough in all the studies of the year, and its results honorable alike to the pupils and their instructor, Mr. Sherwin, the principal of the school. A very uniform excellence of scholarship was exhibited on the examination; yet at the same time,

the seven young men who received the Franklin Medals, were so decidedly, as appeared from the examination and their marks received for recitations and conduct during the year, the seven best scholars, that in awarding them the Medals, the Committee felt that as little injustice was done as can ever be avoided in that matter.

The Committee were present as required at the annual exhibition of the school on Monday, July 13. The exercises of this occasion were confined, as usual, to the graduating class, and consisted of a public examination of the class in their studies, of original essays by about one half their number, the announcement and delivery of the Franklin Medals and Lawrence Prizes, and addresses by one or two members of the Committee, and other gentlemen who were present. The occasion was full of interest and satisfaction to those in any way connected with the school. The pupils reflected credit on themselves and their teachers, and gave gratifying evidence that they left the English High School, well prepared by intellectual and moral culture to enter upon the duties of active life. Mr. Sherwin, in regard to their conduct and character, bore this highly honorable testimony, — that during the whole year in which they had been in his room, there had not been done or said by any member of the class any thing, which he had observed, that approached to an appearance of moral delinquency, or of a desire or purpose to deceive or disobey him in any way. Rightly interpreted, this fact is as honorable to the teacher as to the pupils. This fact also, it is believed, may be taken as a fair exponent of the general charac-

ter and condition of the school. It may be designated as an excellent school,—excellent in the differing qualifications of its teachers, each of whom possesses attributes admirably adapting him to his position,—excellent in the course of study pursued, and in the thoroughness with which every branch is taught,—excellent in its discipline, and in the strong, wise, wholesome, moral, and paternal influence exercised by the principal and his associates, over the youth entrusted to their charge.

The only difficulty in the way of the perfect success of the school at the present time, seems to be that the citizens do not properly appreciate it, or send their children to avail themselves of its advantages, in such large numbers as could be desired. Too small a number enter it annually from the Grammar Schools, and of this number, too many leave before completing the regular course of study, which extends through three years; and almost none, never more than three or four, remain during the allowed fourth year. The first evil, it is believed, would be largely remedied by the adoption of the suggestion made by the Superintendent of Public Schools in his first Quarterly Report, that the number received into the English High School from each of the Grammar Schools should be reported and published in the Annual Report of the School Board. The effect of this would be, *first*, to make,—and this is needed,—the English High School more known. It is believed that unquestionable instances have occurred, in which boys have gone through the course of study at a Grammar School, and have left it to enter upon some active employment, without knowing, either they or their parents, that there was an English High School, at which their education could be carried forward to a higher point.

Secondly, it would operate as an inducement to the masters of the Grammar Schools to encourage their best scholars, and all who were prepared therefor, to pass on to the English High School; whereas now, for reasons obvious and naturally strong, they are tempted or inclined to keep these scholars as long as possible under their own charge. There are some boys every year probably remaining in the Grammar Schools, who by age and scholarship are qualified to enter the English High School. They remain at the Grammar School so long that either they do not go to the High School at all, or if they enter, are at such an age that they leave before completing the course.

The objection to the adoption of the suggestion of the Superintendent is that it would tend to make the number received into the English High School from a Grammar School, a test of the condition and usefulness of that School, and of the competency or faithfulness of the master and his associates, and would thus do them often great injustice. This objection is worthy of consideration. It would be entitled to great force were this to be the sole test or the important and prominent test of the condition of a Grammar School, or of the fidelity of its master. But it would not be the sole test; it would not be a test, in any just sense of the word. It would only be one of the elements from which to judge of our whole system of public instruction, and the relation of its several parts to each other. Undoubtedly there are various reasons why the number entering the English High School from one Grammar School should be either larger or smaller than those entering from another; and in reporting upon the subject, these reasons would

be stated or have some allusion made to them by the Committee of each Grammar School, so that all injustice would be prevented. Facts, statistics in regard to our Public Schools, if sufficiently full, can never do injustice to any teacher or to any school. The more full they are, the more competent are the Committee and all others to judge of the schools, and the less likely are they to do injustice. The Committee of the English High School hope the suggestion of the Superintendent will be adopted. The adoption of this suggestion, with the contemplated improvement of the Primary Schools, and the effect of this improvement upon the Grammar Schools would tend also to remedy the second evil noticed, viz: leaving the school before completing the course. Now a majority of those entering the English High School, do not come till they are a year or two beyond the age at which they are admissible according to the rules. The consequence is that they are so old and so anxious to get into some active employment, that they are unwilling to stay and complete the course. If we can bring our Primary Schools up to the point contemplated by the Superintendent, and aimed at by the Board, the result will be such an improvement of the Grammar Schools, as that more pupils will pass from them to the English High School at so early an age and so thoroughly prepared, as to be willing and anxious to complete the whole course of instruction at that school.

The rules require the Committee to report on the annual examination of candidates for admission. Said examination was held at the time appointed by the regulations, and was conducted by written questions. The whole number examined was one hundred and

four; of whom, ninety-nine were from the Grammar Schools of the city. Of the candidates examined, ninety-eight were admitted, six rejected. Of these six, three were from the public schools and three from private schools. Of the ninety-eight admitted, ninety joined the school at the opening of the term in September. The largest number sent from any one Grammar School was twenty, of whom all were admitted, and nineteen joined the school. The smallest number from any one Grammar School was two, one of whom was rejected. The one admitted did not join the school. The whole number of pupils at present connected with the school is 165. The school rooms and out-buildings are in good condition. The hall, or largest room, commonly occupied by Mr. Sherwin, and used for exhibitions, has been beautifully painted in fresco, at the expense and under the direction of the Association of the Alumni of the school. The work is well and tastefully executed, with designs on the ceiling and panels peculiarly appropriate to the character of the school. This change is a great addition to the attractiveness of the room, and to the comfort and pleasure of those who have to occupy it. The library, also the gift of the Alumni, has received some valuable additions, and contains now about a thousand works of standard English literature.

The philosophical apparatus is in good condition and for the most part sufficient for the wants of the school. Some additions should be made, and some repairs are needed. For these, and for the purchase of materials for experiments, an appropriation of one hundred dollars is recommended by the Committee.

For the Committee,

S. K. LOTHROP, *Chairman.*

To this report of its Committee, it may be added, that the English High School was instituted in 1821. It is one of the last as well as one of the noblest monuments of the action of the old "town" of Boston; some of the latest "town meetings" previous to the adoption of the City Charter, were held in reference to the establishment of this school. It was first opened in the second story of the old Derne Street school house; but in 1824 it was removed, and held for many years in a building erected for the purpose in Pinckney Street, and now used for the Phillips School. In 1844, the new structure in Bedford Street, for the use of the Latin and English High Schools, was completed, and the school was removed there in June of that year. The whole cost of that school house, including the land, as already stated in the Report on the Latin School, was \$57,510.81; one half the interest on which amounts to \$1,725.32. The expense for fuel, repairs, &c., for 1857, was \$825.99. There are seven rooms in the part of the building appropriated to the English High School, one of which is large, a hall, occupied by the first class, and used for exhibitions; and two are small rooms, one used for the philosophical apparatus, and the other for the library, which has been already noticed. The teachers are, a master, two sub-masters, and two ushers, whose salaries amount to \$9,095.89. The school has, at present, accommodations for 220 pupils. The number registered at the beginning of the last school year was 165. The average whole number belonging to the school during the year was 140, and the average attendance 135. The annual cost of tuition per scholar was \$64.90. The whole cost of education per scholar was \$83.19.

The Superintendent, in his last Quarterly Report, speaking of this school, says: "An exercise was observed which deserves notice. It was a part of a recitation in geography, that difficult branch to teach well. A pupil was sent to the blackboard to draw from memory a map of Italy. Having drawn the parallels and meridians, he sketched with rapidity and accuracy its line of sea coast and continental boundaries, the course of the rivers and mountain ranges, and located the most important towns, cities, and places of historical interest, at the same time giving an oral description of the most prominent geographical features delineated, with a statement of interesting facts relating to the topography, history, productions, trade, &c., of the places indicated by the crayon. This exercise is not unknown in some of the Grammar Schools, and I trust it will, in time, be substituted, to a considerable extent, for the method of question and answer, for it certainly deserves to be considered as a progressive step in teaching geography."

Girls' High and Normal School.

The Committee of the Girls' High and Normal School respectfully report, that the annual examination was made in July last, in accordance with the regulations.

This school was established in 1852, as a Normal School for Girls. In 1855, the term of study was extended from two to three years, and the list of studies so arranged as to include all the higher branches usually taught in High Schools, while the exercises particularly adapted for the instruction of

teachers were not discontinued. The school house is situated in Mason Street. The lower floor of the building is occupied by the City Library. The rooms occupied by the school are insufficient for its purposes, but the removal of the Library to Boylston Street, which is soon to take place, will give to the school all the additional accommodations which it requires.

The methods of instruction adopted at this school are in some respects peculiar to itself, but experience has proved them to be well adapted to their object. In addition to the advantages which the institution has afforded for thorough education as a High School, it has also, as a Normal School, already supplied a large number of able and accomplished teachers for the Grammar and Primary Schools of the city. The whole number of pupils and graduates of this school who have been engaged as permanent teachers or as substitutes in other schools, is one hundred and thirty-two. Of these, ninety-four have received appointments as assistant teachers, of whom twelve are head-assistants in Grammar Schools, or occupy situations of similar grade as teachers in this school.

In a very few instances only have teachers appointed from this school failed to give entire satisfaction, while in most cases they are acknowledged to be among the most efficient and successful teachers in the employment of the city.

The number of candidates examined for admission to the school at the beginning of the present school year was one hundred and four. Of these, ninety-one were admitted and thirteen were rejected.

The result of the examination indicates an improve-

ment in the character of the instruction given at some of the Grammar Schools. Although the questions proposed were more difficult than those of the last year, the proportion of correct answers was higher than at the last examination, and the replies themselves, in general, gave evidence of increased care on the part of the instructors in the preparation of pupils for this school. These remarks, however, are not applicable to candidates from all the schools. The inequality, referred to in former reports, in the attainments of applicants from the different Grammar Schools, is still very considerable. While the pupils from some schools gave correct replies to nearly ninety per cent. of the questions proposed, candidates from other schools failed to answer fifty per cent. of the questions correctly. The attention of the District Committees is respectfully called to this subject. An inspection of the results of the examinations, which are on record, will show very clearly that important changes are needed in some of the Grammar Schools. When for a series of years the graduates from certain schools are found to be deficient in a knowledge of the simple branches of a common school education, it is due to the pupils and to their parents that the causes should be investigated and the remedy applied. It has not been, heretofore, the custom to publish in the Annual Report the exact results of these examinations, but your Committee are of the opinion that such a publication would have a beneficial effect in enabling the Board to judge of the comparative merits of the several Grammar Schools, and perhaps to discover some of the causes for the deficiencies above alluded to.

The whole number of pupils now belonging to the school is one hundred and eighty-five.

For the Committee, ,

LE BARON RUSSELL, *Chairman.*

September, 1857.

It may be added to the statements made in the foregoing Report, that the old Adams school house, in Mason Street, in which the Girls' High and Normal School is held, cost originally \$20,000. The repairs made to fit it for a Normal School cost \$3,025.77. As nearly one third of the building is used by the city for other purposes, the amount of interest chargeable to the school is estimated to be about \$900. The expense for repairs, fuel, &c., for the last year, amounts to \$1,154.34. The instructors are, a master, one head assistant, five assistants, and teachers of vocal music, of drawing, and of the French language, whose salaries amount to \$5,136.30. The whole number of pupils registered for the last year was 174. The school has accommodations for 236. The average whole number belonging to the school during the year was 165, and the average attendance 157. The cost of tuition per scholar for the year was \$31.13, and the whole cost of education \$43.58.

In speaking of the Girls' High and Normal School, the Superintendent, in his Third Quarterly Report, remarks as follows:—

“ My observations in this school during two somewhat protracted visits, produced a very favorable impression as to the skill and thoroughness with which the various branches are taught. It is, without doubt,

an excellent school, and one of the brightest ornaments of the city. The money expended in its support has been well invested. Still, it is not unknown to this Board, I presume, that but few of its *graduates* have become teachers in our *Primary* Schools. If the reason is asked, (and it is sometimes asked,) why it has failed to supply our Primary Schools with teachers, the proper answer I imagine would be, that it is too limited in its means and arrangements to meet the demands of the city for a High School proper, and also, the demands of our schools for teachers of all grades, from the alphabet class up to the place of head assistant in the Grammar School. It is unreasonable to expect it to do so much. If it has not accomplished just what the advocates of its establishment promised it would, it has done and is now doing a very good work, and, in my judgment, it would be unwise, at present, to change its plan in any of its essential features. It is a good High School for girls, and, as such, is an indispensable part of our system of public instruction. It serves an important purpose, also, in fitting a class of highly educated teachers for the upper divisions, and the place of head assistant in our Grammar Schools. It is not only a Girls' High School, but also a *High* Normal School. As such let it remain, till a change of times and circumstances requires modifications. Still, the need of thoroughly trained teachers to fill the numerous vacancies that occur in the Primary Schools exists. How shall this need be supplied? I answer, by the establishment of a Primary Normal School, for the special training of teachers for Primary Schools and the lower grades of the Grammar Schools. In such an institution, the

number of pupils should be quite limited, and the course of training comparatively short, while the exercises and studies should be strictly confined to that department of the science and art of teaching which is applicable to primary schools. No candidates should be admitted except those of mature age, and such as desire to become primary teachers. At present, so far as I know, there is no such Normal School in this country. Perhaps the time has not come to establish one here; but that such schools are destined to constitute a part of every complete system of public instruction, I entertain not the shadow of a doubt. As it is better to make good precedents than to follow them, I hope Boston will have the honor of making this one."

The suggestion here made by the Superintendent, in reference to a Normal School for Primary School teachers, is important and worthy of the serious consideration of the Board.

The remarks made by the Superintendent on the present condition and character of the Girls' High and Normal School, and the result of the attempt to combine under one organization and one corps of teachers, two things that are quite dissimilar, — a High and a Normal School, — are wise and just. It would not be well, however, to make any changes in the organization and course of instruction at this school,* at present, unless it be at the point noticed above, the institution in connection with it of a specific department of Normal instruction for Primary School teachers. The surest and most direct way of reaching all the High Schools, improving their condition and enlarging their

* The regulations and course of instruction at all the Public Schools, will be found in the Appendix.

usefulness, is to improve the Primary Schools by raising up for those schools a class of teachers, who, by preparatory instruction, shall be thoroughly accomplished and furnished for their work.

As a general statement, it is true of all three of the High Schools that their connection with the other grades of schools is not sufficiently intimate, nor do they have the proportionate number of pupils that ought to attend them.

The cost or estimated value of the High School estates, is	- - - - -	\$80,536 58
The interest on this, chargeable to the schools, is	- - - - -	4,450 64
The expense for salaries, repairs, fuel, &c., is *	- - - - -	25,791 83
Making the total cost of the High Schools,	-	30,242 47

The whole number of pupils at the three schools is 526. The average number is 503. Making the annual average cost of education, per scholar, \$60.12.

If this seems to any to be a large sum, let them consider *first*, that it is but a little more than one third of the sum for which a similar education, instruction of the same amount and character, can be procured at any private school in the city. *Secondly*, that it is about the same as the average expense per scholar at the Free Academy, in the city of New York, for the last year, where the expense has commonly ranged very much higher, and where the education furnished is not in ad-

* The estimates in the report of the Latin School Committee relate to the school year, ending on the first of September last. The above, and those given throughout this report, cover the year 1857, and are taken from the annual reports of the Auditor and the Superintendent of Public Buildings.

vance of that which can be obtained at the Public Latin and High Schools in this city; and, *thirdly*, that this average cost might and would be diminished, did a larger number of the children educated at the Public Schools of the city embrace the opportunity and the privilege of attending them. Even with their present provisions of school room and teachers, each of these schools might receive and instruct a considerable addition to its present number of pupils; and at no great outlay of money, or increase of expenditure — by adding another story to the school buildings in Bedford and Mason streets, and the employment of more subordinate or assistant teachers — these provisions might be so enlarged, that instead of five hundred at all these schools, we might have that number at each, with a proportionate diminution of the average cost per scholar. Undoubtedly the great benefits of our system of public instruction are to be found in the value of the rudiments of knowledge imparted to the great mass in the Primary and Grammar Schools. This fact should never be lost sight of, nor any diminution of interest in those schools be permitted. Neither should there be on the part of this Board, or with the community, or with any of the teachers of the schools of other grades, any want of interest in the High Schools. A system of popular education would be incomplete, a plan of public instruction imperfect, without these as its culminating point; and where they are introduced and established as in our city, the aim and effort should be to give unity and progressiveness to the system, make the parts play into each other, the lower contribute to the higher continually, and thus carry forward as many children as possible to a participation in the best advantages of education which the community affords them. The greater

the number of children we can bring to attend and complete the course of instruction at the High Schools, the greater will be the measure of intellectual and moral force we shall put into the community, the greater will be the number of those competent and disposed to do well and faithfully the work of every station: the lowest in which they may be placed, the highest to which they can attain.

The Public Schools of the city of Boston have been conducted and maintained at no small expense. Some mistakes may have been made, but, on a broad view and a just estimate, there has been no extravagance; neither has there been anything mean or stinted in the appropriations. The whole cost of these schools for the year 1857, is \$349,867.54. The compensation for this large expenditure is to be seen and found in the general intelligence, virtue, and happiness of the great mass of our population; in the extent to which a conscious dignity, self-respect, elevated tastes, and the resources for pure and ennobling pleasures are distributed among all classes of our people; in the fact that a large proportion of the vice, crime, and moral degradation in our city is not of native growth, but an influx from abroad, and that of those whose misdeeds occupy our criminal courts and fill our penitentiaries with inmates, few, very few, have had the benefit of the intellectual and moral culture which these schools afford.

It is to be hoped that under the favorable influences brought to bear upon them under the present organization and enlarged numbers of the Board, through the plans of improvement now in operation, through the wise suggestions, earnest zeal and indefatigable labors of the Superintendent, aided by the hearty coop-

eration and faithful services of the teachers, these schools may be carried forward continually, lifted up to a higher and higher standard of excellence and usefulness.

With this view of the past, and this hope for the future, the Committee cannot more appropriately close this Report than in the words of the Superintendent, in the concluding sentence of his Third Quarterly Report: "The school system of Boston has been managed and controlled for the last twenty-five or thirty years, on the whole, with a remarkable degree of that wise conservatism which admits and demands progress, and yet is sufficiently jealous of innovation, — a conservatism vitalized by the true spirit of progress. To this judicious and faithful management, our schools are indebted, under Providence, for whatever of excellence they now possess, and on the continuance of it their future welfare must depend."

Respectfully submitted.

S. K. LOTHROP,
F. E. PARKER,
GEO. M. RANDALL,
PATRICK RILEY,
EDWIN WRIGHT,
T. M. BREWER,
GEORGE FABYAN.

APPENDIX.

A P P E N D I X .

THE following Appendix has been prepared to meet a want often felt and expressed by our own citizens, and to answer inquiries from abroad frequently addressed to the Superintendent of Public Schools, or members of the School Board. These inquiries relate to the plan, construction, mode of warming and of ventilation adopted in what we regard as our best school houses, to the general regulations, course of instruction and text-books in our public schools, and often to the laws and statutes of the Commonwealth in regard to public instruction. Hitherto there has been no single document that contained answers to these inquiries, and little has been done by the Board to diffuse information upon these points even among its own constituents, much less to afford that information to distant individuals or communities who may desire it. Even the general regulations adopted by the Board, in relation to the Public Schools, the course of instruction pursued, the text-books used, have been published only in a small edition for the use of the Board and the Teachers, and never for general distribution among the citizens. It is quite desirable and important however, that the citizens should have reliable information upon these points. To give this information and some knowledge upon other interesting matters connected with our Public Schools, is the purpose of this Appendix, in which will be found statistical tables, plans and a description of the Dwight school house, an account of the Franklin Medals, (with a list of the Franklin Medal scholars,) of the City Medals, and Lawrence Prizes, an abstract of the school laws of the Commonwealth, the general regulations, course of studies, &c., of the Public Schools of the city, and a list of the Boston School Committee, from the adoption of the City Charter in 1822.

STATISTICAL TABLE.

NAMES OF GRAMMAR SCHOOLS	WHERE LOCATED	Instituted	House Erected	Number of Rooms	Number of Seats	Number of Seats in Hall	Cost of Building and Land	Annual Interest	House how Warmed	Number of Pupils admitted during the School Year	Average Wh to Number belonging	Average Attendance during School Year	Average Attendance, Per cent.	Number of Pupils in other Buildings
Adams	Summer Street, East Boston ...	1856	1856	19	1144	350	\$64,128 37	\$8,847 70	Steam	635	391	359	90.5	none
Biglow	Fourth Street, South Boston ...	1850	1849	12	750	600	42,642 17	2,558 53	Furnaces	325	492	440	89	none
Bowdoin	Myrtle Street	1821	1848	18	609	126	45,000 00	2,700 00	Furnaces	339	553	487	90.9	none
Boylston	Washington Square	1819	1852	12	774	500	40,000 00	2,400 00	Furnaces and Stoves	571	798	750	93.75	60
Brimmer	Common Street	1844	1843	12	750	.....	34,151 21	2,049 07	Furnaces	292	585	551	94	00
Chapman	Eutaw Street, East Boston ...	1849	1849	11	600	500	29,500 00	1,770 00	Furnaces	173	496	448	90.5	none
Dwight	Springfield Street	1844	1856	14	852	400	62,200 00	3,732 00	Furnaces	502	882	812	92	190
Eliot	North Bennet Street	1713	1833	12	749	00	46,591 00	2,795 46	Furnaces and Stoves	593	762	750	98	.....
Franklin	Washington Street	1785	1845	6	640	400	48,393 66	2,903 61	Furnaces and Stoves	478	569	498	88	00
Hancock	Richmond Place	1822	1847	12	672	700	69,175 15	4,150 51	Furnaces	510	734	698	95	00
Hawes	Broadway, South Boston	1811	1823	2	33	250	7,289 29	437 33	Stoves	204	474	378	80	67
Lawrence	B Street, South Boston	1842	1856	14	875	500	59,617 41	3,577 04	Steam	588	719	673	94	00
Lyman	Meridian Street, East Boston ..	1837	1846	6	358	170	13,596 27	815 78	Stoves	540	509	447	84	none
Mayhew	Hawkins Street	1803	1847	11	690	168	35,792 59	2,147 55	Furnaces	302	492	447	91	00
Phillips	West Centre Street	1844	.....	6	450	00	25,000 00	1,500 00	Furnaces	260	545	505	93	120
Quincy	Tyler Street	1847	1847	12	712	600	60,210 18	3,612 61	Furnaces	465	742	700	90	55
Wells	Blossom Street	1833	1833	6	.....	.....	55,000 00	3,300 00	Stoves	266	490	420	86	00
Winthrop	Tremont Street	1836	1855	14	930	500	70,000 00	4,200 00	Furnaces	548	893	748	84	00

STATISTICAL TABLE.

NAMES OF GRAMMAR SCHOOLS	Number of Primary Scholars in the Building	Number of Pupils belonging at commencement of present School Year	Number of Pupils in First Class at commencement of School Year	SEX OF PUPILS	Number of Masters	Number of Librarians	Number of Female Head Assistants	Number of other Assistants	Number of Music Teachers	Number of Sewing Teachers	Whole Number of Teachers	Amount of Salaries paid Teachers during the School Year	Total Cost of Tuition per Scholar	Incidental Expenses, including Supplies, Repairs, Fuel, etc.	Total Expenses of School for School Year, including Salaries, Interest on Cost of Property, and Incidental Expenses	Total Cost of Education per Scholar
18 Adams	123	330	30	Boys and Girls . . .	1	0	2	6	1	0	11	\$6,500 20	\$16 62	\$3,026 23	\$13,374 13	\$34 20
Bigelow	263	490	110	Girls	1	0	3	5	1	1	11	5,477 26	11 13	2,676 88	10,712 67	21 77
Bowdoin	none	585	173	Girls	1	0	3	7	1	0	12	6,811 82	12 39	2,256 88	11,768 70	21 28
Boylston	none	802	137	Boys and Girls . . .	1	1	1	10	1	1	16	8,341 06	10 43	1,139 21	11,880 27	14 89
Brimmer	67	562	122	Boys	1	1	1	8	1	0	13	7,557 96	12 92	2,143 56	11,750 59	20 09
Chapman	none	501	49	Boys and Girls . . .	1	0	2	7	1	0	12	6,796 53	13 70	1,250 06	9,816 59	19 79
Dwight	none	769	96	Boys and Girls . . .	2	1	2	13	1	1	20	10,195 31	11 56	2,632 44	16,559 75	18 78
Eliot	none	780	133	Boys	1	1	1	11	1	0	16	8,076 85	10 60	1,073 61	11,945 92	15 68
Franklin	none	577	163	Girls	1	0	3	7	1	1	13	6,452 39	10 99	1,027 15	10,383 15	18 25
Hancock	none	781	184	Girls	1	1	1	10	1	1	15	8,016 67	10 92	2,087 72	14,250 90	19 42
Hawes	none	464	58	Boys	1	1	1	5	1	0	10	6,494 20	13 70	627 99	7,559 55	15 95
Lawrence	none	725	117	Boys and Girls . . .	1	0	1	11	1	1	16	7,819 16	10 87	2,143 98	13,540 18	18 83
Lyman	none	517	61	Boys and Girls . . .	1	0	2	7	1	0	12	7,534 26	14 83	1,270 01	9,620 05	18 89
Mayhew	124	482	101	Boys	1	1	1	6	1	0	11	6,974 18	14 17	1,563 57	10,685 30	21 72
Phillips	50	543	119	Boys	1	1	1	7	1	0	12	229 78	13 26	1,165 50	9,895 28	18 16
Quincy	none	634	177	Boys	1	1	1	10	1	0	16	9,156 68	12 47	3,348 82	16,118 11	21 72
Wells	70	502	135	Girls	1	0	1	7	1	1	12	6,435 58	13 13	1,055 06	10,790 64	22 02
Winthrop	00	919	58	Girls	1	0	5	9	1	1	17	7,702 99	8 74	1,679 39	13,582 38	15 21

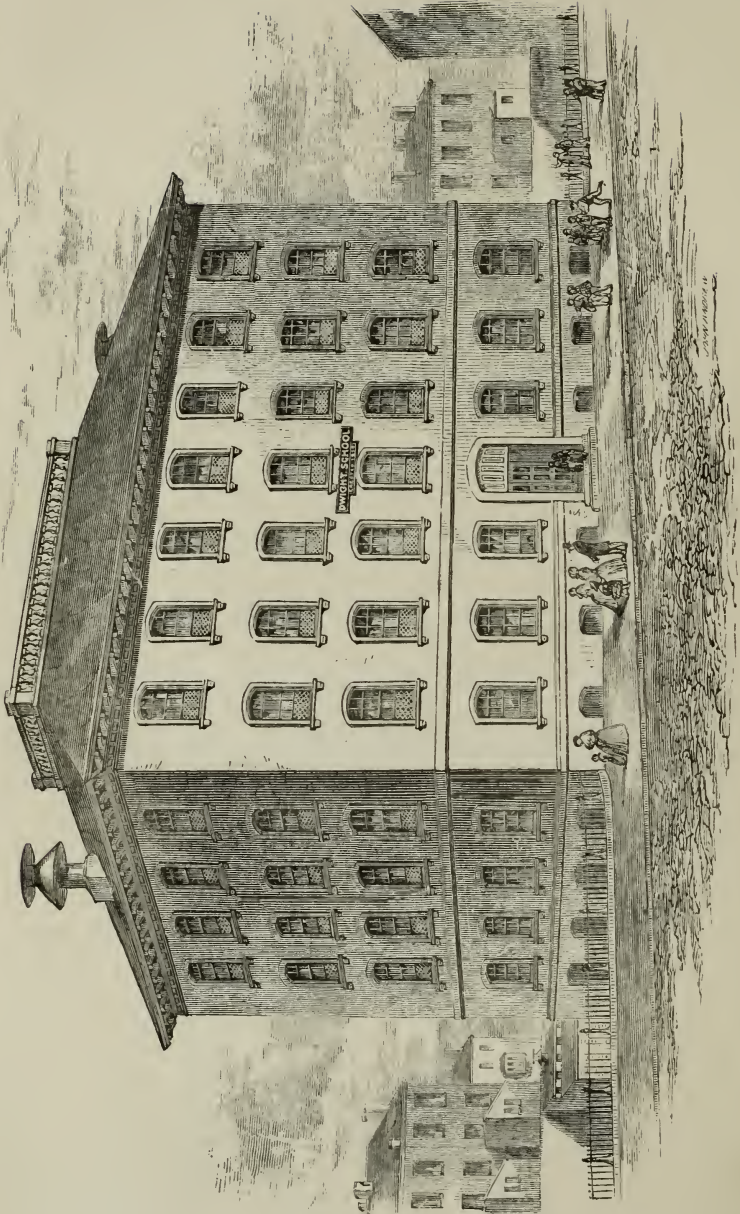
PRIMARY SCHOOLS.

NAMES OF DISTRICTS.	No. of Schools.			Total.	Average Attendance.	No. under 5 years of age.			No. of Teachers.
	Boys.	Girls.				Between 5 and 7.	Over 7.		
Adams	9	244	223	467	371	65	185	217	9
Bigelow	9	265	317	582	465	92	247	243	9
Bowdoin	12	328	303	631	503	87	277	267	12
Boylston	19	666	542	1208	1031	182	519	507	19
Brimmer	12	336	332	668	523	87	257	324	12
Chapman	12	383	325	708	568	94	282	334	12
Dwight	11	365	328	693	546	54	293	346	11
Eliot	16	546	443	989	818	129	455	405	16
Franklin	13	409	400	809	653	108	392	339	13
Hancock	17	520	445	965	801	116	426	413	17
Hawes	6	199	158	357	283	56	153	148	6
Lawrence	14	465	376	841	666	92	350	399	14
Lyman	7	204	202	406	344	30	216	160	7
Mayhew	9	321	289	610	478	81	256	273	9
Phillips	10	293	257	550	441	56	205	289	10
Quincy	15	523	392	920	753	123	355	442	15
Wells	11	330	283	618	515	80	285	253	11
Winthrop	11	306	331	637	520	75	257	305	11
Totals	213	6708	5951	12,659	10,279	1607	5380	5672	213

EXPENSES OF ALL THE PUBLIC SCHOOLS FOR THE LAST SIXTEEN YEARS, EXCLUSIVE OF BUILDINGS.

FINANCIAL YEAR	Number of Scholars	Salaries of Teachers	Rate per Scholar	Incidental Expenses	Rate per Scholar	Total Rate per Scholar
1841-2	12,401	\$97,193 67	\$7 84	\$23,194 81	\$1 89	\$9 73
1842-3	13,178	101,099 47	7 67	27,637 36	2 10	9 77
1843-4	15,073	109,216 82	7 25	26,454 80	1 76	9 00
1844-5	16,108	118,444 95	7 35	32,102 12	1 99	9 34
1845-6	16,910	129,946 75	7 63	35,311 15	2 09	9 72
1846-7	17,516	149,351 03	8 53	43,015 32	2 46	10 99
1847-8	18,896	161,678 12	8 54	57,408 30	3 04	11 58
1848-9	19,771	172,107 83	8 70	60,929 65	3 08	11 78
1849-0	20,589	177,731 54	8 63	57,999 87	2 82	11 45
1850-1	21,643	184,253 68	8 51	61,035 21	2 82	11 33
1851-2	21,951	190,708 91	8 69	45,518 15	2 07	10 76
1852-3	22,337	193,039 51	8 64	53,031 28	2 60	11 24
1853-4	22,528	192,704 32	8 55	54,912 58	2 44	10 99
1854-5	23,529	223,024 61	9 48	67,977 34	2 89	12 37
1855-6	23,778	224,024 88	9 42	67,849 97	2 85	12 27
1856-7	24,288	238,444 13	9 82	70,150 88	2 89	12 71





THE DWIGHT GRAMMAR SCHOOL HOUSE.

THIS building, represented in the accompanying Cut and Plans, is located on Springfield Street, in Ward XI., not far from the southwesterly boundary of the city. It occupies the centre of a lot measuring 192 feet on Springfield Street, by about 97 feet in depth, and containing 19,150 square feet. It has a front of 91 feet 6 inches on Springfield Street, is 60 feet deep, and four stories high, exclusive of the basement. It is built of brick, the external surface of the walls being covered with mastic and painted a light drab color.

The floors are of hard pine, one inch thick and in widths not over 5 inches. The walls of the rooms are sheathed $3\frac{1}{2}$ feet high, and the stairways, halls and closets 5 feet high, with matched chestnut boards, in widths not over 6 inches. The doors and window sashes are of the same kind of wood. The inside wood-work is varnished but not painted.

The windows, except those of the first story, have ornamented iron guards outside, and curtains inside, instead of blinds. All the doors have top lights hung on pintels.

The yard is enclosed on the front and sides by a stone and iron fence, and on the rear by a high brick wall, which also constitutes the rear wall of the water closets. The arrangements of the yard, are designed for both sexes, a separate entrance being provided for each. From the yard the pupils enter the basement at either end of the building, and pass, by two flights of stairs, to the corridor on the first floor.

The basement is $8\frac{1}{2}$ feet in the clear, and its level, which

corresponds with the level of the yard, is four feet below the sidewalk, both being well paved with brick. Thus situated with respect to the yard, and being well supplied with light and air, it furnishes an excellent covered play-ground. This mode of constructing the basement of a school house is a decided improvement over former plans, and it is to be hoped it will be adopted in future buildings for school purposes. An apartment in the centre of the basement, as shown in the Plan, is appropriated to the warming apparatus and fuel. The level of this room is two feet below that of the play-ground.

The first, second and third stories are each $12\frac{1}{2}$ feet in the clear, and they are precisely alike in all their arrangements. An inspection of the Plan of the first floor will show that each of these stories is divided into four school rooms, four clothes closets, two stairways, and a large corridor in the centre. The arrangement is admirable alike for convenience and economy of space. Pupils enter the school rooms through the clothes rooms, each of which is well lighted and ventilated by means of a window. Each school room has accommodations for one teacher and sixty-three pupils. Each pupil is provided with a separate chair and desk, which is now generally admitted to be the best mode of seating in all schools. The style of furniture for teachers and pupils is substantially the same as that exhibited in the accompanying representations of school furniture. The pupils sit facing the platforms of the teachers, and the arrangement is such that, while in their seats, they do not in any case receive the light directly in front.

The fourth story, (see Plan,) contains two school rooms, similar to those already described, and a hall for public occasions, furnished with movable settees. This story is 15 feet in the clear.

The warming apparatus consists of four hot air furnaces. The smoke pipes are of cast iron, and pass up through and

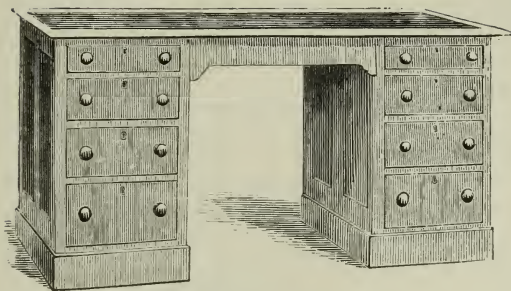
warm the corridors. This arrangement is rendered practicable by locating the furnaces in the centre of the basement, and is found more economical than previous plans.

In the original design, the ventilation was intended to be effected by means of the spaces in the vaulted walls, but this plan was not fully carried out. That which was substituted does not differ materially from those which had previously been applied to many of our school houses. It consists of a separate ventiduct of wood, leading from each school room to the roof. Here they are brought into two groups, at the opposite ends of the building, each of which is surmounted with one of Emerson's Ejectors. The transverse section of each ventiduct is about fourteen inches square. In each room there is a sliding register near the ceiling and another near the floor, opening into its ventiduct.

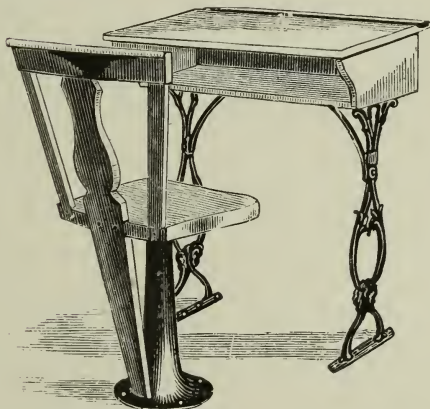
The building has seats for 882 pupils. The cost of the house and furniture was \$45,645 50, cost of lot, 14,362 50, making a total cost of \$60,008 00.

The Adams school house at East Boston, and the Lawrence at South Boston, are, with the exception of the warming and ventilating apparatus, like the Dwight. Absolute perfection is not claimed for these edifices, but they stand as the best specimens of school architecture which have been erected in this city. Had the finishing been of pine instead of chestnut, they would have been better. In the Adams and Lawrence, the ventilation is imperfect. It will be seen by accompanying cut, that the style of architecture is by no means ornamental. But it is believed that on the whole they are among the very best school buildings in this country. It is not easy to see how buildings could be constructed with a more perfect adaptation to our present system of grammar school organization. They possess every desirable element of comfort and convenience, with the most perfect economy of space compatible with these objects.

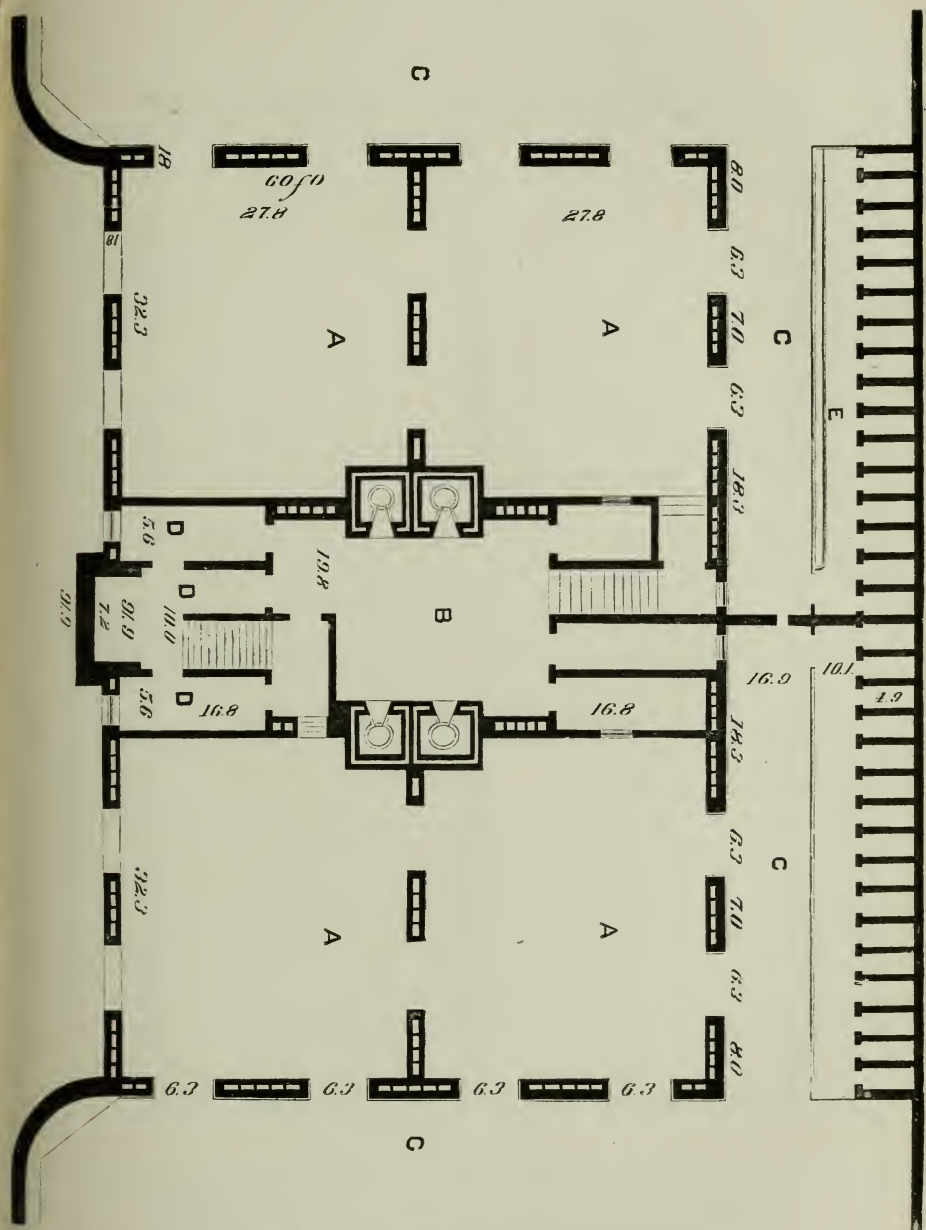
SCHOOL FURNITURE.



TEACHER'S DESK.

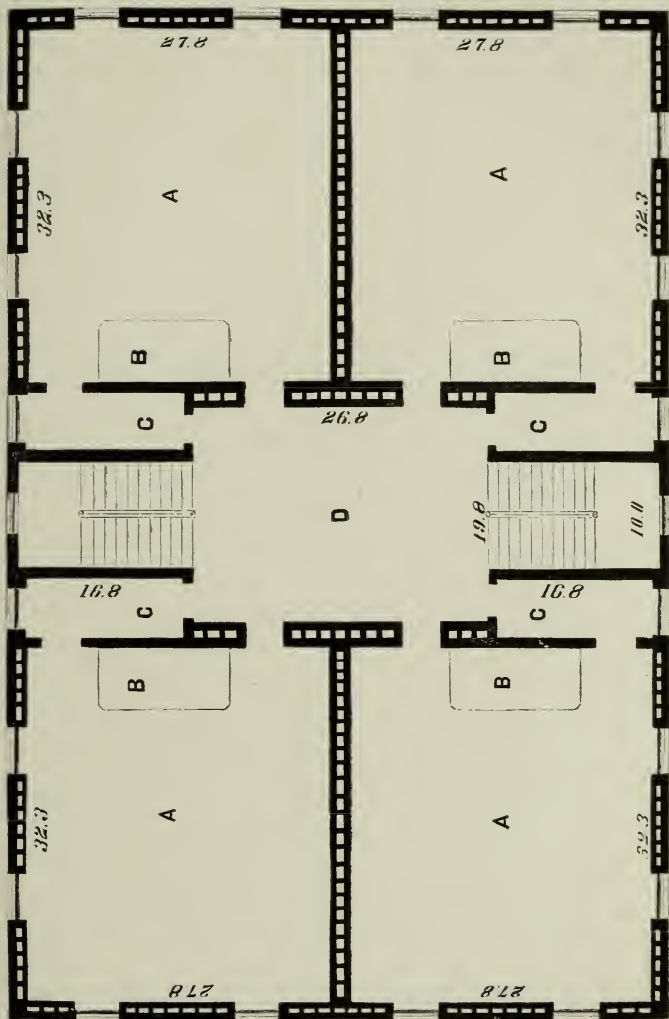


SCHOLAR'S DESK AND CHAIR.



BASEMENT. — DWIGHT SCHOOL HOUSE.

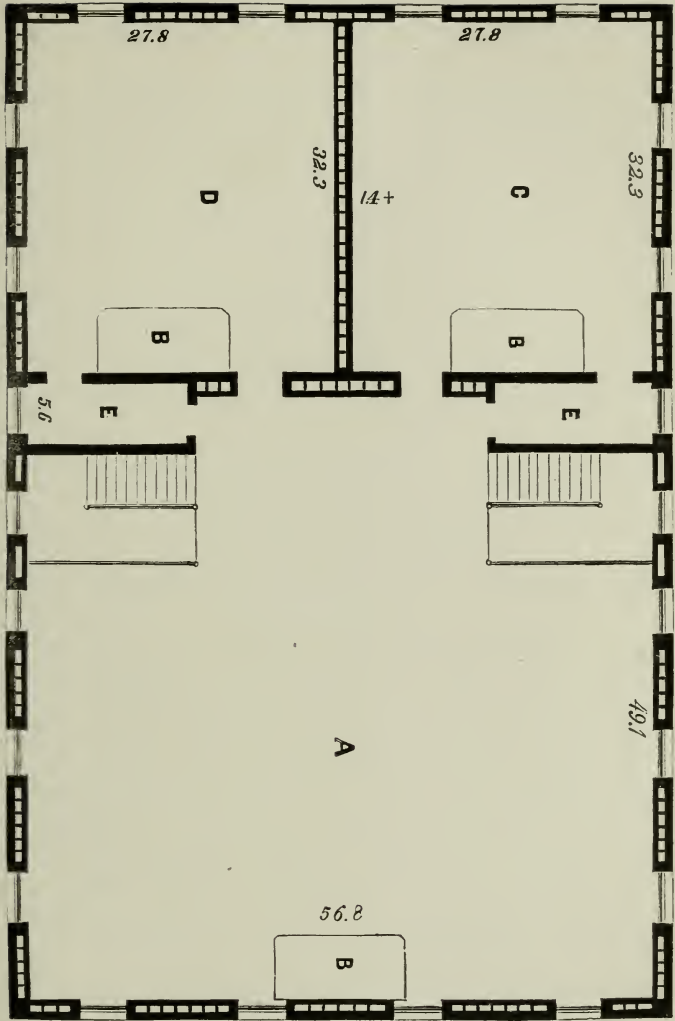
- A.—Play Rooms. B.—Furnace Room. C.—Paved Yard.
 D.—Front Entrance. E.—Privies.



FIRST FLOOR. — DWIGHT SCHOOL HOUSE.

A.—School Room.
 B.—Teachers' Platform.

C.—Clothes Closets.
 D.—Corridor.



FOURTH STORY. — DWIGHT SCHOOL HOUSE.

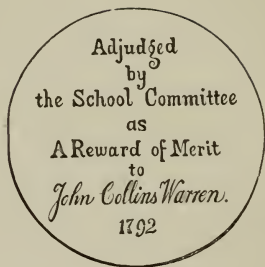
A.—Hall furnished with settees.
 B.—Teachers' Platform.

C.—D.—School Rooms.
 E.—Clothes Closets.

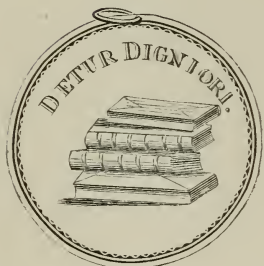
FRANKLIN MEDALS.



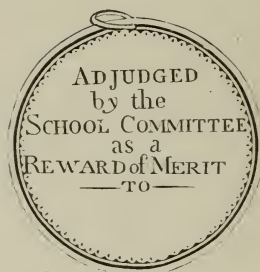
No. 1.



No. 2.



No. 3.



No. 4.



No. 5.



No. 6.

THE FRANKLIN MEDAL.

THE Franklin Medal, "an honorary reward" for "the encouragement of scholarship in the free schools of Boston," derives its origin and name from Benjamin Franklin, the greatest and most famous of our native-born sons. For sixty-five years this token of honorable distinction has been annually awarded, by the School Committee, to a number of the most meritorious scholars in the highest class of each public school for boys, above the primary grade. The bestowment of this Medal, having for so long a period constituted one of the most interesting features of our system of public instruction, it has been deemed expedient to publish a catalogue of its recipients, with a sketch of its history, in connection with the present Annual Report on the subject of our schools.

In providing for the establishment of this Medal, Franklin desired to evince the grateful recollection which he retained to the close of his life, of the benefit he derived from the Boston schools, and at the same time to furnish for all time, to the pupils in these schools, an incentive to stimulate them to make the best use of the means provided for their education. This Medal may be justly regarded, therefore, as a memorial of his constant and life-long affection for the place of his birth, while it has "rendered him a sort of Patron Saint to Boston school boys to the latest generation." But his own example in turning to the best account every opportunity for

the cultivation of his mind and character, not only during the brief period of his schooling, but during all his boyhood and youth, is what gives to the Medal bearing his name its chief significance and value. Indeed, the great utility of the Medal consists in its tendency to keep always before the minds of the youth of Boston, this noble example, and thereby to excite them to a more faithful use of their advantages of education. The account of his school education, as related in his autobiography, will ever remain associated with the Franklin Medal, and it must not be omitted here. He says,

“I was put to the Grammar School at eight years of age; my father intending to devote me, as the tythe of his sons, to the service of the Church. My early readiness in learning to read, which must have been very early, as I do not remember when I could not read, and the opinion of all his friends, that I should certainly make a good scholar, encouraged him in this purpose of his. My uncle Benjamin, too, approved of it, and proposed to give me his short-hand volumes of sermons, to set up with, if I would learn his short-hand. I continued, however, at the Grammar School rather less than a year, though in that time I had risen gradually from the middle of the class of that year to be at the head of the same class, and was removed into the next class, whence I was to be placed in the third at the end of the year.

“But my father, burdened with a numerous family, was unable without inconvenience to support the expense of a college education. Considering, moreover, as he said to one of his friends in my presence, the little encouragement that line of life afforded to those educated for it, he gave up his first intentions, took me from the Grammar School, and sent me to a school for writing and arithmetic, kept by a then famous man, Mr. George Brownell. He was a skillful master, and successful in his profession, employing the mildest and most encouraging methods. Under him I learned to write a good hand pretty soon; but I failed entirely in arithmetic.”

The failure in arithmetic, so frankly confessed at the close of the sketch, affords no just ground for charging any delinquency upon either pupil or master. In justification of the master, we have the decided testimony of the pupil, in full maturity of age and judgment,—always the best evidence. And it is not surprising that a lad of even Franklin's aptitude for learning and clearness of head, should not, at the age of nine years, though aided by "the most encouraging methods" *then known*, master the subject of arithmetic, in so short a period of schooling. It is highly probable, therefore, that both pupil and teacher did their duty. The real difficulty was that the mind of the little boy had not yet ripened to a capacity for arithmetic. A few years later, he took up Cocker's book on Arithmetic, and went through the whole by himself with the greatest ease.

The Grammar School in which Franklin was placed, was the original Classical School of Boston, since known as the Public Latin School, and now located in Bedford Street. Its ancient site in School Street, and its surroundings as at that time existing, are graphically described in the following extract from the Oration delivered by Mr. Winthrop, at the inauguration of the Franklin Statue, in front of the City Hall.

"Go back with me, fellow citizens, for a moment, to a period just one hundred and forty-two years ago, [1714] and let us picture to ourselves the very spot on which we are assembled, as it was in that olden time. Boston was then a little town, of hardly more than ten or twelve thousand inhabitants. Her three hills, now scarcely distinguishable, were then her most conspicuous and characteristic features, and I need hardly say that almost all the material objects which met the view of a Bostonian in this vicinity, at that day, must have been widely different from those which we are now privileged to look upon. No stately structures for city councils or for courts of justice were then standing upon this site. There was no Horticultural Hall in front, delighting the eye

and making the mouth water with the exquisite flowers and luscious fruits of neighboring gardens and green-houses. There were no shops and stores, filled with the countless fabrics of foreign and domestic labor, facing and flanking it on every side. Yet all was not different. The fathers and founders of Boston and of Massachusetts,—more than one, certainly, of the earliest ministers and earliest magistrates of the grand old Puritan colony,—were slumbering then as they are slumbering now, in their unadorned and humble graves at our side, in what was then little more than a village church-yard,—

“‘ Each in his narrow cell forever laid;’—

And yonder house of God, [King's Chapel] of about half its present proportions, was already casting its consecrated shadows over the mouldering turf which covered them. At the lower end of the sacred edifice, for the enlargement of which it was finally removed about the year 1748, there might have been seen a plain wooden building, of a story and a half in height, in which Ezekiel Cheever, of immortal memory,—‘ the ancient and honorable Master of the Free School in Boston,’—had exercised his magisterial functions for more than five and thirty years. He, too, at the date of which I am speaking, was freshly resting from his labors, having died at the age of ninety-four, about six years previously, and having fully justified the quaint remark, of Cotton Mather, that he ‘left off teaching only when mortality took him off.’ But the homely old school house was still here, under the charge of one Mr. Nathaniel Williams, and among the younger boys who were daily seen bounding forth from its irksome confinement at the allotted hour, to play on the very green on which we are now gathered, was ONE, who probably as little dreamed that he should ever be the subject of a commemoration or a statue, as the humblest of those five-and-twenty thousand children who are now receiving their education at the public

expense within our city limits, and some of whom are at this moment so charmingly grouped around us !”

And little dreamed Mr. Williams, while looking out from that homely old school house, upon the younger boys of his charge, in their daily sports upon that green, that the playground, the old school house, and his own name were to be made famous in the annals of the town by their association with that little son of the tallow-chandler.

The instruction of these two years in the Grammar School and the school for teaching arithmetic and writing, from 1714 to 1716, was all the regular tuition he ever received. “It is an illustrious example,” says Mr. Everett, “how much can be done for the improvement of the mind with the most scanty means faithfully improved.” Franklin left school, doubtless, with but a slender stock of knowledge, but he had acquired an ardent desire for improvement, which is by far the most valuable part of all the education that can be given by masters, for it is the parent of every description of excellence.

Seventy-two years after this termination of his school-going days, when approaching the close of his long and eventful life, but still cherishing a warm attachment to his “Native Boston,” where, in his early years, he had received that instruction and acquired those habits which were the foundation of his fortune and of all his usefulness, and wishing to be useful even after death, if possible, in forming and advancing others by right early education, he made that provision in his will by which his name will be embalmed in the hearts of the boys of Boston to the end of time. It is in the following terms :—

“I was born in Boston, New England, and owe my first instructions in literature to the free Grammar Schools established there. I therefore give one hundred pounds sterling to my executors, to be by them, the survivors or survivor of them, paid over to the managers or directors of the free

schools in my native town of Boston, to be by them, or those person or persons, who shall have the superintendence and management of the said schools, put out to interest, and so continued at interest forever, which interest annually shall be laid out in silver medals, and given as honorary rewards annually by the directors of the said free schools, for the encouragement of scholarship in the said schools belonging to said town, in such manner as to the discretion of the Selectmen of the said town shall seem meet."

In addition to this donation, Franklin bequeathed, in a codicil, to the town of Boston, the sum of £1,000, to be loaned to "young married artificers, under the age of twenty-five." Immediately after his decease, which took place on the 17th of April, 1790, his executors, in a letter to the Selectmen, made known these provisions in his will. On the 25th of May, at a legal meeting of the freeholders and other inhabitants of the town, at Faneuil Hall, this letter was read, and a committee appointed to consider and report "what further votes may be proper to be passed thereon." This committee, at a town meeting held a few days subsequently, reported a letter to the executors, gratefully accepting the trust, on the part of the town. In this letter the committee say, "Every step to carry into full effect his benevolent plan will be cheerfully pursued by those whom he was pleased to constitute his trustees, and rising generations will for ages bless the name of their illustrious friend and benefactor."

This committee also reported "that, in their opinion, the trustees appointed by the Doctor in his last will and testament are thereby fully authorized and empowered to carry his benevolent intentions, in said donations, into execution without any further authority from the town."

This report was adopted. In a letter dated Feb. 1, 1791, the executors notified the Selectmen that they were ready to pay the donations. It is presumed that the donation for

medals was immediately received and put to interest by the Selectmen, though the fact does not appear on their records.

In accordance with the conditions of the bequest, the interest of this legacy, now known as the "Franklin's School Medal Fund," has been appropriated annually to the purchase of silver medals for meritorious pupils in the public schools. The amount of this fund is now *one thousand dollars*. How it was increased threefold, from £100 to \$1,000, we have not been able to ascertain. Since 1840 it has been invested in one certificate of City five per cent. stock, payable in the year 1860. The Board of Mayor and Aldermen hold it in trust, though by the terms of the will the trust clearly belongs to the School Committee. The amount actually expended in procuring the Franklin medals has for many years considerably exceeded the income of the fund, the balance being paid out of the City treasury. The cost of the dies for striking them has also been paid by the City.

On the 21st of August, 1792, the School Committee appointed a sub-committee, consisting of William Tudor, Esq., Rev. John Clark, and Mr. Charles Bulfinch, "to ascertain the expense of procuring medals, to carry into effect the intention of the late Dr. Franklin in his donation." This committee reported that there were means for defraying the expense of twenty-one medals, and recommended that three be allowed to the Latin School, three to each of the three Grammar Schools, and three to each of the three Writing Schools.

This report was made in December. In January following, the Committee determined upon the rules respecting the distribution of the medals. They were to be given only to boys, though the language of the Will does not determine the sex of the recipients. But it was supposed that Franklin intended them for boys, because girls were not admitted to the privileges of the public schools till the very year of the date of the Will. No boy who had received a medal in one school, could be considered a candidate in another, and, of course, as the

same boys usually attended a Writing School one half-day, and a Reading or Grammar School the other half, they must elect, or their masters for them, in which they will compete for the Medal. Twenty of the best boys in the upper class, provided there were so many in the class, were to be examined by the sub-committee, who were directed to bestow the medals according to the result. The medals of the Latin Grammar School were to be distributed to the "three boys who were, in the judgment of the sub-committee, the best scholars in the upper class."

The first medals, though dated 1792, were not distributed till January, 1793. In February the sub-committees "made report of the distribution of the Franklin medals," and it was voted that the names of the recipients be entered upon the records. Then follows this entry:

" In the *Latin Grammar* School.

John Collins Warren.

John Joy, 3d.

Daniel Bates, Jr.

North *Reading* School.

William Savage.

Isaac Parker.

John Lewis.

North *Writing* School.

Robert Lash.

John Snelling.

Isaac Harris."

The names of the recipients in the *Centre* and *South* Schools are omitted; and the custom of recording the names was not established.

Before the expiration of this year, the subject of "Franklin's donation" was again under consideration, though no material change was made in the rules relating to the distribution of the medals. It was voted that the "medals be adjudged to the most deserving boys in the upper class of each school," and "that those boys who have already received medals, be not considered as candidates at the next distribution."

When the Reading and Writing School for the same section of the city, came to occupy the same building, and to be considered as departments of one institution, under the general denomination of Grammar School, candidates for the medals were required to be examined in both departments.

Six medals continued to be the usual number awarded to the "double" school, so long as that system remained. Recently, the number awarded has been determined by the number of pupils on the register of the school, one being given for every sixty scholars. According to the rules now in force, "general scholarship, and more especially good conduct, shall be taken into account in awarding the medals."

The following remarks respecting the recipients of the Medal, are extracted from the address of Mayor Rice, at the inauguration of the Franklin Statue :

"Among the recipients of these tokens have been many who obtained honorable distinction in after-life, and thus fulfilled the promise which attended the success of their first intellectual efforts; and how many others have been led to positions of usefulness and honor, who might have fallen far below their actual attainments, without the stimulus which these little mementos have afforded, can be estimated best by those who appreciate that common attribute of our nature, which, especially in the young, requires something more than the consciousness of accomplished duty, as an incentive to protracted exertion. How full of deep suggestion and touching pathos is the spectacle which has been exhibited to-day, of the recipients of these honorable tokens, marching in lengthened column, section after section, year by year, in consecutive generations, covering more than the ordinary life of man, each one adorned by the trophy of his youthful toil, and bearing before the image of his benefactor a life-long tribute of veneration and gratitude."

The accompanying cuts are representations of the size and designs of the Medal. Nos. 1 and 2 are fac-similes of the

original design, as adopted in 1792, and drawn on the records of the School Committee, except the name of the recipient, which has been inserted as it stands at the head of the first list. Probably the open book is intended as a symbol of the Reading Schools, and the pens crossed, of the Writing Schools. This supposition is rendered the more probable from the fact, that after the first year of the distribution, it was determined to adopt a different design for the Latin School, substituting for the above, "a pile of books, with the words — '*Detur Digniori*' — inscribed on the same side," and on the reverse, "*Franklin's Donation, adjudged by the School Committee of the Town of Boston to ———.*" An exact fac-simile of a medal for the Latin School, as awarded in 1809, is shown in cuts numbered 3 and 4. Recently the medals for the Latin, English High, and Grammar Schools, have been precisely alike, being impressions from the same set of dies. The dies now in use were executed in 1851, after a design recommended by a committee appointed for that purpose, consisting of Joseph M. Wightman, George Eaton, and S. W. Bates. The design as exhibited in cuts numbered 5 and 6, is described by this Committee as follows:— "A medallion head of Franklin, surrounded by the words, 'The Gift of Franklin,' with the date of its institution, '1790.' 'The reverse is chaste and simple in design, being intended to have the recipient's name engraved upon the blank surface.'" The medals are struck at the United States Mint in Philadelphia.

In 1856 an Association of Franklin Medal Scholars was formed; to the Treasurer of which, Mr. William H. Dennet, the credit of preparing and correcting the following catalogue is mainly due. As prior to 1836, no regular record of the medal scholars was kept, and the papers of the day rarely published their names, it is not expected that the list here given will be found to be either complete or free from errors.

FRANKLIN MEDAL SCHOLARS.

CHRONOLOGICALLY ARRANGED.

Any additional names or corrections will be gladly received by the Secretary of the Board at the City Hall.

1792.

*John Collins Warren,.....*Latin*.
 *John Joy, 3d.,.....“
 *Daniel Bates, Jr.....“
 Isaac Parker,.....*North*.
 Isaac Harris,.....“
 *William Savage,.....“
 John Lewis,.....“
 Robert Lash,.....“
 *John Snelling,.....“
 Richard B. Callender,.....*Centre*.
 *Andrew E. Belknap,.....“
 *Eben Frothingham,.....“
 Samuel Bradlee,.....*South*.
 *John Butterfield,.....“

1793.

*Arthur Maynard Walter,....*Latin*.
 *William Hunt,.....“
 *John Parker,.....*North*.
 *Thomas Wells,.....“
 John Martin,.....“
 *Joseph Vincent,.....“
 *Andrew Symmes,.....“
 Gorham Cutter,.....“
 James T. Austin,.....*Centre*.
 Jacob Dunnell,.....“
 Nathan Davies, Jr.,.....“
 Nathaniel W. Crafts,.....“
 Bartholomew W. Trow,.....“
 *Daniel Wild,.....“
 *Moses Bass,.....*South*.
 John Fenno,.....“
 *Robert Lumb,.....“
 *Andrew Sprague,.....“

1794.

.....*Latin*.
*North*.
*Centre*.
*South*.

1795.

Samuel D. Parker,.....*Latin*.
*North*.
 James Savage,.....*Centre*.
 *Isaac Boyle,.....“
 *James Sprague,.....*South*.

1796.

.....*Latin*.
 *Joseph Lewis,.....*North*.
 Aaron Baldwin,.....“
 Samuel Grant,.....*Centre*.
 Henry G. Foster,.....“
*South*.

1797.

.....*Latin*.
*North*.
*Centre*.
*South*.

1798.

*Charles W. Greene,.....*Latin*.
*North*.
 *William Ballard,.....*Centre*.
 Gustavus Tuckerman,.....*South*.

1799.

.....*Latin*.
*North*.
 William B. White,.....*Centre*.
 George Henchman,.....“
 George Sewall,.....“
 *John Eaton,.....“
 Andrew Cunningham,.....*South*.
 William Parmenter,.....“
 *Charles Tuckerman,.....“

Those only are thus marked * who are known to be deceased.

1800.

.....*Latin.*
*North.*
*Centre.*
 Samuel Frothingham,.....*South.*
 *Spencer Bates,.....“

1801.

.....*Latin.*
 Samuel Draper,.....*North.*
 David Watson,.....“
 *John W. Rich,.....“
 *Samuel Butler,.....“
 Joseph Ballard,.....*Centre.*
*South.*

1802.

.....*Latin.*
*North.*
 *William Wild,.....*Centre.*
 *William A. Gale,.....“
 Charles Cunningham,.....*South.*
 Joseph Field,.....“

1803.

*William Smith, Jr.,.....*Latin.*
 John Andrews,.....*North.*
 Samuel H. Jenks,.....“
 *John Cary,.....“
 *Samuel Leach,.....“
*Centre.*
 *Henry Vose,.....*South.*
 Horace Howard Watson,.....“
 Charles Sprague,.....“
 *Richard Goodwin,.....“
 *Samuel Leonard Abbot,.....“

1804.

Abraham Wild, Jr.,.....*Latin.*
 *Francis Parkman,.....“
 Edward Everett,.....*North.*
 *Thomas G. Atkins,.....“
 George Washington Armstrong,“
 Charles White,.....*Centre.*
 Jonathan Stodder,.....“
 Stephen Bates,.....*South.*
 *Oliver Tileston,.....“
 *Ozias Goodwin,.....*West.*
 Stephen B. Verron,.....“
 *Charles Ewer,.....“

1805.

.....*Latin.*
 *John Farrie,.....*North.*
 Joseph West,.....*Centre.*
 Lewis Henchman,.....“
 Joseph Vila,.....“
 Charles Wild,.....“
 Elijah P. Clark,.....*South.*
 William Whitney,.....“
 *Samuel Parmenter,.....“
 *Oliver C. Tileston,.....“
*West.*

1806.

Edward Everett,.....*Latin.*
 Nathaniel L. Frothingham,.....“
 William B. Fowle,.....*North.*
 *John H. Belcher,.....“
 *John Brigden Tremere,.....“
 James Dewhurst,.....“
 George H. Kuhn,.....*Centre.*
 *Benjamin F. Callender,.....*South.*
 William Dall,.....“
 Gideon F. Thayer,.....*West.*

1807.

Charles Pelham Curtis,.....*Latin.*
 Benjamin D. Greene,.....“
 George Edward Head,.....“
 Joseph Eustis,.....*North.*
 John W. Barrett,.....*Centre.*
 *Nathaniel Brewer,.....“
 *James Parmenter,.....*South.*
 *Jeremiah Sprague,.....“
 Watson Gore,.....“
 Edmund Wright,.....*West.*
 *Frederick Todd,.....“
 *Joseph G. Southack,.....“
 *Charles Cleland,.....“

1808.

*George Homer,.....*Latin.*
 Charles Greely Loring,.....“
 *William Austin,.....*North.*
 *Jonathan Richardson,.....“
 Charles Calhoun,.....*Centre.*
 *James Sargent, Jr.,.....“
 *John G. Stevenson,.....“
 *John Ward,.....“
 Frederick West,.....“
 E. L. Frothingham,.....“

Benjamin J. Howland, *South.*
 Stephen Dow, "
 William Learnard, "
 *William Wyman, "
 Isaac Bemis, *West.*
 Lewis Verron, "
 James Bird, "

1809.

John Lee Watson, *Latin.*
 Caleb H. Snow, "
 Charles A. Prince, *North.*
 *Jacob G. L. Libby, "
 William Clough, "
 *Joshua Ellis, "
 *Centre.*
 Nathaniel Henry Emmons, . . . *South.*
 Otis Turner, "
 John Adams, *West.*
 Thomas French, "
 Samuel Ripley, "
 George W. Goodwin, "
 Caleb G. Loring, "
 Thomas Howe, "

1810.

*Nathaniel Brewer, *Latin.*
 Henry J. Ripley, *North.*
 *Stephen Winchester, "
 John Gammell, *Centre.*
 *Charles Vose, "
 *Elijah Mason, "
 Pynson Blake, *South.*
 George Callender, "
 Joseph Leeds, *West.*
 Frederic A. Farley, "
 *Thomas B. Coolidge, "
 John Brown, "
 *George Tyler Stodder, "
 Joshua Walker, "

1811.

. *Latin.*
 John Lewis, *North.*
 Eliphalet Jones, "
 Robert J. Palfrey, "
 *Centre.*
 William C. Fox, *South.*
 George Howland, "
 Joseph W. Badger, *West.*
 Edward D. Clark, "
 George Adams, "
 Thomas Greene, "

Elijah Trask, *West.*
 Charles Mecum, "

1812.

Henry J. Ripley, *Latin.*
 William Clough, "
 Andrew T. Hall, *North.*
 Henry Dawes, "
 William R. Stacy, *Centre.*
 Samuel N. Brewer, "
 Andrew H. Calhoun, "
 Anthony Peverelly, "
 William Brown, "
 Joseph S. Stoddard, *South.*
 Francis Greene, *West.*

1813.

. *Latin.*
 *Joseph W. Ingraham, *North.*
 N. B. Mountfort, "
 *Centre.*
 *South.*
 *West.*

1814.

Napol'n Buonap'te Mountfort, *North.*
 *Thomas J. Shelton, *Centre.*
 Henry Calhoun, "
 James C. Wild, "
 *Augustus Peverelly, "
 George Brown, "
 Edward Austin, "
 B. F. Vinton, *South.*
 *Henry Haviland, "
 *Edmund Badger, *West.*
 *William Prince, "
 *Samuel Stodder, "

1815.

*Alexander Young, *Latin.*
 *Frederick P. Leverett, "
 *Thomas Bryant, *North.*
 *Thomas Keefe, "
 *Joshua R. Lincoln, "
 *James Farrar, "
 Thomas Watts, "
 Charles French, "
 *Thomas J. Shelton, *Centre.*
 Nathaniel Meriam, "
 *Samuel Baker, *South.*
 William H. Prichard, "

Henry Hartwell Jones, *West.*
 *Robert Henry Stodder, “

1816.

William H. Furness, *Latin.*
 Thomas G. Bradford, “
 *North.*
 Henry Sargent, *Centre.*
 George Vinton, “
 Edward Austin, “
 Francis White, “
 Theodore Baker, *South.*
 *Joshua Pico, “
 John J. Soren, “
 Daniel F. Child, “
 B. H. Greene, *West.*
 *Robert Henry Stodder, “
 D. W. Barnes, “
 *W. L. Clark, “

1817.

John F. Currant, *North.*
 Gustavus A. Godbold, “
 John Williston, “
 Daniel Sampson, “
 Cazneau Palfrey, “
 *Charles Fitz, “
 Charles Cushing Barry, *Centre.*
 Stephen Shelton, “
 Elijah Williams, *South.*
 S. H. Barnes, *West.*
 *W. L. Clark, “

1818.

E. G. Loring, *Latin.*
 G. C. Stevenson, *North.*
 William B. Snow, “
 John Earl Brewer, *Centre.*
 Thomas B. Vose, *South.*
 Thomas Goddard, *West.*

1819.

J. Thomas Stevenson, *Latin.*
 *Daniel Weld, “
 Geo. R. M. Withington, “
 Nathaniel Nottage, *North.*
 John Nathaniel Barbour, “
 *Robert Restieaux, “
 *Ebenezer Knowlton, “
 *William B. Oliver, “
 Edmund Davis, “
 Charles Edward Cook, *Centre.*

Charles Cushing Barry, *Centre.*
 John Tucker Prince, “
 *Daniel Gridley Ingersoll, “
 Benjamin F. Snow, “
 David Leavitt, “
 William A. Brewer, “
 Samuel J. Andrews, *South.*
 John Eames, *West.*
 Thomas Goddard, “

1820.

John C. Park, “
 Ed. B. Emerson, “
 William Newell, “
 Thomas Lewis Vose, “
 William A. Brewer, “
 *Charles Austin, “
 Francis E. Vose, “
 A. C. Patterson, “
 Lawson B. Dench, “
 *David Patterson, “
 Nathaniel Brewer, “
 John P. Fairbanks, “
 Benjamin Faxon Field, “
 Nicholas Berry, “
 Patrick Dunn, “
 Andrew Aitchison, “
 Addison Dorr, “
 William R. Bell, “
 James Blake, “
 *Richard Y. Shelton, “
 Isaac Harris, Jr., “
 Samuel Parker, “
 William Young, “
 William Holbrook, “
 Edward Holbrook, “
 Thomas H. Seymour, “
 John H. Avery, “
 William H. Wheeler, “
 Joseph H. Trott, “
 Richard Galloupe, “
 Franklin Smith, “
 *Isaac Adams, “
 John B. Robinson, “
 Christian F. Belsen, “
 William Wightman, “
 Benjamin B. Fessenden, “
 Isaac N. Deblois, “
 George A. Payson, “
 John D. Patten, “

1821.

Elijah J. Loring, *Latin.*
 Augustus S. Doane, “

Allyne Otis, *Latin*.
 Giles H. Lodge, "
 Albert H. Brown, *North, now Eliot*.
 William Parkman, "
 John Blake, "
 Nathaniel C. Poor, "
 *Samuel G. Harris, "
 Samuel C. Nottage, "
 George Homer, *Centre, now Adams*.
 *Edwin Buckingham, "
 Thomas A. Goddard, "
 William Spear, "
 Andrew Aitchison, "
 William N. Hunnewell, "

South, now Franklin.

John H. Everett, "
 Peter Trott, "
 *Samuel P. Baldwin, "
 Henry M. Williams, "
 *John B. Carter, "
 Charles H. Ayling, "
 Oliver W. Ripley, *West, now Mayhew*.
 Jeremiah G. Fitch, "
 James Phillips, "
 Joseph Daniels, "
 Joseph Breck, "
 Edwin Harris Hall, "
 *Henry C. Simonds, . . . *Derne Street*.
 *Jared Lincoln, "
 *Andrew Leach, "
 James Riley, "
 John W. Ridgway, "
 Joseph Simonds, "
 *Patrick Dunn, *Boylston*.
 *William Wyman, "
 *James N. Seaver, "
 George West, "
 Nicholas Berry, "
 Granville Mears, "
 John Hammond, *South Boston*.

1822.

*Cazneau Palfrey, *Latin*.
 Joshua T. Stevenson, "
 Edward G. Furber, "
 Thomas Davis, "
 *William H. Smith, *Classical*.
 John J. Dixwell, "
 *Henry Simonds, "
 *Henry P. Fairbanks, "
 William Robinson, *Eliot*.
 James S. Barbour, "
 Parker Emerson, "

Henry Tilden, *Eliot*.
 Joseph A. Pitman, "
 William N. Hunnewell, . . . *Adams*.
 *John R. Bradford, "
 Joseph Stevens Jones, . . . *Franklin*.
 *H. G. O. Moore, "
 *Robert Blake, "
 John Kettell Hall, *Mayhew*.
 John Powers Goddard, "
 *Frederic A. Smith, "
 *John Riley, *Derne Street*.
 Joseph Simonds, "
 *South Boston*.

1823.

*Henry S. McKean, *Latin*.
 *Thomas K. Davis, "
 Frederick Hall Bradlee, "
 *Arnold F. Welles, "
 *Charles Ritchie, "
 John Wiley Edmands, . . . *Classical*.
 Cuthbert E. Gordon, "
 Isaac Adams, "
 *Charles C. Emerson, "
 Geo. B. Prentiss, *Mutual Instruction*.
 William R. Collier, "
 John B. Fitzpatrick, "
 David White, *Franklin*.
 Samuel E. Robbins, "
 Osgood Carney, "
 James Paul, "
 George W. Shedd, "
 William Morton, "
 Albert Fitz, *Boylston*.
 Horace Seaver, "
 Solomon L. Hyde, "
 Charles Sargent, "
 George W. Harris, "
 Frederick W. Gustine, "
 Edwin Coolidge, *Mayhew*.
 Charles J. Simmons, "
 Franklin Forbes, "
 Joseph W. Patterson, "
 Isaac Pollard, "
 *Frederick A. Smith, "
 Bradley N. Cummings, *Eliot*.
 George Darracott, Jr., "
 Charles Howard, "
 Henry Sampson, "
 Ebenezer Eaton, "
 *James H. Howe, "
 Horace Bean, Jr., *Hancock*.
 James M. Shute, "

*John Marden, *Hancock.*
 Otis Tinson, "
 George W. Adams, "
 John Barker Baker, "
 William Aitchison, *Adams.*
 William Ellison, "
 *Charles D. Cotton, "
 Nathaniel Harris, "
 William P. S. Sanger, "
 Charles Colburn, "
 Stephen H. Thayer, . . *Derne Street.*
 Francis H. Jenks, "
 William Wiley, "
 *Joseph B. Lyon, "
 John S. Dwight, "
 Isaac Scholfield, Jr., "
 John C. Bull, *South Boston.*
 George E. Bent, "

1824.

*S. Rogers, *Latin.*
 T. O. Lincoln, "
 F. C. Loring, "
 Robert Charles Winthrop, "
 *J. Jackson, "
 *C. Emerson, "
 Joseph Simonds, *English High.*
 David Weld, "
 George H. Morse, *Adams.*
 *Joshua Partridge, "
 *Samuel F. Fairbanks, "
 Thomas A. Goddard, "
 Edward A. Snelling, "
 John A. Dodd, "
 *Charles Cutter, *Bowdoin.*
 Arthur W. Benson, "
 Joseph Gray, "
 Thomas F. Haskell, "
 *John S. Perkins, "
 Patrick Riley, "
 Oliver Capen Everett, . . *Franklin.*
 James Dall, "
 William T. Mann, "
 Francis Bacon, "
 Edward Johnson, "
 Aaron H. Bean, "
 Thomas L. Furber, *Boylston.*
 Edward O. Abbot, "
 *Theodore A. Russell, "
 Charles Sargent, "
 Richard S. Young, "
 James Rogers, "
 Lebbeus Stetson, *Hancock.*

Francis J. Humphrey, . . . *Mayhew.*
 Gustavus Vasa Hall, "
 *Eliot.*
 *South Boston.*

1825.

Samuel May, *Latin.*
 *William W. Sturgis, "
 Edward Linzee Cunningham, "
 William Gray, "
 Samuel F. Smith, "
 Charles Stuart, "
 William Young, "
 Edwin Harris Hall, . . *English High.*
 *Henry C. Simonds, "
 John Tilden, "
 Frederick U. Tracy, "
 Stephen H. Thayer, "
 Samuel G. Harris, "
 *George W. Blanchard, . . *Bowdoin.*
 Frederick A. Benson, "
 Joshua H. Belcher, "
 Alpheus W. Wood, "
 Henry H. Welch, "
 *Henry Lincoln, "
 Albert G. Pratt, *South Boston.*
 Nathaniel P. Johnstone, "
 William Ellison, *Adams.*
 John Federhen, Jr., "
 *Eldad Brown, "
 Charles Homer, "
 Henry W. Torrey, "
 John A. Dodd, "
 Richard S. Young, *Boylston.*
 George W. Minns, "
 *Theodore A. Russell, "
 Stephen Cushing, "
 Thomas Bagnall, "
 William W. Homer, "
 *David Wilkinson, *Eliot.*
 Eben W. Lothrop, "
 William Ross, "
 *David W. Horton, "
 *John Snelling, "
 Nathaniel Woodward, Jr., "
 *Caleb A. Buckingham, . . *Franklin.*
 George W. Wheeler, "
 Aaron D. W. French, "
 George Hale, "
 *William F. Bowen, "
 John W. Quiney, "
 Leander R. Streeter, . . . *Hancock.*
 Samuel Parkman Oliver, "

Maurice Madison Pigott, . . . *Hancock.*
 Charles C. K. Knight, "
 William E. Veazie, "
 James L. Wheeler, "
 Ebenezer Monroe, *Mayhew.*
 James Loring, "
 James Patten, "
 Thomas A. Tirrell, "
 Samuel A. Noyes, "
 Edwin Henderson, "

1826.

Henry Coffin, *Latin.*
 Charles Stuart, "
 John O. Sargent, "
 Charles Sumner, "
 Theodore W. Snow, "
 Albert C. Patterson, "
 *Benjamin H. Andrews, "
 *Edward Cruft, Jr., "
 David Patten, *English High.*
 William P. S. Sanger, "
 John Kettell Hall, "
 Isaac Scholfield, Jr., "
 Jonathan Wright, "
 Charles A. Dean, "
 Samuel H. Gibbens, *Adams.*
 Benjamin B. Appleton, "
 *William H. Appleton, "
 *James Wakefield, "
 George W. Hunnewell, "
 John Kurtz, "
 *John W. Skelton, *Bowdoin.*
 Ichabod Howland, "
 John K. Greenwood, "
 George H. Whitney, "
 Thomas J. Homer, "
 Charles Hartshorn, "
 John B. Fitzpatrick, *Boylston.*
 William Stevenson, Jr., "
 Thomas Williams, "
 *Solomon L. Hyde, "
 William B. Breed, "
 Alfred Coburn, "
 William Harris, *Eliot.*
 *John N. Wilder, "
 Edward Alexander Vose, "
 Eleazer F. Pratt, "
 *Ephraim Snelling, "
 Jacob H. Hathorne, "
 Tobias L. P. Lamson, *Franklin.*
 Josiah A. Baldwin, "
 Edward Seymour, "
 Charles Paul, "

Charles T. Perry, *Franklin.*
 William Croome, "
 David Adams, *Hancock.*
 *Franklin Boardman, "
 William W. Burgess, "
 *Stephen D. Mackintosh, "
 William Hart, "
 *Joseph K. Lewis, "
 Henry Woodberry, *Mayhew.*
 Charles Mariner, "
 Alfred Bridges Hall, "
 Henry G. Capen, "
 Amory F. Sherman, "
 James J. Noyes, "
 Daniel L. Hobart, *Haves.*
 Thomas B. Thayer, "

1827.

*William H. Simmons, *Latin.*
 John R. Bradford, "
 Benjamin Goddard, "
 Wendell Phillips, "
 Nathaniel Goddard, "
 Edgar Buckingham, "
 *Frederick A. Smith, *English High.*
 Henry Davenport, "
 Joseph W. Patterson, "
 Stephen C. Higginson, "
 Francis B. Bacon, "
 Thomas W. Pratt, "
 Samuel G. Bowdlear, *Adams.*
 *Samuel J. Hastings, "
 *John D. Plimpton, "
 William A. Dodge, "
 *Edward A. Cotton, "
 *Ebenezer Morton, "
 *Frederic L. Homer, *Bowdoin.*
 Henry W. H. Lane, "
 William W. Davenport, "
 Harrison C. Bryant, "
 Samuel D. Ford, "
 *James H. Bryden, "
 James Clinton, *Boylston.*
 George Billings, "
 James F. Trott, "
 George F. Williams, "
 *Caleb S. McClennen, "
 *Henry Seaver, "
 Samuel H. Gooding, *Eliot.*
 *Lemuel Smith, "
 Frederic R. Woodward, "
 *Elisha G. Woodward, "
 Thomas T. Bouvé, "
 *William Howe, "

*William L. Ayling,	<i>Franklin.</i>	Henry T. Jenkins,	<i>Eliot.</i>
George L. Brown,	"	Thomas Kettell,	"
Charles H. A. Dall,	"	Henry H. Hammatt,	"
Benjamin E. Greene,	"	Samuel O. Snelling,	"
George S. Jackson,	"	James W. Ward,	"
Horace B. Vans,	"	Aaron Heywood Bean,	<i>Franklin.</i>
Elijah S. Brigham,	<i>Hancock.</i>	George Bowen,	"
William W. Loring,	"	Albert Day,	"
Francis P. Wells,	"	William H. Ireland,	"
Emilius S. Brown,	"	William I. McDonald,	"
Joseph F. Wade,	"	*Samuel Floyd,	"
William L. Sargent,	"	Edward Ayres,	<i>Hancock.</i>
John B. Remick,	<i>Mayhew.</i>	*Abiel Buttrick,	"
Alfred Slade,	"	*Daniel A. Oliver,	"
George P. Burnham,	"	John Burgess,	"
Henry Hills Hall,	"	Albert Betteley,	"
*Reuben A. Reed,	"	Henry A. Hall,	"
William Mariner,	"	Charles S. Kendall,	<i>Mayhew.</i>
Thompson Baxter,	<i>Hawes.</i>	Samuel Trull,	"
Williams B. Brooks,	"	Henry Williams, Jr.,	"

1 8 2 8 .

*John S. Perkins,	<i>Latin.</i>	John E. Kendall,	"
John S. Dwight,	"	Francis L. Capen,	<i>Hawes.</i>
*John J. Evarts,	"	Caleb Jones,	"
Oliver Capen Everett,	"	Francis Lavery,	"
Francis J. Humphrey,	"		
Thomas O. Prescott,	"		
*Geo. F. Simmons,	"		
Arthur W. Benson,	<i>English High.</i>		
George W. Messinger,	"		
Patrick Riley,	"		
William Wiley,	"		
*Theodore A. Russell,	"		
John Joseph May,	"		
Heliodorus Wellington,	<i>Adams.</i>		
William Rupp,	"		
James Edward Dodd,	"		
Charles H. Nichols,	"		
*George H. Richards,	"		
John M. Kupfer,	"		
Edward H. Aiken,	<i>Bowdoin.</i>		
John M. Gould,	"		
*Thomas Riley,	"		
Stephen D. Lee,	"		
William M. Evarts,	"		
*Josiah H. Vose,	"		
Joseph C. Bates,	<i>Boylston.</i>		
*William Brown,	"		
Edward Frederick Robinson,	"		
David G. Ranney,	"		
Jacob T. Woodberry,	"		
Patrick L. Fahy,	"		
*Samuel O. Torrey,	<i>Eliot.</i>		

1 8 2 9 .

Ephriam R. Collier,	<i>Latin.</i>
Charles A. Welch,	"
Henry W. Torrey,	"
Thomas Cushing, Jr.,	"
Horace Keating,	"
George Freeman Homer,	"
George B. Dixwell,	"
George W. Minns,	<i>English High.</i>
Thomas Bagnall,	"
*Alfred Adams,	"
John Copeland, (Zigomala)*	"
John Hillard,	"
Isaac Hull Wright,	"
*John E. Short,	<i>Adams.</i>
Samuel L. Abbot,	"
*Timothy S. Cummings,	"
John S. Farlow,	"
Charles H. Appleton,	"
James L. Callender,	"
Samuel C. Gray,	<i>Bowdoin.</i>
Henry Tucker,	"
John Quincy Adams Litchfield,	"
Henry Dana,	"
Henry E. Lincoln,	"
Thomas T. Hyde,	"
Benjamin Baker,	<i>Boylston.</i>

* The present name of John Copeland.

Edmund P. Dolbeare, Jr., *Boylston.*
 George Washington Sargent, " "
 Amos Smith, " "
 Benjamin P. Stevenson, " "
 John Stuart, " "
 Justin Field, " *Eliot.*
 George Ross, " "
 *Samuel Bently, " "
 Anthony Currant, " "
 John Cutter, " "
 Joseph Grammer, " "
 Abraham A. Call, " *Franklin.*
 *Henry R. Child, " "
 John B. Fenno, " "
 George E. Jackson, " "
 *Sylvester D. Melville, " "
 George Frederic Williams, " "
 Asa Lewis, " *Hancock.*
 Henry E. Turner, " "
 Francis Asbury Hall, " "
 *Clark Brewer, " "
 James W. Mackintosh, " "
 Roswell B. Streeter, " "
 *William E. Priest, " *Mayhew.*
 George L. Callender, " "
 James L. Jones, " "
 John D. Babbit, " "
 William H. Dennet, " "
 Edward H. Hudson, " "
 Matthew Sprague, Jr., " *Hawes.*
 Joel F. Thayer, " "
 Henry A. Rice, " "
 Thomas H. Dunham, " "

1830.

William S. Cruft, " *Latin.*
 *Samuel Parkman, " "
 Thomas B. Thayer, " "
 *Ferdinand E. White, Jr., " "
 William Mariner, " *English High.*
 George S. Jackson, " "
 Abel S. Baldwin, " "
 William B. Brooks, " "
 *William L. Ayling, " "
 Thomas W. Starr, " "
 Henry Mellus, " *Adams.*
 *Joseph F. Morton, " "
 Edwin M. Putnam, " "
 Theodore F. Brewer, " "
 William Lovering, " "
 Edwin Atkins, " *Boylston.*
 Samuel Bates, Jr., " "
 William C. Lawrence, " "

Robert Morss, " *Boylston.*
 Samuel Smith, " "
 Alfred Wheelwright, " "
 *James P. Boyd, " *Bowdoin.*
 George L. Farwell, " "
 David B. Fletcher, " "
 Theodore Harrington, " "
 George Leighton, " "
 Samuel C. Ware, " "
 Henry B. Tenney, " *Eliot.*
 Joseph Snelling, " "
 James W. Badger, " "
 *Charles T. Gore, " "
 George F. M. Lincoln, " "
 Charles B. Lothrop, " "
 John L. Bowen, " *Franklin.*
 James M. K. Floyd, " "
 Alfred Hammatt, " "
 William B. Stevens, " "
 Joshua R. Shed, " "
 Moses W. Weld, " "
 Henry K. Blake, " *Hawes.*
 John Davis, Jr., " "
 Samuel P. Goodale, " "
 Artemas N. Johnson, " *Hancock.*
 William C. Tompkins, " "
 Greenleaf N. Davis, " "
 James P. T. Burbank, " "
 Thomas V. Oliver, " "
 Benjamin F. Sargent, " "
 John R. Bradford, " *Mayhew.*
 Frederic A. Bradford, " "
 Jeremiah Fitch Hall, " "
 Andrew J. Loud, " "
 John C. Pratt, " "
 Henry A. Snow, " "

1831.

Edward Appleton, " *Latin.*
 George Cabot, " "
 Thomas M. Brewer, " "
 John F. W. Lane, " "
 Benjamin B. Appleton, " "
 Barney S. Otis, " "
 William Minot, " "
 Ammi W. Cutter, " *English High.*
 Joseph F. Wade, " "
 William W. Davenport, " "
 Charles C. Nichols, " "
 James Edward Dodd, " "
 William Chickering, " "
 Luther W. Nichols, " *Adams*
 Samuel R. Slack, " "

Willard Tirrell,..... *Adams.*
 Frederick Beck,..... "
 Heman Lincoln,..... "
 James A. Dupee,..... "
 William R. Bagnall,..... *Boylston.*
 Thomas E. Dorr,..... "
 Edward G. Lynes,..... "
 *Bowdoin.*
 Charles W. Parsons,..... *Eliot.*
 Francis V. Tenney,..... "
 Robert G. Davis,..... "
 Samuel C. Appleton,..... "
 *Henry Hart,..... "
 Robert E. Keith,..... "
 Micajah Pope,..... *Hawes.*
 John Capen,..... "
 Thomas R. Gould,..... *Mayhew.*
 James Woodman,..... "
 Thomas J. Allen,..... "
 John Ross,..... "
 W. H. Wheelwright,..... "
 John S. Barry,..... "

1832.

John L. Lincoln,..... *Latin.*
 James S. Noyes,..... "
 Asa G. Alexander,..... "
 Frederick K. Sherman,..... "
 Frederick O. Prince,..... "
 Edward G. Townshend,..... "
 John Brooks Fenno,..... *English High.*
 *Augustus Clark,..... "
 *Edward Augustus May,..... "
 Jacob Thorndike Woodberry, "
 *Samuel Oliver Torrey,..... "
 *Timothy Stearns Cummings, "
 Frederick Hinekley,..... *Adams.*
 Charles H. Minot,..... "
 Edward E. Pope,..... "
 Thomas Chubbuck,..... "
 William Paul,..... "
 William C. Swift,..... "
 Thomas Tileston,..... *Boylston.*
 Samuel Gooch,..... "
 William Gustavus Babcock, .. "
 Henry W. Abbot,..... "
 Robert Charles Billings,..... "
 Enoch S. Dillaway,..... *Eliot.*
 George C. Furber,..... "
 *Lorenzo P. Leeds,..... "
 John Noble,..... "
 Asa Tisdale,..... "
 Joshua H. Pitman,..... "

Henry Joseph Barnes,.... *Mayhew.*
 Ebenezer White Dugan,.... "
 Franklin Austin Hall,..... "
 John Wiley,..... "
 Joseph Warren Wheelwright, "
 Frederick Augustus Horsman, "

1833.

Charles H. A. Dall,..... *Latin.*
 Henry Williams, Jr.,..... "
 Francis S. Williams,..... "
 Charles Hayward, Jr.,..... "
 John Bacon, Jr.,..... "
 Edward Tuckerman, Jr., "
 *Charles Simonds,.... *English High.*
 Andrew J. Loud,..... "
 *James P. Boyd,..... "
 William B. Coffin,..... "
 Charles A. Babcock,..... "
 Francis L. Reed,..... "
 *James Kelt, Jr., *Adams.*
 Henry Kurtz,..... "
 Charles J. Morrill,..... "
 *George Ball,..... *Boylston.*
 Francis A. Hammatt,..... "
 Charles H. E. Prentiss,..... "
 Charles F. Russell,..... *Eliot.*
 John Symmes, Jr., "
 Daniel Messinger, 3d,..... "
 Alexander Ruthven,..... "
 Albert Manning,..... "
 Alpheus Richardson,..... "
 *Thomas H. Austin,..... *Franklin.*
 Franklin Field,..... "
 Andrew J. Gavett,..... "
 James Wright, Jr., *Hawes.*
 Horatio Harris,..... "
 Benjamin G. Russell,.... *Mayhew.*
 Aaron B. Vannevar,..... "
 Matthew Hawkes,..... "
 Samuel F. Emmons,..... "
 James M. Lincoln,..... "
 *Benjamin A. Sprague,..... "

1834.

Samuel L. Abbot, Jr.,..... *Latin.*
 Benjamin F. Atkins,..... "
 James R. Peirce,..... "
 Amos Smith,..... "
 Edward A. Washburn,..... "
 Benjamin W. Whitney,..... "
 Robert Grimes Davis, *English High.*

Samuel Smith, *English High.*
 Thomas Edward Dorr, "
 Francis Vergennes Tenney, "
 John A. Cunningham, "
 James Harris, "
 *George William Waldo, *Adams.*
 William W. Keith, "
 George Allen, "
 William Evans, *Wells.*
 George A. Blaney, "
 *James H. Wadleigh, "
 George Bruce, *Boylston.*
 John Lincoln Barry, "
 Benjamin V. French, Jr., "
 *Charles Brintnall, *Eliot.*
 William McFarland, "
 Robert A. Parker, "
 Francis L. Sargent, "
 Christopher H. Snelling, "
 Sylvester Trull, "
 Jonathan Gavett, *Franklin.*
 Nathan G. Greene, "
 Joshua G. Gooch, "
 Alpheus M. Stetson, *Hawes.*
 George Allen, "
 Osborn Boylston Hall, *Mayhew.*
 Silas Hobbs Stewart, "
 James Gould, "
 George P. Kettell, "
 Thomas Greenleaf Fay, "
 Philip Joseph Hayden Morris, "

1835.

*Jacob H. Bancroft, *Latin.*
 Alexander C. Washburn, "
 Thomas Dawes, "
 Charles H. Brigham, "
 Cornelius Marchant Vinson, "
 James M. Perkins, "
 Ezra Lincoln, Jr., *English High.*
 Henry W. Abbot, "
 William Gustavus Babcock, "
 John Noble, Jr., "
 Andrew C. Slater, "
 James James, Jr., "
 Edward Fillebrown, *Adams.*
 *Robert W. Emersons, "
 *Robert G. Holt, "
 Grindall Reynolds, *Boylston.*
 Samuel Parkman Hammatt, "
 John S. Dolbeare, "
 George W. Betteley, *Eliot.*
 Alonzo C. Haskell, "

John H. Pitman, Jr., *Eliot.*
 Thomas J. Davidson, "
 Edward B. Oliver, "
 Amos S. Darling, "
 John M. Clark, *Franklin.*
 Alexander Paul, "
 Albert Parker, "
 Charles J. Capen, *Hawes.*
 Jacob Emerson, "
 Lodovick H. Bradford, *Mayhew.*
 Samuel Gould, "
 John Prince Putnam, "
 William Sidney Smith, "
 Stephen Winchester Dana, "
 Francis Edwin Dyer, "
 James C. Leighton, *Wells.*
 Joseph McIntyre, "
 Robert E. Bradford, "

1836.

Horace Andrews, *Latin.*
 Samuel Kneeland, Jr., "
 Benjamin Pond, "
 S. F. McCleary, Jr., "
 William R. Bagnall, "
 Zealous B. Tower, *English High.*
 *George F. Eveleth, "
 *James Kelt, Jr., "
 Eben White Dugan, "
 Franklin A. Hall, "
 Martin Luther Bradford, "
 Luther C. Crehore, *Adams.*
 Arthur E. Fessenden, "
 Francis A. Niebuhr, "
 James C. Tileston, *Boylston.*
 *George D. Dana, "
 Lewis E. Bailey, "
 Samuel H. Austin, *Eliot.*
 Charles Beal, "
 William P. Brintnall, "
 William J. Clark, "
 James W. Nash, "
 William G. Reed, "
 George Andrews, *Franklin.*
 George Aaron Chapin, "
 Charles M. Eustis, "
 Oliver J. Fernald, *Hawes.*
 Benjamin W. How, "
 Elkanah C. Crosby, "
 Edward Brewer, *Mayhew.*
 William H. Kent, "
 Nathaniel A. Daniels, "
 Horatio B. Hersey, "

Edward Powers Gray, *Mayhew.*
 Hartwell Lincoln, "
 Gustavus L. Bradford, *Wells.*
 George H. Pollock, "
 George J. Sumner, "

1837.

Owen G. Peabody, *Latin.*
 Edward Capen, "
 Caleb L. Cunningham, *English High.*
 John Lincoln Barry, "
 Jonathan Gavett, "
 Thomas A. Watson, *Adams.*
 James Waldock, "
 Charles Dupee, "
 Charles W. Smith, *Boylston.*
 John Lawrence, "
 Charles S. Jenney, "
 Francis J. Child, *Eliot.*
 John T. T. Hadaway, "
 William B. Lovejoy, "
 Benjamin Parker, "
 Silas Rue, "
 Alpheus Wiswell, "
 William O. Eaton, *Franklin.*
 Francis Parker, "
 Samuel D. Vose, Jr., "
 James Moore, *Hawes.*
 Warren A. D. Cowdin, "
 George A. Stevens, "
 John P. Ordway, *Lyman.*
 Edwin C. Barnes, *Mayhew.*
 Benjamin Carter, "
 Benjamin Humphrey, Jr., "
 Jacob F. Nash, "
 Edwin A. Wadleigh, "
 Francis H. White, "
 Augustus Blaney, *Wells.*
 W. N. Fisher, "
 B. L. Hersey, "
 George W. Ellison, *Winthrop.*
 Charles C. Johnson, "
 Francis A. Lovis, "
 Joseph Saunders, "
 George M. Dolbeare, "

1838.

Edward Rogers, *Latin.*
 James C. Merrill, Jr., "
 George Henry Gay, "
 Chas. Howard Bailey, *English High.*
 William O. Edmands, "

Frederick Wm. Capen, *English High.*
 Benjamin M. Nevers, "
 Frederic Warren, "
 Grindall Reynolds, "
 William Berry, *Adams.*
 Thomas H. Perkins, "
 Charles H. Stone, "
 George H. A. T. Thomas, . *Boylston.*
 Horace F. Breed, "
 George F. Hammatt, "
 John Sweetser, *Franklin.*
 Daniel S. Francis, "
 William L. Gavett, "
 *Joshua A. Jones, *Eliot.*
 William M. Copeland, "
 Sylvanus H. Whorf, "
 Norton Newcomb, Jr., "
 Thomas H. Chandler, "
 George A. Smith, "
 William S. Thacher, *Hawes.*
 William McCarthy, "
 Edward H. Rogers, "
 Charles Shaw Cutter, *Mayhew.*
 William E. Frost, "
 Henry F. Lane, "
 Winslow L. Bowker, "
 William E. Daniels, "
 John B. Thomas, "
 James Otis, *Wells.*
 James A. Dugan, "
 David C. Perrin, "
 James L. Abbot, *Winthrop.*
 Edward Frothingham, "
 Henry L. Hallet, "
 Russell J. Parker, "
 Z. Adams Willard, "

1839.

Henry B. Wheelwright, *Latin.*
 James H. Means, "
 Charles W. Eustis, "
 Octavius B. Frothingham, "
 Osborne Boylston Hall, "
 Thomas Bartlett Hall, "
 Charles J. Higginson, . *English High.*
 Thomas J. Davidson, "
 William P. Brintnall, "
 James C. Tileston, "
 Charles M. Eustis, "
 Samuel L. Fowle, *Adams.*
 John B. Callender, "
 John Collins, "
 Wellington E. Ayer, *Boylston.*

- | | | | |
|-----------------------------------|----------------------|------------------------------------|------------------|
| Richard J. Morrissey, | <i>Boylston.</i> | Joshua P. Bird, | <i>Franklin.</i> |
| Walter Davis Richards, | " | Joseph W. Field, | " |
| John T. Hancock, | <i>Franklin.</i> | Ebenezer C. Prescott, | " |
| Henry Archibald, | " | George H. Nelson, | <i>Hawes.</i> |
| M. A. Blunt, | " | William E. Jenkins, | " |
| Richard A. Bartlett, | <i>Eliot.</i> | Charles M. Dwelly, | " |
| Edwin Davenport, | " | David H. Bradlee, | <i>Mayhew.</i> |
| *Charles W. Dyke, | " | Francis S. Drake, | " |
| Washington L. Haskell, | " | Samuel N. Fuller, | " |
| Franklin W. Smith, | " | James Hennessey, | " |
| *George W. Tasker, | " | Joseph L. Holton, | " |
| Hall J. How, Jr., | <i>Hawes.</i> | James Short, | " |
| Samuel M. Bedlington, | " | George W. Abbot, | <i>Wells.</i> |
| Henry W. Alexander, | " | Loammi G. Ware, | " |
| W. D. Brewer, | <i>Mayhew.</i> | Asa B. Brown, | " |
| W. H. Brown, | " | C. A. S. Richardson, | <i>Winthrop.</i> |
| J. D. Cheever, | " | James Sivret, | " |
| *Edmund Cherrington, | " | George W. Hunkins, | " |
| Ebenezer Andrew Hill, | " | Samuel T. Bliss, | " |
| J. S. Lincoln, | " | William Leatherbee, | " |
| Elijah W. Cobb, | <i>Wells.</i> | George D. Hunt, | " |
| James William Cushing, | " | | |
| Samuel M'Intyre, | " | | |
| Ebe'r Rose Butler, | <i>Winthrop.</i> | | |
| Caleb H. Dolbeare, | " | | |
| James F. Drummond, | " | | |
| John M. Dunn, | " | | |
| John Nazro, Jr., | " | | |
| Theodore Parker, | " | | |
| 1840. | | 1841. | |
| Warren Tilton, | <i>Latin.</i> | Timothy D. Chamberlin, | <i>Latin.</i> |
| George F. Parkman, | " | John P. Reynolds, | " |
| William E. Boies, | " | Charles H. Hudson, | " |
| Benjamin A. Gould, Jr., | " | Oliver J. Fernald, | " |
| George B. Cary, Jr., | " | James Otis, | <i>High.</i> |
| Samuel D. Yose, Jr., | <i>English High.</i> | George W. Ellison, | " |
| Francis J. Child, | " | David C. Perrin, | " |
| Thomas A. Watson, | " | *Henry T. Tileston, | " |
| Thomas Gaffield, Jr., | " | Z. Adams Willard, | " |
| William G. Ladd, | " | Henry E. Bailey, | <i>Adams.</i> |
| *Levi T. Townsend, | <i>Adams.</i> | William G. Kettelle, | " |
| Francis J. Williams, | " | Whitaker H. Alexander, | " |
| Edward L. Tead, | " | Merrill N. Boyden, | " |
| William F. Hurd, | <i>Boylston.</i> | George H. Bailey, | <i>Boylston.</i> |
| Stephen Shelton, | " | S. F. Holbrook, | " |
| Washington L. Holbrook, | " | *J. T. B. Treadwell, | " |
| George A. French, | <i>Lyman.</i> | Jerome B. Cram, | <i>Endicott.</i> |
| George O. Carpenter, | <i>Eliot.</i> | Lyman H. Tasker, | <i>Eliot.</i> |
| William L. Jenkins, | " | William H. Learned, Jr., | " |
| Caleb F. Bates, | " | James Vannevar, | " |
| Jonathan L. Parker, | " | Benjamin Delmont Locke, | " |
| Charles W. Slack, | " | John H. Mahan, Jr., | " |
| Wyman B. Streeter, | " | Joseph Adams Pond, | " |
| | | George H. Snelling, | " |
| | | Frederic J. Hinckley, | <i>Franklin.</i> |
| | | Uriah C. Whipple, | " |
| | | Francis J. Funke, | " |
| | | Albert H. Blanchard, | <i>Hawes.</i> |
| | | Barnard Capen, | " |
| | | Willis H. Colburn, | " |
| | | William R. Barton, | <i>Lyman.</i> |

Charles C. Litchfield, *Wells.*
 Charles Pollock, "
 Henry Brewer Metcalf, "
 Edward L. Barnes, *Mayhew.*
 Edward W. Baxter, "
 Charles O. Brewster, "
 John A. Knapp, "
 Jerome Lincoln, "
 Jacob J. Nichols, "
 Joshua William Davis, . . . *Winthrop.*
 Powell T. Wyman, "
 Patrick Henry Powers, "
 Alfred F. Sears, "

1842.

William L. Ropes, *Latin.*
 Francis J. Child, "
 William D. Bliss, "
 John B. Babcock, *English High.*
 James L. Crombie, "
 Edwin Davenport, "
 James A. Dugan, "
 William W. Mair, "
 Franklin W. Smith, "
 Charles Henry Isburgh, . . *Boylston.*
 *H. A. C. Eveleth, "
 Thomas Shelton, "
 Francis P. Brown, *Adams.*
 Thomas Hills, "
 Joseph A. Laforme, "
 George O. Townsend, "
 Edward Aiken, "
 William J. Underwood, "
 Charles E. Glidden, *Winthrop.*
 Richard A. Newell, "
 Augustus W. Stearns, "
 Ephraim W. Gurney, *Eliot.*
 George C. Olney, "
 James H. Dyke, "
 *Charles S. Marsh, "
 Joshua T. Davis, "
 Joseph F. Torrey, "
 Norman Wm. Knowlton, . . . *Wells.*
 Arthur Williams, "
 Charles Wm. Tuttle, "
 Joseph Howland Bancroft, . *Mayhew.*
 Jonas H. French, "
 Andrew F. Lunt, "
 Calvin Gates Page, "
 Joseph R. Richards, "
 G. W. White, "
 Robert M. Lilley, *Endicott.*
 John Cummings Haynes, "
 Joshua F. Burgess, "

Leander L. Oliver, *Lyman.*
 John A. Lamson, *Franklin.*
 Francis E. Archibald, "
 Joseph H. Wheelock, "
 James C. Elms, *Hawes.*
 Benjamin Pope, "
 William H. Cunningham, "
 Wm. Bradford Fairchild, . . *Mather.*
 Francis Henry Jenney, "

1843.

L. F. S. Cushing, *Latin.*
 J. C. D. Parker, "
 J. P. Gardner, "
 Augustine Heard, Jr., "
 Alexander Bliss, "
 Eben'r Rose Butler, . . *English High*
 Joshua P. Bird, "
 Samuel N. Brown, "
 Henry H. Chandler, "
 William L. Jenkins, "
 John F. Macomber, "
 *Benjamin F. Clapp, *Eliot.*
 John Edward L. Frasher, "
 Peter A. E. Dunbar, "
 Ebenezer Tasker, "
 George R. Spinney, "
 William W. Thayer, "
 Thomas W. Baker, *Mayhew.*
 Thomas D. Curtis, "
 Elven D. Hall, "
 Stephen B. Kimball, "
 Gilbert D. Nourse, "
 James H. Thayer, "
 *Thaddeus C. S. Lane, *Lyman.*
 John W. Atkinson, *Adams.*
 Francis D. Brodhead, "
 James G. Goodnow, "
 Frederick W. Peakes, "
 H. A. G. Pomeroy, "
 Theodore Stanwood, Jr., "
 Walter Miles, Jr., *Endicott.*
 Samuel Nathan Neat, "
 James G. McLaughlin, "
 Thomas Edgar French, *Wells.*
 Arthur H. Poor, "
 Theodore H. Dugan, "
 Barnum W. Field, *Franklin.*
 Horace H. Copeland, "
 George Archibald, "
 Theodore Harris, *Hawes.*
 Henry P. Blake, "
 Joseph B. Crosby, "
 John N. Moody, *Mather.*

*William F. Loring, *Mather*.
 Theodore G. Ellis, "
 Frederick A. Tilton, *Boylston*.
 Henry A. Smith, "
 George H. Holbrook, "
 Amory T. Gibbs, *Winthrop*.
 Rufus Leighton, Jr., "
 John S. Scott, "

Daniel F. Aiken, *Lyman*.
 S. H. S. Frothingham, *Franklin*.
 George S. Hyde, "
 Edward Vose, "
 William H. Rowe, *Wells*.
 George G. Field, "
 George C. Blanchard, "

1844.

Edward J. Young, *Latin*.
 Thomas H. Chandler, "
 Edwin Davenport, Jr., "
 Alexander Hale, "
 James A. Dugan, "
 Samuel Parsons, Jr., "
 Wm. H. Learnard, Jr., *English High*.
 Lyman Hall Tasker, "
 Joshua William Davis, "
 Jacob Jones Nichols, "
 George Henry Bailey, "
 Joseph Adams Pond, "
 Henry F. Conant, *Eliot*.
 Charles Heywood Buttrick, "
 George E. Learnard, "
 George E. Dyke, "
 Ebenezer C. Allen, "
 Theodore N. Foque, "
 Freeman Cobb, *Mayhew*.
 Luther F. Rand, "
 Samuel Snow, "
 William W. Stacey, "
 Charles J. Whitmore, "
 Charles H. Moses, *Adams*.
 John M. Turpin, "
 Ebenezer Alexander, "
 Edward T. Horton, "
 John S. Perkins, "
 Rufus T. Newcomb, "
 George Shelton, *Boylston*.
 Cordis Oliver, "
 John T. Niles, "
 George Cunningham, *Winthrop*.
 Thomas H. Gray, "
 George J. Harris, "
 Francis Gould, *Endicott*.
 Charles C. Woodman, "
 Abraham M. Moore, "
 James F. G. Baxter, *Hawes*.
 John W. Blanchard, "
 Christopher A. Conner, "
 Charles T. Brigden, *Mather*.
 Samuel M. Burnham, "
 Andrew Wheeler, "

1845.

James C. Dunn, Jr., *Latin*.
 George S. Shaw, "
 William H. Hinckley, "
 L. S. Cragin, Jr., "
 Zabdiel B. Adams, "
 Jerome Lincoln, *English High*.
 Charles Henry Isburgh, "
 Frederick D. Williams, "
 Leander L. Oliver, "
 Thomas Shelton, "
 Calvin G. Page, "
 Charles F. Bliss, *Adams*.
 Edward C. Broadhead, "
 Francis F. Emery, "
 Benjamin S. Manning, "
 George W. Page, "
 George W. Smith, "
 George T. Stoddard, *Brimmer*.
 Charles H. Hovey, "
 Frederick A. Tuttle, "
 Irving J. Harwood, "
 Horace W. Barry, "
 Franklin Smith, "
 *Nathaniel Ring, *Mather*.
 Benjamin F. Bragg, "
 Pliny P. Smith, "
 Joel P. Wheelwright, *Mayhew*.
 Henry E. Starbird, "
 George B. Little, "
 Joseph N. Bradford, "
 George Daniels, "
 John J. Green, "
 David P. Kimball, *Phillips*.
 William Hawes, "
 Henry F. Poor, "
 Abraham G. Wyman, Jr., "
 Benjamin Frank Beal, "
 Daniel P. Lincoln, "
 J. H. Regan, *Boylston*.
 Stephen Somes, "
 *J. W. Carlin, "
 Andrew Nickerson, *Hawes*.
 William Fernald, "
 Alfred Hale, "

Micah Dyer, Jr.,.....	<i>Eliot.</i>	Frederic T. Brown,.....	<i>Endicott.</i>
Alexander M. Higgins,.....	"	William P. Harding,.....	"
Thomas C. Marsh,.....	"	Edwin A. Lovejoy,.....	"
Edward P. Thwing,.....	"	John W. Beals,.....	<i>Mayhew.</i>
Wm. Henry Crosswell Copeland,.....	"	Lowell M. Drown,.....	"
William H. Hutchinson,.....	"	George L. Brewer,.....	"
John Hayes,.....	<i>Winthrop.</i>	James Minon,.....	"
William F. Richardson,.....	"	Edward A. Freeman,.....	"
Charles F. Bowker,.....	"	James E. Fowle,.....	"
Benjamin F. Knapp,.....	<i>Endicott.</i>	Lynde Walter Buckingham,.....	<i>Brimmer.</i>
John Hobbs, Jr.,.....	"	Charles Ferdinand Fisher,.....	"
George W. Daniels,.....	"	Elvin Francis Gates,.....	"
Enoch W. Perry, Jr.,.....	<i>Lyman.</i>	Charles Wells Gray,.....	"
Edwin R. Pierce,.....	"	Jacob Ashton Johnson,.....	"

1846.

Joseph Henry Thayer,.....	<i>Latin.</i>	Charles F. Newcomb,.....	"
F. W. W. Palfrey,.....	"	Theodore Tasker,.....	"
Charles Hale,.....	"	George W. B. Merritt,.....	"
H. J. Warner,.....	"	Alonzo C. Tenny,.....	"
L. G. Ware,.....	"	Albert P. Lovejoy,.....	<i>Lyman.</i>
Amory T. Gibbs,.....	<i>English High.</i>	Alexander Lane, Jr.,.....	"
Benjamin F. Clapp,.....	"		
Theodore G. Ellis,.....	"		
Joseph Gavett,.....	"		
John W. Atkinson,.....	"		
John S. Scott,.....	"		
Joseph C. Frobisher,.....	<i>Adams.</i>		
Joseph M. Gibbens,.....	"		
John F. Pearson,.....	"		
George H. Gorely,.....	"		
Charles Merriam,.....	"		
Edwin A. Gibbens,.....	"		
William H. Cheever,.....	<i>Otis.</i>		
George S. Withington,.....	"		
William Parsons Towne,.....	"		
Charles E. Snow,.....	<i>Boylston.</i>		
Charles O. Pratt,.....	"		
Perez G. Porter,.....	"		
Calvin J. Parker,.....	<i>Winthrop.</i>		
William E. Simpson,.....	"		
Joseph S. Dolbeare,.....	"		
Charles E. Alexander,.....	<i>Phillips.</i>		
John L. Brigham,.....	"		
Samuel P. Howes,.....	"		
William W. Richards,.....	"		
Hiram H. Safford,.....	"		
William H. Wood,.....	"		
James Ross,.....	<i>Mather.</i>		
Thomas C. Simonds,.....	"		
John L. Emerson,.....	"		
Henry W. Dyer,.....	<i>Hawes.</i>		
Edwin A. Pendleton,.....	"		
Henry G. Safford,.....	"		

1847.

Henry W. Haynes,.....	<i>Latin.</i>
Edward Aiken,.....	"
Lucius H. Buckingham,.....	"
Ebenezer Alexander,.....	<i>English High.</i>
J. H. Thayer,.....	"
T. J. Curtis,.....	"
E. H. Ammidown,.....	"
J. A. Howe,.....	"
H. T. Curtis,.....	"
William H. Hoyt,.....	<i>Adams.</i>
Edward A. Doherty,.....	"
George Blagden,.....	"
George W. Sprague,.....	"
William R. Frost,.....	"
Charles W. Sprague,.....	"
Joseph W. Meriam,.....	<i>Boylston.</i>
James P. Brewer,.....	"
John Davenport, Jr.,.....	"
Oliver M. Bradford,.....	<i>Dwight.</i>
Bela S. Fiske,.....	"
George H. Allan,.....	"
William B. Williams,.....	<i>Brimmer.</i>
William N. Eayrs,.....	"
Isaac D. Fisher,.....	"
Charles H. Eberle,.....	"
Joseph L. Drew, Jr.,.....	"
George M. Goodridge,.....	"
William Wirt Chipman,.....	<i>Eliot.</i>
George W. D. Copeland,.....	"

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|-------------------------------------|------------------|-------------------------------------|------------------|
| John E. Davis, | <i>Eliot.</i> | Charles Augustus Burditt, | <i>Phillips.</i> |
| Samuel Dorety, | " | Lowell Lincoln, | " |
| Warren P. Lincoln, | " | William H. Brigham, | " |
| George Mason Chilson, | " | Marcus M. Hawes, | " |
| Frederic A. Marden, | <i>Endicott.</i> | Caleb S. Marshall, | " |
| George W. Keith, | " | Edward D. Maynard, | " |
| William F. Finney, | " | Roswell D. Tucker, | <i>Dwight.</i> |
| George W. Bail, | <i>Hawes.</i> | William F. Fowle, | " |
| George Mason, | " | Charles H. Sanborn, | " |
| William Park, | " | Michael Moran, | " |
| George W. Cobb, | <i>Lyman.</i> | George A. Tirrell, | " |
| John W. Russell, | " | Charles Carroll Southard, | <i>Mather.</i> |
| George E. James, | " | Benjamin Underwood, | " |
| Charles R. Sumner, | <i>Mather.</i> | Henry W. Wilson, | " |
| Josiah F. Dunham, | " | Benjamin F. Aplin, | <i>Endicott.</i> |
| Charles J. F. Allen, Jr., | " | William F. Chester, | " |
| Daniel Dacy, | <i>Mayhew.</i> | Charles K. Nichols, | " |
| Charles Andrews, | " | James Place, | <i>Boylston.</i> |
| John H. Davis, | " | Nathaniel Brewer, Jr., | " |
| William H. Whitmore, | " | Matthew Cobb, Jr., | " |
| George D. Ball, | " | Daniel T. Hall, | <i>Otis.</i> |
| John J. McArdle, | " | George Melville Baker, | " |
| William H. W. Hinds, | <i>Otis.</i> | John Wilson, Jr., | " |
| Jason W. Coolidge, | " | Gardiner Adams, | <i>Hawes.</i> |
| Stephen W. Rhoades, | " | John Henry Haskell, | " |
| John J. Davis, | <i>Phillips.</i> | Oliver Bliss Stebbins, | " |
| John J. French, | " | Peleg H. Baker, | " |
| James G. Bolles, | " | George W. Cutter, | <i>Mayhew.</i> |
| Samuel Mulliken, | " | George W. Copeland, | " |
| Charles Nye, | " | James B. Jacobs, | " |
| Henry M. Forristall, | " | Edwin A. Lecompte, | " |
| Charles E. Bridge, | <i>Winthrop.</i> | Timothy Blaisdell, | " |
| Benjamin H. Scott, | " | James Swords, | " |
| Henry Bowker, | " | Frederick H. Adams, | " |
| | | Charles Caverly, Jr., | <i>Brimmer.</i> |
| | | William H. Kent, | " |
| | | John Leighton, | " |
| | | John V. Gilbert, | " |
| | | Everett C. Kingsbury, | " |
| | | Jos. A. C. Warren, | " |
| | | Charles P. Greely, | <i>Adams.</i> |
| | | William H. McKay, | " |
| | | Henry L. Frost, | " |
| | | Joseph D. Phelps, | " |
| | | Henry J. Huff, | " |
| | | George Pratt Deshon, | " |
| | | Joseph H. Barnes, | <i>Lyman.</i> |
| | | Edwin O. Hunt, | " |
| | | James C. Dayley, | " |
| | | Darius Cobb, | " |

1848.

1849.

- | | | | |
|---|---------------|-----------------------------|---------------|
| James M. Whiton, Jr., | <i>Latin.</i> | Gordon Bartlett, | <i>Latin.</i> |
| George B. Safford, | " | Charles W. Eliot, | " |
| Gorham Thomas, | " | | |
| Charles R. Lowell, Jr., | " | | |
| Samuel L. Thorndike, | " | | |
| John S. Perkins, | " | | |
| Benjamin S. Manning, <i>English High.</i> | | | |
| Nathaniel Ring, Jr., | " | | |
| John Ellery Amory, | " | | |
| Edward Ingersoll Browne, | " | | |
| William Stimpson, | " | | |
| William Henry C. Copeland, | " | | |
| F. W. Beecher, | <i>Eliot.</i> | | |
| G. W. Bell, | " | | |
| James T. Z. Chandler, | " | | |
| F. Johnson, | " | | |
| T. W. Gould, | " | | |
| R. F. Sweet, | " | | |

John Ritchie,	<i>Eliot.</i>	William B. Williams,	<i>Latin.</i>
George H. Beecher,	"	William W. Richards,	"
George H. Stetson,	"	Lowell Lincoln,	<i>English High.</i>
David A. Cashman,	"	James P. Brewer,	"
Edward S. Chessman,	"	Charles Augustus Burditt,	"
William R. Eaton,	"	Henry Warren Wilson,	"
George B. James,	<i>Hawes.</i>	Charles P. Horton,	"
*Hubert Pope,	"	Charles J. Fox,	"
Francis E. Park,	"	Nathaniel E. Gage,	"
Francis Ropes Chapman,	"	George G. Wheelock,	<i>Adams.</i>
John Hawes Bird Kent,	"	John W. Ryan,	"
John W. Wait,	<i>Endicott.</i>	James D. Wyman,	"
Sigourney W. Fay,	"	Waldo Merriam,	"
Stephen C. Holmes,	"	George Brooks,	"
Lyman James,	<i>Lyman.</i>	Henry W. Parsons,	"
Henry O. Bailey,	"	Nathaniel P. Jones,	<i>Boylston.</i>
Nathaniel Seaver, Jr.,	"	Albert F. Shelton,	"
William C. Church,	<i>Mayhew.</i>	David Crosby,	"
David T. Copeland,	"	Henry W. Foley,	"
John S. Foster,	"	Calvin A. Damon,	<i>Brimmer.</i>
Samuel G. Langton,	"	Frederick Henry Doane,	"
Horatio P. Livermore,	"	William Curtis Ulman,	"
Henry A. Piper,	"	Charles Francis Tremlett,	"
Benjamin W. Burnham,	<i>Mather.</i>	John Wells Cumings,	"
Dexter Reeves, Jr.,	"	Edward Payson Butler,	<i>Chapman.</i>
Samuel C. Ellis,	"	William Henry Banks,	"
Charles B. Bishop,	"	Nahum Otis Mitchell,	"
Alonzo G. Draper,	<i>Otis.</i>	Charles D. Dickinson,	"
Marcellus Walker,	"	Christopher H. White,	<i>Dwight.</i>
Charles W. McLellan,	"	Edward Savage,	"
*Isaac Barbadoes,	<i>Smith.</i>	George H. Sargent,	"
George W. Safford,	<i>Phillips.</i>	Heman Tucker,	"
Joseph T. Hazelton,	"	William J. Seaver,	"
Charles Brooks Bradbury,	"	Francis A. Field,	<i>Eliot.</i>
Henry A. Luther,	"	Frederick H. Chessman,	"
Frederick William Alexander,	"	Henry Franklin Mills,	"
*William Rotch,	"	Henry B. Nottage,	"
Theodore L. Kelley,	<i>Quincy.</i>	William Kempton Spinney,	"
Charles H. Frothingham,	"	Lysander E. Hanson,	"
Riley D. Thomas,	"	Charles Hobart,	<i>Endicott.</i>
Peter C. Scott,	"	Oliver H. Chenery,	"
Charles H. Bayley,	"	Richard L. Massey,	"
John A. Beyer,	"	Joseph E. Baker,	<i>Hawes.</i>
William K. Hall,	"	Edward B. Blasland,	"
Francis Lewis Bullard,	"	Joseph Buckley,	"
Granville B. Putman,	"	Michael F. Power,	"
Albert G. Baxter,	"	Irving O. Whiting,	"
Eugene A. Callahan,	"	John D. Merrill,	<i>Lyman.</i>
		Caleb Prentiss, 3d,	"
		Alexander Porter,	"
		Hamilton Burrage,	<i>Mather.</i>
Edwin H. Abbot,	<i>Latin.</i>	Joseph C. Story,	"
James Reed,	"	William B. Herrick,	"
Phillips Brooks,	"	George Henry Titcomb,	"
Henry Walker,	"	William A. Lothrop,	<i>Mayhew.</i>

Robert T. Shedd, *Mayhew.*
 William C. Zane, "
 George A. Craft, "
 Charles A. Rand, "
 Oliver I. Brewer, "
 Albert A. Dole, *Otis.*
 Joseph A. Blaisdell, "
 Nicholas M. Williams, "
 Dwight Prouty, *Phillips.*
 Charles H. Hitchcock, "
 William W. Blanchard, "
 James G. Steele, "
 Jacob Hall Lombard, "
 Samuel W. Hitchcock, "
 Thomas Cordis, "
 James Schouler, *Quincy.*
 William F. Harding, "
 William B. A. Messinger, "
 Robert Bramhall, "
 Richard F. Briggs, "
 Joseph C. Bowker, "
 Herman D. Delano, "
 Edward A. Long, "
 Stephen S. C. Russell, "
 Leonard F. Elder, "
 John W. R. Parker, "
 David Hart Pulsifer, "

1852.

George Blagden, *Latin.*
 George W. Copeland, "
 George L. Locke, "
 Daniel W. Wilder, "
 Richard H. Weld, "
 James J. Higginson, "
 Charles F. Wyman, . . . *English High.*
 William J. Edlefsen, "
 George E. Pond, "
 Charles Osgood, "
 Stephen A. Shelton, "
 *William Augustus Trumbull, "
 Thomas James Corbin, . . . *Adams.*
 Henry S. Jenkins, "
 Richard F. Homer, "
 John S. Lewis, "
 James H. Brigham, "
 Charles A. Gould, "
 Frederic Wm. Doane Holbrook, "
 George Read, *Boylston.*
 Patrick F. Perkins, "
 Richard H. Shelton, "
 James H. Beck, "
 William F. Pierce, *Brimmer.*
 Charles T. Barry, "

Henry Beal, Jr., *Brimmer.*
 Leonard C. Alden, "
 George B. Gavett, Jr., "
 Charles C. Haven, "
 Joseph C. Wightman, "
 Frederick B. Fisher, *Chapman.*
 Ebenezer M. McPherson, "
 James F. Porter, "
 Benjamin W. Seaver, *Dwight.*
 *William A. Gallagher, "
 *Joseph A. Foster, "
 Charles C. Sylvester, "
 *Walter W. Hale, "
 Charles W. Wilkins, "
 Elisha C. Prescott, *Eliot.*
 John Felton, Jr., "
 Samuel W. Shattuck, "
 James H. Barnes, "
 Joseph A. Wiggin, "
 Samuel Paine, "
 Waldo B. Boynton, *Endicott.*
 John F. Flynn, "
 Edwin F. Knights, "
 Joseph E. Hollis, "
 John P. Brown, "
 Edward W. Sanborn, "
 Patrick S. Higgins, "
 Francis Everett Blake, *Hawes.*
 Frederick D. Blake, "
 Joseph F. A. Cole, "
 Richard H. Brazzell, "
 William A. Power, "
 James D. Bailey, *Lyman.*
 Samuel A. Porter, Jr., "
 Hiram O. Lamb, "
 Samuel A. Lovejoy, "
 Isaiah E. Crowell, "
 Charles E. Johnston, *Mather.*
 John F. Burrage, "
 Charles H. Gunn, "
 Samuel K. Bishop, "
 Thomas Crocker Bacon, . . . *Mayhew.*
 Charles Henry Cole, "
 Julius A. Palmer, "
 Alexander Shuttee, "
 *James Clinton Butler, "
 Ebenezer Brewer Foster, "
 Isaiah Franklin Libbey, "
 *Edward Lowell Williams, "
 John Ballard Richards, . . . *Phillips.*
 Merrick Rice Pollard, "
 Edward Dexter Harlow, "
 William Irving Brooks, "
 Daniel Gregg Pike, "
 Frederick Eaton Stimpson, "

Francis R. Hollingsworth,	<i>Quincy.</i>	Alonzo E. Tainter,	<i>Eliot.</i>
Walter Allen Gibson,	"	Charles A. Vialle,	"
William Converse Wood,	"	Charles D. Waterman,	"
Wallace A. Putnam,	"	Lewis W. Williams,	"
Warren Gill,	"	Ezra N. Smith,	<i>Hawes.</i>
Frederick Elliot Long,	"	Nathan F. Tilden,	"
James Sabine,	"	James M. Johnston,	"
John William Hobbs,	"	George H. Southard,	"
John Adams Conkey,	"	Samuel B. Conley,	"
William Henry Brown,	"	John J. Maghran,	"
James Nichols Bates,	"	Herbert Magoun,	<i>Lyman.</i>
Frank Davis Cobb,	"	Junius U. Hill,	"

1853.

James J. Lowell,	<i>Latin.</i>	J. J. Carney,	<i>Mather.</i>
William N. Eays,	"	William H. Storey,	"
Joseph A. Hale,	"	James B. Hammond,	"
George Whittemore,	"	Samuel F. Hay,	"
Augustus A. Hayes,	"	Benjamin F. Pray,	"
Horace N. Fisher,	"	Roswell D. Cushing,	<i>Phillips.</i>
Enoch P. Dennis,	<i>English High.</i>	George H. Haven,	"
George H. Pierce,	"	Edwin F. Bowker,	"
John S. Foster,	"	John Pratt,	"
Henry Capen Richards,	"	George A. Trull,	"
Gorham E. Hubbard,	"	William J. Gardinier,	"
Daniel Webster Southard,	"	George P. Steele,	"
Daniel Goodnow, Jr.,	<i>Brimmer.</i>	George A. Trull,	"
William P. Lincoln,	"	Charles Henry Shapleigh,	<i>Mayhew.</i>
Charles J. Prescott,	"	George Henry Binney,	"
Edward F. Hall,	"	James D. Long,	"
John R. Fairbanks,	"	John M. Whittier,	"
Thomas A. Taylor,	"	William P. Sparrell,	"
Francis E. Bundy,	"	Augustus Ware Bowen,	"
Edwin F. Robbins,	"	Daniel Kingsbury Ford,	"
Charles J. Page,	"	George W. Felt,	"
John F. Donovan,	<i>Boylston.</i>	George Henry Cheever,	"
William McCarty,	"	Charles H. Bingham,	<i>Quincy.</i>
Frederick E. Dolbeare,	"	Joseph Henry Capen,	"
George A. Lovejoy,	<i>Chapman.</i>	Charles E. Cram,	"
J. Howard Plumley,	"	Robert Jackson Cowdin,	"
Charles H. Parker,	"	William L. Garrison, Jr.,	"
Henry G. Sturtevant,	"	Francis M. Kelley,	"
Israel H. Carver,	"	Sidney Manley,	"
Charles Sawyer,	<i>Dwight.</i>	William W. Palfrey,	"
George W. Brown,	"	Berry Russell,	"
Ira Ayres, Jr.,	"	Henry Lyman Shaw,	"
John H. Jackson,	"	Joseph A. Sprague,	"
Albert Day, Jr.,	"	George M. Stevens,	"
Charles H. Davis,	"	Frank Stanwood,	"
George B. Ford,	"		
Eben F. Gay, Jr.,	<i>Eliot.</i>		
Edward L. Grueby,	"		
Henry Kreuger, Jr.,	"		
James A. Lawler,	"		
Albert C. Pond,	"		

1854.

Joshua G. Beals,	<i>Latin.</i>
William P. G. Bartlett,	"
Henry L. Patten,	"

Samuel H. Eells,.....	<i>Latin.</i>	Everett Burnham,.....	<i>Lyman.</i>
Thomas Reed,.....	"	John D. Sweet,.....	"
William Everett,.....	"	William D. Crane,.....	"
Alonzo G. Draper,...	<i>English High.</i>	Orville W. Leonard,.....	"
James D. Wyman,.....	"	Frederick B. Allen,.....	<i>Mayhew.</i>
George Brooks,.....	"	Seth A. Fowle,.....	"
Samuel H. Randall,.....	"	Frank W. Hackett,.....	"
George A. Craft,.....	"	Walter W. Nourse,.....	"
William F. Harding,.....	"	William F. Perkins,.....	"
George W. Pierce,.....	<i>Boylston.</i>	Henry A. Perkins,.....	"
Samuel A. Clough,.....	"	Edward A. Pearson,.....	"
Charles H. LeCraw,.....	"	Edward W. Schuttee,.....	"
John B. Caden,.....	"	Henry A. Huff,.....	<i>Mather.</i>
Patrick A. Mahoney,.....	"	Thomas Savage,.....	"
John E. Fisher,.....	<i>Chapman.</i>	Henry McQuaid,.....	"
Andrew M. Morton,.....	"	Henry A. Rowell,.....	"
Charles H. Godbold,.....	"	Otis L. Bonney,.....	<i>Phillips.</i>
Patrick J. Dunn,.....	"	Charles E. Barker,.....	"
M. F. F. Morey,.....	"	Albert R. Crosby,.....	"
William E. Sheridan,...	<i>Brimmer.</i>	Charles H. Metcalf,.....	"
John B. Manning,.....	"	William D. Anderson,.....	"
Charles W. Wrightington,...	"	John L. Mulliken,.....	"
Charles F. Smith,.....	"	Charles I. Litchfield,.....	"
Daniel J. Dugan,.....	"	George W. Boynton,.....	"
Henry M. Wightman,...	"	Charles H. Barrett,.....	"
Charles W. Robbins,.....	"	George E. Brown,.....	<i>Quincy.</i>
Horace Blaney,.....	"	George M. Cook,.....	"
William H. Scribner,....	"	Joseph F. Gammell,.....	"
Samuel A. Coolidge, Jr.,...	"	William E. Hersey, Jr.,....	"
Marcellus L. Clay,.....	<i>Dwight.</i>	Edwin R. Jones,.....	"
Frank W. Rhoades,.....	"	Elmar A. Messinger,.....	"
William F. Bacall,.....	"	Frederick A. Mullen,.....	"
Stinson H. Bailey,.....	"	Alfred J. Mayo,.....	"
William A. Cole,.....	"	Taylor P. Rundlett,.....	"
Willard H. Reed,.....	"	Robert Steele, Jr.,.....	"
Samuel Copeland,.....	"	Francis F. Stone,.....	"
Charles O. L. Dillaway,...	<i>Hawes.</i>	George S. Worcester,.....	"
Graham Pope,.....	"		
George B. Easte,.....	"		
Andrew Paul,.....	"		
William Burns,.....	"		
Charles S. Bowers,.....	"		
Charles S. Bowden,.....	<i>Eliot.</i>		
Thomas W. Brown, Jr.,....	"		
Francis E. Cutter,.....	"		
Edward I. Devitt,.....	"		
Joseph F. Dyke,.....	"		
Charles W. Harris,.....	"		
Reuben Hildreth,.....	"		
Frederick Jennings,.....	"		
John A. McKown,.....	"		
William H. H. Shaw,.....	"		
Joseph B. Shute,.....	"		
Albert H. Spence,.....	"		
Charles C. Soule,.....	<i>Lyman.</i>		
		Francis Gray,.....	<i>Latin.</i>
		Francis C. Hopkinson,.....	"
		Clinton A. Cilley,.....	"
		Nathaniel B. Shurtleff, Jr.,..	"
		William K. Hall,.....	"
		James M. Hubbard,.....	"
		John P. Brown,.....	<i>English High.</i>
		Leonard C. Alden,.....	"
		Charles T. Barry,.....	"
		Charles E. Johnston,.....	"
		John Ritchie,.....	"
		William A. Power,.....	"
		George F. Clough,.....	<i>Boylston.</i>
		Cornelius P. Drew,.....	"
		Daniel J. Ragan,.....	"

1855.

John A. Dougherty,	<i>Boylston.</i>	William S. Barnes,	<i>Mayhew.</i>
John B. Harvey,	"	Charles E. Cartwright,	"
C. Vincent McConologue,	<i>Chapman.</i>	Abraham T. English,	"
Joseph Chessman,	"	Charles E. Jepson,	"
Lucius Carver,	"	Charles C. Loring,	"
Francis A. Griffin,	"	W. Forbes Wilson,	"
P. William Tonry,	"	William P. Cabot,	"
George H. York,	"	Charles E. Wilson,	"
Edward C. Moriarty,	<i>Brimmer.</i>	William R. Woodbury,	<i>Phillips.</i>
Charles A. Bean,	"	George F. Mann,	"
Charles W. Wheeler,	"	Horace W. Calef,	"
Charles Collis,	"	David W. Murphy,	"
William S. Green,	"	Charles E. Hayden,	"
Edward M. Simmons,	"	Timothy Reed,	"
Joseph E. Perkins,	"	William Washburn,	"
John A. Devereux,	"	Wentworth K. Langford,	"
George W. Mudge,	"	William H. Neal,	"
George A. Eaton,	"	Henry Clark Bowen,	<i>Quincy.</i>
Samuel B. Weld,	"	Edward C. Burrage,	"
James E. Bartlett,	<i>Dwight.</i>	Edwin A. Bell,	"
James E. Sampson,	"	Samuel B. Capen,	"
William H. Towne,	"	Charles H. Cook,	"
Robert W. McNinch,	"	Francis A. Davis,	"
Orlando H. Ayres,	"	Joseph Davis,	"
Frederick E. Foster,	"	George Davis,	"
George S. Tomlinson,	"	Henry A. Fenn,	"
Henry A. Rice,	"	Nathaniel P. Harris,	"
George H. Fales,	<i>Lyman.</i>	David M. Higgins,	"
Charles H. Lunt,	"	George R. Jenkins,	"
Grenville L. Gove,	"	Joseph S. Mitchell,	"
Richard Hennessey,	"	George Reed,	"
Marcellus G. Baker,	<i>Eliot.</i>	Henry B. White,	"
John C. C. Bowen,	"		
Joseph P. Calrow,	"		
William Coveny,	"		
Richard H. Davis,	"		
John F. English,	"		
William H. Foster,	"		
George F. Hosea,	"		
Edward A. Jennings,	"		
Lawrence Keany,	"		
Timothy Kelly,	"		
William G. McKown,	"		
Charles E. Stearns,	"		
Elisha F. James,	<i>Hawes.</i>		
George H. Dixon,	"		
George W. Austin,	"		
George B. Leonard,	"		
Charles C. Priest,	"		
Albert W. Mann,	"		
Alexander Baker,	"		
Alfred C. Vinton,	<i>Mather.</i>		
Michael Barry,	"		
William J. Batterson,	"		
George B. Cains,	"		
		1856.	
		George B. Young,	<i>Latin.</i>
		George Willis Warren,	"
		William W. Parker,	"
		Arthur Wilkinson, Jr.,	"
		George E. Wheelock,	"
		Lewis W. Tappan, Jr.,	"
		William C. Gannett,	"
		Joseph H. Capen,	<i>English High.</i>
		George H. Binney,	"
		J. Albert Sprague,	"
		Henry W. Parsons,	"
		Edwin F. Bowker,	"
		James A. Hickey,	<i>Boylston.</i>
		Daniel E. Farracy,	"
		John J. Quigley,	"
		Patrick S. Hayes,	"
		Michael J. Croak,	"
		George H. Hardy,	<i>Chapman.</i>
		Arthur F. Ewell,	"
		William H. Sprague,	"

Andrew P. Fisher,	<i>Chapman.</i>	J. Dudley Richards,	<i>Phillips.</i>
Francis S. Andrews,	"	George W. Twer,	"
Peter J. Keenan,	"	Orlando P. Merritt,	"
Ingersoll B. Sheridan,	"	Oscar Farrar,	"
John E. S. Cross,	<i>Brimmer.</i>	William H. H. Stowell,	"
George C. Wright,	"	Richard L. Ashe,	<i>Quincy.</i>
Charles W. Norton,	"	Thomas J. Bancroft,	"
George P. Ryan,	"	Thomas W. Bishop,	"
Enoch F. Simmons,	"	William H. Colburn,	"
William C. Ireland,	"	Matthew Cassell,	"
John N. Batterman,	"	William H. Dimond,	"
Converse B. Hill,	"	Howard Gannett,	"
William Nichols, Jr.,	"	Adolphus W. Green,	"
William Blaikie,	"	Alexander Magregor, Jr.,	"
Joseph N. Peirce, Jr.,	"	James Edward O'Brien,	"
Charles H. Collier,	<i>Dwight.</i>	Howard A. Pickering,	"
William H. Churchill,	"	John H. Thayer,	"
Samuel McNinch,	"	Charles F. Trout,	"
Howard D. Emerson,	"	John E. Colburn,	"
Charles E. Smith,	"		
Frank Somerby,	"		
Franklin D. Whitcomb,	"		
Francis A. Foster,	"		
Charles I. Jenkins,	<i>Lawrence.</i>		
James A. Coe,	"	1 8 5 7 .	
John Crotty,	"		
Charles Cunningham,	"	James Edward Wright,	<i>Latin.</i>
Charles H. Crowell,	<i>Eliot.</i>	Wendell P. Garrison,	"
Richard T. Dorey,	"	George Burroughs,	"
George A. Gay,	"	Scollay Parker,	"
Francis J. Kelley,	"	John P. Hopkinson,	"
Alonzo A. Knights,	"	Leonard C. Alden,	"
William J. Porter,	"	Lem'l A. Coolidge, Jr.,	<i>English High.</i>
Charles E. Ridler,	"	Francis E. Cutter,	"
J. Irving Cross,	"	Reuben Hildreth,	"
Patrick J. Stinson,	"	Henry McQuaid,	"
Emory W. Wiley,	<i>Hawes.</i>	George W. Pierce,	"
George H. Varney,	"	Charles W. Robbins,	"
John Dunlop,	"	Charles W. Wrightington,	"
George H. Peaslee,	"	John W. Bailey,	<i>Adams.</i>
Edward A. Peirce,	"	Thomas F. Ring,	<i>Boylston.</i>
William H. Morse,	"	John J. Donahoe,	"
Charles H. Abbot,	"	Florence A. Shanahan,	"
Harlan P. Wilson,	"	Robert J. Seymour,	"
John A. McField,	<i>Lyman.</i>	Edmund B. Murphy,	"
John H. Duane,	"	Dennis J. Gorman,	"
Ammi R. Hahn,	"	Alfred B. Brown,	<i>Brimmer.</i>
Mark A. Blaisdell,	<i>Mayhew.</i>	Herman G. Clapp,	"
Frank W. Bolles,	"	Charles H. Demerett,	"
Ezra Farnsworth,	"	Francis M. Devereaux,	"
John T. Hassan,	"	George H. B. Hill,	"
James S. Newell,	"	Henry L. Hobart,	"
Samuel S. Pierce,	"	Peter Sullivan,	"
Thomas Watson,	"	Charles W. A. Trumpler,	"
Elias H. Marston,	<i>Phillips.</i>	Thomas Volentine,	"
		William L. Warden,	"
		William R. Wise,	"
		George H. Morrison,	<i>Chapman.</i>

Charles L. Smith,	<i>Dwight.</i>	Edward H. Clark,	<i>Mayhew.</i>
Robert Redington,	"	William B. C. Stickney,	"
Edward F. Wilder,	"	Charles H. Foster,	"
John O. Prince,	"	Isaac P. Waitt,	"
William H. Cate,	"	Edwin C. Newell,	"
William McCarty,	"	Frederick P. Bacon,	"
Daniel F. Knight,	"	William H. Sands,	"
William P. Egan,	"	Robert H. Mitchell,	"
Dennis J. Quinlan,	"	William B. Joslin,	"
William D. Wiswell,	<i>Eliot.</i>	Samuel H. Virgin,	<i>Phillips.</i>
Cornelius Sullivan,	"	Thomas J. Cargan,	"
Francis W. McLaughlin,	"	George W. Cummings,	"
Isaac R. Stearns,	"	Henry Canning,	"
William H. Richardson,	"	Cornelius Walker, Jr.,	"
Ebenezer W. Hitchings,	"	Charles E. Kendall,	"
Charles G. Lovell,	"	William A. Hovey,	"
Dennis B. Crowley,	"	Edwin A. Hill,	"
E. Dudley Mair,	"	Charles William Shelton,	<i>Quincy.</i>
Stephen H. Burrows,	"	Henry Nathan Sawyer,	"
G. Walker Dennett,	<i>Hawes.</i>	Alonzo A. Orne,	"
William S. Crosby,	"	John Dodd Priest,	"
John C. Pool,	"	William Augustus Hunting,	"
Thomas H. Poole,	"	Edwin Andrew Palmer, Jr.,	"
Francis C. Hersey,	"	Dexter Almy Hall,	"
Thomas H. Young,	"	Maurice Augustus Norris,	"
Henry W. Gill, Jr.,	"	John Roper,	"
Melvin Adams,	"	Frederick Howard Mullin,	"
Charles J. Miller,	<i>Lawrence.</i>	Horace Edward Fenn,	"
William H. Nichols,	"	William Augustus Hall, Jr.,	"
Josiah A. Jefferds,	"	Joseph Owens,	"
William F. Carney,	"	Henry Morton Aldrich,	"

FRANKLIN MEDAL SCHOLARS.

ALPHABETICALLY ARRANGED.

Austin, James T.....	1793.	Andrews, Horace	1836.
Andrews, John	1803.	Austin, Samuel H.....	"
*Abbott, Samuel Leonard,....	"	Andrews, George	"
*Atkins, Thomas G.	1804.	Abbot, James L.....	1838.
Armstrong, Geo. Washington	"	Ayer, Wellington E.....	1839.
*Austin, William.....	1808.	Archibald, Henry	"
Adams, John	1809.	Alexander, Henry W.	"
Adams, George.....	1811.	Abbot, George W.....	1840.
Austin, Edward	{ 1814.	Alexander, Whitaker H.	1841.
Andrews, Samuel J.	{ 1816.	Aiken, Edward.....	{ 1842.
*Austin, Charles	1819.	Archibald, Francis E.....	{ 1847.
*Austin, Charles	1820.	Atkinson, John W.....	1842.
Aitchison, Andrew.....	{ " 1821.	Archibald, George.....	1843.
Ayling, Charles H.	"	Archibald, George.....	"
*Adams, Isaac.....	{ 1820.	Allen, Ebenezer C.....	1844.
Adams, George W.....	{ 1823.	Alexander, Ebenezer	{ " 1847.
Aitchison, William	1820.	Aiken, Daniel F.....	1844.
Abbot, Edward O.	"	Adams, Zabdiel B.	1845.
*Andrews, Benjamin H.....	1824.	Atkinson, John W.....	1846.
Appleton, Benjamin B. ...	{ 1826.	Alexander, Charles E.	"
*Appleton, William H.....	"	Ammidown, E. H.....	1847.
Adams, David	{ 1831.	Allan, George H.....	"
*Ayling, William L.....	1826.	Allen, Charles J. F., Jr.	"
Aiken, Edward H.	{ 1827.	Andrews, Charles	"
Ayres, Edward	{ 1830.	Amory, John Ellery	1848.
*Adams, Alfred.....	1828.	Aplin, Benjamin F.	"
Abbot, Samuel L., Jr....	"	Adams, Gardiner.....	"
Appleton, Charles H.	{ 1829.	Adams, Frederick.....	"
Atkins, Edwin.....	1830.	Allen, William Henry	1849.
Appleton, Edward.....	1831.	Alden, James M.....	"
Appleton, Samuel C.....	"	Alexander, Frederick William	1850.
Allen, Thomas J.....	"	Abbot, Edwin H.	1851.
Alexander, Asa G.	1832.	Alden, Leonard C.....	1852.
Abbot, Henry W.....	{ " 1835.	Ayres, Ira, Jr.....	1853.
*Austin, Thomas H.	1833.	Allen, Frederick B.	1854.
Atkins, Benjamin F.....	1834.	Anderson, William D.....	"
Allen, George (Adams).....	"	Alden, Leonard C.	1855.
Allen, George (Hawes)	"	Ayres, Orlando H.	"
		Austin, George W.	"
		Andrews, Francis S.....	1856.
		Abbot, Charles H.....	"
		Ashe, Richard L.....	"
		Alden, Leonard C.....	1857.

Adams, Melvin	1857.	Baker, John Barker	1823.
Aldrich, Henry Morton	"	Bull, John C.	"
*Bates, Daniel, Jr.	1792.	Bent, George E.	"
*Belknap, Andrew E.,	"	Benson, Arthur W.	1824.
*Bradlee, Samuel	"	Bacon, Francis	"
*Butterfield, John	"	Bean, Aaron H.	"
*Bass, Moses	1793.	*Blanchard, George W.	1825.
*Boyle, Isaac	1795.	Benson, Frederick A.	"
Baldwin, Aaron	1796.	Belcher, Joshua H.	"
*Ballard, William	1798.	*Brown, Eldad	"
*Bates, Spencer	1800.	Bagnall, Thomas	"
*Butler, Samuel	1801.	*Buckingham, Caleb A.	"
Ballard, Joseph	"	*Bowen, William F.	"
Bates, Stephen	1804.	Breed, William B.	1826.
*Belcher, John H.	1806.	Baldwin, Josiah A.	"
Barrett, John W.	1807.	*Boardman, Franklin	"
*Brewer, Nathaniel	"	Burgess, William W.	"
Bemis, Isaac	1808.	*Bradford, John R.	1827.
Bird, James	"	Buckingham, Edgar	"
*Brewer, Nathaniel	1810.	Bacon, Francis B.	"
Blake, Pynson	"	Bowdlear, Samuel G.	"
Brown, John	"	Bryant, Harrison C.	"
Badger, Joseph W.	1811.	*Bryden, James H.	"
Brewer, Samuel N.	1812.	Billings, George	"
Brown, William	"	Bouvé, Thomas T.	"
Brown, George	1814.	Brown, George L.	"
*Badger, Edward	"	Brigham, Elijah S.	"
*Bryant, Thomas	1815.	Brown, Emilius S.	"
*Baker, Samuel	"	Burnham, George P.	"
Bradford, Thomas G.	1816.	Baxter, Thomson	"
Baker, Theodore	"	Brooks, Williams B.	"
Barnes, D. W.	"	Benson, Arthur W.	1828.
Barry, Charles Cushing.	{ 1817.	Bates, Joseph C.	"
	{ 1819.	*Brown, William	"
Barnes, S. H.	1817.	Bean, Aaron Heywood	"
Brewer, John Earl	1818.	Bowen, George	"
Barbour, John Nathaniel	1819.	*Buttrick, Abiel	"
Brewer, William A.,	{ " 1820.	Burgess, John	"
Blake, James	"	Betteley, Albert	"
Belsen, Christian F.	"	Bagnall, Thomas	1829.
Brewer, Nathaniel	"	Baker, Benjamin	"
Berry, Nicholas	{ " 1821.	*Bently, Samuel	"
Bell, William R.	1820.	*Brewer, Clark	"
Brown, Albert H.	1821.	Babbitt, John D.	"
Blake, John	"	Baldwin, Abel S.	1830.
*Baldwin, Samuel P.,	"	Brooks, Williams B.	"
Breck, Joseph,	"	Brewer, Theodore F.	"
*Buckingham, Edwin	"	Bates, Samuel, Jr.	"
Barbour, James S.	1822.	*Boyd, James P.	"
*Bradford, John R.	"	Badger, James W.	"
*Blake, Robert	"	Bowen, John L.	"
Bradlee, Frederick Hall	1823.	Blake, Henry K.	"
Bean, Horace, Jr.	"	Burbank, James P. T.	"
		Bradford, John R., Jr.	"
		Bradford, Frederick A.	"

Brewer, Thomas M.....	1831.	Brewster, Charles O.....	1841.
Beck, Frederick	"	Bliss, William D.....	1842.
Bagnall, William R.....	"	Babcock, John B.....	"
Barry, John S.....	"	Brown, Francis P.....	"
Babcock, William Gustavus ..	1832.	Bancroft, Joseph Howland...	"
Billings, Robert Charles.....	"	Burgess, Joshua F.....	"
Barnes, Henry Joseph	"	Bliss, Alexander	1843.
Bacon, John, Jr.....	1833.	Butler, Eben Rose	"
*Boyd, James P.....	"	Bird, Joshua P.....	"
Babcock, Charles A.....	"	Brown, Samuel N.....	"
*Ball George	"	Baker, Thomas W.....	"
Blaney, George A.....	1834.	Brodhead Francis D.....	"
Bruce, George.....	"	Blake, Henry P.....	"
Barry, John Lincoln.....	"	Bailey, George Henry.....	1844.
*Brintnall, Charles.....	"	Buttrick, Charles Heywood, .	"
*Bancroft, Jacob H.....	1835.	Baxter, James F. G.....	"
Brigham, Charles H.....	"	Blanchard, John W.....	"
Babcock, William Gustavus..	"	Brigden, Charles T.....	"
Betteley, George W.....	"	Burnham, Samuel M.....	"
Bradford, Lodovick H.....	"	Blanchard, George C.....	"
Bradford, Robert E.....	"	Bliss, Charles F.....	1845.
Bagnall, William R.....	1836.	Brodhead, Edward C.....	"
Bradford, Martin Luther	"	Barry, Horace W.....	"
Bailey, Lewis E.....	"	Bragg, Benjamin F.....	"
Beal Charles	"	Bradford, Joseph N.....	"
Brintnall, William P.....	"	Beal, Benjamin Frank	"
Brewer Edward.....	"	Bowker, Charles F.....	"
Bradford, Gustavus L.....	"	Brigham, John L.....	1846.
Barry, John Lincoln	1837.	Brown, Frederick T.....	"
Barnes, Edwin C.....	"	Beals, John W.....	"
Blaney, Augustus	"	Brewer, George L.....	"
Bailey, Charles Howard.....	1838.	Buckingham, Lynde Walter .	"
Berry, William	"	Blagden, George.....	"
Breed, Horace F.....	"	Brewer, James P.....	"
Bowker, Winslow L.....	"	Bradford, Oliver M.....	"
Brintnall, William P.....	1839.	Bail, G. W.....	"
Blunt, M. A.....	"	Ball, George D.....	"
Bartlett, Richard A.....	"	Bolles, J. G.....	"
Bedlington, Samuel M.....	"	Bridge, Charles E.....	"
Brewer, W. D.....	"	Bowker, Henry	"
Brown, W. H.....	"	Browne, Edward Ingersoll...	1848.
Butler, Eben Rose	"	Beecher, F. W.....	"
Boies, William E.....	1840.	Bell, G. W.....	"
Bates, Caleb F.....	"	Burditt, Charles Augustus ...	"
*Bird, Joshua P.....	"	Brigham, William H.....	"
Bradlee, David H.....	"	Brewer, Nathaniel, Jr.....	"
Brown, Asa B.....	"	Baker, George Melville	"
Bliss, Samuel T.....	"	Baker, Peleg W.....	"
Bailey, H. E.....	1841.	Blaisdell, Timothy.....	"
Boyden, Merrill N.....	"	Barnes, Joseph H.....	"
Bailey, George H.....	"	Bartlett, Gordon	1849.
Blanchard, Albert H.....	"	Bailey, Calvin C.....	"
Barton, William R.....	"	Brown, Rowland G.....	"
Barnes, Edward L.....	"	Bacon, Francis McNiell	"
Baxter, Edward W.....	"		

Broughton, John G.	1849.	Beals, Joshua G.	1854.
Bacon, Robert, Jr.	"	Brooks, George	"
Beals, Joshua G.	"	Blaney, Horace	"
Barrett, Samuel E.	"	Bacall, William F.	"
Brigham, Charles M.	1850.	Bailey, Stinson H.	"
Beecher, George H.	"	Burns, William	"
Bailey, Henry O.	"	Bowers, Charles S.	"
Burnham, Benjamin W.	"	Bowden, Charles S.	"
Bishop, Charles B.	"	Brown, Thomas W., Jr.	"
*Barbadoes, Isaac	"	Burnham, Everett.	"
Bradbury, Charles Brooks	"	Bonney, Otis L.	"
Bayley, Charles H.	"	Barker, Charles E.	"
Beyer, John A.	"	Boynton, George W.	"
Bullard Francis Lewis	"	Barrett, Charles H.	"
Baxter, Albert G.	"	Brown, George E.	"
Brooks, Phillips.	1851.	Brown, John P.	1855.
Brewer, James P.	"	Barry, Charles T.	"
Burditt, Charles Augustus	"	Bean, Charles A.	"
Brooks, George,	"	Bartlett, James E.	"
Butler, Edward Payson	"	Baker, Marcellus G.	"
Banks, William Henry	"	Bowen, John C. C.	"
Baker, Joseph E.	"	Baker, Alexander.	"
Blasland, Edward B.	"	Barry, Michael.	"
Buckley, Joseph	"	Batterson, William J.	"
Burrage, Hamilton	"	Barnes, William J.	"
Brewer, Oliver I.	"	Bowen, Henry Clark	"
Blaisdell, Joseph A.	"	Burrage, Edward C.	"
Blanchard, William W.	"	Bell, Edwin A.	"
Bramhall, Robert	"	Binney, George H.	1856.
Briggs, Richard F.	"	Bowker, Edwin F.	"
Bowker, Joseph C.	"	Batterman, John N.	"
Blagden, George.	1852.	Blaikie, William.	"
Brigham, James H.	"	Blaisdell, Mark A.	"
Beck, James H.	"	Bolles, Frank W.	"
Barry, Charles T.	"	Bancroft, Thomas J.	"
Beal, Henry, Jr.	"	Bishop, Thomas W.	"
Barnes, James H.	"	Burroughs, George	1857.
Boynton, Waldo B.	"	Bailey, John W.	"
Brown, John P.	"	Brown, Alfred B.	"
Blake, Frederick Denny	"	Burrows, Stephen H.	"
Blake, Francis Everett	"	Bacon, Frederick P.	"
Brazzell, Richard H.	"	Callender, Richard B.	1792.
Bailey, James D.	"	Cutter, Gorham,	1793.
Burrage, John F.	"	Crafts, Nathaniel W.	"
Bishop, Samuel K.	"	Cunningham, Andrew	1799.
Bacon, Thomas Crocker.	"	Cunningham, Charles	1802.
*Butler, James Clinton.	"	*Cary, John	1803.
Brooks, William Irving.	"	Clark, Elijah P.	1805.
Brown, William Henry.	"	*Callender, Benjamin F.	1806.
Bates, James Nichols	"	Curtis, Charles Pelham	1807.
Bundy, Francis E.	1853.	*Cleland, Charles	"
Brown, George W.	"	Calhoun, Charles	1808.
Bowker, Edwin F.	"	Clough, William.	{ 1809.
Binney, George Henry	"		{ 1812.
Bowen, Augustus Ware	"	Callender, George,	1810.
Bingham, Charles H.	"	*Coolidge, Thomas B.	"
Bartlett, William P. G.	1854.	Clark, Edward D.	1811.

Calhoun, Henry	1814.	Carter, William	1837.
Child, Daniel F.	1816.	Capen, Frederick William ..	1838.
*Clark, W. L.	} 1817.	Copeland, William M.	"
Currant, John F.		"	Chandler, Thomas H.
Cook, Charles Edward	1819.	Cutter, Charles Shaw,	"
*Carter, John B.	1821.	Callender, John B.	1839.
Collier, William R.	1823.	Collins, John	"
Carney, Osgood	"	Cheever, J. D.	"
Coolidge, Edwin	"	*Cherrington, Edmund	"
Cummings, Bradley N.	"	Cobb, Elijah W.	"
Colburn, Charles	"	Cushing, James William	"
Cotton, Charles D.	"	Cary, George B., Jr.	1840.
*Cutter, Charles	1824.	Child, Francis J.	"
Cunningham, Edward Linzee	1825.	Carpenter, George O.	"
Cushing, Stephen	"	Chamberlin, Timothy D.	1841.
Coffin, Henry	1826.	Cram, Jerome B.	"
*Cruft, Edward, Jr.	"	Capen, Barnard	"
Coburn, Alfred	"	Colburn, Willis H.	"
Croome, William	"	Child, Francis J.	1842.
Capen, Henry G.	"	Crombie, James L.	"
*Cotton, Edward A.	1827.	Cunningham, William H.	"
Clinton, James	"	Cushing, L. F. S.	1843.
Capen, Francis L.	1828.	*Chandler, Henry H.	"
Collier, Ephraim R.	1829.	*Clapp, Benjamin F.	"
Cushing, Thomas, Jr.	"	Curtis, Thomas D.	"
Copeland, John	"	Copeland, Horace H.	"
*Cummings, Timothy S.	"	Crosby, Joseph B.	"
Callender, James L.	"	Chandler, Thomas H.	1844.
Currant, Anthony	"	Conant, Henry F.	"
Cutter, John	"	Cobb, Freeman,	"
Call, Abraham A.	"	Cunningham, George	"
*Child, Henry R.	"	Conner, Christopher A.	"
Callender, George L.	"	Cragin, L. S., Jr.	1845.
Cruft, William S.	1830.	Carlin, J. W.	"
Constant, Samuel Smith	"	Copeland, W. H. Crowell ..	"
Cabot, George	1831.	Clapp, Benjamin F.	1846.
Cutter, Ammi W.	"	Cheever, William H.	"
Chickering, William	"	Curtis, T. J.	1847.
Capen, John	"	Curtis, H. T.	"
*Clark, Augustus	1832.	Chipman, William Wirt	"
*Cummings, Timothy Stearns. .	"	Copeland, G. W. Doane.	"
Chubbuck, Thomas	"	Chilson, George Mason	"
Coffin, William B.	1833.	Cobb, George W.	"
Cunningham, John A.	1834.	Coolidge, Jason W.	"
Clark, John M.	1835.	Copeland, W. H. Crowell ..	1848.
Capen, Charles J.	"	Chandler, J. T. Zacherie	"
Crehore, Luther C.	1836.	Chester, William F.	"
Clark, William J.	"	Cobb, Matthew, Jr.	"
Chapin, George Aaron,	"	Cutter, George W.	"
Crosby, Elkanah C.	"	Copeland, George W.	"
Capen, Edward	1837.	Caverly, Charles, Jr.	"
Cunningham, Caleb L.	"	Cobb, Darius	"
Child, Francis J.	"	Crocker, Uriah Haskell	1849.
Cowdin, Warren, A. D.	"	Coddington, Edward	"
		Chapman, George W.	"

Cherrington, William P.	1849.	Cabot, William P.	1855.
Crosby, Charles H.	"	Calef, Horace W.	"
Chandler, V. Lemonier	"	Capen, Samuel B.	"
Coolidge, David Hill	1850.	Cook, Charles H.	1856.
Coolidge, Jonas Wyeth	"	Capen, Joseph H.	"
Chadwick, George B.	"	Croak, Michael J.	"
Caverly, William L.	"	Cross, John E. S.	"
Cashman, David A.	"	Collier, Charles H.	"
Chessman, Edward S.	"	Churchill, William H.	"
Chapman, Francis Ropes, ...	"	Coe, James A.	"
Church, William C.	"	Crotty, John	"
Copeland, David T.	"	Cunningham, Charles	"
Callahan, Eugene A.	"	Crowell, Charles H.	"
Crosby, David	1851.	Cross, J. Irving	"
Cummings, John Wells	"	Colburn, William H.	"
Chessman, Frederick H.	"	Cassell, Matthew	"
Chenery, Oliver H.	"	Colburn, John E.	"
Craft, George A.	"	Coolidge, Lemuel A. Jr.	1857.
Cordis, Thomas	"	Cutter, Francis E.	"
Copeland, George W.	1852.	Clapp, Herman G.	"
Corbin, Thomas James	"	Cate, William H.	"
Cole, Joseph F. A.	"	Crowley, Dennis B.	"
Crowell, Isaiah E.	"	Crosby, William S.	"
Cole, Charles Henry	"	Carney, William F.	"
Conkey, John Adams	"	Clark, Edward H.	"
Cobb, Frank Davis	"	Cargan, Thomas J.	"
Carver, Israel H.	1853.	Cummings, George W.	"
Conley, Samuel B.	"	Canning, Henry	"
Crane, Phineas M.	"	Dunnell, Jacob	1793.
Carney, J. J.	"	Davies, Nathan, Jr.	"
Cushing, Roswell D.	"	Draper, Samuel	1801.
Cheever, George Henry	"	Dewhurst, James	1806.
Capen, Joseph Henry	"	Dall, William	"
Cram, Charles E.	"	Dow, Stephen	1808.
Cowdin, Robert J.	"	Dawes, Henry	1812.
Craft, George A.	1854.	Davis, Edmund	1819.
Clough, Samuel A.	"	Dench, Lawson B.	1820.
Caden, John B.	"	Deblois, Isaac S.	1820.
Coolidge, Samuel A., Jr.	"	Dorr, Addison.	"
Clay, Marcellus L.	"	*Dunn, Patrick	{ " "
Cole, William A.	"		{ 1821.
Copeland, Samuel,	"	Daniels, Joseph	"
Cutter, Francis E.	"	Doane, Augustus S.	"
Crane, William D.	"	Davis, Thomas	1822.
Crosby, Albert R.	"	Dixwell, John J.	"
Cook, George M.	"	*Davis, Thomas Kemper	1823.
Clough, George F.	1855.	Darracott, George, Jr.	"
Cilley, Clinton A.	"	Dwight, John S.	"
Chessman, Joseph	"	Dodd, John A.	{ 1824.
Carver, Lucius,	"		{ 1825.
Collis, Charles	"	Dall, James.	1824.
Calrow, Joseph P.	"	Dean, Charles A.	1826.
Coveny, William	"	Davenport, Henry	1827.
Cains, George B.	"	Dodge, William A.	"
Cartwright, Charles E.	"	Davenport, William W.	"

Dall, Charles H. A.	1827.	Daniels, George,	1845.
Dwight, John S.	1828.	Dyer, Micah, Jr.	"
Dodd, James Edward	} 1831.	Daniels, George W.	"
Day, Albert,		1828.	Dolbeare, Joseph S. ....	1846.
Dana, Henry,	1829.	Dyer, Henry W.	"
Dolbeare, Edmund P., Jr.	"	Drown, Lowell M.	"
Dennet, William H.	"	Dexter, Henry B.	"
Dunham, Thomas H.	"	Doherty, Edward A.	* 1847.
Dixwell, George B.	"	Davenport, John, Jr.	"
Davis, John, Jr.	1830.	Dacy, Daniel	"
Davis, Greenleaf N.	"	Drew, Joseph L., Jr.	"
Davenport, William W.	1831.	Davis, John E.	"
Dodd, James Edward.	"	Dorety, Samuel	"
Dorr, Thomas E.	"	Dunham, Josiah F.	"
Davis, Robert G.	"	Davis, John H.	"
Dupee, James A.	"	Davis, John J.	"
Dillaway, Enoch S.	1832.	Deshon, George Pratt	1848.
Dugan, Ebenezer White.	"	Dayley, James C.	"
Dall, Charles H. A.	1833.	Davis, William Sidney	1849.
Davis, Robert Grimes	1834.	Dana, Samuel B.	"
Dorr, Thomas Edward	"	Davis, George H.	"
Dawes, Thomas	1835.	Dickinson, Herbert	"
Dolbeare, John S.	"	*Deblois, Francis E.	"
Davidson, Thomas J.	"	Drew, George H.	"
Darling, Amos S.	"	Davis, Ephraim C.	"
Dana, Stephen Winchester ..	"	Dow, Charles H.	"
Dyer, Francis Edwin	"	Davenport, John, Jr.	1850.
Dugan, Eben White	1836.	Dennis, Enoch P.	"
*Dana, George D.	"	Draper, Alonzo G.	"
Daniels, Nathaniel A.	"	Damon, Calvin Alphonse ..	1851.
Dupee, Charles,	1837.	Doane, Frederick Henry ...	"
Dolbeare, George M.	"	Dickinson, Charles D.	"
Daniels, William E.	1838.	Dole, Albert A.	"
Dugan, James A.	} 1842.	Delano, Herman D.	"
Davidson, Thomas J.		1844.	Dennis, Enoch P. ....	1853.
Davenport, Edwin,	} 1842.	Donovan, John F.	"
		1844.	Dolbeare, Frederick E.
	} 1839.	Day, Albert, Jr.	"
		"	Davis, Charles H.
	} 1842.	Draper, Alonzo G.	1854.
		1844.	Dunn, Patrick J.
*Dyke, Charles W.	1839.	Dugan, Daniel J.	"
Dolbeare, Caleb H.	"	Dillaway, Charles O. L.	"
Drummond, James F.	"	Devitt, Edward I.	"
Dunn, John M.	"	Dyke, Joseph F.	"
Dwelly, Charles M.	1840.	Drew, Cornelius P.	1855.
Drake, Francis S.	"	Dougherty, John A.	"
Davis, Joshua William	1841.	Devereux, John A.	"
Dyke, James H.	1842.	Davis, Richard H.	"
Davis, Joshua T.	"	Dixon, George H.	"
Dunbar, Peter A. E.	1843.	Davis, Francis A.	"
Dugan, Theodore H.	"	Davis, Joseph	"
Davis, Joshua William	1844.	Davis, George	"
Dyke, George E.	"	Dorey, Richard T.	1856.
Dunn, James C., Jr.	1845.	Dunlop, John	"

Duane, John H.	1856.	Eelles, Samuel H.	1849.
Dimond, William	"	Edwards, George O.	"
Donahoe, Florence A.*.....	1857.	Ellison, William H.	1850.
Demerritt, Charles H.	"	Eaton, William R.	"
Devereaux, Francis M.	"	Ellis, Samuel C.	"
Dennett, G. Walker	"	Elder, Leonard F.	1851.
*Eaton, John	1799.	Edlefson, William J.	1852.
Everett, Edward	{ 1804.	Eayres, William N.	1853.
	{ 1806.	Eelles, Samuel H.	1854.
*Ewer, Charles	"	Everett, William L.	"
Eustis, Joseph	1807.	Easte, George B.	"
*Ellis, Joshua	1809.	Eaton, George A.	1855.
Emmons, Nathaniel Henry ..	"	English, John F.	"
Eames, John	1819.	English, Abram T.	"
Emerson, Edward B.	1820.	Ewell, Arthur F.	1856.
Everett, John H.	1821.	Emerson, Howard D.	"
Emerson, Parker	1822.	Egan, William T.	1857.
Edmands, John Wiley	1823.	*Frothingham, Eben	1792.
*Emerson, Charles C.	"	Fenno, John ..	1793.
Emmons, Charles G.	"	Foster, Henry G.	1796.
Eaton, Ebenezer	"	Frothingham, Samuel	1800.
Ellison, William	"	Field, Joseph	1802.
*Emerson, C. C.	1824.	*Farrie, John	1805.
Everett, Oliver Capen	"	Frothingham, Nathaniel L. ..	1806.
Ellison, William	1825.	Fowle, William B.	"
*Everts, John J.	1828.	Frothingham, E. L.	1808.
Everett, Oliver Capen	"	French, Thomas	1809.
Everts, William M.	"	Farley, Frederick A.	1810.
Emmons, Samuel F.	1833.	Fox, William C.	1811
Evans, William	1834.	*Farrar, James	1815
*Emmons, Robert W.	1835.	French, Charles	"
Emerson, Jacob	"	Furness, William H.	1816
Eveleth, George F.	1836.	*Fitz, Charles	1817
Eustis, Charles M.	{ " 1839.	Fairbanks, John P.	1820.
Eaton, William O.	{ 1837.	Fessenden, Benjamin B.	"
Ellison, George W.	"	Field, Benjamin Faxon	"
Edmands, William O.	1838.	Fitch, Jeremiah G.	1821.
Eustis, Charles W.	1839.	*Furber, Edward G.	1822.
Ellison, George W.	1841.	*Fairbanks, Henry P.	"
Eveleth, Henry A. C.	1842.	Fitzpatrick, John B.	{ 1823.
Elms, James C.	"		{ 1826.
Ellis, Theodore G.	1843.	Fitz, Albert	1823.
Emery, Francis F.	1845.	Forbes, Franklin	"
Ellis, Theodore G.	1846.	Fairbanks, Samuel F.	1824.
Emerson, John L.	"	Furber, Thomas L.	"
Elwell, David A.	"	Federhen, John, Jr.	1825.
Eayres, William N.	1847.	French, Aaron D. W.	"
Eberle, Charles H.	"	Ford, Samuel D.	1827.
Eliot, Charles W.	1849.	Fahy, Patrick L.	1828.
Emerson, John Leverett	"	*Floyd, Samuel,	"
Eaton, Edward O.	"	Farlow, John S.	1829.
Endicott, William F.	"	Field, Justin.	"
		Fenno, John B.	"
		Farwell, George L.	1830.
		Fletcher, David B.	"

* Erroneously written John J. in the chronological list.

Floyd, James M. K.	1830.	Fairbanks, John R.	1853.
Fenno, John Brooks	1832.	Ford, George B.	"
Furber, George C.	"	Foss, William A.	"
Field, Franklin	1833.	Ford, Daniel Kingsbury	"
French, Benjamin V., Jr.	1834.	Felt, George W.	"
Fay, Thomas Greenleaf	"	Fisher, John E.	1854.
Fillebrown, Edward	1835.	Fowle, Seth A.	"
Fessenden, Arthur E.	1836.	Foster, Frederick E.	1855.
Fernald, Oliver J.	"	Fales, George H.	"
Fisher, W. N.	1837.	Foster, William H.	"
Francis, Daniel S.	1838.	Fenn, Henry A.	"
Frost, William E.	"	Farracy, Daniel E.	1856.
Frothingham, Edward	"	Fisher, Andrew P.	"
Frothingham, Octavius B.	1839.	Foster, Francis A.	"
Fowle, Samuel L.	"	Farnsworth, Ezra	"
French, George A.	1840.	Farrar, Oscar	"
Field, Joseph W.	"	Foster, Charles H.	1857.
Fuller, Samuel N.	"	Fenn, Horace Edward	"
Fernald, Oliver J.	1841.	Grant, Samuel	1796.
Funke, Francis J.	"	*Greene, Charles W.	1798.
French, Jonas H.	1842.	*Gale, William A.	1802.
Fairchild, William Bradford .	"	*Goodwin, Richard.	1803.
Frasher, John Edward L.	1843.	Goodwin, Ozias.	1804.
French, Thomas Edgar	"	Greene, Benjamin D.	1807.
Field, Barnum W.	"	Gore, Watson.	"
Foque, Theodore N.	1844.	Goodwin, George W.	1809.
Frothingham, S. H. S.	"	Gammell, John.	1810.
Field, George G.	"	Greene, Thomas.	1811.
*Fernald, William	1845.	Greene, Francis.	1812.
Frobisher, Joseph C.	1846.	Greene, B. H.	1816.
Fowle, James E.	"	Godbold, Gustavus A.	1817.
Fisher, Charles Ferdinand .	"	Goddard, Thomas,	{ 1818.
Freeman, Edward A.	"		{ 1819.
Frost, William R.	1847.	Galloupe, Richard.	1820.
Fiske, Bela S.	"	Goddard, Thomas A.	{ 1821.
Fisher, Isaac D.	"		{ 1824.
Finney, William F.	"	Goddard, John Powers.	1822.
French, John J.	"	Gordon, Cuthbert E.	1823.
Forrinstall, Henry M.	"	Gustine, Frederic W.	"
Fowle, William F.	1848.	Gray, Joseph H.	1824.
Frost, Henry L.	"	Gray, William.	1825.
Finney, Alonzo Chapin	1849.	Gibbens, Samuel H.	1826.
French, John James	1850.	Greenwood, John K.	"
Frost, Edwin R.	"	Goddard, Benjamin.	1827.
Fay, Sigourney W.	"	Goddard, Nathaniel.	"
Foster, John S.	"	Gooding, Samuel H.	"
Frothingham, Charles H.	"	Greene, Benjamin E.	"
Fox, Charles J.	1851.	Gould, John M.	1828.
Foley, Henry W.	"	Gray, Samuel C.	1829.
Field, Francis A.	"	Grammer, Joseph.	"
Fisher, Frederick B.	1852.	*Gore, Charles T.	1830.
*Foster, Joseph A.	"	Goodale, Samuel P.	"
Felton, John, Jr.	"	Gould, Thomas R.	1831.
Flynn, John	"	Gooch, Samuel.	1832.
Foster, Ebenezer Brewer	"	Gavett, Andrew J.	1833.
Fisher, Horace Newton	1853.	Gavett, Jonathan.	{ 1834.
Foster, John S.	"		{ 1837.

Greene, Nathan G.	1834.	Henchman, Lewis	1805.
Gooch, Joshua G.	"	Head, George Edward	1807.
Gould, James	"	*Homer, George	1808.
Gray, Edward Powers	1836.	Howland, Benjamin J.	"
Gay, George Henry	1838.	Howe, Thomas	1809.
Gavett, William L.	"	Howland, George	1811.
Gould, Benjamin A., Jr.	1840.	Hall, Andrew T.	1812.
Gaffield, Thomas, Jr.	"	*Haviland, Henry	1814.
Glidden, Charles E.	1842.	Holbrook, William	1820.
Gurney, Ephraim W.	"	Holbrook, Edward	"
Gardner, J. P.	1843.	Harris, Samuel G.	{ 1821.
Goodnow, James G.	"	Homer, George	{ 1825.
Gibbs, Amory T.	"	Hunnewell, William N.	{ " 1822.
Gray, Thomas H.	1844.	Hall, Edwin H.	1821.
Gould, Francis	"	Hammond, John.	"
Green, John J.	1845.	Hall, John Kettell.	1822.
Gibbs, Amory T.	1846.	Hyde, Solomon L.	1823.
Gavett, Joseph	"	Harris, George W.	"
Gibbens, Joseph M.	"	Howard, Charles	"
Gorely, George H.	"	*Howe, James H.	"
Gibbens, Edwin A.	"	Harris, Nathaniel.	"
Gates, Elvin Francis	"	Haskell, Thomas F.	1824.
Gray, Charles Wells.	"	Humphrey, Francis J.	{ " 1828.
Goodridge, George M.	1847.	Hall, Gustavus Vasa	1824.
Gould, T. W.	1848.	Hall, Edwin Harris	1825.
Gilbert, John G.	"	Homer, Charles	"
Greely, Charles P.	"	Homer, William W.	"
Gill, Andrew.	1850.	*Horton, David W.	"
Gage, Nathaniel E.	1851.	Hale, George	"
Gould, Charles A.	1852.	Henderson, Edwin	"
Gavett, George B., Jr.	"	Hall, John Kettell	1826.
*Gallagher, William A.	"	Hunnewell, George W.	"
Gunn, Charles H.	"	Howland, Ichabod	"
Gibson, Walter Allen	"	Homer, Thomas J.	"
Gill, Warren	"	Hartshorn, Charles	"
Goodnow, Daniel, Jr.	1853.	*Hyde, Solomon L.	"
Gay, Eben F., Jr.	"	Harris, William	"
Grueby, Edward L.	"	Hathorne, Jacob H.	"
Guardenier, William J.	"	Hart, William	"
Garrison, William L., Jr.	"	Hall, Alfred B.	"
Godbold, Charles H.	1854.	Hobart, Daniel L.	"
Gammell, Joseph F.	"	Higginson, Stephen C.	1827.
*Gray, Francis.	1855.	*Homer, Frederick L.	"
Griffin, Francis A.	"	Howe, William.	"
Green, William S.	"	Hall, Henry Hills	"
Gove, Grenville L.	"	Hastings, Samuel J.	"
Gay, George A.	1856.	Hammatt, Henry H.	1828.
Gannett, Howard	"	Hall, Henry A.	"
Green, Adolphus W.	"	Hillard, John	1829.
Garrison, Wendell P.	1857.	Hyde, Thomas T.	"
Gorman, Dennis J.	"	Hall, Francis S. Asbury.	"
Gill, Henry W., Jr.	"	Hudson, Edward H.	"
Harris, Isaac	1792.		
*Hunt, William	1793.		
Henchman, George.	1799.		

Homer, George Freeman	1829.	Hutchinson, William H.	1845.
Harrington, Theodore	1830.	Hayes, John	"
Hammatt, Alfred	"	Hobbs, John, Jr.	"
Hall, Jeremiah Fitch	"	Hale, Charles	1846.
*Hart, Henry	1831.	Howes, Samuel P.	"
Hinckley, Frederick	1832.	Harding, William P.	"
Hall, Franklin Austin	"	Haynes, Henry W.	1847.
Horsman, Frederick Augustus	"	Howe, J. A.	"
Hayward, Charles, Jr.	1833.	Hoyt, William H.	"
Hammatt, Francis A.	"	Hinds, William H. W.	"
Harris, Horatio	"	Hawes, Marcus M.	1848.
Hawkes, Matthew	"	Hall, Daniel T.	"
Harris, James	1834.	Haskell, John Henry	"
Hall, Osborne Boylston	"	Huff, Henry J.	"
*Holt, Robert G.	1835.	Hunt, Edwin O.	"
Hammatt, Samuel Parkman	"	Hubbard, James M.	1849.
Haskell, Alonzo C.	"	Hobart, Leavitt	"
Hall, Franklin A.	1836.	Hoyt, William Henry	1850.
How, Benjamin W.	"	Hubbard, Gorham E.	"
Hersey, Horatio B.	"	Harwood, Samuel A.	"
Hadaway, John T. T.	1837.	Holmes, Stephen C.	"
Humphrey, Benjamin, Jr.	"	Hazelton, Joseph T.	"
Hammatt, George F.	1838.	Hall, William K.	"
Hallett, Henry L.	"	Horton, Charles P.	1851.
Hall, Osborne Boylston	1839.	Hanson, Lysander E.	"
Hall, Thomas Bartlett	"	Hobart, Charles	"
Higginson, Charles J.	"	Herrick, William B.	"
Hancock, John T.	"	Hitchcock, Charles H.	"
Haskell, Washington L.	"	Hitchcock, Samuel W.	"
How, Hall J., Jr.	"	Harding, William F.	"
Hill, Ebenezer Andrew	"	Higginson, James J.	1852.
Hurd, William F.	1840.	Homer, Richard F.	"
Holbrook, Washington L.	"	Holbrook, Frederick Wm. D.	"
Hennessey, James	"	Haven, Charles C.	"
Holton, Joseph L.	"	*Hale, Walter W.	"
Hunkins, George W.	"	Hollis, Joseph E.	"
Hunt, George D.	"	Higgins, Patrick S.	"
Hudson, Charles H.	1841.	Harlow, Edward Dexter	"
Holbrook, Samuel F.	"	Hollingsworth, Francis R.	"
Hinckley, Frederick J.	"	Hobbs, John William	"
Hills, Thomas	1842.	Hale, Joseph A.	1853.
Haynes, John Cummings	"	Hayes, Augustus A., Jr.	"
Heard, Augustine, Jr.	1843.	Hubbard, Gorham E.	"
Hall, Elvin D.	"	Hall, Edward F.	"
Harris, Theodore	"	Hill, Junius U.	"
Holbrook, George H.	"	Hammond, James B.	"
Hale, Alexander	1844.	Hay, Samuel F.	"
Horton, Edward T.	"	Haven, George H.	"
Harris, George J.	"	Harding, William F.	1854.
Hyde, George S.	"	Harris, Charles W.	"
Hinckley, William H.	1845.	Hildreth, Reuben	"
Hovey, Charles H.	"	Hackett, Frank W.	"
Harwood, Irving J.	"	Huff, Henry A.	"
Hawes, William	"	Hearsey, William E., Jr.	"
Hale, Alfred	"	Hall, William K.	1855.
Higgins, Alexander M.	"	Hopkinson, Francis C.	"

Hubbard, James M.	1855.	Johnson, Jacob Ashton.	1846.
Harvey, John B.	"	James, George E.	1847.
Hennessey, Richard	"	Johnson, F.	1848.
Hosea, George F.	"	Jacobs, James B.	"
Hayden, Charles E.	"	Jackson, W. F. B.	1849.
Harris, Nathaniel P.	"	Jeffries, Benjamin Joy	1850.
Higgins, David M.	"	James, George B.	"
Hickey, James A.	1856.	James, Lyman	"
Hayes, Patrick S.	"	James, Nathaniel P.	1851.
Hardy, George H.	"	Jenkins, Henry S.	1852.
Hill, Converse B.	"	Johnston, Charles E.	"
Hassan, John T.	"	Jackson, John H.	1853.
Hahn, Ammi R.	"	Johnston, James M.	"
Hopkinson, John P.	1857.	Jennings, Frederick.	1854.
Hildreth, Reuben	"	Jones, Edwin R.	"
Hunting, William Augustus.	"	Johnston, Charles E.	1855.
Hall, Dexter Almy	"	Jennings, Edward A.	"
Hall, William Augustus, Jr.	"	James, Elisha F.	"
Hill, George H. B.	"	Jepson, Charles E.	"
Hobart, Henry L.	"	Jenkins, George R.	"
Hitchings, Ebenezer W.	"	Jenkins, Charles I.	1856.
Hersey, Francis C.	"	Jefferds, Josiah A.	1857.
Hovey, William A.	"	Kuhn, George H.	1806.
Hill, Edwin A.	"	*Keefe, Thomas	1815.
*Ingraham, Joseph W.	1813.	*Knowlton, Ebenezer.	1819.
*Ingersoll, Daniel Gridley	1819.	Knight, Charles C. K.	1825.
Ireland, William H.	1823.	Kurtz, John	1826.
Isburgh, Charles Henry.	{ 1842.	Kupfer, John M.	1828.
	{ 1845.	Kendall, Charles S.	"
Ingols, James E.	1849.	Kendall, John E.	"
Ireland, William C.	1856.	Kettell, Thomas.	"
Joy, John, 3d	1792.	Keating, Horace	1829.
Jenks, Samuel H.	1803.	Keith, Robert E.	1831.
Jones, Eliphalet	1811.	*Kelt, James, Jr.	1833.
Jones, Henry Hartwell.	1815.	Kurtz, Henry	"
Jones, Joseph Stevens	1822.	Keith, William W.	1834.
Jenks, Francis H.	1823.	Kettell, George P.	"
*Jackson, J.	1824.	Kneeland, Samuel, Jr.	1836.
Johnson, Edward	"	*Kelt, James, Jr.	"
Johnstone, Nathaniel P.	1825.	Kent, William H.	"
Jackson, George S.	1827.	Kettelle, William G.	1841.
Jenkins, Henry T.	1828.	Knapp, John A.	"
Jones, Caleb.	"	Knowlton, Norman William.	1842.
Jackson, George E.	1829.	Kimball, Stephen B.	1843.
Jones, James L.	"	Kimball, David P.	1845.
Jackson, George S.	1830.	Knapp, Benjamin F.	"
Johnson, Artemus N.	"	Keith, George W.	1847.
James, James, Jr.	1835.	Kent, William H.	1848.
Jenney, Charles S.	1837.	Kingsbury, Everett C.	"
Johnson, Charles C.	"	Kettelle, George Munroe.	1849.
*Jones, Joshua A.	1838.	Kelley, James H.	"
Jenkins, William L.	1840.	Kimball, David Pulsifer	1850.
Jenkins, William E.	"	Knott, Edward	"
Jenney, Francis Henry	1842.	Kent, John Hawes Bird.	"
Jenkins, William L.	1843.	Kelley, Theodore L.	"

Knights, Edwin F.	1852.	*Leeds, Lorenzo P.	1832.
Kruger, Henry, Jr.	1853.	Loud, Andrew J.	1833.
Kelley, Francis M.	"	Lincoln, James M.	"
Keany, Lawrence	1855.	Lincoln, Ezra, Jr.	1835.
Kelly, Timothy	"	*Leighton, James C.	"
Keenan, Peter J.	1856.	Lincoln, Hartwell	1836.
Kelley, Francis J.	"	Lawrence, John	1837.
Knights, Alonzo A.	"	Lovejoy, William B.	"
Knight, Daniel F.	1857.	Lovis, Francis A.	"
Kendall, Charles E.	"	Lane, Henry F.	1838.
Lewis, John	1792.	Lincoln, J. S.	1839.
Lash, Robert	"	Ladd, William G.	1840.
*Lamb, Robert	1793.	Leatherbee, William.	"
*Lewis, Joseph.	1796.	Learnard, William H., Jr.	1841.
*Leach, Samuel.	1803.	Locke, Benjamin Delmont	"
Loring, Charles Greely.	1808.	Litchfield, Charles C.	"
Learnard, William	"	Lincoln, Jerome.	"
*Libby, Jacob G. L.	1809.	Laforme, Joseph A.	1842.
Loring, Caleb G.	"	Lunt, Andrew F.	"
Leeds, Joseph	1810.	Lilley, Robert M.	"
Lewis, John	1811.	Lamson, John A.	"
*Leverett, Frederic P.	1815.	*Lane, Thaddeus C. S.	1843.
*Lincoln, Joshua R.	"	*Loring, William F.	"
Loring, E. G.	1818.	Leighton, Rufus, Jr.	"
Leavitt, David	1819.	Learnard, William Henry, Jr.	1844.
Loring, Elijah J.	1821.	Learnard, George E.	"
Lodge, Giles H.	"	Lincoln, Jerome.	1845.
*Lincoln, Jared	"	Little, George B.	"
*Leach, Andrew	"	Lincoln, Daniel P.	"
*Lyon, Joseph B.	1823.	Lovejoy, Edwin A.	1846.
Lincoln, T. O.	1824.	Lovejoy, Albert P.	"
Loring, F. C.	"	Lane, Alexander	"
*Lincoln, Henry	1825.	Lincoln, Warren P.	1847.
Lothrop, Eben W.	"	Lowell, Charles R., Jr.,	1848.
Loring, James.	"	Lincoln, Lowell	"
Lamson, T. L. B.	1826.	Leighton, John	"
*Lewis, Joseph K.	"	Lecompte, Edwin A.	"
Lane, Henry W. H.	1827.	Locke, John Henry	1849.
Loring, William W.	"	Litchfield, Allyne C.	"
Lee, Stephen D.	1828.	Lovejoy, Albert P.	"
Lavery, Francis.	"	Lynch, Daniel	1850.
Litchfield, John Quincy Adams	1829.	Langton, Samuel G.	"
Lincoln, Henry E.	"	Livermore, Horatio P.	"
Lewis, Asa.	"	Luther, Henry A.	"
Lovering, William.	1830.	Lincoln, Lowell	1851.
Lawrence, William C.	"	Lothrop, William A.	"
Leighton, George.	"	Lombard, Jacob Hall	"
Lincoln, George F. M.	"	Long, Edward A.	"
Lothrop, Charles B.	"	Locke, George L.	1852.
Loud, Andrew J.	"	Lewis, John S.	"
Lane, John F. W.	1831.	Lamb, Hiram O.	"
Lincoln, Heman	"	Lovejoy, Samuel A.	"
Lynes, Edward G.	"	Libbey, Isaiah Franklin	"
Lincoln, John L.	1832.	Long, Frederick Elliot	"

Lowell, James J.	1853.	Merrill, James C., Jr.	1838.
Lincoln, William P.	"	McCarthy, William	"
Lovejoy, George A.	"	Means, James H.	1839.
Lawler, James A.	"	Morrissey, Richard J.	"
Long, James D.	"	McIntyre, Samuel	"
Lecraw, Charles H.	1854.	Mahan, John H.	1841.
Leonard, Orville W.	"	Metcalf, Henry Brewer	"
Litchfield, Charles I.	"	Mair, William W.	1842.
Lunt, Charles H.	1855.	Marsh, Charles S.	"
Leonard, George B.	"	Macomber, John F.	1843.
Loring, Charles C.	"	Miles, Walter, Jr.	"
Langford, Wentworth K.	"	Moody, John N.	"
Lovell, Charles G.	1857.	McLaughlin, James G.	"
Martin, John	1793.	Moses, Charles H.	1844.
*Mason, Elijah	1810.	Moore, Abraham M.	"
Mecum, Charles	1811.	Manning, Benjamin S.	1845.
Mountfort, N. Buonaparte {	1813.	Marsh, Thomas C.	"
	1814.	Merriam, Charles	1846.
Meriam, Nathaniel	1815.	Minon, James	"
Mears, Granville	1821.	Merritt, George W. B.	"
*Moore, H. G. O.	1822.	Meriam, Joseph W.	1847.
*McKean, Henry S.	1823.	Marden, Frederick A.	"
Morton, William	"	Mason, George	"
*Marden, John	"	McArdle, John J.	"
Morse, George H.	1824.	Mulliken, Samuel	"
Mann, William T.	"	Manning, Benjamin S.	1848.
May, Samuel	1825.	Marshal, Caleb S.	"
Minns, George W.	"	Maynard, Edward D.	"
Munroe, Ebenezer	"	Moran, Michael	"
*Mackintosh, Stephen D.	1826.	McKay, William H.	"
Mariner, Charles	"	Mansfield, Charles W. G.	1849.
Morton, Ebenezer	1827.	*Mott, Isaac W.	"
McClennen, Caleb S.	"	Matthews, Charles W.	"
Mariner, William	"	Marvin, W. T. Rogers	1850.
Messenger, George W.	1828.	Merriam, Joseph Waite	"
May, John Joseph	"	McKay, Joseph C.	"
McDonnell, William I.	"	Minns, Thomas	"
Minns, George W.	1829.	Moorhouse, Henry P.	"
*Melville, Sylvester D.	"	McLellan, Charles W.	"
Mackintosh, James W.	"	Merriam, Waldo	1851.
Mariner, William	1830.	Mitchell, Nahum Otis	"
Mellus, Henry	"	Mills, Henry Franklin	"
Morton, Joseph F.	"	Massey, Richard L.	"
Morss, Robert	"	Merrill, John D.	"
Minot, William	1831.	Messenger, William B. A.	"
*May, Edward Augustus	1832.	McPherson, Ebenezer	1852.
Minot, Charles H.	"	McCarty, William	1853.
Morrill, Charles J.	1833.	Maghran, John J.	"
Messinger, Daniel, 3d.	"	Magoun, Herbert	"
Manning, Albert	"	Manley, Sidney	"
McFarland, William	1834.	Mahoney, Patrick A.	1854.
Morris, Philip Joseph Hayden	"	Morton, Andrew M.	"
McIntyre, Joseph	1835.	Morey, M. F. F.	"
McCleary, S. F., Jr.	1836.	Manning, John B.	"
Moore, James,	1837.	McKown, John	"

McQuaid, Henry	1854.	Nickerson, Andrew	1845.
Metcalf, Charles H.	"	Nye, Charles	1847.
Mulliken, John L.	"	Nichols, Charles K.	1848.
Messinger, Elma A.	"	Newman, Henry	1849.
Mullin, Frederick A.	"	Neibuhr, Caleb E.	"
Mayo, Alfred J.	"	Nottage, Henry B.	1851.
McConologue, C. Vincent . .	1855.	Nourse, Walter W.	1854.
Moriarty, Edward C.	"	Neal, William H.	1855.
Mudge, George W.	"	Norton, Charles W.	1856.
McNinch, Robert W.	"	Newell, James S.	"
McKown, William G.	"	Nichols, William, Jr.	"
Mann, Albert W.	"	Nichols, William H.	1857.
Mann, George F.	"	Newell, Edwin C.	"
Murphy, David W.	"	Norris, Maurice Augustus . .	"
Mitchell, Joseph	"	*Oliver, William B.	1819.
McNinch, Samuel.	1856.	Otis, Allyne	1821.
Morse, William H.	"	Oliver, Samuel Parkman . .	1825.
McField, John A.	"	*Oliver, Daniel A.	1828.
Marston, Elias H.	"	Oliver, Thomas V.	1830.
Merritt, Orlando P.	"	Otis, Barney S.	1831.
Magregor, Alexander, Jr. . .	"	Oliver, Edward B.	1835.
McQuaid, Henry	1857.	Ordway, John P.	1837.
Murphy, Edmund B.	"	Otis, James	{ 1838.
Morrison, George H.	"		{ 1841.
McCarty, William	"	Olney, George C.	1842.
McLaughlin, Francis W. . . .	"	Oliver, Leander L.	"
Mair, E. Dudley	"	Oliver, Cordis	1844.
Miller, Charles J.	"	Oliver, Leander L.	1845.
Mitchell, Robert H.	"	Osborn, Francis Augustus . .	1849.
Mullin, Frederick Howard . .	"	Osgood, Charles	1852.
Nottage, Nathaniel	1819.	O'Brien, James Edward . . .	1856.
Newell, William	1820.	Orne, Alonzo A.	1857.
Nottage, Samuel C.	1821.	Owens, Joseph	"
Noyes, Samuel A.	1825.	Parker, Isaac	1792.
Noyes, James J.	1826.	*Parker, John	1793.
Nichols, Charles H.	1828.	Parker, Samuel D.	1795.
Nichols, Charles C.	1831.	Parmenter, William	1799.
Nichols, Luther W.	"	Parkman, Francis	1804.
Noyes, James S.	1832.	*Parmenter, Samuel.	1805.
Noble, John,	"	*Parmenter, James.	1807.
Noble, John, Jr.	1835.	*Prince, Charles A.	1809.
Neibuhr, Francis A.	1836.	Palfrey, Robert J.	1811.
Nash, James W.	"	Peverelly, Anthony	1812.
Nash, Jacob F.	1837.	*Peverelly, Augustus	1814.
Nevers, Benjamin M.	1838.	*Prince, William.	"
Newcomb, Norton, Jr.	"	Prichard, William H.	1815.
Nazro, John, Jr.	1839.	*Pico, Joshua	1816.
Nelson, George H.	1840.	Palfrey, Cazneau	{ 1817.
Nichols, Jacob J.	1841.		{ 1822.
Newell, Richard A., Jr. . . .	1842.	Prince, John Tucker.	1819.
Nourse, Gilbert D.	1843.	Park, John C.	1820.
Neat, Samuel N.	"	Parker, Samuel	"
Nichols, Jacob Jones	1844.	Payson, George A.	"
Newcomb, Rufus T.	"	Patten, John D.	"
Niles, John T.	"	Patterson, A. C.	"

*Patterson, David	1820.	Perrin, David C.	1841.
Parkman, William	1821.	Pond, Joseph Adams	"
Poor, Nathaniel C.	"	Pollock, Charles	"
Phillips, James	"	Powers, Patrick Henry	"
Pitman, Joseph A.	1822.	Page, Calvin Gates	1842.
Prentiss, George B.	1823.	Pope, Benjamin	"
Paul, James	"	Peakes, Frederic W.	1843.
Patterson, Joseph W.	"	Pomeroy, H. A. G.	"
Pollard, Isaac	"	Parker, J. E. D.	"
Partridge, Joshua	1824.	Poor, Arthur H.	"
*Perkins, John S.	"	Parsons, Samuel, Jr.	1844.
Pratt, Albert G.	1825.	Pond, Joseph Adams	"
Pigott, Maurice Madison	"	Perkins, John S.	"
Patten, James	"	Page, Calvin G.	1845.
Patterson, Albert C.	"	Page, George W.	"
Patten, David	1826.	Poor, Henry F.	"
Pratt, Eleazer F.	"	Perry, Enoch W., Jr.	"
Paul, Charles	"	Pierce, Edwin R.	"
Perry, Charles T.	"	Palfrey, F. W.	1846.
Phillips, Wendell	1827.	Pearson, John F.	"
Patterson, Joseph W.	"	Pratt, Charles O.	"
Pratt, Thomas W.	"	Porter, Perez G.	"
Plimpton, John D.	"	Parker, Calvin J.	"
*Perkins, John S.	1828.	Pendleton, Edwin A.	"
Prescott, Thomas O.	"	Park, William	1847.
Priest, William E.	1829.	Perkins, John S.	1848.
*Parkman, Samuel	1830.	Place, James	"
Putnam, Edwin M.	"	Phelps, Joseph D.	"
Pratt, John C.	"	Pearson, John Fiske	1849.
Parsons, Charles W.	1831.	Perkins, William Kunhardt.	"
Pope, Micajah	"	Pollard, Samuel S.	"
Prince, Frederick O.	1832.	Pendleton, Aubrey M.	"
Pope, Edward E.	"	Prescott, Frederick A.	"
Paul, William	"	Peabody, William B. O.	"
Pitman, Joshua H.	"	Pond, George Edwin	"
Prentiss, Charles H. E.	1833.	Pierce, George H.	1850.
Pierce, James R.	1834.	Prescott, Washington L.	"
Parker, Robert A.	"	*Pope, Hubert.	"
Perkins, James M.	1835.	Park, Francis E.	"
Pitman, John H., Jr.	"	Piper, Henry A.	"
Paul, Alexander	"	Putnam, Granville B.	"
Parker, Albert	"	Parsons, Henry W.	1851.
Putnam, John Prince	"	Power, Michael F.	"
Pond, Benjamin	1836.	Prentiss, Caleb, 3d	"
Pollock, George H.	"	Porter, Alexander	"
Peabody, Owen G.	1837.	Prouty, Dwight	"
Parker, Benjamin	"	Parker, John W. R.	"
Parker, Francis	"	Pulsifer, David Hart	"
Perkins, Thomas H.	1838.	Pond, George E.	1852.
Perrin, David C.	"	Perkins, Patrick F.	"
Parker, Russell J.	"	Pierce, William F.	"
Parker, Theodore	1839.	Porter, James F.	"
Parkman, George F.	1840.	Prescott, Elisha C.	"
Parker, Jonathan L.	"	Paine, Samuel	"
Prescott, Ebenezer C.	"	Power, William A.	"

Porter, Samuel A., Jr.	1852.	Robbins, Samuel E.	1823.
Palmer, Julius A.	"	Rogers, S.	1824.
Pollard, Merrick Rice.	"	Rogers, James.	"
Pike, Daniel Gregg.	"	Riley, Patrick.	} 1828.
Putnam, Wallace A.	"		
Pierce, George H.	1853.		
Prescott, Charles J.	"	*Russell, Theodore A.	} 1824. 1825. 1828.
Page, Charles J.	"		
Plumley, J. Howard.	"	Rogers, James. ....		1824.
Parker, Charles H.	"	Reed, William.	1825.
Pond, Albert C.	"	Ross, William.	"
Pratt, John.	"	Remick, John B.	1827.
Pray, Benj. F. S.	"	Reed, Reuben A.	"
Palfrey, William W.	"	Rupp, William.	1828.
Patten, Henry L.	1854.	*Richards, George H.	"
Pierce, George W.	"	*Riley, Thomas.	"
Pope, Graham.	"	Robinson, Edward Frederick.	"
Paul, Andrew.	"	Ranney, David G.	"
Perkins, William F.	"	Ridgway, John G.	"
Perkins, Henry A.	"	Ross, George.	1829.
Pearson, Edward A.	"	Rice, Henry A.	"
Power, William A.	1855.	Ross, John.	1831.
Perkins, Joseph E.	"	Reed, Francis L.	1833.
Priest, Charles C.	"	Russell, Charles F.	"
Parsons, Henry W.	1856.	Ruthven, Alexander.	"
Parker, William W.	"	Richardson, Alpheus.	"
Pierce, Joseph N., Jr.	"	Russell, Benjamin G.	"
Porter, William J.	"	Reynolds, Grindall.	1835.
Pesteele, George H.	"	Reed, William G.	1836.
Pierce, Edward A.	"	Rice, Silas.	1837.
Pierce, Samuel S.	"	Rogers, Edward.	1838.
Pickering, Howard A.	"	Reynolds, Grindall.	"
Parker, Scollay.	1857.	Rogers, Edward H.	"
Pierce, George W.	"	Richards, Walter Davis.	1839.
Prince, John O.	"	Richardson, C. A. S.	1840.
Pool, John C.	"	Reynolds, John P.	1841.
Poole, Thomas H.	"	Ropes, William L.	1842.
Priest, John Dodd.	"	Richards, Joseph R.	"
Palmer, Edwin Andrew, Jr. .	"	Rand, Luther F.	1844.
Quincy, John W.	1825.	Rowe, William H.	"
Quigley, John J.	1856.	*Ring, Nathaniel.	1845.
Quinlan, Dennis J.	1857.	Richardson, William F.	"
*Rich, John W.	1801.	Regan, J. H.	"
Richards, Jonathan.	1808.	Richards, William W.	1846.
Ripley, Samuel.	1809.	Ross, James.	"
Ripley, Henry J.	} 1810. 1812	Russell, John W.	1847.
		Rhoades, Stephen W.	"
*Restieaux, Robert.	1819.	Ring, Nathaniel, Jr.	1848.
Robinson, John B.	1820.	Rowe, William Henry.	1849.
Ripley, Oliver W.	1821.	Rice, Calvin L.	"
Riley, James.	"	Rich, Charles E.	"
Ridgway, John W.	"	Richardson, Spencer W.	"
Robinson, William.	1822.	Romney, Charles W.	"
*Riley, John.	"	Richardson, George L.	1850.
*Ritchie, Charles.	1823.	Ritchie, John.	"

Reeves, Dexter, Jr.	1850.	Sargent, Henry	1816.
*Rotch, William	"	Soren, John J.	"
Reed, James	1851.	Sampson, Daniel	1817.
Richards, William W.	"	Shelton, Stephen	"
Ryan, John W.	"	Stevenson, G. C.	1818.
Rand, Charles A.	"	Snow, William B.	"
Russell, Stephen S. C.	"	*Stevenson, J. Thomas	1819.
Read, George	1852.	Snow, Benjamin F.	"
Richards, John Ballard	"	Shelton, Richard Y.	"
Richards, Henry Capen	1853.	Seymour, Thomas H.	"
Robbins, Edwin F.	"	Smith, Franklin	1820.
Russell, Berry	"	Spear, William	1821.
Reed, Thomas	1854.	*Simonds, Henry C.	"
Randall, Samuel H.	"	*Seaver, James N.	"
Robbins, Charles W.	"		
Rhoades, Frank W.	"	Simonds, Joseph	} 1822. 1824.
Reed, Willard H.	"	Stevenson, J. Thomas .....		1822.
Rowell, Henry A.	"	*Smith, William H.	"
Rundlett, Taylor P.	"	Simonds, Henry	"
Ritchie, John	1855.	*Smith, Frederick A.	} " 1827.
Ragan, Daniel J.	"	Shedd, George W. ....		1823.
Rice, Henry A.	"	Seaver, Horace	"
Reed, Timothy	"	Sargent, Charles	"
Reed, George	"	Smith, Frederick A.	"
Ryan, George P.	1856.	Simmons, Charles J.	"
Ridler, Charles E.	"	Sampson, Henry	"
Robbins, Charles W.	1857.	Shute, James M.	"
Richards, J. Dudley	"		
Ring, Thomas F.	"	Sanger, William P. S.	} 1826. 1823.
Redington, Robert	"	Scholfield, Isaac, Jr. ....		1826.
Richardson, William H.	"	Snelling, Edward A.	1824.
Roper, John	"	Sargent, Charles	"
*Savage, William	1792.	Stetson, Lebbeus	"
Snelling, John	"	Sturgis, William W.	1825.
*Symmes, Andrew	1793.	Smith, Samuel F.	"
*Sprague, Andrew	"	Stuart, Charles	} 1826.
Savage, James	1795.	Simonds, Henry C. ....		1825.
*Sprague, James	"	*Snelling, John	"
Sewall, George	1799.	Streeter, Leander R.	"
*Smith, William, Jr.	1803.	Sargent, John O.	1826.
Sprague, Charles	"	Sumner, Charles	"
Stodder, Jonathan	1804.	Snow, Theodore W.	"
*Sprague, Jeremiah	1807.	*Skelton, John W.	"
*Southack, Joseph G.	"	Stevenson, William, Jr.	"
*Sargent, James, Jr.	1808.	*Snelling, Ephraim	"
*Stevenson, John G.	"	Seymour, Edward	"
Snow, Caleb H.	1809.	Sherman, Amory F.	"
*Stodder, George Tyler	1810.	*Simmons, William H.	1827.
Stoddard, Joseph S.	1812.	*Seaver, Henry	"
Stacy, William R.	"	Smith, Lemuel	"
*Shelton, Thomas J.	1814.	Sargent, William L.	"
*Stodder, Samuel	"		
*Shelton, Thomas J.	1815.		
*Stodder, Robert Henry	} 1816.		

Slade, Alfred	1827.	Stacy, William W.	1844.
Snelling, Samuel O.	1828.	Shelton, George,	"
*Simmons, George F.	"	Shaw, George S.	1845.
*Spooner, Charles T.	"	Shelton, Thomas,	"
*Short, John E.	1829.	Smith, George W.	"
Sargent, George Washington	"	Stoddard, George T.	"
Smith, Amos,	"	Smith, Franklin	"
Stevenson, Benjamin P.	"	Smith, Pliny P.	"
Stewart, John	"	Starbird, Henry E.	"
Streeter, Roswell B.	"	Somes, Stephen.	"
Sprague, Matthew, Jr.	"	Scott, John S.	1846.
Starr, Thomas W.	1830.	Snow, Charles C.	"
Smith, Samuel.	"	Simpson, William E.	"
Snelling, Joseph	"	Safford, Hiram H.	"
Stevens, William B.	"	*Simonds, Thomas C.	"
Shed, Joshua R.	"	Safford, Henry G.	"
Sargent, Benjamin F.	"	Stover, George Augustus.	"
Snow, Henry A.	"	Sprague, George W.	1847.
Slack, Samuel R.	1831.	Sprague, Charles W.	"
Sherman, Frederick K.	1832.	Summer, Charles R.	"
Swift, William C.	"	Scott, Benjamin H.	"
*Simonds, Charles	1833.	Safford, George B.	1848.
Symmes, John, Jr.	"	Stimpson, William	"
*Sprague, Benjamin A.	"	Sweet, R. F.	"
Smith, Amos	1834.	Sanborn, Charles H.	"
Smith, Samuel	"	Southard, Charles Carroll	"
Sargent, Francis L.	"	Stebbins, Oliver Bliss	"
Snelling, Christopher H.	"	Swords, James	"
Stetson, Alpheus M.	"	Snow, Charles Carleton	1849.
Stewart, Silas Hobbs	"	Southard, Daniel W.	"
Slater, Andrew C.	1835.	Sargent, Samuel W.	"
Smith, William Sidney	"	Smith, James	"
Sumner, George J.	1836.	Stodder, John S.	"
Smith, Charles W.	1837.	Sparks, John A.	"
Stevens, George A.	"	Swallow, Daniel Webster	"
Saunders, Joseph	"	Seaver, Norman	1850.
Stone, Charles H.	1838.	*Simonds, Thomas C.	"
Sweetser, John,	"	Simpson, Charles H.	"
Smith, George A.	1839.	Shurtleff, Nathaniel B., Jr.	"
Smith, Franklin W.	"	Stetson, George H.	"
Shelton, Stephen	1840.	Seaver, Nathaniel, Jr.	"
Slack, Charles W.	"	Safford, George W.	"
Streeter, Wyman B.	"	Scott, Peter C.	"
Short, James	"	Shelton, Albert F.	1851.
Sivret, James	"	Savage, Edward	"
Snelling, George H.	1841.	Sargent, George H.	"
Sears, Alfred F.	"	Seaver, William J.	"
Smith, Franklin W.	1842.	Spinney, William Kempton	"
Shelton, Thomas	"	Storey, Joseph C.	"
Stearns, Augustus W.	"	Shedd, Robert T.	"
Spinney, George R.	1843.	Steele, James G.	"
Stanwood, Theodore, Jr.	"	Schouler, James	"
Smith, Henry A.	"	Shelton, Stephen A.	1852.
Scott, John S.	"	Shelton, Richard H.	"
Snow, Samuel	1844.	Seaver, Benjamin W.	"

Sylvester, Charles C.	1852.	Tuckerman, Charles	1799.
Shattuck, Samuel W.	"	*Tileston, Oliver.....	1804.
Sanborn, Edward W.	"	Tileston, Oliver C.....	1805.
Schuttee, Alexander.....	"	Tremere, John Brigdon	1806.
Stimpson, Frederick Eaton ..	"	Thayer, Gideon F.....	"
Sabine, James	"	*Todd, Frederick	1807.
Southard, Daniel Webster ..	1853.	Turner, Otis.....	1809.
Sturtevant, Henry G.....	"	Trask, Elijah	1811.
Sawyer, Charles	"	Trott, Joseph H.....	1820.
Smith, Ezra N.	"	Trott, Peter.....	1821.
Southard, George H.	"	Tilden, Henry	1822.
Storey, William H.....	"	Tinson, Otis.....	1823.
Steele, George P.	"	Thayer, Stephen H.....	{ " 1825.
Shapleigh, Charles Henry ..	"	Tilden, John	"
Sparrell, William P.	"	Tracy, Frederick U.....	"
Shaw, Henry Lyman	"	Torrey, Henry W.	"
Sprague, Joseph A.	"	Tirrell, Thomas A.	"
Stevens, George M.	"	Thayer, Thomas B.	1826.
Stanwood, Frank,	"	Trott, James F.	1827.
Sheridan, William E.	1854.	*Torrey, Samuel O.	1828.
Smith, Charles F.	"	Trull, Samuel	"
Scribner, William H.	"	Torrey, Henry W.	1829.
Shaw, William H. H.	"	Tucker, Henry	"
Shute, Joseph B.	"	Turner, Henry E.	"
Spence, Albert H.	"	Thayer, Joel F.	"
Soule, Charles C.	"	Thayer, Thomas B.	1830.
Sweet, John D.	"	Tenney, Henry B.	"
Schuttee, Edward W.....	"	Tompkins, William C.	"
Savage, Thomas	"	Tirrell, Willard	1831.
Steele, Robert, Jr.	"	Tenney, Francis V.	"
Stone, Francis F.	"	Townshend, Edward G.	1832.
Shurtleff, Nathaniel B., Jr. ..	1855.	*Torrey, Samuel Oliver	"
Simmons, Edward M.	"	Tileston, Thomas	"
Sampson, James E.	"	Tisdale, Asa	"
Stearns, Charles E.	"	Tuckerman, Edward, Jr.	1833.
Sprague, J. Albert	1856.	Tenney, Francis Vergennes .	1834.
Sprague, William H.	"	Trull, Sylvester	"
Sheridan, Ingersoll B.	"	Tower, Zealou B.	1836.
Simmons, Enoch F.	"	Tileston, James C.	"
Smith, Charles E.	"	Thomas, George H. A. T. ...	1838.
Somerby, Frank	"	Thacher, William S.	"
Stinson, Patrick J.	"	Thomas, John B.	"
Stowell, William H. H.	"	Tileston, James C.	1839.
Shanahan, Florence A.	1857.	*Tasker, George W.	"
Seymour, Robert J.	"	Tilton, Warren	1840.
Sullivan, Peter	"	*Townsend, Levi T.	"
Smith, Charles L.	"	Tead, Edward L.	"
Sullivan, Cornelius	"	*Tileston, Henry T.	1841.
Stearns, Isaac R.	"	Tasker, Lyman H.	"
Stickney, William B. C.	"	*Treadwell, J. T. B.	"
Sands, William H.	"	Townsend, George O.	1842.
Shelton, Charles William ...	"	Torrey, Joseph F.	"
Sawyer, Henry Nathan	"	Tuttle, Charles William	"
Trow, Bartholomew W.	1793.	Tasker, Ebenezer	1843.
Tuckerman, Gustavus.....	1798.		

Thayer, William W.	1843.	Vans, Horace B.	1827.
Thayer, James H.	"	*Vose, Josiah H.	1828.
Tilton, Frederick A.	"	Vannevar, Aaron B.	1833.
Tasker, Lyman Hall	1844.	Vinson, Cornelius Marchant, .	1835.
Turpin, John M.	"	Vose, Samuel D., Jr.	{ 1837.
*Tuttle, Frederick A.	1845.		{ 1840.
Thwing, Edward P.	"	Vannevar, James,	1841.
Thayer, Joseph Henry	1846.	Vose, Edward	1844.
Towne, William Parsons	"	Vialle, Charles Augustus	1853.
Tasker, Theodore,	"	Varney, William H.	"
Tenney, Alonzo C.	"	Vinton, Alfred C.	1855.
Thayer, J. H.	1847.	Varney, George H.	1856.
Thomas, Gorham	1848.	Volentine, Thomas	1857.
Thorndike, Samuel L.	"	Virgin, Samuel H.	"
Tucker, Roswell D.	"	*Warren, John Collins	1792.
Tirrell, George A.	"	*Walter, Arthur Maynard	1793.
*Trumbull, William Augustus	1849.	*Wells, Thomas	"
Taylor, Theodore A.	"	*Wild, Daniel	"
Thacker, Robert E. N.	"	White, William B.	1799.
Tileston, Francis W.	1850.	Watson, David	1801.
Thayer, John Pierpont	"	*Wild, William	1802.
Thomas, Riley D.	"	Watson, Horace Howard	1803.
Tucker, Heman	1851.	*Wild, Abraham, Jr.	1804.
Tremlett, Charles F.	"	White, Charles	"
Titcomb, George Henry	"	West, Joseph	1805.
*Trumbull, William Augustus .	1852.	Wild, Charles	"
Taylor, Thomas A.	1853.	Whitney, William	"
Tainter, Alonzo E.	"	Wright, Edmund	1807.
Tilden, Nathan F.	"	*Ward, John	1808.
Trull, George A.	"	West, Frederick	"
Tonry, P. William	1855.	*Wyman, William	"
Towne, William H.	"	Watson, John Lee	1809.
Tomlinson, George S.	"	Winchester, Stephen	1810.
Toyer, George W.	1856.	Walker, Joshua	"
Tappan, Lewis W., Jr.	"	Wild, James C.	1814.
Thayer, John H.	"	Watts, Thomas	1815.
Trout, Charles F.	"	White, Francis	1816.
Trumpler, Charles W. A. . . .	1857.	Williston, John	1817.
Underwood, W. J.	1842.	Williams, Elijah	"
Underwood, Benjamin	1843.	Weld, Daniel	1819.
Ulman, William Curtis	1851.	Withington, George R.	1820.
*Vincent, Joseph	1793.	Wheeler, William H.	"
*Vose, Henry	1803.	Wightman, William	"
Verron, Stephen B.	1804.	Williams, Henry M.	1821.
Vila, Joseph	1805.	*Wyman, William	"
Verron, Lewis	1808.	West, George	"
*Vose, Charles	1810.	*Welles, Arnold F.	1823.
Vinton, B. F.	1814.	White, David	"
Vinton, George	1816.	Wiley, William	"
Vose, Thomas B.	1818.	Winthrop, Robert Charles	1824.
Vose, Thomas Lewis	1820.	Weld, David	"
Vose, Francis E.	"	Wood, Alpheus W.	1825.
Veazie, William E.	1825.	Welch, Henry H.	"
Vose, Edward Alexander	1826.		

Wilkinson, David	1825.	Willard, Z. Adams	1841.
Woodward, Nathaniel, Jr.	"	Whipple, Uriah C.	"
Wheeler, George W.	"	Wyman, Powell T.	"
Wheeler, James L.	"	Williams, Arthur	1842.
Wright, Jonathan	1826.	White, G. W.	"
Wakefield, James	"	Wheelock, Joseph H.	"
Whitney, George H.	"	Whitmore, Charles John	1844.
*Williams, Thomas	"	Woodman, Charles C.	"
*Wilder, John N.	"	Wheeler, Andrew	"
Woodberry, Henry	"	Williams, Frederick D.	1845.
Williams, George F.	1827.	Wheelwright, Joel P.	"
Woodward, Frederick R.	"	Wyman, Abraham G., Jr.	"
Woodward, Elisha G.	"	Warner, H. J.	1846.
Wells, Francis P.	"	Ware, L. G.	"
Wade, Joseph F.	"	Withington, George S.	"
Wiley, William	1828.	Wood, William H.	"
Wellington, Heliodorus	"	Williams, William B.	1847.
Woodberry, Jacob T.	"	Whitmore, William H.	"
Ward, James W.	"	Whiton, James M., Jr.	1848.
Williams, Henry, Jr.	"	Wilson, Henry W.	"
Welch, Charles A.	1829.	Wilson, John, Jr.	"
Wright, Isaac Hull	"	Warren, Joseph A. C.	"
Williams, George Frederic	"	Worcester, John	1849.
*White, Ferdinand E., Jr.	1830.	Wass, Anson D.	"
Wheelwright, Alfred	"	Wyman, Charles F.	"
Ware, Samuel C.	"	Waitt, William H.	"
Weld, Moses W.	"	Willard, Joseph, Jr.	1850.
Wade, Joseph F.	1831.	Wilson, Richard M.	"
Woodman, James,	"	Waitt, John W.	"
Wheelwright, W. H.	"	Walker, Marcellus	"
Woodberry, Jacob Thorndike	1832.	Walker, Henry	1851.
Wiley, John	"	Williams, William B.	"
Wheelwright, Joseph W.	"	Wilson, Henry W.	"
Williams, Henry, Jr.	1833.	Wheelock, George G.	"
Williams, Francis S.	"	Wyman, James D.	"
Wright, James, Jr.	"	White, Christopher H.	"
Washburn, Edward A.	1834.	Wills, Henry Franklin	"
Whitney, Benjamin W.	"	Whiting, Irving O.	"
*Waldock, George William	"	Williams, Nicholas M.	"
*Wadleigh, James H.	"	Wilder, Daniel W.	1852.
Washburn, Alexander C.	1835.	Weld, Richard H.	"
Watson, Thomas A.	1837.	Wyman, Charles F.	"
Waldock, James	"	Wightman, Joseph C.	"
Wiswell, Alpheus	"	Wilkins, Charles W.	"
Wadleigh, Edwin A.	"	Wiggin, Joseph A.	"
White, Francis H.	"	*Williams, Edward Lowell	"
Warren, Frederic	1838.	Wood, William Converse	"
Whorf, Sylvanus H.	"	Whitemore, George	1853.
Willard, Z. Adams	"	Waterman, Charles D.	"
Wheelwright, Henry B.	1839.	Williams, Lewis W.	"
Watson, Thomas A.	1840.	Whittier, John M.	"
Williams, Francis J.	"	Wyman, James D.	1854.
Ware, Loammi G.	"	Wrightington, Charles W.	"

Wightman, Henry M.	1854.	Wrightington, Charles W. ...	1857.
Worcester, George S.	"	Warden, William L.	"
Wilson, William Forbes	1855.	Wise, William R.	"
Wheeler, Charles W.	"	Wilder, Edward F.	"
Weld, Samuel B.	"	Wiswell, William D.	"
Wilson, Charles E.	"	Waite, Isaac P.	"
Woodbury, William R.	"	Walker, Cornelius, Jr.	"
Washburn, William	"	*Young, Alexander	1815.
White, Henry B.	"	Young, Richard S.	{ 1824.
Warren, George Willis	1856.		{ 1825.
Wilkinson, Arthur, Jr.	"	Young, William	"
Wheelock, George E.	"	Young, Edward J.	1844.
Wright, George C.	"	Youlen, A. L.	1849.
Whitcomb, Franklin D.	"	York, George H.	1855.
Wiley, Emory W.	"	Young, George B.	1856.
Wilson, Harlan P.	"	Young, Thomas H.	1857.
Watson, Thomas	"	Zigomala, John Copeland. ...	1829.
Wright, James Edward	1857.	Zane, William C.	1851.

CITY MEDALS.



No. 1.



No. 2.



No. 3.



No. 4.

THE CITY MEDAL.

THIS Medal was instituted in 1821, by a vote of the School Committee. It is awarded only to females in the Grammar Schools. It is simply an extension of the plan of the Franklin Medal, under another name, to the schools for girls. The same rules govern the distribution of both, and they are of the same intrinsic value. Both were formerly bestowed for the "encouragement of scholarship" alone. More recently meritorious deportment as well as scholarship has been made a condition necessary to entitle a pupil to a medal. For a number of years there has been some difference of opinion among the members of the School Committee as to the utility of such a prize as the City Medal. In 1847, a Committee was appointed, consisting of Geo. B. Emerson, N. C. Betton, and E. G. Loring, to examine into and report on the whole system of medals in our Grammar Schools. This Committee in their report took strong ground against emulation as a motive in education, and recommended the discontinuance of both the Franklin and City Medals. After a discussion of the subject at length, it was voted to abolish the City Medal and the School Festival in Faneuil Hall. No City Medals were awarded in 1847. The Committee appointed in that year to make the annual examination of the Writing Department of the Grammar Schools, of which Joseph M. Wightman was Chairman, urged very strongly the restoration of the City Medal. In 1848, another Committee was appointed, consisting of Joseph M. Wightman, Sebastian Streeter and Edward Wigglesworth, to report again on the subject of Medals and prizes in the Grammar Schools. This Committee, in an

extended report, argued strenuously in favor of a judicious use of the principle of emulation in schools, and on their recommendation, the City Medal and the School Festival were restored. The medals are awarded according to the results of the examination by the Committee, in connection with the merit roll of conduct and scholarship kept by the master during the year.

It is believed that such a prize as the City Medal is neither absolutely good nor absolutely bad in itself. Its good or bad effects depend upon the principles on which it is distributed, and the degree of justice exercised in keeping the record of merit and in conducting the examinations. It is not regarded as a reward, but as an expression of approbation for a meritorious performance of duty. When so administered as to inspire a love of excellence rather than a love of excelling, it must, on the whole, be salutary in its operation. This is what is aimed at, and probably under the guidance of the enlightened views which now prevail on this subject, it is generally accomplished.

The first medal was engraved, and in the shape of a hexagon. The cuts numbered 1 and 2 represent a fac-simile of the first design as struck for a die. This is almost identical with the original design, with the exception of a slight alteration in the style of lettering. Cuts numbered 3 and 4 exhibit the design of the present medal, the reverse being precisely like that of the present Franklin Medal.

CITY MEDAL SCHOLARS.

CHRONOLOGICALLY ARRANGED.

1821.

Julia F. Bidel	<i>Adams.</i>	Sarah C. Butler	<i>Eliot.</i>
Charlotte A. Fosdick	"	Lydia Ann B. Clough	"
Ann E. Gibbens	"	Celinda S. Jones	"
Ruth E. Gridley	"	Eliza Ann Lambert	"
Lucy Smith	"	Rachel H. Ripley	"
Jane Wright	"	Eliza Sargent	"
Rachel Bates	<i>Boylston.</i>	Mary C. Wild	"
Eliza H. Galloope	"	Caroline Darrow	<i>Hancock.</i>
Abigail Norcross	"	Catharina Hart	"
Elizabeth Norcross	"	Mary A. Kimball	"
C. B. Prentiss	"	Caroline A. Lerow	"
Eliza Seaver	"	Sarah C. B. Rogers	"
Eveline Carroll	<i>Derne Street.</i>	Elizabeth A. Tucker	"
Antriss Damon	"	Emeline Coolidge	<i>Adams.</i>
Hannah R. Homer	"	Charlotte Davenport	"
Mary R. Homer	"	Catharine M. P. Lewis	"
Elizabeth Leighton	"	Susan Lincoln	"
Lydia Redfern	"	Elizabeth Ross	"
Ann C. Craft	<i>Eliot.</i>	Laura Stevens	"
Prudence C. Delano	"	Mary S. Barker	<i>Franklin.</i>
Thaolin Hartwell	"	Mary Cutler	"
Grace G. Hathorne	"	Nancy P. Hartshorn	"
Mary E. Knowlton	"	Mary Ann Kurtz	"
Sarah E. Stevenson	"	Louisa Nourse	"
Catharina Adams	<i>Franklin.</i>	Sarah Thayer	"
Rebecca C. Ayling	"	Caroline Bates	<i>Boylston.</i>
Mary R. Blake	"	Bridget Dunn	"
Eliza Curtis	"	Emma R. W. Gerry	"
Mary J. Hobart	"	Mary Ann Gerry	"
Betsey Loring	"	Cornelia Norton	"
Caroline R. Bisbee	<i>Mayhew.</i>	Elizabeth Sessions	"
Mary Hadley	"	Martha J. Fish	<i>Mayhew.</i>
Jerusha J. Holt	"	Elizabeth S. Foster	"
Mary B. Holt	"	Rebekah Hadley	"
Phebe W. Mallon	"	Emeline S. Holt	"
Eliza A. Vinton	"	Abigail Loud	"
Sarah L. Hudson	<i>South Boston.</i>	Abigail B. Orcutt	"
		Pamela Ames	<i>Derne Street.</i>
		Margaret Ann Capen	"
		Caroline Follum	"
		Affa M. Gray	"
		Mary T. Perkins	"
		Adeline Quincy	"

1823.

School of Mutual Instruction.

Eleanor A. T. Fitzpatric	"
Mary E. Larkin	"
Susan Ross	"

School at South Boston.

Elizabeth T. Jones	"
Mary N. Hayden	"

1825.

Deborah Cutler *Franklin.*
 Antoinette Fairbanks "
 Mary W. Hale "
 Rebecca A. Mann "
 Lydia Towne "
 Helen E. Vans "
 Sarah L. Drew *Adams.*
 Catharine W. Gridley "
 Jeanette Howard "
 Elizabeth Murphy "
 Elizabeth Ross "
 Sarah A. M. Shaw "
 Eliza Hall *Mayhew.*
 Mary Hall "
 Sarah T. Hawkes "
 Mary Ann Ridgway "
 Margaret Ann Barnes "
 Hannah Meriam "
 Elizabeth Field *Boylston.*
 E. A. T. Fitzpatric "
 Emma R. W. Gerry "
 Philomelia Hunt "
 Mary P. Murphy "
 Lucy C. Smith "
 Lucy C. Allen *Bowdoin.*
 Sarah Blaney "
 Caroline M. Dyer "
 Elizabeth L. Edwards "
 Emily N. Gray "
 Mary S. Stoddard "
 Mary D. Foster *Eliot.*
 Mary J. Hammatt "
 Susan R. Lash "
 Nancy G. Lewis "
 Hellen Maria Wilder "
 Mary Ann Willis "
 Sarah A. Barry *Hancock.*
 Mary F. Bates "
 Sarah W. Loring "
 Emily Read "
 Maria A. Sweet "
 Elizabeth Williams "
 Laura F. Phinney *Hawes, S. B.*
 Sarah A. Kent "

1826.

Elizabeth Forbes *Mayhew.*
 Julia Ann Forbes "
 Susan H. Foster "
 Mary Jennings "
 Adeline Meriam "
 Emeline Slade "

Elmira Adams *Adams.*
 Mary A. Crocker "
 Emily A. Dorr "
 Mary A. Gibson "
 Nancy C. Iverson "
 Anna H. Whitwell "
 Eliza A. Allen *Boylston.*
 Elizabeth Cain "
 Augusta Field "
 Matilda A. Gerry "
 Sarah Smallidge "
 Angelia Newmarch "
 Almira Andrews *Hancock.*
 Louisa Grosvenor "
 Adeline Howe "
 Sophronia M. Oakes "
 Abigail Sargent "
 Adeline Veazie "
 Henrietta Adams *Bowdoin.*
 Nancy Bryant "
 Elizabeth F. Coolidge "
 Rebecca Souther "
 Elizabeth E. Vose "
 Henrietta F. Wallis "
 Rebecca L. Butler *Eliot.*
 Elizabeth G. Butrick "
 Susan Ann Cummings "
 Frances Fox "
 Susannah Holliday "
 Mary Ann Stevens "
 Ann Brown *Franklin.*
 Mary A. Churchill "
 Sarah Emmons "
 Rebecca P. Goodale "
 Mary Harmon "
 Charlotte Willet "
 Mary P. Flinn *South Boston.*
 Susan F. Bent "

1827.

Kezia Baxter *Eliot.*
 Elizabeth F. Hayden "
 Sarah C. Horton "
 Hester L. Jones "
 Sarah A. Porter "
 Catharine C. Wilder "
 Sarah A. Coburn *Hancock.*
 Almira Homer "
 Sarah A. House "
 Caroline M. Hutchinson "
 Esther B. Parsons "
 Susan G. Shute "
 Lydia H. Drew *Mayhew.*
 Elizabeth B. Hawks "

Mary W. Hobart	<i>Mayhew.</i>	Matilda Oliver	<i>Boylston.</i>
Aroline A. Saunders	"	Sarah T. Thaxter	"
Eliza W. Smith	"	Mary Allen	<i>Adams.</i>
Elizabeth C. Woodman	"	Harriet Appleton	"
Frances F. Allen	<i>Bowdoin.</i>	Helen M. Fuller	"
Mary A. Dwight	"	Betsey Haven	"
Mary A. Lewis	"	Elizabeth Howard	"
Betsey Simonds	"	Jane F. Nichols	"
Mary A. Whitney	"	Eunice H. Howe	<i>Bowdoin.</i>
Jane F. Wiggin	"	Chastine Lincoln	"
Almira C. Bowker	<i>Adams.</i>	Eliza Robinson	"
Sarah T. Farmer	"	Caroline M. Tracy	"
Elizabeth M. Felton	"	Cynthia A. Williams	"
Sarah Nichols	"	Miranda Williams	"
Amelia J. Pine	"	Deborah F. Chickering . . .	<i>Franklin.</i>
Jane R. Rupp	"	Lucretia Clapp	"
Lois L. Brown	<i>Boylston.</i>	Abba A. Curtis	"
Clarissa A. Cushing	"	Elizabeth Goodridge	"
Susan W. Hunt	"	Clara Melville	"
Susan A. S. Kingman	"	Hannah S. Tirrell	"
Emmeline C. Larkin	"	Nancy Brooks	<i>Hawes.</i>
Hannah E. Merrill	"	Mary A. Goodale	"
Sarah A. Austin	<i>Franklin.</i>	Elizabeth A. Hammond	"
Rebecca P. Barry	"	Maria P. Johnston	"
Sarah Child	"		
Rhoda Fessenden	"		
Mehitabel S. Lord	"		
Morgiana C. F. Thayer	"		
Louisa Emerson	<i>Hawes.</i>		
Esther S. Brooks	"		

1 8 2 8 .

1 8 2 9 .

Eliza M. Badger	<i>Eliot.</i>	Mary H. B. Badger	<i>Eliot.</i>
Mary A. Green	"	Hannah Cox	"
Eliza W. Lothrop	"	Matilda Chandler	"
Sarah Moore	"	Amanda S. Forbes	"
Abigail Sargent	"	Hannah F. Forbes	"
Harriet Sargent	"	Sarah N. Snelling	"
Rebecca S. Barry	<i>Hancock.</i>	Sarah A. Carter	<i>Hancock.</i>
Martha C. Betteley	"	Eliza A. Farrar	"
Augusta M. Hebard	"	Sarah A. Hart	"
Eliza A. Loring	"	Mary A. Pierce	"
Mary A. Mackintosh	"	Mary A. Russell	"
Rebecca Tirrell	"	Catharine B. Stetson	"
Abigail H. Barnes	<i>Mayhew.</i>	Sarah Forbes	<i>Mayhew.</i>
Eliza A. Boles	"	Lydia Gould	"
Mary A. E. Cushing	"	Ann J. Hersey	"
Eliza S. Fuller	"	Sarah S. Pratt	"
Mary Masters	"	Mary Williams	"
Sarah H. Smith	"	Hannah M. Woodward	"
Sarah A. Sargent	<i>Boylston.</i>	Frances A. Beals	<i>Adams.</i>
Helen M. Billings	"	Maria A. Beals	"
Emily Classen	"	Jane J. A. Jones	"
Sarah E. Hyde	"	Catharine Kurtz	"
		Elizabeth Minot	"
		Louisa Rhodes	"
		Caroline C. Bates	<i>Boylston.</i>
		Emily Butler	"
		Esther J. Coburn	"
		Ann T. Madigan	"

Susan Willis *Boylston.*
 Harriet Winsor..... " "
 Orient T. Humphrey..... *Bowdoin.*
 Elizabeth B. Lincoln..... " "
 Elizabeth L. Manning..... " "
 Mary A. Murdock..... " "
 Lucy T. Pierce..... " "
 Ann R. Reed..... " "
 Helen A. Dorr..... *Franklin.*
 Harriet N. Harmon..... " "
 Margaret Mann..... " "
 Elizabeth T. Newhall..... " "
 Abigail Spear..... " "
 Mary A. Stevens..... " "
 Lydia Fairbanks..... *Hawes.*
 Lucy A. Flinn..... " "
 Sarah P. Johnston..... " "
 Sarah P. Sprague..... " "

1830.

Frances E. Bancroft..... *Bowdoin.*
 Frances H. Barnard..... " "
 Sarah E. Benson..... " "
 Harriet K. Bayley..... " "
 Elizabeth Chamberlin..... " "
 Sarah F. Griggs..... " "
 Harriet L. Gibbens..... " "
 Margaret V. Hathaway..... " "
 Harriet Hastings..... " "
 Louisa Lewis..... " "
 Rebecca M. Manning..... " "
 Josephine W. Shipley..... " "
 Angelina A. Brigham..... *Hancock.*
 Ellen M. Child..... " "
 Roby W. Horton..... " "
 Maria Jenkins..... " "
 Charlotte Jones..... " "
 Sarah A. Kiley..... " "
 Catharine J. Robinson..... " "
 Elizabeth Sargent..... " "
 Sarah E. White..... " "
 Hannah J. Woodman..... " "
 Lucy Wetherbee..... " "
 Hannah C. Woodman..... " "
 Ann Bacon..... *Franklin.*
 Rebecca T. Briggs..... " "
 Helen Cormerais..... " "
 Ellen O. Eaton..... " "
 Adeliza Fessenden..... " "
 Adeline Hastings..... " "
 Mary C. Jackson..... " "
 Harriet J. Josselyn..... " "
 Eliza R. C. Lord..... " "
 Mary J. Mills..... " "

Mary W. Tupper..... *Franklin.*
 Mary A. Vans..... " "
 Susan Cole..... *Hawes.*
 Mary L. Hammond..... " "
 Jane R. Rice..... " "
 Sarah Jane Wright..... " "

1836.

Mary E. Butterfield..... *Hancock.*
 Charlotte E. V. Cutler..... " "
 Eliza S. Davis..... " "
 Frances M. L. Decker..... " "
 Martha H. Moore..... " "
 Mary A. Rice..... " "
 Martha E. Clarke..... *Bowdoin.*
 Ellen M. Coolidge..... " "
 Carolina A. Humphrey..... " "
 Rebecca M. March..... " "
 Mary L. White..... " "
 Martha E. Whitney..... " "
 Elizabeth Bowker..... *Boylston.*
 Mary E. Cotton..... " "
 Catharine M. E. Richardson.. " "
 Elizabeth C. Clark..... *Adams.*
 Mary A. Coolidge..... " "
 Mary E. Stone..... " "
 Mary A. Field..... *Franklin.*
 Elizabeth Mann..... " "
 Martha E. Towne..... " "
 Ellen M. Hall..... *Wells.*
 Mary Jane Pomeroy..... " "
 Mary E. Barnes..... " "
 Julia M. Baxter..... *Hawes.*
 Abby P. Bedlington..... " "
 Lucinda H. Pope..... " "

1837.

Almena C. Cheever..... *Johnson.*
 Mary L. Crymble..... " "
 Emeline M. Emmons..... " "
 Martha H. Ireland..... " "
 Eliza W. Keith..... " "
 Sarah L. Stimson..... " "
 Charlotte A. Belcher..... *Bowdoin.*
 Harriet Blaney..... " "
 Mary T. Bradford..... " "
 Ellen Hartshorn..... " "
 Harriet Perrin..... " "
 Abigail D. Pike..... " "
 Sarah Gould..... *Hancock.*
 Henrietta L. Pierce..... " "
 Caroline W. Snelling..... " "
 Eliza A. Torrey..... " "

Helen M. Vannever	<i>Hancock.</i>	Maria J. Bryant	<i>Hawes.</i>
Ann M. Wight	"	Susan C. Fernald	"
Susan S. Austin	<i>Franklin.</i>		
Maria R. Ayling	"		
Betsey B. Miller	"		
S. E. Augustus	<i>Wells.</i>		
Charlotte A. Chaffee	"		
Serena C. Clapp	"		
Mary H. Bedlington	<i>Hawes.</i>		
Martha A. Sprague	"		
Sarah J. M. Brabner	"		
Eliza P. Smith	<i>Boylston.</i>		
Eliza A. Nevers	"		
Mary A. Cushing	"		
Phebe D. Turner	<i>Adams.</i>		
Lydia Y. Dyer	"		
Frances E. Sprague	"		
Eliza M. Bates	<i>Lyman.</i>		

1838.

Margaret Dyle	<i>Johnson.</i>		
Mary Green Hunt	"		
Rebecca Jane Kurtz	"		
Harriet F. Martin	"		
Lydia E. C. Morse	"		
Mary Hall Stodder	"		
Mary F. Horton	<i>Bowdoin.</i>		
Helen Leavitt	"		
Elizabeth McIntire	"		
Matilda Russell	"		
Martha West	"		
Caroline B. Williams	"		
Caroline F. Houseley	<i>Wells.</i>		
Harriet A. Lewis	"		
Lucy A. Bazin	"		
Sarah F. Prince	<i>Adams.</i>		
Julia A. Sprague	"		
Sarah E. Tead	"		
Martha R. Oakes	<i>Hancock.</i>		
Mary U. Parsons	"		
Margaret C. Smith	"		
Catharine A. B. Shed	"		
Caroline A. Stockwell	"		
Frances E. Wilkins	"		
Augusta Stevenson Owen	<i>Boylston.</i>		
Susan Deborah Burgess	"		
Mary Ann McMellen	"		
Emeline A. Pierce	<i>Lyman.</i>		
Abigail F. Ward	"		
Harriet E. Sweetser	<i>Franklin.</i>		
Ann E. Bullard	"		
Cecilia Louisa Gale	"		
Charlotte A. Amee	<i>Hawes.</i>		

1839.

Clarissa A. Baker	<i>Hancock.</i>
Sarah E. Lilley	"
Rebecca S. Lewis	"
Harriet Reed	"
Eliza S. Stevens	"
Ann M. Stevens	"
Mary Eliza Fay	<i>Johnson.</i>
Elizabeth N. Gates	"
Susan G. Hannam	"
Ann Hills	"
Eliza A. Nazro	"
Eliza F. Withington	"
Eliza C. Jenkins	<i>Hawes.</i>
Mandana M. Whittemore	"
Jessamina S. Nelson	"
Caroline French	<i>Boylston.</i>
Lucy Livinia Gaffield	"
Julia Louisa Hyde	"
Caroline M. Clough	<i>Adams.</i>
Naomi Waldo	"
Mary E. Wilcutt	"
Sarah C. Blaney	<i>Bowdoin.</i>
Sarah H. Emerson	"
Harriet French	"
Hannah H. Stadley	"
Elizabeth Hewins	"
Margaret E. Simmons	"
Isabella M. Hutchinson	<i>Wells.</i>
Sarah E. Pitts	"
Augusta Sanderson	"
Abigail E. Baldwin	<i>Franklin.</i>
Sybel Tirrell	"
Roxanna Hatch	"

1840.

Angeline Boles	<i>Hancock.</i>
Sarah E. Butts	"
Hannah A. Coller	"
Hannah E. Coolidge	"
Harriet N. Decker	"
Mary E. Marden	"
Martha K. Baldwin	<i>Johnson.</i>
Bethiah G. Dyer	"
Henrietta S. T. Eustis	"
Elizabeth M. Preston	"
Lucy J. Towne	"
Mary A. Tucker	"

Ann E. Blanchard *Wells.*
 Sarah A. Cushing "
 Mary Dana "
 Frances E. Austin *Franklin.*
 Catharine H. W. Emmons "
 Elizabeth B. Vose "
 Ann T. Bazin *Bowdoin.*
 Amanda M. Fuller "
 Catharine Lincoln "
 Lucia Proctor "
 Charlotte E. Wheelwright "
 Susan H. Whitwell "
 Hannah E. Brooks *Hawes.*
 Louisa B. Clark "
 Sarah F. Goodridge "
 Mary E. Beck *Adams.*
 Mary J. Smith "
 Constantia Prince "
 Ann Richardson Bruce *Boylston.*
 Sarah Cleverly French "
 Ellen Elizabeth Harrington .. "
 Eliza Brintnall *Lyman.*

1841.

Sarah W. I. Copeland *Hancock.*
 Lucy M. Chester "
 Harriet S. Little "
 Catharine V. H. Oakes "
 Angelina A. Reed "
 Caroline A. Rogers "
 Julia A. Orr *Winthrop.*
 Clarissa Stone "
 Sally W. Reed "
 Emeline French *Bowdoin.*
 Frances T. Holland "
 Cecilia A. Lancey "
 Mary E. Nash "
 Mary D. Nichols "
 Olive E. Reynolds "
 Abby F. Goodrich *Wells.*
 Helen A. Haseltine "
 Sarah A. Pollock "
 Maria E. Coverly *Franklin.*
 Lucy P. Fernald "
 Caroline A. Green "
 Hannah F. Buel *Johnson.*
 Sarah L. Dexter "
 Adaline Parker "
 Mary M. Pyncheon "
 Caroline Smith "
 Frances A. Tyler "
 Maria P. Colesworthy *Endicott.*
 Elizabeth W. Newmarch "
 Sarah Robinson "

Caroline M. Burnham *Hawes.*
 Harriet H. Burgess "
 Joanna W. Davis "
 *New branch of Hawes.*
 Rebecca Atwood Chipman ... "
 Elizabeth Eaton "
 Elizabeth McCarthy "
 Adeline Farnum Pierce "
 M. A. Bettis *Boylston.*
 M. French "
 S. Loring "
 Mary A. Turner *Lyman.*

1842.

Sarah W. Tate *Winthrop.*
 Mary Ross "
 Maria S. Dolbeare "
 Nancy Porter Walton *Mather.*
 Sarah Agnes Loring "
 Elizabeth Brown "
 Sarah D. Gore *Boylston.*
 Ann E. Sinclair "
 Susan W. French "
 Maria H. Manning *Hawes.*
 Elizabeth B. Reynolds "
 Mary D. Hobbs "
 Isabella Reed *Lyman.*
 S. Delia Hamblet *Endicott.*
 Elizabeth B. Stearns "
 Frances C. Sherman "
 Sarah O. Sawyer *Wells.*
 Mary S. Carter "
 Harriet Bullard "
 Frances C. Learnard *Hancock.*
 Sarah B. Mackintosh "
 Martha A. Palmer "
 Ann M. Reed "
 Anna M. Snelling "
 Eliza A. Stockwell "
 Mary M. Dingley *Franklin.*
 Mary J. Leach "
 Caroline H. Pitts "
 Mary J. Danforth *Johnson.*
 Frances M. Fuller "
 Harriet Martin "
 Sarah B. Patten "
 Mary F. Taggard "
 Caroline G. Woodman "
 Mary G. Crombie *Bowdoin.*
 Adeline C. Dinsmore "
 Harriet Hawes "
 Martha J. Loring "
 Louisa S. Mason "
 Martha W. Reed "

1843.

Ann E. Armstrong *Hancock.*
 Lucy D. Baker "
 Sarah A. Godbold "
 Helen M. Johnson "
 Caroline M. Keith "
 Emily P. Pratt "
 Julia M. Wiggin "
 Mary F. Blodgett *Franklin.*
 Mary Faxon "
 Sarah E. Mansir "
 Hannah S. Parmele "
 Martha C. Davis *Johnson.*
 Elizabeth E. Farnsworth "
 Louisa C. Haywood "
 Susannah Kurtz "
 Hannah W. Lane "
 Eliza W. Taggard "
 Eunice Hale Cobb *Lyman.*
 Adeline Bruerton *Wells.*
 Mary N. Gardner "
 Ann E. Withington "
 Sarah J. Bell *Endicott.*
 Almira J. Keith "
 Hannah W. Kendall "
 Matilda Eunice Pierce *Mather.*
 Catharine Maria Tyler "
 Catharine Cecilia Wheeler "
 Harriet L. Brown *Bowdoin.*
 Harriet L. Coolidge "
 Ann P. Hall "
 Mary E. Henry "
 Lucy D. Norton "
 Elizabeth P. Snow "
 Mary Caroline Hill *Boylston.*
 Louisa Bangs "
 Maria Crosby "
 Mary G. Morrill *Hawes.*
 Mary P. Bartlett "
 Sarah E. Wilde "
 Mary S. Smith *Winthrop.*
 Sarah A. Turner "
 Hannah Weatherbee "

1844.

Mary S. Blake *Hancock.*
 Hannah M. Coolidge "
 Abby S. Harrod "
 Maria L. Stockwell "
 Sarah E. Trull "
 Lavinia A. Winn "
 Susan H. Homer *Bowdoin.*
 Harriet A. Hubbard "

Elizabeth B. Mitchell *Bowdoin.*
 Sarah A. Rand "
 Eveline A. Ross "
 Mary R. Sewall "
 Sarah E. Barnard "
 Abby F. Titcomb *Boylston.*
 Hannah A. Lawrence "
 Harriet L. Hobbs "
 Lucy A. Wiggin *Endicott.*
 Harriet M. Spence "
 Georgianna V. Woodward "
 Mary E. Gore *Wells.*
 Sarah S. French "
 Anna M. Lane "
 Abba L. Bacon *Johnson.*
 Susan J. Farnsworth "
 Elizabeth S. Gibbens "
 Mary E. Haley "
 Harriet Holden "
 Susan B. Marble "
 Agnes M. A. Andrews *Franklin.*
 Roxanna M. Clark "
 Martha P. Parmelee "
 Julia A. Pillsbury "
 Abby K. Sweetser "
 Mary E. Chadwick *Hawes.*
 Mary H. Farnham "
 Sarah E. Manning "
 Joanna U. Tyler *Mather.*
 Margaret Russell "
 Mary E. Goodhue "
 Maria L. Bridge *Winthrop.*
 Mary Ann A. Sprague "
 Rebecca Ann Wilcutt "
 Mary A. Lovejoy *Lyman.*

1845.

Martha J. Blodgett *Franklin.*
 Harriet M. Faxon "
 Esther Hewins "
 Louisa M. McFarland "
 Elizabeth Merritt "
 Ann C. Rogers "
 Sarah L. Breed *Johnson.*
 Emily E. Knott "
 Maria N. Mills "
 Calista Noyes "
 Lydia E. Randall "
 Hannah S. Tewksbury "
 Sarah Smith Dunham *Mather.*
 Susan Ann McCarthy "
 Alice Cooper "
 Elmira W. Damon *Endicott.*
 Mary E. Robbins "

Eliza A. Wiggin.....	<i>Endicott.</i>	Priscilla Snelling.....	<i>Hancock.</i>
Catharine E. Frost.....	<i>Bowdoin.</i>	Sarah E. Swallow.....	"
Abigail Hawes.....	"	Mary F. Holt.....	<i>Mather.</i>
Ann E. P. Henschman.....	"	Caroline Southard.....	"
Nancy S. Knowlton.....	"	Mary E. Howe.....	"
Helen M. Robertson.....	"	Georgetta Reid.....	<i>Lyman.</i>
Elizabeth G. Underhill.....	"	Mary E. Giddings.....	"
Rhoda Rogers.....	<i>Winthrop.</i>	Mary Pratt.....	"
Pamela P. Thompson.....	"	Mary P. Bowers.....	<i>Wells.</i>
Elizabeth M. Bosworth.....	"	Elizabeth M. Lothrop.....	"
Harriet M. Cutter.....	<i>Hancock.</i>	D. L. Marshall.....	"
Mary A. Earle.....	"	Angeline S. Oakes.....	"
Georgiana K. Harding.....	"	Adeline Pike.....	"
Harriet J. N. Harding.....	"	Martha E. Plummer.....	"
Julia A. Olney.....	"	Mary Georgianna Hillman.....	<i>Otis.</i>
Louisa C. Palmer.....	"	Elizabeth Swords.....	"
E. A. Corthell.....	<i>Wells.</i>	Mary E. Cushing.....	<i>Endicott.</i>
M. E. Corthell.....	"	Phoebe S. Dyke.....	"
E. B. Cunningham.....	"	Louisa Boynton.....	"
F. W. Gardner.....	"	Georgiana Whitemore.....	<i>Boylston.</i>
Sarah E. Lewis.....	"	Mary L. Treadwell.....	"
M. E. Litchfield.....	"	Thankful M. Chandler.....	"
Abby R. Hobbs.....	<i>Boylston.</i>	Helen A. Brigham.....	<i>Winthrop.</i>
Mary A. Grover.....	"	Sarah E. Glidden.....	"
S. V. Merriam.....	"	Martha S. Wales.....	"
Mary Ann Crane.....	<i>Hawes.</i>	Mary D. Savil.....	<i>Hawes.</i>
Frances A. Lothrop.....	"	Susan S. Tillson.....	"
Ann G. Langdon.....	"	Emily M. Huddleston.....	"
Lucy M. K. Hall.....	<i>Lyman.</i>		
Hannah M. Perry.....	"		

[No medals awarded to girls in 1847.]

1848.

		Abby Q. Bancroft.....	<i>Bowdoin.</i>
		Mary A. Carroll.....	"
		Susan E. Daniell.....	"
		Harriet N. Goodnow.....	"
		Harriet D. Gould.....	"
		Caroline M. Henderson.....	"
		Mary L. Mitchell.....	"
		Priscilla C. Sampson.....	"
		Sarah E. Simpson.....	<i>Winthrop N.</i>
		Ann E. Walker.....	"
		Joanna Wetherbee.....	"
		Harriet S. Burchsted.....	<i>Boylston.</i>
		Anna A. Foster.....	"
		C. M. T. McCarty.....	"
		Hannah M. Looney.....	"
		Louisa L. Fox.....	<i>Johnson S.</i>
		Ellen P. Simmons.....	"
		Philena E. Harwood.....	"
		Emily A. Boyden.....	"
		Ann E. Dyke.....	<i>Hancock.</i>
		Adeline W. Chessman.....	"
		Mary E. Eaton.....	"
		Ann R. Fairbanks.....	"
		Mary F. Kimball.....	"

1846.

Mary Caroline Barry.....	<i>Franklin.</i>
Lizzette Maria Funk.....	"
Sarah Elizabeth Green.....	"
Sarah Ann Grant Miller.....	"
Mary Wildes.....	"
Louisa Amelia Woodman.....	"
Maria W. Balch.....	<i>Johnson.</i>
Julia W. Dutton.....	"
Ellen Y. Hunt.....	"
Georgianna L. Newton.....	"
Sarah J. Taft.....	"
Hannah B. Williams.....	"
Sarah E. Adams.....	<i>Bowdoin.</i>
Caroline M. Francis.....	"
Mary E. Joslin.....	"
Leah L. Nichols.....	"
Mary A. Smith.....	"
Elizabeth D. Stimpson.....	"
Susan E. Chamberlin.....	<i>Hancock.</i>
Sarah O. H. Eaton.....	"
Jane R. Fisher.....	"
Susan R. Hoyt.....	"

Emma A. Robinson	<i>Hancock.</i>	Mary L. Holland	<i>Boylston.</i>
Mary J. Wason	"	Mary S. Jones	"
Sarah F. Whittemore	"	Emily M. Peirce	"
Lydia N. Bates	<i>Johnson.</i>	Mary D. Day	<i>Chapman.</i>
Rebecca R. Broaders	"	Mary E. Dickenson	"
Mary E. Hobart	"	Martha S. Nudd	"
Sarah E. Hobart	"	Emily C. Sturtevant	"
Fannie P. Johnson	"	Frances E. Keller	<i>Dwight.</i>
Abby L. Taft	"	Adeline A. Smith	"
Ellen R. Webster	"	Sarah R. Tarbell	"
Matilda B. White	"	Isabella Wright	"
Eliza Riley	<i>Smith.</i>	Eliza M. Ayres	<i>Franklin.</i>
Charlotte A. Taylor	<i>Otis.</i>	Lydia A. Beck	"
Mary A. E. G. Jacobs	"	Frances E. Child	"
Fidelia Wood	"	Mary M. Clark	"
Josephine Couthouy	<i>Wells.</i>	Eliza F. Plaisted	"
Emma F. Deming	"	Ann E. Stevens	"
Ellen Frye	"	Louisa A. Stuart	"
Mary E. Jepson	"	Elvira E. Thomas	"
Harriet L. Libbey	"	Cornelia A. Adams	<i>Hancock.</i>
Mary B. Plummer	"	Adaline Andrews	"
Lucy Jane Pray	"	Phila A. Baxter	"
Estelle Ditson	<i>Lyman.</i>	Elizabeth C. Chipman	"
Julia A. Harlow	"	Lucinda Faxon	"
Ann M. Seaver	"	Sarah D. Holbrook	"
Amanda H. Porter	"	Cordelia A. Lothrop	"
Mary A. Allen	<i>Mather.</i>	Louisa Myers	"
Lucinda Brown	"	Frances H. Nichols	"
Sophia Tarbell	"	Sarah E. Spence	"
Ellen Cooper	"	Agnes M. Swift	"
Mary M. Bacon	<i>Winthrop.</i>	Emily A. Tewksbury	"
Ellen M. Ballou	"	Lucy Blanchard Howard	<i>Johnson.</i>
Emma F. Briggs	"	Susan S. Leach	"
Jane E. Cheeney	"	Charlotte H. Little	"
Harriet G. Gillett	"	Lizette C. Merrill	"
Elizabeth A. Millard	"	Mary Elizabeth Neal	"
Elizabeth W. Mills	"	Ann Caroline Richards	"
L. Ellen Sprague	"	Eliza C. Rundlett	"
		Margaret Steel	"
		Hannah Elizabeth Carlton	<i>Lyman.</i>
		Mary Frances Colburn	"
		Fanny R. Edmunds	"
		Mary Elizabeth Fales	"
		Ednah E. Kendall	"
		Mary Jane Leonard	"
		Eliza R. Davis	<i>Mather.</i>
		Olive Green	"
		Abby F. Hamlin	"
		Elvira J. Lincoln	"
		Sarah F. Poole	"
		Catharina L. Shirley	"
		Sarah Junier	<i>Smith.</i>
		Maria A. Bacon	<i>Wells.</i>
		Charlotte E. Burr	"
		Helen L. Gilson	"
		Rozella Gore	"
		Sarah T. Remick	"

1852.

Mary E. Bail	<i>Bigelow.</i>
Jane Buckley	"
Eliza L. Darling	"
Laura J. Gerry	"
Elizabeth A. Groves	"
Sarah E. Palmer	"
Elizabeth W. Ayer	<i>Bowdoin.</i>
Sarah C. Goodrich	"
Cecilia A. Hall	"
Amanda M. Hancock	"
Maria L. C. Holbrook	"
Emma C. M. Homer	"
Elizabeth H. Judkins	"
Susan H. Kingman	"
Mary W. Salter	"
Lucie A. P. Temple	"

Lydia A. Rowe	<i>Wells.</i>	Susan M. Godbold	<i>Hancock</i>
Caroline E. Sparrell	"	Helen M. Hitchings	"
Louisa M. Waterman	"	Lucy C. Howard	"
Margaret Barry	<i>Winthrop.</i>	Jennie Leys	"
Augusta G. Brown	"	Susan E. B. Lincoln	"
Eliza A. Fay	"	Sarah Macgregor	"
Mary E. Merriam	"	Susan A. Metcalf	"
Elizabeth Newell	"	Caroline H. Ostrander	"
Mary A. Rich	"	Harriet M. Pepper	"
Helen A. Spear	"	Thankful S. Shute	"
Rebecca J. Underwood	"	Juliette Folsom	<i>Johnson.</i>

1853.

Mary V. Dillaway	<i>Bigelow.</i>	Margaret S. Knight	"
Elizabeth M. Fish	"	Rosamond C. Meek	"
Mary A. Hale	"	Frances A. Nelson	"
Elizabeth B. Kent	"	Caroline E. Newell	"
Caroline A. Mann	"	Sarah J. Spear	"
Helen A. Thurston	"	Isabella A. Bilby	<i>Lyman.</i>
Catharine E. Timmins	"	Hannah F. Crafts	"
Eunice F. Wheeler	"	Anna A. Gould	"
Charlotte F. Capen	<i>Bowdoin.</i>	Susan A. Newton	"
Sarah J. Coverly	"	Amy K. Prentiss	"
Mary S. Danforth	"	Mary J. Prentiss	"
Mary C. Emery	"	Sarah Frances Wiggin	"
Mary L. Glover	"	R. S. Dillaway	<i>Mather.</i>
Agnes E. Hooton	"	Kate R. Gunn	"
Elizabeth D. Kidder	"	C. T. Nugent	"
Helen L. Mellen	"	Lucie Peeler	"
Sarah C. Sanderson	"	Eliza A. Powers	"
Gertrude Taylor	"	Julia Ann T. Scott	<i>Smith.</i>
Elizabeth R. Grafton	<i>Boylston.</i>	Cecilia Thompson	"
Mary A. Dugan	"	Julia A. Calef	<i>Wells.</i>
Mary H. F. Brewer	"	S. P. Cunningham	"
Eliza R. Look	"	Alice M. Gilman	"
Helen A. Banks	<i>Chapman.</i>	Mary A. T. Hayden	"
Jane D. Cole	"	A. P. Hazelton	"
Lucy S. Crosby	"	S. F. Richardson	"
Huldah H. Mitchell	"	M. C. Roulstone	"
Emily A. Champney	<i>Dwight.</i>	G. E. Sparrell	"
Lydia A. Curtin	"	Lucy E. Towne	"
Susan E. Green	"	Caroline E. Burrill	<i>Winthrop.</i>
Annie M. Talbot	"	Urania H. Huff	"
Anna J. Cushing	<i>Franklin.</i>	Abby M. Mills	"
Agnes Duncan	"	Annie R. Pratt	"
Elvira E. Fisher	"	Hannah M. Rich	"
Rhoda A. Hildreth	"	Emily Robbins	"
Frances E. Messinger	"	Annie M. T. Smith	"
Mary L. Tinkham	"		
Adeline B. White	"		
Mary L. Whitney	"		
Cordelia Atwood	<i>Hancock.</i>		
Mary E. Dyke	"		
Mary O. Eaton	"		

1854.

Maria C. Abbot	<i>Bigelow.</i>
Sarah E. Eaton	"
Mariana J. Gill	"
Martha E. Newmarch	"

Eleanor E. Russell	<i>Bigelow.</i>	Elizabeth Taylor	<i>Johnson.</i>
Abby B. Taylor	"	Sarah E. Warner	"
Helen M. Adams	<i>Bowdoin.</i>	Roxana Burg	<i>Lyman.</i>
Catharina B. Clark	"	Mary A. Davis	"
Sarah S. Craft	"	Clara J. Dyer	"
Catharine Fuller	"	Ella M. Jackson	"
Sarah A. Griffin	"	Mary E. Lothrop	"
Emily M. Hathaway	"	Harriet A. Seaver	"
Elizabeth B. Holmes	"	Amanda Brown	<i>Mather.</i>
Caroline S. Lamb	"	Maria E. Hatch	"
Julia C. Moses	"	Ellen G. McFarlane	"
Mary E. Scates	"	Mary E. Murphy	"
Lillie C. Whitney	"	Phebe A. Paige	"
Sarah J. Cragin	<i>Boylston.</i>	Mary V. Riley	"
Ann M. Desmond	"	Charlotte A. Simmons	"
Catharine A. Hurley	"	Caroline W. Brown	<i>Smith.</i>
Eliza A. King	"	Naomi M. Jackson	"
Sarah J. Bosworth	<i>Chapman.</i>	Ellen M. Allen	<i>Wells.</i>
Sarah T. Butler	"	Adeline C. Bigelow	"
Almina Ellis	"	Ellen C. Coburn	"
Lydie A. Lewis	"	Helen G. Couthouy	"
Welthe R. Tucker	"	Lizzie C. Frobisher	"
Eliza W. Tuttle	"	Sarah Geyer	"
Henrietta R. Andrews	<i>Dwight.</i>	Lucie C. Gould	"
Caroline A. Fernald	"	Rebecca J. Greenleaf	"
Anna F. Halstrick	"	Ellen M. Parker	"
Charlotte Smith	"	Mary E. Pierce	"
Clara L. Wilkins	"	Frances E. A. Smith	"
Lucy J. Barry	<i>Franklin.</i>	Ann C. Adams	<i>Winthrop.</i>
Margaret Batterman	"	Carrie H. Baury	"
Harriet E. Faden	"	Ellen A. Bicknell	"
Helen W. Freeman	"	Sarah L. Bingham	"
Sarah M. Hunt	"	Annie M. Kittredge	"
Sarah L. Kilton	"	Jane E. Locke	"
Ellen E. Leach	"	Victoria A. Millard	"
Henrietta B. Madigan	"	Mary Newell	"
Georgianna Merrill	"	Laura T. Young	"
Sarah P. Mitchell	"		
Bessie H. Bowden	<i>Hancock.</i>		
Rebecca W. Hitchings	"		
Lucy M. Learnard	"		
Mary A. Leys	"		
Sophronia K. Mair	"		
Zerlina F. Nelson	"		
Emma P. Nichols	"		
Emma C. Pierce	"		
Abbie E. Pulsifer	"		
Mary C. Richardson	"		
Eliza T. Swift	"		
Martha J. Coolidge	<i>Johnson.</i>		
Anna E. Federhen	"		
Susan M. Francis	"		
Charlotte Peabody	"		
Ellen Richardson	"		
Mary A. Sylvester	"		
		1 8 5 5 .	
		Jane M. Cherrington	<i>Bigelow.</i>
		Josephine B. Cherrington	"
		Elvira S. Crane	"
		Hannah A. Condon	"
		Ellen E. Dodge	"
		Charlotte K. Pettingill	"
		Emily A. Russell	"
		Mary A. Bean	<i>Bowdoin.</i>
		Letitia B. Blakemore	"
		Emma W. Brewster	"
		Mary F. Carter	"
		Mary A. Hodgdon	"
		Blanche Leavitt	"
		Sarah J. Leet	"
		Susan S. Stimpson	"

Maria E. Stratton	<i>Bowdoin.</i>	Margaret A. Waters	<i>Mather.</i>
Emma A. Temple.....	"	Mary S. Waters	"
Emma F. Cragin	<i>Boylston.</i>	Sarah V. Cunningham.....	<i>Wells.</i>
Mary A. Crowley	"	Lydia H. Emmons	"
Mary E. B. Cushing.....	"	Susan C. French	"
Mary A. Devine	"	Mary E. Hagar	"
Susan C. McCarty.....	"	Mary F. Jones	"
Sarah J. Morrill.....	"	Elizabeth F. Lothrop.....	"
Lydia M. Atkins	<i>Chapman.</i>	Abby A. Reed	"
Fannie E. French.....	"	Maria A. Rollins	"
Emily C. Lewis.....	"	Mary A. Wood	"
Susan E. Lovejoy	"	Fanny E. Barker.....	<i>Winthrop.</i>
Mary E. Moore.....	"	Elizabeth A. Belknap.....	"
Elizabeth S. Thompson.....	"	Josephine M. Dillaway	"
Janet M. Crighton	<i>Dwight.</i>	Susan E. Gates	"
Amy E. Foster	"	Amie Gleason	"
Mary A. Rice	"	Maria A. Kilburn.....	"
Lucy A. Tarbell	"	Elizabeth Knott.....	"
Fanny R. Whipple.....	"	Caroline W. Marshall.....	"
Rebecca B. W. Bordman..	<i>Franklin.</i>	Mary L. Munro.....	"
Maria L. Boyden.....	"	Emily A. Perkins	"
Josephine Drew	"	Minah J. Prescott.....	"
Irene L. Dillaway	"	Caroline A. Priest.....	"
Mary H. Ellis	"	Mary E. Scotchler	"
Arvilla Fisher	"	Christiana G. Shelton.....	"
Mary E. Kingsbury.....	"	Henrietta C. Tripe	"
Caroline B. Rogerson.....	"		
Susan H. Thaxter.....	"		
Maria H. Willett.....	"		
		1 8 5 6 .	
Amelia M. Bell	<i>Hancock.</i>	Esther A. Cole.....	<i>Bigelow.</i>
Ellen J. Carnes.....	"	Margaret A. Healy.....	"
Harriet A. Cunningham.....	"	Mary Hughes	"
Abbie A. Cutter.....	"	Mary S. Locke	"
Emeline A. Flagg	"	Mary A. Montague	"
Anna L. Learnard	"	Josephine Newmarch	"
Susan Litchfield	"	Charlotte Packard	"
Josephine Maynard	"	Laura A. Read	"
Sarah J. Munroe	"	Jane B. Blanchard.....	<i>Bowdoin.</i>
Ellen O'Connell	"	Eunice C. Chandler	"
Mary Emma Pettengill.....	"	Mary B. Cobb	"
Georgianna D. Russell.....	"	Marietta L. Coburn	"
Emily T. Tewksbury	"	Mary R. Farnsworth	"
Josephine G. Hamblin	<i>Lyman.</i>	Mary E. Fiske	"
Eloise K. Barstow	"	Sarah R. Hall	"
Margaret McMahan	"	Ann E. Kimball	"
Marietta Mayo.....	"	Caroline A. Moriarty	"
Georgiana S. Pittman	"	Lucy A. Pike.....	"
Sarah W. Pollard.....	"	Sarah F. Prescott.....	"
Laura M. Porter.....	"	Elizabeth A. Buckley.....	<i>Boylston.</i>
Lydia B. Smith.....	"	Catharine C. Coughlan.....	"
Lucy L. Allen	<i>Mather.</i>	Catharine C. Jordan.....	"
Mary E. Finn	"	Auguste Drew.....	<i>Chapman.</i>
Sarah E. Harding	"	Hester Howe	"
Emma R. Hathaway.....	"	Roberta Jenkins	"
Tryphena C. Holway	"	Mary G. Morton	"

Charlotte Sinclair	<i>Chapman.</i>	Emily S. Hutchins	<i>Winthrop.</i>
Sarah A. Small	"	L. Blanche Ladd	"
Lucy A. Cate	<i>Dwight.</i>	Susie B. Leeds	"
Mary R. Fowle	"	Anna M. Leighton	"
Ann J. Lyon	"	Maria R. Mason	"
Mary T. Ross	"	Anna L. Maynard	"
Martha A. Sanborn	"	Matilda Mitchell	"
Miranda F. Burgess	<i>Franklin.</i>	M. O. Mullin	"
Sarah E. Chase	"	Addie E. Sylvester	"
Abbie F. Davis	"	Lucie H. Symonds	"
Ellen M. Dickinson	"	Emily J. Tucker	"
Fannie K. Field	"	Helen F. West	"
Grace A. Madigan	"		
Lizzie W. Mayo	"		
Lizzie F. Merriam	"		
Lizzie T. Murtagh	"		
Mary E. Noyes	"		
Eleanora Breasha	<i>Hancock.</i>		
Jennie B. Buck	"	Mary E. Carcamo	<i>Adams.</i>
Susan G. P. Clark	"	Adelaide L. Lovejoy	"
Adelaide R. Colby	"	Sarah M. Schagan	"
Maria Geyer	"	Mariana Treadwell	"
Mary E. Harri	"	Caroline P. Baldwin	<i>Bigelow.</i>
Flora A. Holbrook	"	Molly G. Clinch	"
Ellen E. Marble	"	Emeline W. Goodwin	"
Sarah Oliver	"	Anna F. Groves	"
Maria A. Pulsifer	"	Adeline A. Johnson	"
Susan A. Skinner	"	Mary E. S. Mann	"
Irene W. Wentworth	"	Susan Pettingill	"
Harriet E. Bickner	<i>Lawrence.</i>	Abbie S. Tyler	"
Ellen I. Bishop	"	Sarah Ellen Varney	"
Harriet W. Hammond	"	Rosalie Y. Abbot	<i>Bowdoin.</i>
Caroline R. Holway	"	Mary J. Chandler	"
Laura I. Jenkins	"	Mary F. Fairbanks	"
Elizabeth T. Nugent	"	Susan Frizzell	"
Eliza G. A. Trumbull	"	Anna A. Fuller	"
Mary E. Burg	<i>Lyman.</i>	Emma S. Haley	"
Emma Kelly	"	Ella J. Hill	"
Mary M. Morse	"	Maria A. Mellen	"
Sarah H. Moulton	"	Sarah E. Robinson	"
Harriette F. Newton	"	Lydia J. Butler	"
Caroline A. Pearson	"	Mary M. T. Foley	<i>Boylston.</i>
Susan A. Tomlinson	"	Susan McCarty	"
Anna E. Boardman	<i>Wells.</i>	Margaret M. Pickle	"
Mary E. Copeland	"	Esther A. Hyde	"
Annie G. Cummings	"	Clara Davis	<i>Chapman.</i>
Isabella Davis	"	Almaretta J. Critchet	"
Isabella H. Dickinson	"	Mary E. Gray	"
Sarah E. Emmons	"	Mary J. Armington	<i>Dwight.</i>
Sarah E. Neal	"	Henrietta B. Caverly	"
Ellen F. Preble	"	G. Augusta Damon	"
Henrietta N. Wood	"	Mary L. Huggins	"
Louisa T. Blodgett	<i>Winthrop.</i>	Eva M. Keller	"
Persis L. Bosworth	"	Lizzie F. Rice	"
Louisa J. Hovey	"	Almira E. Stodder	"
		Frances Sylvester	"
		Helen O. Wyman	"
		Ellen C. Folger	<i>Franklin.</i>

1857.

Clara E. Gray.....	<i>Franklin.</i>	Georgia M. Hinman.....	<i>Lyman.</i>
Caroline A. Hayden.....	"	Ann R. Rumney.....	"
Maria A. Jenkins.....	"	R. Harriette Wiggin.....	"
Abbie F. Jeral.....	"	Edith Adams.....	<i>Wells.</i>
Mary A. Mather.....	"	Louisa M. Alline.....	"
Mary A. Milliken.....	"	Lydia S. Barnard.....	"
Sarah Myers.....	"	Catharine S. Clinton.....	"
Augusta S. Plaisted.....	"	Anna Fernald.....	"
Mary J. Putnam.....	"	Mary E. Marshall.....	"
Emma L. Campbell.....	<i>Hancock.</i>	Harriet C. Snow.....	"
Mary E. D. Earl.....	"	Catharine F. Whiting.....	"
Marian A. Flynn.....	"	Esther D. Woodberry.....	"
Angelia B. Hatch.....	"	Carrie L. Badger.....	<i>Winthrop.</i>
Ann M. McGarty.....	"	Susan C. Beck.....	"
Angela L. Wait.....	"	Ellen M. Ewer.....	"
Elizabeth A. Whitman.....	"	Mary A. Farwell.....	"
Sarah E. Pettingill.....	"	Mary A. Griffith.....	"
Emma R. Winters.....	"	Marcia A. Hall.....	"
Augusta S. Ayers.....	<i>Lawrence.</i>	Ellen L. Harper.....	"
Laura J. Carr.....	"	Mary A. Jenkins.....	"
Maria E. Eaton.....	"	Helen Mary Manley.....	"
Ellen J. Fennely.....	"	M. Louise Odiorne.....	"
Ella E. Harding.....	"	Mary E. Moorhouse.....	"
Sarah A. Kilgoar.....	"	Helen A. Roberts.....	"
Mary E. McQuaid.....	"	Sarah E. Ross.....	"
Josephine E. Rowell.....	"	Margaret Taylor.....	"
Mary E. Short.....	"	Annie B. Thompson.....	"
Mary K. Crane.....	<i>Lyman.</i>	Lucy M. Wood.....	"

CITY MEDAL SCHOLARS.

ALPHABETICALLY ARRANGED.

Adams, Elmira	1826.	Armington, Mary J.	1857.
Allen, Mary	1828.	Ayers, Augusta S.	"
Appleton, Harriet	"	Bidel, Julia F.	1821.
Allen, Eliza A.	1826.	Bowker, Almira C.	1827.
Allen, Lucy C.	1825.	Beals, Frances A.	1829.
Adams, Henrietta	1826.	Beals, Maria A.	"
Allen, Frances F.	1827.	Beck, Mary E.	1840.
Adams, Sarah E.	1846.	Blaney, Sarah	1825.
Allen, Josephine M.	1851.	Bryant, Nancy	1826.
Ayer, Elizabeth W.	1852.	Bancroft, Frances E.	1830.
Adams, Helen M.	1854.	Barnard, Frances H.	"
Abbott, Rosalie Y.	1857.	Bagley, Harriet K.	"
Ames, Pamela	1823.	Benson, Sarah E.	"
Adams, Catherina	1821.	Belcher, Charlotte A.	1837.
Ayling, Rebecca C.	"	Blaney, Harriet	"
Austin, Sarah A.	1827.	Bradford, Mary T.	"
Austin, Susan S.	1837.	Blaney, Sarah C.	1839.
Ayling, Maria R.	"	Bazin, Ann T.	1840.
Austin, Frances E.	1840.	Brown, Harriet L.	1843.
Andrews, Agnes M. A.	1844.	Barnard, Sarah E.	1844.
Andrews, Sarah G.	1848.	Bancroft, Abby Q.	1848.
Avery, Helen W.	1851.	Bazin, Georgiana L.	1849.
Ayres, Eliza M.	"	Bodge, Adeline S.	"
Andrews, Almira	1826.	Briggs, Henrietta W.	1850.
Armstrong, Ann E.	1843.	Bodge, Frances M.	1851.
Adams, Cornelia A.	1852.	Bean, Mary A.	1855.
Andrews, Adaline	"	Blakemore, Letitia B.	"
Atwood, Cordelia	1853.	Brewster, Emma W.	"
Amee, Charlotte A.	1838.	Blanchard, Jane B.	1856.
Abbot, Maria C.	1854.	Butler, Lydia J.	1857.
Alexander, Maria A.	1848.	Bates, Rachel	1821.
Allen, Mary A.	1851.	Bates, Caroline	1823.
Allen, Lucy L.	1855.	Brown, Lois L.	1827.
Augustus, Sarah E.	1837.	Billings, Helen M.	1828.
Allen, Ellen M.	1854.	Bates, Caroline C.	1829.
Adams, Edith	1857.	Butler, Emily	"
Alline, Louisa M.	"	Bowker, Elizabeth	1836.
Allen, Mary F.	1850.	Burgess, Susan Deborah	1838.
Atkins, Lydia M.	1855.	Bruce, Ann Richardson	1840.
Andrews, Margaret A. H.	1851.	Bettis, M. A.	1841.
Andrews, Henrietta R.	1854.	Bangs, Louisa	1843.

Burchsted, Harriet S.	1848.	Bent, Susan F.	1826.
Bailey, Elizabeth H.	1851.	Blake, Sarah S.	1850.
Bingham, Juliet F.	"	Bail, Mary E.	1852.
Brewer, Mary H. F.	1853.	Buckley, Jane,	"
Buckley, Elizabeth A.	1856.	Baldwin, Caroline P.	1857.
Butler, Sarah C.	1823.	Bridge, Maria L.	1844.
Butler, Rebecca L.	1826.	Bosworth, Elizabeth M.	1845.
Buttrick, Elizabeth G.	"	Brigham, Helen A.	1846.
Baxter, Kezia	1827.	Bartlett, Mary	1848.
Badger, Eliza M.	1828.	Blood, Caroline	"
Badger, Mary H. B.	1829.	Bacon, Mary M.	1851.
Blake, Mary R.	1821.	Ballou, Ellen M.	"
Barker, Mary S.	1823.	Briggs, Emma F.	"
Brown, Ann	1826.	Barry, Margaret.	1852.
Barry, Rebecca P.	1827.	Brown Augusta G.	"
Bacon, Ann.	1830.	Burrill, Caroline E.	1853.
Briggs, Rebecca T.	"	Baury, Carrie H.	1854.
Ballard, Ann E.	1838.	Bicknell, Ellen A.	"
Baldwin, Abigail E.	1839.	Bingham, Sarah L.	"
Blodgett, Mary F.	1843.	Barker, Fanny E.	1855.
Blodgett, Martha J.	1845.	Belknap, Elizabeth A.	"
Barry, Mary Caroline	1846.	Blodgett, Louisa T.	1856.
Brown, Caroline B.	1848.	Bosworth, Persis L.	"
Blodgett, Hannah H.	1850.	Badger, Carrie L.	1857.
Babbitt, Sarah S.	1851.	Beck, Susan C.	"
Barrett, Margaret R.	"	Bell, Sarah J.	1843.
Brown Elizabeth R.	"	Boynton, Louisa	1846.
Beck, Lydia A.	1852.	Bennett, Susan C. B.	1848.
Barry, Lucy I.	1854.	Boynton, Sarah P.	"
Batterman, Margaret	"	Brooks, Esther S.	1827.
Boardman, Rebecca	1855.	Brooks, Nancy	1828.
Boyden, Maria L.	"	Baxter, Julia M.	1836.
Burgess, Miranda F.	1856.	Bedlington, Abby P.	"
Barry, Sarah A.	1825.	Brabner, Sarah J. M.	1837.
Bates, Mary F.	"	Bryant, Mary J.	1838.
Barry, Rebecca S.	1828.	Brooks, Hannah E.	1840.
Betteley, Martha C.	"	Burnham, Caroline M.	1841.
Brigham, Angelina A.	1830.	Burgess, Harriet K.	"
Butterfield, Mary E.	1836.	Bartlett, Mary P.	1843.
Baker, Clarissa A.	1839.	Babcock, Sarah V.	1848.
Boles, Angeline	1840.	Butterfield, Myra S.	1849.
Butts, Sarah E.	"	Baldwin, Martha K.	1840.
Baker, Lucy D.	1843.	Buel, Hannah F.	1841.
Blake, Mary S.	1844.	Bacon, Abba L.	1844.
Borgardus, Julia A.	1849.	Breed, Sarah L.	1845.
Brown, Sarah F.	1850.	Balch, Maria W.	1846.
Baxter, Phila A.	1852.	Boyden, Emily A.	1848.
Bowden, Bessie H.	1854.	Bell, Sarah J.	"
Bell, Amelia M.	1855.	Balch, Francis C.	1849.
Breasha, Eleanora	1856.	Bates, Lydia N.,	1857.
Buck, Jennie B.	"	Broaders, Rebecca R.	"
Bisbee, Caroline R.	1841.	Bates, Eliza M.	1837.
Barnes, Margaret Ann	1825.	Bedlington, Mary H.	"
Barnes, Abigail H.	1828.	Brintnall, Elizabeth	1840.
Boles, Eliza A.	"	Bilby, Isabella A.	1853.

Burg, Roxana	1854.	Chandler, Mary	1858.
Barstow, Eloise K.	1855.	Cain, Elizabeth	1826.
Burg, Mary E.	1856.	Cushing, Clarissa A.	1827.
Brown, Elizabeth	1842.	Classin, Emily	1828.
Brown, Sarah A.	1849.	Coburn, Esther J.	1829.
Brown, Lucinda	1851.	Cotton, Mary E.	1836.
Brown, Amanda	1854.	Cushing, Mary A.	1837.
Banks, Helen A.	1853.	Crosby, Maria	1843.
Bosworth, Sarah J.	1854.	Chandler, Thankful M.	1847.
Butler, Sarah T.	"	Colman, Mary P.	1849.
Barnes, Mary E.	1836.	Chapin, Harriet M.	1850.
Bazin, Lucy A.	1838.	Cragin, Sarah J.	1854.
Blanchard, Ann E.	1840.	Cragin, Emma F.	1855.
Bullard, Harriet	1842.	Crowley, Mary A.	"
Bruerton, Adeline	1843.	Cushing, Mary E. B.	"
Bowers, Mary P.	1846.	Coughlan, Catharine C.	1856.
Blake, S. C.	1848.	Carroll, Eveline	1821.
Baird, Ellen	1850.	Capen, Margaret Ann.	1823.
Blasland, Abby	"	Cruft, Ann C.	1821.
Bacon, Maria A.	1852.	Clough, Lydia A. B.	1823.
Burr, Charlotte E.	"	Cummings, Susan Ann.	1826.
Bigelow, Adeline C.	1854.	Cox, Hannah	1829.
Boardman, Anna E.	1856.	Chandler, Matilda	"
Barnard, Lydia S.	1857.	Curtis Eliza	1821.
Brown, Caroline W.	1854.	Cutler Mary	1823.
Bell, Eliza J.	1848.	Cutler, Deborah	1825.
Badger, Margaret A.	1850.	Churchill, Mary A.	1826.
Badger, Eveline Augusta	"	Child, Sarah	1827.
Bicknor, Harriet E.	1856.	Chickering, Deborah F.	1828.
Bishop, Ellen E.	"	Clapp, Lucretia	"
Coolidge, Emeline	1823.	Curtis, Abby A.	"
Crocker, Mary A.	1826.	Cormerais, Helen	1830.
Clark, Elizabeth E.	1836.	Coverly, Maria E.	1841.
Coolidge, Mary A.	"	Clark, Roxana M.	1844.
Clough, Caroline M.	"	Cary, Abigail P.	1848.
Carcamo, Mary E.	1857.	Cushman, Mary G.	1848.
Coolidge, Elizabeth F.	1826.	Cloutman, Ophelia M.	1850.
Chamberlin, Elizabeth	1830.	Child, Frances E.	1852.
Capen, Mary Ann.	1834.	Clark, Mary M.	"
Clarke, Martha E.	1836.	Cushing, Anna J.	1853.
Coolidge, Ellen M.	"	Chase, Sarah E.	1856.
Crombie, Mary G.	1842.	Coburn Sarah A.	1827.
Coolidge, Harriet L.	1843.	Carter, Sarah A.	1829.
Carroll, Mary A.	1848.	Child, Ellen M.	1830.
Clapp, Mary M.	1850.	Cutler, Charlotte E. V.	1836.
Caryl, Harriet E.	1851.	Coller, Hannah A.	1840.
Chamberlin, Lucy M.	"	Coolidge, Hannah E.	"
Capen, Charlotte F.	1853.	Chester, Lucy M.	1841.
Coverly, Sarah J.	"	Copeland, Sarah W. I.	"
Clark, Catharine B.	1854.	Coolidge, Hannah M.	1844.
Craft, Sarah S.	"	Cutter, Harriet M.	1845.
Carter, Mary F.	1855.	Chamberlin, Susan E.	1846.
Chandler, Eunice C.	1856.	Chessman, Adeline W.	1848.
Cobb, Mary B.	"	Cutter, Adeline F.	1849.
Coburn, Marietta S.	"	Chipman, Elizabeth C.	1854.

Carnes, Ellen J.	1855.	Couthouy, Helen G.	1854.
Cunningham, Harriet A.	"	Cunningham, Sarah V.	1855.
Cutter, Abby A.	"	Copeland, Mary E.	1856.
Clark, Susan G. P.	1856.	Cummings, Annie G.	"
Colby, Adelaide R.	"	Clinton, Catharine J.	1857.
Campbell, Emma L.	1857.	Cheeny, Jane E.	1851.
Cushing, Mary A. C.	1828.	Cate, Pamela W.	1850.
Clapp, Mary C.	1851.	Champney, Emily A.	1853.
Cherrington, Josephine B.	1855.	Curtin, Lydia A.	"
Cherrington, Jane M.	"	Crighton, Janet M.	1855.
Crane, Elvira S.	"	Cate, Lucy A.	1856.
Condon, Hannah A.	"	Caverly, Henrietta B.	1857.
Cole, Esther S.	"	Carr, Laura J.	1857.
Clinch, Molly G.	1857.	Cofran, Sarah E.	1848.
Colesworthy, Maria P.	1841.	Colby, Laura Sophia.	1850.
Cushing, Mary E.	1846.	Chandler, Sarah Eliza	"
Crosby, Clarissa M.	1851.	Cooper, Sarah M.	1849.
Cole, Jane D.	1855.	Davenport, Charlotte	1823.
Crosby, Lucy S.	"	Drew, Sarah L.	1825.
Critchett, Almaretta J.	1857.	Dorr, Emily A.	1826.
Cole, Susan	1830.	Dyer, Lydia Y.	1837.
Clark, Louisa B.	1840.	Dyer, Caroline M.	1825.
Chipman, Rebecca Atwood	1841.	Dwight, Mary A.	1827.
Chadwick, Mary E.	1844.	Dinsmore, Adeline C.	1842.
Crane, Mary Ann	1845.	Daniell, Susan E.	1848.
Cheever, Almena C.	1837.	Danforth, Mary S.	1853.
Crymble, Mary L.	"	Dunn, Bridgett	1823.
Crocker, Matilda H.	1850.	Dugan, Mary A.	1853.
Cutter, Josephine R.	"	Desmond, Ann M.	1854.
Coolidge, Martha J.	1854.	Devine, Mary A.	1855.
Cobb, Eunice Hale	1843.	Damon, Antriss	1821.
Caldwell, Mary E.	1848.	Delano, Prudence C.	"
Carleton, Hannah Elizabeth	1852.	Dorr, Helen A.	1829.
Colburn, Mary Frances	"	Dingley, Mary H.	1842.
Crafts, Hannah F.	1853.	Drew, Amelia E.	1848.
Crane, Mary H.	1857.	Davis, Augusta A.	1849.
Cooper, Alice	1845.	Day, Elizabeth A. C.	1851.
Coole, Ann M.	1848.	Duncan, Agnes	1853.
Cooper, Ellen	1851.	Drew, Josephine	1855.
Chaffee, C. A.	1857.	Dillaway, Irene L.	"
Clapp, H.	"	Davis, Abbie F.	1856.
Cushing, Sarah A.	1840.	Dickinson, Ellen M.	"
Carter, Mary S.	1842.	Darrow, Caroline	1823.
Corthell, E. A.	1845.	Davis, Eliza S.	1836.
Corthell, M. E.	"	Decker, Frances M. L.	"
Cunningham, E. B.	"	Decker, Harriet N.	1840.
Chase, Maria E.	1849.	Dyke, Anna E.	1848.
Cordwell, Mary E.	"	Dickason, Elizabeth F.	1851.
Corlew, Mary Ann	"	Dyke, Mary E.	1853.
Curtis, Sarah E.	"	Drew, Lydia H.	1827.
Cordwell, H. H.	1850.	Darling, Eliza M.	1852.
Couthouy, Josephine	1851.	Dillaway, Mary V.	1853.
Calef, Julia A.	1853.	Dodge, Ellen E.	1855.
Cunningham, S. P.	"	D'Arcy, Sarah J.	1851.
Colburn, Ellen C.	1854.	Day, Mary D.	1852.

Dickinson, Mary E.	1852.	Edmunds, Fanny R.	1852.
Drew, Auguste	1856.	Emmons, Sarah E.	1856.
Davis, Clara	1857.	Emmons, Lydia H.	1855.
Dill, Harriet M.	1850.	Evans, Mary J. E.	1848.
Damon, S. Auguste	1857.	Ewer, Ellen	1857.
Damon, Almira W.	1845.	Fosdick, Charlotte A.	1821.
Dyke, Phæbe S.	1846.	Farmer, Sarah T.	1827.
Davis, Joanna W.	1841.	Felton, Elizabeth M.	"
Dyle, Margaret	1838.	Fuller, Helen M.	1828.
Dyer, Bethia G.	1840.	French, Harriet	1839.
Dexter, Sarah L.	1841.	Fuller, Amanda H.	1840.
Danforth, Mary T.	1842.	French, Emeline	1841.
Davis, Martha C.	1843.	Frost, Catharine E.	1845.
Dutton, Julia W.	1846.	Francis, Caroline M.	1846.
Davis, Sarah E.	1849.	Fullam, Catharine E.	1849.
Dyer, Eunice P.	"	Farnsworth, Mary R.	1856.
Ditson, Estelle	1851.	Fiske, Mary E.	"
Davis, Mary A.	1854.	Fairbanks, Mary F.	1857.
Dyer, Clara J.	"	Frizzoll, Susan	"
Dunham, Sarah Smith	1845.	Fuller, Anna A.	"
Dillaway, Charlotte E.	1849.	Field, Elizabeth	1825.
Davis, Eliza P.	1852.	Fitzpatric, E. A. T.	"
Dillaway, Ruth S.	1853.	Field, Augusta	1826.
Dana, Mary	1840.	French, Caroline	1839.
Demming, Emma F.	1851.	French, Sarah C.	1840.
Davis, Isabella	1856.	French, M.	1841.
Dickinson, Isabella H.	"	French, Susan W.	1842.
Dolbeare, Maria S.	1842.	Foster, Anna A.	1848.
Dillaway, Josephine M.	1855.	Foley, Mary M. T.	1857.
Edwards, Elizabeth L.	1825.	Follum, Caroline	1823.
Emerson, Sarah H.	1839.	Foster, Mary D.	1825.
Eaton, Louisa B.	1850.	Fox, Frances	1826.
Eaton, Margaret D.	"	Forbes, Amanda S.	1829.
Emery, Mary C.	1853.	Forbes, Hannah F.	"
Emmons, Sarah	1826.	Fairbanks, Antoinette	1825.
Eaton, Ellen O. E.	1830.	Fessenden, Rhoda	1827.
Emmons, Catharine H. W.	1840.	Fessenden, Adeline	1830.
Ellis, Mary H.	1855.	Field, Mary A.	1836.
Earle, Mary A.	1845.	Fernald, Lucy P.	1841.
Eaton, Sarah O. H.	1846.	Faxon, Mary	1843.
Eaton, Mary E.	1848.	Faxon, Harriet M.	1845.
Eaton, Augusta L.	1849.	Funk, Lizette Maria	1846.
Ellis, Anna C.	"	Foster, Mary F.	1848.
Ellis, Sarah F.	1850.	Fisher, Elvira E.	1853.
Ellis, Anna C.	1851.	Faden, Harriet E.	1844.
Eaton, Mary O.	1853.	Freeman, Helen W.	"
Earl, Mary E. D.	1857.	Fisher, Arvilla	1855.
Elms, Mary Jane	1851.	Field, Fannie K.	1856.
Eaton, Sarah E.	1854.	Folger, Ellen C.	1857.
Ellis, Almira	"	Farrar, Eliza A.	1829.
Emerson, Louisa	1827.	Fairbanks, Ann R.	1848.
Eaton, Elizabeth	1841.	Fisher, Susan M.	1851.
Eaton, Maria E.	1857.	Faxon, Lucinda	1852.
Emmons, Emeline M.	1837.	Flagg, Emeline A.	1855.
Eustis, Henrietta S. T.	1840.	Flynn, Marian	1857.

Fisk, Martha J.....	1823.	Gray, Affa M.	1823.
Foster, Elizabeth S.	"	Green, Mary A.	1828.
Forbes, Elizabeth	1826.	Goodale, Rebecca P.	1826.
Forbes, Julia Ann.	"	Goodridge, Elizabeth	1828.
Foster, Susan H.	"	Gale, Cecilia Louisa	1838.
Fuller, Eliza S.	1828.	Green, Caroline A.	1841.
Forbes, Sarah	1829.	Green, Sarah Elizabeth	1846.
Fitzpatric, Eleanor A. T.	1823.	Gray, Clara E.	1857.
Flinn, Mary P.	1826.	Grosvenor, Louisa.	1826.
Fletcher, Emma Isadora	1851.	Gould, Sarah.	1837.
Fish, Elizabeth M.	1853.	Godbold, Sarah A.	1843.
French, Fannie E.	1855.	Goddard, Caroline	1850.
Farrington, Charlotte.	1851.	Godbold, Susan M.	1853.
Fernald, Caroline A.	1854.	Geyer, Maria.	1856.
Foster, Amy E.	1855.	Gould, Lydia.	1829.
Fowle, Mary R.	1856.	Gerry, Laura J.	1852.
Floyd, Sarah A.	1848.	Groves, Elizabeth A.	"
Fowler, Mary Ann	1851.	Gill, Mariana J.	1854.
Fairbanks, Lydia.	1829.	Goodwin, Emeline W.	1857.
Flinn, Lucy A.	"	Groves, Anna F.	"
Fernald, Susan C.	1838.	Gray, Mary E.	"
Farnham, Mary H.	1844.	Green, Susan E.	1853.
Field, Anna C.	1848.	Goodale, Mary A.	1828.
Fennely, Ellen J.	1857.	Goodridge, Sarah F.	1840.
French, Adeline M.	1849.	Giddings, Mary E.	1846.
Fay, Mary Eliza	1839.	Gardiner, Olive L.	1849.
Fuller, Frances M.	1842.	Gould, Anna A.	1853.
Farnsworth, Elizabeth E.	1843.	Goodwin, Margaret R.	1849.
Farnsworth, Susan J.	1844.	Goodhue, Mary E.	1844.
Fox, Louisa L.	1848.	Green, Olive	1852.
Folsom, Juliette.	1853.	Gunn, Kate R.	1853.
Federlien, Anna E.	1854.	Goodrich, Abby F.	1841.
Francis, Susan M.	"	Gardner, Mary N.	1843.
Gibbens, Ann E.	1821.	Gore, Mary E.	1844.
Gridley, Ruth E.	"	Gardner, F. W.	1855.
Gridley, Catharine W.	1825.	Goodwin, Josephine S.	1849.
Gibson, Mary A.	1826.	Gilson, Helen L.	1852.
Gray, Emily N.	1825.	Gilman, Alice M.	1853.
Gibbens, Harriet L.	1830.	Geyer, Sarah.	1854.
Griggs, Sarah F.	"	Gould, Lucie C.	"
Goodnow, Harriet N.	1848.	Greenleaf, Rebecca J.	"
Gould, Harriet D.	"	Gates, Elizabeth N.	1839.
Guildford, Nancy M.	1850.	Gibbens, Elizabeth S.	1844.
Goodrich, Sarah S.	1852.	Glidden, Sarah E.	1846.
Glover, Mary L.	1853.	Greeley, Caroline A. G.	1849.
Griffin, Sarah A.	1854.	Green, Margaret P.	1850.
Galloupe, Eliza H.	1821.	Gillett, Harriet G.	1851.
Gerry, Emery R. W.	1823.	Gates, Susan E.	1855.
Gerry, Mary Ann.	"	Gleason, Annie	"
Gerry, Emma R. W.	1825.	Griffith, Mary A.	1857.
Gerry, Matilda A.	1826.	Howard, Jeanette	1825.
Gaffield, Lucy Lavinia	1839.	Haven, Betsey.	1828.
Gore, Sarah D.	1842.	Howard, Elizabeth	"
Grover, Mary A.	1845.	Howe, Eunice H.	"
Grafton, Elizabeth R.	1853.	Humphrey, Orient T.	1829.

Hathaway, Margaret V.	1830.	Hewins, Esther	1845.
Hastings, Harriet	"	Hancock, Hannah K.	1850.
Humphrey, Caroline A.	1836.	Haskell, Lucy C.	"
Hartshorn, Ellen	1837.	Higgins, Ellen A.	"
Horton, Mary F.	1838.	Hunter, Susan A. M.	1851.
Hadley, Hannah H.	1839.	Hildreth, Rhoda A.	1853.
Hewins, Elizabeth	"	Hunt, Sarah M.	1854.
Holland, Frances T.	1841.	Hayden, Caroline A.	1857.
Harris, Harriet	1842.	Hart, Catherine	1823.
Hall, Ann P.	1843.	Howe, Adeline	1826.
Henry, Mary E.	"	Homer, Almira	1827.
Homer, Susan H.	1844.	House, Sarah A.	"
Hubbard, Harriet A.	"	Hutchinson, Caroline M.	"
Hawes, Abigail	1845.	Hebard, Augusta M.	1828.
Henchman, Ann E. P.	"	Hart, Sarah A.	1829.
Henderson, Caroline M.	1848.	Horton, Roby W.	1830.
Hobart, Cornelia	1849.	Harrod, Abby S.	1844.
Howard, Harriet E.	1850.	Harding, Georgiana K.	1845.
Hall, Cecilia A.	1852.	Harding, Harriet J. N.	"
Hancock, Amanda M.	"	Hoyt, Susan R.	1846.
Holbrook, Maria L. S.	"	Harrod, Eliza R.	1849.
Homer, Emma C. M.	"	Holbrook, Sarah D.	1852.
Hooton, Agnes E.	1853.	Hitchings, Helen M.	1853.
Hathaway, Emily M.	1854.	Howard, Lucy C.	"
Holmes, Elizabeth B.	"	Hitchings, Rebecca W.	1854.
Hodgdon, Mary A.	1855.	Ham, Mary E.	1856.
Hall, Sarah R.	1856.	Holbrook, Flora A.	"
Haley, Emma S.	1857.	Hatch, Angelina B.	1857.
Hill, Ella J.	"	Hadley, Mary	1821.
Hunt, Philomelia	1825.	Holt, Jerusha J.	"
Hunt, Susan W.	1827.	Holt, Mary B.	"
Hyde, Sarah E.	1828.	Hadley, Rebecca,	1823.
Hyde, Julia Louisa.	1839.	Holt, Emeline S.	"
Harrington, Ellen Elizabeth	1840.	Hall, Eliza	1825.
Hill, Mary Caroline	1843.	Hall, Mary	"
Hobbs, Harriet L.	1844.	Hawkes, Sarah T.	"
Hobbs, Abby R.	1845.	Hawkes, Elizabeth B.	1827.
Holland, Mary L.	1852.	Hobart, Mary W.	"
Hurley, Catharine A.	1854.	Hersey, Ann J.	1829.
Hyde, Esther A.	1857.	Hudson, Sarah L.	1821.
Homer, Hannah R.	1821.	Hayden, Mary N.	1823.
Homer, Mary R.	"	Haynes, Frances H.	1850.
Hartwell, Thaulin	"	Healy, Mary E.	1851.
Hathorne, Grace G.	"	Hale, Mary A.	1853.
Hammatt, Mary J.	1825.	Healy, Margaret A.	1856.
Holliday, Susanna,	1826.	Hughes, Mary	"
Hayden, Elizabeth F.	1827.	Howe, Hester	"
Horton, Sarah C.	"	Halstrick, Anna F.	1854.
Hobart, Mary J.	1821.	Huggins, Mary L.	1857.
Hartshorn, Nancy P.	1823.	Hamblett, S. Delia	1842.
Hale, Mary W.	1825.	Hooper, Ellen P.	1849.
Harmon, Mary	1826.	Holbrook, Eunice M.	1850.
Harmon, Harriet N.	1829.	Hollis, Clarissa A.	1851.
Hastings, Adeline	1830.	Hammond, Elizabeth A.	1828.
Hatch, Roxana	1839.	Hammond, Mary	1830.

Hobbs, Mary P.	1842.	Jackson, Mary C.	1830.
Huddleston, Emily M.	1846.	Josselyn, Harriet J.	"
Hammond, Harriet W.	1856.	Jackson, Almira H.	1849.
Holway, Caroline R.	"	Jones, Ann O.	"
Harding, Ellen E.	1857.	Jenkins, Maria A.	1857.
Hilman, Mary Georgiana	1846.	Jeral, Abbie F.	"
Hunt, Mary Green	1838.	Jenkins, Maria	1830.
Hannam, Susan G.	1839.	Jones, Charlotte	"
Haywood, Louisa C.	1843.	Johnson, Helen M.	1843.
Haley, Mary E.	1844.	Jones, Elizabeth J.	1823.
Holden, Harriet	"	Jones, Caroline E.	1850.
Hunt, Ellen V.	1846.	Johnson, Adeline A.	1857.
Harwood, Philena E.	1848.	Jenkins, Roberta	1856.
Herrick, Sophrona N.	1850.	Johnston, Maria P.	1828.
Hobart, Mary E.	1851.	Johnston, Sarah P.	1829.
Hobart, Sarah E.	"	Jenkins, Eliza C.	1839.
Howard, Lucy Blanchard	1852.	Jenkins, Laura I.	1856.
Halliday, Marcella C.	1853.	Jacobs, Mary A. E. G.	1851.
Holmes, Fanny W.	"	Johnson, Fannie P.	"
Hall, Lucy M. K.	1845.	Jackson, Ella M.	1854.
Harlow, Julia A.	1851.	Junier, Sarah Smith	1852.
Hamblin, Josephine G.	1855.	Jackson, Naomi M.	1854.
Hinman, Georgia M.	1857.	Jenkins, Mary A.	1857.
Holt, Mary F.	1846.	Jellison, Charlotte A.	1849.
Howe, Mary F.	"	Jepson, Mary E.	1851.
Hatch, Mary Quincy	1850.	Jones, Mary F.	1855.
Herrick, Julia Maria	"	Kurtz, Catharine.	1829.
Hamlin, Abby F.	1852.	Knowlton, Nancy S.	1845.
Hatch, Maria A.	1854.	Kuhn, Ellen A.	1849.
Harding, Sarah E.	1855.	Kingman, Susan H.	1852.
Hathaway, Emma R.	"	Kidder, Elizabeth D.	1853.
Holway, Tryphena C.	"	Kimball, Ann E.	1856.
Hall, Ellen M.	1836.	Kingman, Susan A. S.	1827.
Houseley, Caroline F.	1838.	King, Eliza A.	1854.
Hutchinson, Isabella M.	1839.	Knowlton, Mary E.	1821.
Haseltine, Helen A.	1841.	Kurtz, Mary Ann	1823.
Hall, Mary C.	1848.	Knowles, Eliza H.	1849.
Houseley, Lucy J.	"	Kilton, Sarah L.	1854.
Hayden, Mary A. T.	1853.	Kingsbury, Mary E.	1855.
Hazelton, A. P.	"	Kimball, Mary A.	1823.
Hagar, Mary E.	1855.	Kiley, Sarah A.	1830.
Huff, Urania K.	1853.	Keith, Caroline M.	1843.
Hovey, Louisa J.	1856.	Kimball, Mary F.	1848.
Hutchins, Emily S.	"	Knapp, Fanny P.	1850.
Hall, Marcia A.	1857.	Kent, Elizabeth B.	1853.
Harper, Ellen M.	"	Keller, Caroline L.	1851.
Iverson, Nancy C.	1826.	Keller, Frances E.	1852.
Ireland, Martha H.	1837.	Keller, Eva M.	1857.
Jones, Jane J. A.	1829.	Keith, Almira J.	1843.
Joslin, Mary E.	1846.	Kendall, Hannah W.	"
Judkins, Elizabeth H.	1852.	Kent, Sarah A.	1825.
Jones, Mary S.	"	Kilgour, Sarah A.	1857.
Jordan, Catharine C.	1856.	Keith, Eliza W.	1837.
Jones, Celinda S.	1823.	Kurtz, Rebecca Jane	1838.
Jones, Hester L.	1827.	Kurtz, Susanna	1843.

Knott, Emily E.	1845.	Lewis, Emily C.	1855.
Kettelle, Anna L.	1848.	Lovejoy, Susan E.	"
Knight, Margaret S.	1853.	Lyon, Ann J.	1856.
Kelley, Emma.	1856.	Learnard, Harriet Pond.	1851.
Kendall, Ednah E.	1852.	Langdon, Ann G.	1845.
Kittredge, Annie M.	1854.	Lothrop, Frances A.	"
Kilburn, Maria A.	1855.	Lane, Hannah W.	1843.
Knott, Elizabeth	"	Leach, Mary E.	1848.
Lewis, Catharine M. P.	1823.	Littlefield, Josephine W.	1850.
Lincoln, Susan	"	Leach, Susan J.	1852.
Lovejoy, Adelaide L.	1857.	Little, Charlotte H.	"
Lewis, Mary A.	1827.	Loring, Sarah Agnes	1842.
Lincoln, Chastine	1828.	Lawton, Antoinette.	1848.
Lincoln, Elizabeth B.	1829.	Lincoln, Elvira J.	1852.
Lewis, Louisa	1830.	Lovejoy, Mary A.	1844.
Leavitt, Helen.	1838.	Litchfield, Mary C.	1848.
Lincoln, Catharina	1840.	Lothrop, Cordelia	"
Lancey, Cecilia A.	1841.	Leonard, Mary Jane	1852.
Loring, Margaret J.	1842.	Lothrop, Mary E.	1854.
Lamb, Caroline S.	1854.	Lewis, Harriet A.	1838.
Leavitt, Blanche	1855.	Lane, Anna M.	1844.
Leet, Sarah J.	"	Lewis, Sarah E.	1845.
Larkin, Emeline C.	1827.	Litchfield, M. E.	"
Loring, S.	1841.	Lothrop, Elizabeth M.	1846.
Lawrence, Hannah A.	1844.	Leighton, Mary F.	1848.
Look, Eliza R.	1853.	Lothrop, Sarah J.	"
Leighton, Elizabeth	1821.	Little, Ellen H.	1850.
Lambert, Eliza Ann.	1823.	Locke, Ellen M.	"
Lash, Susan R.	1825.	Libby, Harriet L.	1851.
Lewis, Nancy G.	"	Lothrop, Elizabeth F.	1855.
Lothrop, Eliza W.	1828.	Leatherbee, Elizabeth	1849.
Loring, Betsey	1821.	Locke, Jane E.	1854.
Lord, Mehitable S.	1827.	Ladd, L. Blanche	1856.
Lord, Eliza R. C.	1830.	Leeds, Susie B.	"
Leach, Mary J.	1842.	Leighton, Annie M.	"
Leach, Ellen E.	1854.	Murphy, Elizabeth.	1825.
Lerow, Caroline A.	1823.	Minot, Elizabeth.	1829.
Loring, Sarah W.	1825.	Manning, Elizabeth S.	"
Loring, Eliza A.	1828.	Murdock, Mary A.	"
Lilley, Sarah E.	1839.	Manning, Rebecca M.	1830.
Lewis, Rebecca S.	"	Marsh, Rebecca M.	1836.
Little, Harriet S.	1841.	McIntire, Elizabeth.	1838.
Learnard, Frances C.	1842.	Mason, Louisa S.	1842.
Lambert, Lydia P.	1848.	Mitchell, Elizabeth B.	1844.
Leavitt, Louisa A.	"	Mitchell, Mary L.	1848.
Leavitt, Emily W.	1851.	Mellen, Helen L.	1853.
Lothrop, Cordelia A.	1852.	Moses, Julia C.	1854.
Leys, Jennie	1853.	Moriarty, Caroline A.	1856.
Lincoln, Susan E. B.	"	Mellen, Maria A.	1857.
Learnard, Lucy M.	1854.	Murphy, Mary P.	1825.
Leys, Mary A.	"	Merrill, Hannah E.	1827.
Loud, Abigail	1823.	Madigan, Ann T.	1829.
Larkin, Mary E.	"	McMellen, Mary Ann.	1838.
Locke, Mary S.	1856.	Merriam, S. V.	1845.
Lewis, Lydia A.	1854.	McCarty, C. M. T.	1848.

McCarty, Jane.....	1850.	Morrill, Mary G.....	1843.
Moore, Sarah E.....	1851.	Manning, Sarah E.....	1844.
McCarty, Susan C.....	1855.	McFarlane, Susan.....	1849.
Morrill, Sarah J.....	"	Mott, C. Augusta.....	"
McCarty, Susan.....	1857.	McQuaid, Mary E.....	1857.
Moore, Sarah.....	1828.	Martin, Harriet T.....	1838.
Mann, Rebecca A.....	1825.	Morse, Lydia E. C.....	"
Melville, Clara.....	1828.	Martin, Harriet.....	1842.
Mann, Margaret.....	1829.	Marble, Susan B.....	1844.
Mills, Mary J.....	1830.	Mills, Maria N.....	1845.
Mann, Elizabeth.....	1836.	Millard, Elizabeth.....	1849.
Miller, Betsey B.....	1837.	Molineux, Henrietta.....	"
Mansur, Sarah E.....	1843.	Merrill, Lizette C.....	1852.
McFarland, Louisa M.....	1845.	Meek, Rosamond C.....	1853.
Merritt, Elizabeth.....	"	McMahon, Margaret.....	1855.
Miller, Sarah Ann Grant	1846.	Mayo, Marietta.....	"
Merrill, Margaret A.....	1849.	Morse, Mary M.....	1856.
McLellan, Mary E.....	1850.	Moulton, Sarah H.....	"
Miller, Martha M.....	"	McCarthy, Susan Ann.....	1845.
Messinger, Frances E.....	1853.	Mitchell, Martha Elizabeth....	1850.
Madigan, Henrietta B.....	1854.	McFarlane, Ellen G.....	1854.
Merrill, Georgiana.....	"	Murphy, Mary E.....	"
Mitchell, Sarah P.....	"	Marshall, D. L.....	1846.
Madigan, Grace A.....	1856.	Moulton, A. A.....	1850.
Mayo, Lizzie W.....	"	Marshall, Mary E.....	1857.
Merriam, Lizzie F.....	"	Mitchell, Mary A.....	1849.
Murtagh, Lizzie T.....	"	Millard, Elizabeth A.....	1851.
Mather, Mary A.....	1857.	Mills, Elizabeth W.....	"
Milliken, Mary A.....	"	Merriam, Mary E.....	1852.
Myers, Sarah.....	"	Mills, Abby M.....	1853.
Mackintosh, Mary A.....	1828.	Millard, Victoria A.....	1854.
Moore, Martha H.....	1836.	Marshall, Caroline W.....	1855.
Marden, Mary E.....	1840.	Munro, Mary L.....	"
Mackintosh, Sarah B.....	1842.	Mason, Mary A.....	1856.
Myers, Louisa.....	1854.	Maynard, Anna L.....	"
MacGregor, Sarah.....	1853.	Mitchell, Matilda.....	"
Metcalf, Susan A.....	"	Mullin, M. O.....	"
Mair, Sophronia K.....	1854.	Manley, Helen Mary.....	1857.
Marble, Ellen E.....	1856.	Moorhouse, Mary E.....	"
McGarty, Ann M.....	1857.	Nichols, Sarah.....	1827.
Mallon, Phebe W.....	1821.	Nichols, Jane F.....	1828.
Merriam, Hannah.....	1825.	Nash, Mary E.....	1841.
Meriam, Adeline.....	1826.	Nichols, Mary D.....	"
Masters, Mary.....	1828.	Norton, Lucy D.....	1843.
Mann, Caroline A.....	1853.	Nichols, Leah L.....	1846.
Montague, Mary A.....	1856.	Norcross, Abigail.....	1821.
Mann, Mary E. S.....	1857.	Norcross, Elizabeth.....	"
Mitchell, Huldah H.....	1853.	Norton, Cornelia.....	1823.
Moore, Mary E.....	1855.	Newmarch, Angelia.....	1826.
Morton, Mary G.....	1856.	Nevers, Eliza A.....	1837.
Mellow, Elizabeth H.....	1850.	Nourse, Louisa.....	1823.
Melvin, Sarah A.....	1851.	Newhall, Elizabeth T.....	1829.
McCullan, Sarah Jane.....	"	Noyes, Mary E.....	1856.
McCarthy, Elizabeth.....	1841.	Nichols, Margaret A.....	1851.
Manning, Maria H.....	1842.	Nichols, Frances H.....	1852.

Nelson, Zerlina F.....	1854.	Plaisted, Eliza P.....	1852.
Nichols, Emma P.....	"	Plaisted, Augusta S.....	1857.
Newmarch, Martha E.....	"	Putnam, Mary J.....	"
Newmarch, Josephine.....	1856.	Parsons, Esther B.....	1827.
Nudd, Martha S.....	1852.	Pierce, Mary A.....	1829.
Newmarch, Elizabeth W.....	1847.	Pierce, Henrietta L.....	1837.
Nelson, Jessamina S.....	1839.	Parsons, Mary U.....	1838.
Nugent Elizabeth.....	1856.	Palmer, Martha A.....	1844.
Nazro, Eliza A.....	1839.	Pratt, Emily P.....	1843.
Noyes, Calista.....	1845.	Palmer, Louisa C.....	1845.
Newton, Georgiana L.....	1846.	Pepper, Harriet A.....	1853.
Neal, Mary Elizabeth.....	1852.	Pierce, Emma C.....	1854.
Nelson, Frances A.....	1853.	Pulsifer, Abbie E.....	"
Newell, Caroline E.....	"	Pettengill, Mary Emma.....	1855.
Newton, Susan A.....	"	Pulsifer, Maria A.....	1856.
Newton, Harriet F.....	1856.	Pettingill, Sarah E.....	1857.
Newmarch, Mary J.....	1848.	Pratt, Sarah S.....	1829.
Nugent, C. L.....	1853.	Palmer, Sarah E.....	1852.
Neal, Sarah E.....	1856.	Pettingill, Charlotte H.....	1855.
Newell, Elizabeth.....	1852.	Packard, Charlotte.....	1856.
Newell, Mary.....	1854.	Pettingill, Susan.....	1857.
Oliver, Matilda.....	1828.	Plumley, Helen A.....	1851.
Owen, Augusta Stevenson....	1838.	Pratt, Sarah A.....	"
Oakes, Sophronia M.....	1826.	Parkman, Ann M.....	1849.
Oakes, Martha R.....	1838.	Phinney, Laura F.....	1825.
Oakes, Caroline V. H.....	1841.	Pope, Lucinda H.....	1836.
Olney, Julia A.....	1845.	Pierce, Adeline Farnum.....	1841.
Ober, Annie A.....	1851.	Pratt, Bethiah T. L.....	1849.
Ostrander, Caroline H.....	1853.	Pope, Susan M.....	"
O'Connell, Ellen.....	1855.	Pierce, Emeline A.....	1838.
Oliver, Sarah.....	1856.	Pray, Hannah M.....	1845.
Orcutt, Abigail B.....	1823.	Pratt, Mary.....	1846.
Oakes, Angeline S.....	1846.	Pitman, Amelia H.....	1848.
Orr, Julia A.....	1841.	Porter, Amanda S.....	1851.
Odiorne, M. Louise.....	1857.	Prentiss, Amy K.....	1853.
Pine, Amelia J.....	1827.	Prentiss, Mary J.....	"
Prince, Sarah F.....	1838.	Pittman, Georgiana S.....	1855.
Prince, Constantia.....	1840.	Pollard, Sarah W.....	"
Pierce, Lucy T.....	1829.	Porter, Laura M.....	"
Perrin, Harriet.....	1837.	Pearson, Caroline A.....	1856.
Pike, Abigail D.....	1837.	Preston, Elizabeth M.....	1840.
Proctor, Lucia.....	1840.	Parker, Adeline.....	1841.
Peabody, Jenetha B.....	1849.	Pynchon, Mary M.....	"
Prescott, Sarah F.....	1856.	Patten, Sarah B.....	1842.
Pike, Lucy A.....	"	Peabody, Charlotte.....	1854.
Prentiss, C. B.....	1821.	Pierce, Matilda Eunice.....	1843.
Pratt, Harriet N.....	1849.	Poole, Sarah F.....	1852.
Pierce, Emily M.....	1852.	Peeler, Lucie.....	1853.
Pickle, Margaret M.....	1857.	Powers, Eliza A.....	"
Perkins, Mary T.....	1823.	Paige, Phebe A.....	1854.
Porter, Sarah A.....	1827.	Phillips, Frances A.....	1849.
Pitts, Caroline F.....	1842.	Pomeroy, Mary Jane.....	1836.
Parmelee, Hannah S.....	1843.	Pitts, Sarah E.....	1839.
Parmelee, Martha P.....	1844.	Pollock, Sarah A.....	1841.
Pillsbury, Julia A.....	"	Pike, Adeline.....	1846.

Plummer, Martha E.	1846.	Reynolds, Elizabeth B.	1842.
Plummer, Mary B.	1851.	Rowell, Josephine E.	1857.
Pray, Lucy Jane.	"	Randall, Lydia E.	1845.
Parker, Ellen M.	1854.	Randlett, Martha A.	1848.
Pierce, Mary E.	"	Richmond, Betsey R.	1850.
Preble, Ellen F.	1856.	Richards, Ann Caroline.	1852.
Pratt, Annie R.	1853.	Rundlett, Eliza C.	"
Perkins, Emily A.	1855.	Richardson, Ellen	1854.
Prescott, Minah J.	"	Reid, Isabella	1842.
Priest, Caroline A.	"	Reid, Georgetta	1846.
Quincy, Adeline	1823.	Ring, Eveline C.	1850.
Ross, Elizabeth	"	Rumney, Ann R.	1857.
Ross, Elizabeth	1825.	Russell, Margaret	1844.
Rupp, Jane A.	1827.	Riley, Mary V.	1854.
Rhoades, Louisa	1829.	Riley, Eliza	1851.
Robinson, Eliza.	1828.	Remick, Sarah T.	1852.
Reed, Ann R.	1829.	Rowe, Lydia A.	"
Russell, Matilda.	1838.	Richardson, S. F.	1853.
Reynolds, Olive E.	1841.	Roulstone, M. C.	"
Reed, Martha W.	1842.	Reed, Abby A.	1855.
Rand, Sarah A.	1844.	Rollins, Maria A.	"
Ross, Emeline A.	"	Reed, Sally W.	1841.
Robertson, Helen M.	1845.	Ross, Mary.	1842.
Robinson, Sarah E.	1857.	Rogers, Rhoda.	1845.
Richardson, Catharine M. E.	1836.	Rich, Rosaltha M.	1849.
Redfern, Lydia	1821.	Rich, Mary A.	1852.
Ripley, Rachel H.	1823.	Rich, Hannah M.	1853.
Rogers, Ann C.	1845.	Robbins, Emily	"
Robinson, Elizabeth	1848.	Roberts, Helen R.	1857.
Rogerson, Caroline B.	1855.	Ross, Sarah E.	"
Rogers, Sarah S. B.	1823.	Smith, Lucy.	1821.
Reed, Emily.	1825.	Stevens, Laura	1823.
Russell, Mary A.	1829.	Shaw, Sarah A. M.	1825.
Robinson, Catharine V.	1830.	Stone, Mary E.	1836.
Rice, Mary A.	1836.	Sprague, Frances E.	1837.
Reed, Harriet	1839.	Sprague, Julia A.	1838.
Reed, Angelina A.	1841.	Smith, Mary J.	1840.
Rogers, Caroline A.	"	Schogan, Sarah M.	1857.
Reed, Ann M.	1842.	Stoddard, Mary S.	1825.
Robinson, Emma A.	1857.	Souther, Rebecca	1846.
Richardson, Mary C.	1854.	Simonds, Betsey,	1827.
Russell, Georgianna D.	1855.	Shipley, Josephine W.	1830.
Ridgway, Mary Ann.	1825.	Simmons, Margaret E.	1839.
Ross, Susan	1823.	Snow, Elizabeth P.	1843.
Ryan, Anna.	1851.	Sewall, Mary R.	1844.
Russell, Eleanor E.	1854.	Smith, Mary A.	1846.
Read, Laura A.	1856.	Stimpson, Elizabeth D.	"
Rice, Mary A.	1855.	Sampson, Priscilla C.	1848.
Ross, Mary T.	1857.	Salter, Helen J.	1850.
Rice, Lizzie F.	"	Staton, Eliza J.	1851.
Robinson, Sarah	1841.	Stevenson, Annie B.	"
Robbins, Mary E.	1845.	Stowe, Phebe M.	"
Richards, Ann E.	1848.	Salter, Mary W.	1852.
Rice, Caroline H.	1849.	Sanderson, Sarah C.	1853.
Ripley, Sarah	1850.	Scates, Mary E.	1854.
Rice, Jane R.	1830.	Stimpson, Susan S.	1855.

Stratton, Maria E.	1855.	Stodder, Almira E.	1857.
Seaver, Eliza	1821.	Sylvester, Frances	"
Sessions, Elizabeth	1823.	Stearns, Elizabeth B.	1842.
Smith, Lucy C.	1825.	Sherman, Frances C.	"
Smallidge, Sarah	1826.	Spence, Harriet M.	1844.
Sargent, Sarah A.	1828.	Sprague, Sarah P.	1839.
Smith, Eliza P.	1837.	Sprague, Martha A.	1837.
Sinclair, Ann E.	1842.	Savil, Mary D.	1846.
Stevenson, Sarah E.	1821.	Sears, Sarah	1848.
Sargent, Eliza	1823.	Sherman, Elizabeth A.	"
Stevens, Mary Ann	1826.	Short, Mary E.	1857.
Sargent, Abigail	1828.	Swords, Elizabeth	1846.
Sargent, Harriet	"	Stimson, Sarah L.	1837.
Snelling, Sarah N.	1829.	Stodder, Mary Hall	1838.
Spear, Abigail	"	Smith, Caroline	1841.
Stevens, Mary A.	"	Simmons, Ellen P.	1848.
Sweetser, Harriet E.	1838.	Shute, Abigail C.	1849.
Sweetser, Abby K.	1844.	Steel, Margaret	1852.
Stevens, Louisa M.	1849.	Spear, Sarah J.	1853.
Swett, Eliza G.	1851.	Sylvester, Mary A.	1854.
Stevens, Ann E.	1852.	Smith, Mary O.	1850.
Stuart, Louisa A.	"	Seaver, Ann M.	1851.
Sweet, Maria A.	1825.	Seaver, Harriet A.	1854.
Sargent, Abigail	1826.	Smith, Lydia B.	1835.
Shute, Susan G.	1827.	Southard, Caroline	1846.
Stetson, Catharine B.	1829.	Shirley, Catharine L.	1852.
Sargent, Elizabeth	1830.	Simmons, Charlotte A.	1854.
Snelling, Caroline W.	1837.	Scott, Julia Ann	1853.
Smith, Margaret C.	1838.	Stone, Clarissa	1841.
Shed, Catharine A. B.	"	Smith, Mary S.	1843.
Stockwell, Caroline A.	"	Sprague, Mary Ann A.	1844.
Stevens, Eliza S.	1839.	Simpson, Sarah E.	1848.
Stevens, Ann M.	"	Shelton, Emma	1850.
Suelling, Anna M.	1843.	Smith, Abby N.	"
Stockwell, Eliza A.	"	Sprague, L. Ellen	1851.
Stockwell, Maria L.	1844.	Spear, Helen A.	1852.
Snelling, Priscilla	1846.	Smith, Annie M. T.	1853.
Swallow, Sarah E.	"	Scotchler, Mary E.	1855.
Stockwell, Charlotte L.	1849.	Shelton, Christiana G.	"
Smith, Sarah A.	1850.	Sylvester, Addie E.	1856.
Spence, Sarah E.	1852.	Symonds, Lucie H.	"
Swift, Agnes M.	"	Sanderson, Augusta	1839.
Shute, Thankful S.	1853.	Sawyer, Sarah O.	1842.
Swift, Eliza T.	1824.	Sparrell, Caroline E.	1852.
Skinner, Susan A.	1856.	Sparrell, G. E.	1853.
Slade, Emeline	1826.	Smith, Frances E. A.	1854.
Saunders, Aroline A.	1827.	Snow, Harriet C.	1857.
Smith, Eliza W.	"	Turner, Phebe D.	1837.
Smith, Sarah H.	1828.	Tead, Sarah E.	1838.
Sturtevant, Emily C.	1852.	Treadwell, Mariana	1857.
Sinclair, Charlotte,	1856.	Tracy, Caroline M.	1828.
Small, Sarah A.	"	Thwing, Susan M.	1851.
Smith, Adeline A.	1852.	Trull, Mary O.	"
Smith, Charlotte	1854.	Temple, Lucie A. P.	1852.
Sanborn, Martha A.	1856.	Taylor, Gertrude	1853.

Temple, Emma A.	1855.	Tarbell, Sophia	1851.
Thaxter, Sarah T.	1828.	Thompson, Cecilia	1853.
Titcomb, Abby F.	1844.	Towne, Lucy E.	1833.
Treadwell, Mary L.	1846.	Tate, Sarah W.	1842.
Treadwell, Ellen M. S.	1849.	Turner, Sarah A.	1843.
Thayer, Sarah	1823.	Thompson, Amelia P.	1845.
Towne, Lydia	1825.	Turner, Elizabeth M.	1849.
Thayer, Morgiana C. F.	1827.	Tripe, Henrietta C.	1855.
Tirrell, Hannah S.	1828.	Tucker, Emily J.	1856.
Tupper, Mary W.	1830.	Taylor, Margaret.	1857.
Towne, Martha E.	1836.	Thompson, Annie B.	"
Tirrell, Sybil.	1839.	Underhill, Elizabeth G.	1845.
Thomas, Laura M.	1851.	Underwood, Rebecca J.	1852.
Troffiter, Ellen R.	"	Vose, Elizabeth E.	1836.
Thomas, Elvira E.	1852.	Vans, Helen E.	1825.
Tinkham, Mary L.	1853.	Vans, Mary A.	1830.
Thaxter, Susan H.	1855.	Vose, Elizabeth B.	1840.
Tucker, Elizabeth.	1823.	Veazie, Adeline.	1826.
Tirrell, Rebecca	1838.	Vannevar, Helen M.	1837.
Torrey, Eliza A.	1837.	Vinton, Eliza A.	1821.
Trull, Sarah E.	1844.	Vincent, Alice M.	1851.
Tewksbury, Lavina L.	1850.	Varney, Sarah Ellen.	1857.
Tewksbury, Emily A.	1852.	Wright, Jane	1821.
Tewksbury, Emily T.	1855.	Whitwell, Anna K.	1826.
True, Julia M.	1851.	Waldock, Naomi	1839.
Thurston, Helen A.	1853.	Wilcutt, Mary E.	"
Timmin, Catharine E.	"	Wallis, Henrietta F.	1826.
Taylor, Abby B.	1854.	Whitney, Mary A.	1827.
Tyler, Abby S.	1857.	Wiggin, Jane F.	"
Tucker, Welthe R.	1854.	Williams, Cynthia A.	1828.
Tuttle, Eliza W.	"	Williams, Miranda.	"
Thompson, Elizabeth S.	1855.	White, Mary L.	1836.
Tarbell, Sarah R.	1852.	Whitney, Martha C.	"
Talbot, Annie M.	1853.	West, Martha.	1838.
Tarbell, Lucy A.	1855.	Williams, Caroline B.	"
Tenny, Mary E.	1851.	Wheelwright, Charlotte E.	1840.
Tillson, Susan S.	1846.	Whitwell, Susan H.	"
Trumbull, Eliza G. A.	1856.	Whitney, Lillie C.	1854.
Taylor, Henrietta M.	1848.	Willis, Susan	1829.
Taylor, Charlotte A.	1851.	Winsor, Harriet.	"
Towne, Lucy J.	1840.	Whittemore, Georgiana	1846.
Tucker, Mary A.	"	Worster, Priscilla A.	1850.
Tyler, Frances A.	1841.	Wild, Mary C.	1823.
Taggard, Mary F.	1842.	Wilder, Helen Maria	1825.
Taggard, Eliza W.	1843.	Willis, Mary Ann	"
Tewksbury, Hannah S.	1845.	Wilder, Catharine C.	1827.
Taft, Sarah J.	1846.	Willet, Charlotte	1826.
Taft, Sophia A.	1850.	Wildes, Mary.	1846.
Taft, Abby L.	1851.	Woodman, Louisa Amelia	"
Taylor, Elizabeth	1854.	White, Adeline B.	1853.
Turner, Mary A.	1841.	Whitney, Mary L.	"
Tomlinson, Susan A.	1856.	Willet, Maria H.	1855.
Tyler, Catharine Maria	1843.	Williams, Elizabeth.	1825.
Tyler, Joanna O.	1844.	Wetherbee, Lucy.	1850.
Titcomb, Louisa P.	1849.	White, Sarah E.	"

Woodman, Hannah C.	1850.	Weston, Rebecca J.	1850.
Woodman, Hannah J.	"	Wilds, Laura	"
Wight, Ann M.	1837.	Webster, Ellen R.	1851.
Wilkins, Frances E.	1838.	White, Matilda B.	"
Wiggin, Julia M.	1843.	Warner, Sarah E.	1854.
Winn, Lavinia A.	1844.	Ward, Abigail F.	1838.
Warner, Helen M.	1850.	Wiggin, Sarah Frances.	1853.
Wason, Mary J.	1851.	Wiggin, R. Harriette	1857.
Whitmore, Sarah F.	"	Walton, Nancy Porter.	1842.
Wentworth, Irene W.	1856.	Wheeler, Catharina Cecilia . . .	1843.
Wait, Angela L.	1857.	Whitcher, Martha A.	1848.
Whitmore, Elizabeth A.	"	Waters, Margaret A.	1855.
Winters, Emma R.	"	Waters, Mary S.	"
Woodman, Elizabeth C.	1827.	Withington, Ann E.	1843.
Williams, Mary	1829.	White, Mary W.	1848.
Woodward, Hannah M.	"	Wyman, C. E.	1850.
Wheeler, Eunice F.	1855.	Waterman, Louisa M.	1852.
Wright, Isabella.	1852.	Wood, Mary A.	1855.
Wilkins, Clara L.	1854.	Wood, Henrietta N.	1856.
Whipple, Fanny R.	1855.	Whiting, Catharine F.	1857.
Wyman, Helen O.	1857.	Woodbury, Esther D.	"
Wiggin, Lucy A.	1844.	Weatherbee, Hannah	1843.
Woodward, Georgiana F.	"	Wilcutt, Rebecca Ann	1844.
Wiggin, Eliza A.	1845.	Wales, Martha S.	1846.
Waters, Elizabeth F.	1850.	Walker, Ann E.	1848.
Wright, Sarah Jane	1830.	Wetherbee, Joanna.	"
Whittemore, Mandana M.	1839.	Wetherbee, Frances	1850.
Wilde, Sarah E.	1843.	Whittlesey, Ellen	"
Wood, Fidelia	1851.	West, Helen F.	1856.
Withington, Eliza F.	1839.	Weed, Lucy M.	1857.
Woodman, Caroline G.	1842.	Young, Laura T.	1854.
Williams, Hannah B.	1846.		

THE LAWRENCE PRIZES.

At a meeting of the School Committee, held on the 20th of August, 1844, the Hon. Wm. J. Hubbard submitted the following communication, which he had received from the Hon. Abbott Lawrence.

BOSTON, August 14, 1848.

MY DEAR SIR: My son informed me, on my return from Newport, last evening,—to which I return this afternoon,—that you had called for the purpose of asking a donation from me to aid in creating a fund which will produce ninety dollars per annum, to be distributed in medals, books, &c., among those pupils of the High School who may excel in the various branches of learning taught in that valuable institution.

I beg to present to you my thanks for the opportunity afforded me of bearing testimony to the high estimation I have always placed upon all our public schools, and the interest I still entertain for their prosperity.

The system of Free Schools in New England I deem one of our chief glories; and upon the preservation of that system rests, in a great measure, the permanency of our civil and religious institutions.

I have not time to say more, but beg to place at the disposal of yourself and other members of the Committee, the sum of two thousand dollars, which, I presume, will be ample to carry out the plan you have indicated. I pray you, dear Sir, to accept the assurances with which I remain

Your friend and servant,

ABBOTT LAWRENCE.

HON. WILLIAM J. HUBBARD.

The next year, at a meeting of the School Committee, on the 5th day of August, 1845, the following communication, addressed to B. A. Gould, Esq., for many years the distinguished head of the Public Latin School, was laid before the Board by the Chairman, Hon. Thomas A. Davis.

BOSTON, July 26, 1845.

MY DEAR SIR : I am not unmindful of the conversation held with you at the Exhibition of the Latin School, last year, in regard to the great benefits to be derived from the distribution of rewards and prizes among the pupils, for scholarship, industry, and good conduct.

The ability and fidelity with which you discharged your duties while Principal of the Latin School for many years, and the interest you have manifested in its prosperity since you retired from it, have induced me, without apology, to address you with reference to the subject of our conversation.

I am, as *you well know*, deeply impressed with the necessity of not only maintaining the system of popular education as wisely established by our fathers, but of adopting such improvements as the advancement of science, the arts and literature requires to meet the wants of the age in which we live.

The Latin School of this city is an institution on which our fellow citizens of the present day look with pride and satisfaction, and which has been cherished with affection and confidence for more than two centuries.

I consider this school as the fountain of classical education among us, from which streams of knowledge flow, that enrich the mind, and elevate the New England character.

I have a desire to offer to my fellow citizens a testimonial of the respect I entertain for classical knowledge, and especially for this school, which has been, and is now, so nobly sustained by them. I beg, therefore, through you, to present to the City of Boston, in trust, the sum of two thousand dollars, the interest of which, as nearly as may be, shall be expended annually, forever, (under the direction of the sub-committee having charge of the Public Latin School of Boston), in prizes, for the best performances in the various branches of literature and science taught in that institution ; and in such other rewards for excellence and industry as may be thought best calculated to promote the object and true interests of education, and to keep alive a spirit of generous emulation and literary ardor through the several departments and all the different grades of said school.

It is not my wish that the whole of said interest should be expended in prizes for abstract or comparative excellence, which would naturally fall to the most talented and most advanced scholars ; but that a portion should be appropriated to the reward of those whose industry and diligent

application manifest a desire to improve, though the least gifted by nature ; and also a portion for good conduct in general, embracing moral rectitude and gentlemanlike deportment.

It is my desire that the subjects for prizes be so arranged and distributed as to operate on all the classes of the school, the lowest as well as the highest. The master of the school is requested to propose to his pupils the various prize subjects for the year as early as practicable, and always within one month after the August vacation, annually. And, in awarding the prizes, he is to act under the advice of the sub-committee of his school, and after consultation with such other gentlemen and learned persons as he may see fit.

The interest of the fund is to be paid to the chairman of the sub-committee of the Public Latin School for the time being.

I pray you to believe, dear Sir, I remain

Your friend and obedient servant,

ABBOTT LAWRENCE.

TO BENJ. A. GOULD, ESQ., BOSTON.

The foregoing letters,—noble testimonies alike to the wisdom, good judgment and benevolence of their author,—show the origin and purpose of the Lawrence Prizes. On the receipt of each of these letters, with the accompanying donation, a vote was passed presenting the thanks of the School Board to Mr. Lawrence, ordering the prizes to be designated as the “Lawrence Prizes,” and to be distributed in accordance with the expressed wishes of the founder. It is believed that these wishes have always been observed in the assignment of the prizes. No record, either at the Public Latin, or the English High School, has been kept of the names of those to whom they have been assigned. Such record will probably be kept hereafter. The following letter from Mr. Sherwin will show the manner in which, in conjunction with the Committee on the English High School, he has endeavored to discharge the trust. The same general principles have been observed in the distribution of these prizes at the Latin School.

ENGLISH HIGH SCHOOL, March 20, 1858.

DEAR SIR: In reply to your inquiry, "What pupils have received Lawrence Prizes in the English High School?" I would say, that I have not kept a record of the names. I might, perhaps, make up a catalogue approximately correct, but an imperfect list would be worse than none.

In the distribution of these prizes, I have aimed to make the stimulus act upon the greatest number, and to reward, as far as possible, all the students that put forth their best endeavors. I have, also, according to the request of Mr. Lawrence, distributed prizes for gentlemanly character and deportment, independently of decided scholarship. The studies of each class are arranged in two general divisions, — scientific and literary. For excellence in either one of these divisions, — in essays, or in declamation, — a pupil may receive a prize. But, by an amicable arrangement among the scholars, no one, however distinguished, can receive at the same time a prize in both of the general divisions. Prizes are also given, although not proposed, for merit in departments of study not required in the school, — such as the higher mathematics, for example.

Hence it follows that the number of prizes given is quite considerable. I think that forty or more have been distributed annually, so that the list for thirteen years would present a pretty long array. I shall, however in future, preserve a list.

Very truly and respectfully,

Your obedient servant,

THOMAS SHERWIN.

REV. DR. LOTHROP, *Chairman of Committee* }
of English High School. }

RULES OF THE SCHOOL COMMITTEE,

AND

REGULATIONS OF THE SCHOOLS.

SCHOOL COMMITTEE.

The following special provisions in regard to the number of the School Committee, the manner in which they shall be chosen, their terms of service, and their powers and duties, are contained in the City Charter, from which the following Sections are copied.

“**SECT. 53.** The School Committee shall consist of the Mayor of the City, the President of the Common Council, and of the persons hereinafter mentioned. A majority of the persons duly elected shall constitute a quorum for the transaction of business; and at all meetings of the board, the Mayor, if present, shall preside.

School Com-
mittee.

SECT. 54. At the annual election next after the passage of this act, the qualified voters of each ward shall be called upon to give in their ballots for six inhabitants of the ward, to be members of the School Committee; and the two persons who receive the highest number of votes, or, in case more than two receive an equal number of votes, the two persons who are senior by age, shall hold their office for three years from the second Monday in January next ensuing, and the next two persons who receive the highest number of votes, or who are senior by age in the contingency aforesaid, shall hold their office for two years from said date, and the two other persons shall hold their office for one year from said date; and at every subsequent annual election, two persons shall be chosen in each ward, to be members of the School Committee for the term of three years.

Election of
School Com-
mittee.

SECT. 55. The persons so chosen as members of the School Committee, shall meet and organize on the second Monday of January, at such hour as the Mayor may appoint. They may choose a secretary and such subordinate officers as they may deem expedient, and shall define their duties, and fix their respective salaries.

Organization of
School Com-
mittee.

SECT. 56. The said Committee shall have the care and management of the public schools, and may elect all such instructors as they may deem proper, and remove the same whenever they consider it expedient. And generally they shall have all the powers,

Duties of School
Committee.

in relation to the care and management of the public schools, which the selectmen of towns or school committees are authorized by the laws of this Commonwealth to exercise."

Elections.

"SECT. 24. The Board of Aldermen, the Common Council, and the School Committee, shall have authority to decide upon all questions relative to the qualifications, elections and returns of their respective members."

Vacancies, &c.

The statute of May 30th, 1857, chap. 266, makes the following provisions concerning vacancies in School Committees.

"SECT. 1. Whenever any member or members of the school committee of any city or town shall decline further service, or from change of residence or otherwise, shall become unable to attend to the duties of said board, the remaining members thereof shall, in writing, give notice of the fact to the selectmen of the town, or to the mayor and aldermen, if it be a city; the two boards shall, then, after giving public notice of at least one week, proceed, by joint ballot, to fill such vacancy or vacancies; and a majority of the ballots of all persons entitled to vote shall be held to be necessary to a choice at such election.

"SECT. 2. The same proceedings as above prescribed shall be had in case of a vacancy caused by the refusal of any person, elected as member of any school committee, to accept said office, after having been notified of such election according to the two hundred and eighty-third chapter of the acts of eighteen hundred and fifty-three; and in case all the persons elected as members of the school committee, shall, after such due notice, decline accepting said office, or having accepted thereof, shall afterwards decline further service, the selectmen, or the mayor and aldermen, shall, after giving due public notice, proceed, by ballot, to elect a new board; and the votes of a majority of the entire board of selectmen, or of mayor and aldermen, shall be necessary to an election.

"SECT. 3. Any person elected in accordance with the provisions of this act, shall have the same powers and duties as if he had been chosen a member of the school committee in any other legal manner: *provided, however,* that in all cases the term of service of such member shall end with the municipal or official year in which he may be chosen; and if the vacancy was in the first instance for a longer period, it shall at the first annual election after the occurrence of said vacancy, be filled in the manner prescribed for original elections to the school committee."

RULES AND REGULATIONS.

CHAPTER I.

Organization of the Board.

SECTION 1. At all meetings of the Board of School Committee, the Mayor, styled President, shall preside; in his absence, the President of the Common Council shall preside; and in the absence of both the Mayor and President of the Common Council, a President *pro tempore* shall be chosen by ballot.

Organization of the board.

SECT. 2. At the first meeting in each year, the Board shall elect a Secretary by ballot, and fix his salary for the ensuing year; and the President shall appoint, subject to the approval of the Board, the following Standing Committees, of five members each, viz:—1. On Elections;—2. On Rules and Regulations;—3. On Accounts;—4. On School Houses;—5. On Salaries;—6. On Text Books;—7. On Music;—8. On the Latin School;—9. On the English High School;—10. On the Girls' High and Normal School.

Standing committee.

SECT. 3. For convenience in the management of the Grammar and Primary Schools, the city shall be divided into as many Districts as it has Grammar Schools; each District shall take its name from the Grammar

Districts.

School within its boundaries; the President shall appoint, at the first meeting of the Board in each year, and subject to its approval, a Standing Committee on each District, whose number, in each case, shall be proportionate to the number of schools in the District.

District
Committees.

Chairmen of
sub-committees.

SECT. 4. The member first named on any committee, shall be the chairman thereof; except that the Committee on the Latin School, on the English High School, on the Girls' High and Normal School, and each District Committee, shall respectively elect its own Chairman.

Annual and
quarterly meet-
ings.

SECT. 5. The Board shall hold its annual meeting for the election of teachers on the first Tuesday in June, and three other stated quarterly meetings on the first Tuesday in March, September and December, at four o'clock, P. M., at such place as the President may appoint; and the Board may hold special meetings whenever they are deemed necessary.

Quorum.

SECT. 6. For a quorum, a majority of the Board must be present; but a less number may vote to send for absent members, and to adjourn. Whenever the Board is obliged to wait, after the hour appointed for the meeting, for a quorum to begin business, or whenever it has to suspend business and adjourn for want of a quorum, the roll shall be called and the names of the absentees recorded by the Secretary.

CHAPTER II.

Powers and Duties of the President.

Opening of
meetings.

SECTION 1. The President shall take the chair precisely at the hour appointed for the meeting of the Board, and shall call the members to order, and, on the

appearance of a quorum, he shall cause the records of the last meeting to be read, and shall proceed to business in the following order, and shall not depart from it unless authorized by a vote of the Board:

1. Papers from the City Council;
2. Unfinished business of preceding meetings;
3. Nomination and Confirmation of Teachers;
4. Reports of Committees;
5. Motions, Orders, Resolutions, Petitions, &c.

Order of
business.

The Nomination and Confirmation of Teachers shall be called for in the order of the Districts.

SECT. 2. The President shall preserve order and decorum in the meetings; he may speak to points of order in preference to other members, and shall decide all questions of order, subject to an appeal to the Board, on motion of any member regularly seconded, and no other business shall be in order till the question on the appeal shall have been decided.

Duties of the
President.

SECT. 3. When two or more members rise to speak at the same time, the President shall name the member who may speak first.

Same

SECT. 4. He shall rise to address the Board, and to put a question, but may read sitting. He shall declare all votes; but if any member doubt the vote, the President, without debate, shall require the members voting to rise and stand until they are counted, and he shall declare the result.

Same.

SECT. 5. The President shall appoint the Chairman when the Board goes into Committee of the Whole; at any other time he may call any member to the chair, but such substitution shall not continue longer than one meeting. He may express his opinion on any subject under debate; but in such case, he shall leave the chair, and shall not resume it while the same ques-

Committee of
the Whole.

tion is pending; but he may state facts, and give his opinion on questions of order, without leaving his place.

Yeas and nays. SECT. 6. The President shall take the sense of the Board by *Yeas* and *Nays*, whenever *one-fifth* of the members present sustain a motion therefor.

Motions SECT. 7. All questions shall be propounded by the President in the order in which they are moved, unless the subsequent motion shall be previous in its nature; except that in naming sums and fixing times, the largest sum and the longest time shall be put first. After a motion is seconded, and stated by the President, it shall be disposed of by vote of the Board, unless the mover withdraw it before a decision or an amendment.

Motion to adjourn. SECT. 8. The President shall consider a motion to adjourn as always in order, except when a member has the floor, or when a question has been put and not decided; and a motion to adjourn shall be decided without debate. Any member who moves to adjourn to a day certain, shall assign his reasons for so doing.

Previous question. SECT. 9. He shall put the previous question in the following form: "Shall the main question be now put?" and all amendments or further debate on the main question shall be suspended, until the previous question shall have been decided. Nor shall any member be allowed to speak on the "previous question" more than once without leave of the Board.

Call of special meetings. SECT. 10. Whenever in his opinion it is necessary, the President *may*, and at the written request of any five members, he *shall* call a special meeting of the Board; but no meeting of the Board shall be called on shorter notice than twenty-four hours.

Appointment of committees. SECT. 11. All Committees shall be nominated by the President, unless otherwise ordered by the Board.

CHAPTER III.

Rights and Duties of Members.

SECTION 1. When any member is about to speak in Duties of members in debate. debate, or to present any matter to the Board, he shall rise in his place, and respectfully address the President; shall confine himself to the question under debate, and avoid personality. No member in debate shall mention another by his name, but may describe him by the Ward he represents, the place he sits in, or such other designation as may be intelligible and respectful.

SECT. 2. No member while speaking shall be inter- Call to order. rupted by another, but by rising to call to order, or to correct a mistake. But if any member, in speaking or otherwise, transgress the Rules of the Board, the President *shall*, or any member *may*, call him to order; in which case the member so called to order shall immediately sit down, unless permitted to explain; and the Board, if appealed to, shall decide on the case, but without debate.

SECT. 3. If the Board shall determine that a mem- Violation of rules. ber has violated any of its rules, he shall not be allowed to speak unless by way of excuse for the same, until he shall have made satisfaction therefor.

SECT. 4. No member shall speak more than five Rules of debate. minutes at any one time, on any motion or order under discussion, nor more than twice to the same question, without leave of the Board; nor more than once, until all other members choosing to speak shall have spoken.

SECT. 5. No motion shall be considered by the Motions. Board, unless seconded. Every motion shall be sub-

mitted in writing, if the President direct, or any other member of the Board request it.

Order of motions.

SECT. 6. When a question is under debate, no motion shall be received but to adjourn; to lay on the table; for the previous question; to postpone to a day certain; to commit; to amend; or to postpone indefinitely; which several motions shall have precedence in the order above stated.

Reconsideration.

SECT. 7. When a question has once been decided, any member voting in the majority may move a reconsideration; such motion, if made at the same meeting with the decision, shall prevail, if a majority of the members present sustain it; but if made at a subsequent meeting, it shall not prevail unless a majority of the whole Board vote for it; and only *one* motion for the reconsideration of any vote shall be permitted.

Members to vote.

SECT. 8. Every member present when a question is put, shall give his vote, unless excused by the Board.

SECT. 9. All motions and reports may be committed or recommitted, at the pleasure of the Board.

SECT. 10. The division of a question may be called for, when the sense will admit of it.

SECT. 11. When the reading of a paper is called for, and the same is objected to by any member, it shall be determined by a vote of the Board.

Suspension of rules.

SECT. 12. The consent of *three-fourths* of the members present at any meeting shall be requisite for the suspension of any standing Rule of the Board, or Regulation of the Schools, unless the proposal for the same shall have lain upon the table for at least one week.

Repeal or amendment of rules.

SECT. 13. Whenever any proposition is submitted by a member to amend or repeal any Rule of the Board, or involving the amendment or repeal of any Regulation of the Public Schools, said proposition, before any

action thereon, shall be referred to the Committee on Rules and Regulations, or to such other committee, standing or special, as the Board may designate, who shall report thereupon in writing, and said report, together with such recommendations or orders as may be therein contained, shall be open to immediate consideration and action.

CHAPTER IV.

Duties of Standing Committees.

SECTION 1. Immediately after the appointment of the Standing Committees, at the meeting for organization, the Committee on Elections shall receive the certificates of election of the members and examine them, and report the result of their examination without any unnecessary delay. Whenever any person shall be elected to fill any vacancy that may have occurred in the Board, this Committee shall examine his certificate of election, and report as above provided, and said Committee shall hear and report on all cases of contested elections.

SECT. 2. The Committee on Rules and Regulations shall take into careful consideration every proposition presented to the Board, to repeal or to amend any Rule or Regulation, whenever the same shall be referred to them, and shall report in writing, stating their reasons for or against the proposed alteration.

SECT. 3. The Committee on Accounts shall present to the Auditor the estimate of the expenses of the public schools required by the City Ordinance;* and

* The School Committee shall present to the Auditor, on or before the first day of February in each year, an estimate in writing of the expenses of the public schools for the next financial year, stating the amount required for salaries, for incidental expenses, and for the alteration, repair and erection of school houses. [City Ordinance, Dec. 18, 1855, sect. 2.]

they shall have the control of all expenditures for those articles used in the schools which are not otherwise provided for, or granted by a special order of this Board: such as Outline Maps, a large Map of Massachusetts, Terrestrial Globes, and such pieces of Philosophical Apparatus as may be required to complete the sets now in school; and all other means of illustration which the teachers may call for, or their District Committees recommend. They may authorize the Superintendent to furnish all the record books and the blanks needed for the use of the schools, all text-books wanted for indigent children, and such of the above named articles as, in their opinion, the schools really need. But no Sub-Committee, nor any persons connected with this Board, shall expend any money for these supplies without authority from this Committee; and no bills for such expenditures shall be paid without the signature of the Chairman of this Committee in approval.

Committee on
School Houses.

SECT. 4. Whenever any application shall be made for the erection or alteration of a school house, such application shall be referred to the Committee on School Houses, who shall consider the same and shall consult with the District Committee who may have charge of the school or schools to be accommodated, and shall report to this Board, in writing, such recommendations in each case as they may deem expedient. It shall also be the duty of the Committee on School Houses to exercise a general supervision over the warming and ventilation of the several school houses throughout the year.

Committee on
Salaries.

SECT. 5. Whenever any proposition is submitted to this Board to extend the salary of any teacher beyond the time of actual service, or to change the regular salary of a teacher in any respect, or to pay for any

extra service in teaching, *such* proposition shall not be acted upon before it has been referred to the Committee on Salaries, who shall report, in writing, such recommendations as they may deem expedient.

SECT. 6. It shall be the duty of the Committee on Committee on Books. Books, when they think favorably of any application made by any author or publisher, to introduce any new text-book into the Public Schools, to give early notice thereof to the Board, and to see that such author or publisher furnish every member with a copy of such text-book for examination, as a condition of its being presented to them for acceptance; and said Committee shall fully consider such application, examine thoroughly such text-book, and at such time as they may be prepared, within three months from the date of the application, they shall make a written report to the Board, setting forth the reasons for or against the introduction of said text-book into the Public Schools. In the month of May, annually, this Committee shall examine the course of studies prescribed for the schools, and shall recommend to the Board, at the quarterly meeting in June, such improvements in the course of instruction, and such changes in the books used in the schools as they may deem expedient.

SECT. 7. Whenever any new text-book is adopted Introduction of new books. by the Board, it shall be on the condition that the publisher will furnish copies to the pupils of the Public Schools at such reduction from the wholesale price as shall be agreed upon by this Board; and it shall be the duty of the Committee on Text-Books to see that this condition is fulfilled, and that said book comes into use at the commencement of the Public Schools after the August vacation, at which time only shall any new text-book be introduced.

Committee on
Music.

SECT. 8. It shall be the duty of the Committee on Music to exercise a general supervision over this department of Public Instruction in all the schools. They shall appoint, and nominate to the Board for confirmation, suitably qualified persons as Teachers of Music; they shall make examinations of each Grammar School in music, at least once in six months, and submit a written report thereupon semi-annually, at the quarterly meeting in March and in September.

Committees on
High Schools.

SECT. 9. The Committees on the Latin School, the English High School, and the Girls' High and Normal School, in all matters relating to said schools and the appointment of teachers therein, shall respectively observe the same rules, and perform the same duties, so far as applicable, as are hereinafter prescribed for the several District Committees in relation to the Grammar Schools under their charge.

Organization of
District Com-
mittees.

SECT. 10. Within ten days after its appointment, each District Committee shall organize by the choice, from among its own members, of a Chairman and Secretary, notice of whose election shall be immediately sent to the Secretary of the School Board. It shall keep a record of its proceedings, and all its official acts shall be done in meetings duly called, at not less than twenty-four hours' notice, and when reported to the Board, shall be submitted in writing.

Duties of Dis-
trict Commit-
tees.

SECT. 11. Each District Committee shall have charge of the Grammar School and the Primary Schools in the District, and may arrange the studies and classify the pupils in the latter in such a manner as they may consider most advantageous to the schools. Within ten days after its appointment, each District Committee shall divide itself into a suitable number of Sub-Committees, for the Primary Schools in its District.

Said Committee shall then divide the Primary Schools in the District, into as many divisions as there may be Sub-Committees, and shall assign each division to a Sub-Committee, who shall have the special charge of ^{Care of Primary Schools.} the schools in such division; shall visit each of them as often as once in each month; shall examine them quarterly, and shall report in writing their standing and progress, to the Chairman of the District Committee, at least one week previous to each quarterly meeting of the Board. Each Sub-Committee shall refer all matters of importance pertaining to the schools under its care, to the District Committee, for consideration and action.

SECT. 12. Whenever any District Committee shall ^{Additional Primary Schools.} deem an additional Primary School necessary for the proper accommodation of the children under their care, they shall state the facts in the case to the Board, in writing, which communication shall be referred to the Committee on School Houses, who shall consider and report on the same, before the Board shall take final action on the subject.

SECT. 13. The District Committees shall examine ^{Quarterly examinations.} the Grammar Schools in their respective Districts at least once in each quarter; and shall visit them not less than once each month without giving previous notice to the instructors, and shall, at each quarterly meeting of the Board, make a report in writing, giving the results of their examinations and visits, together with the results of the examination by the Sub-Committees of the several primary schools under their charge; also stating any occurrences affecting the standing and usefulness of the schools, and mentioning the condition of the school houses and yards and out-buildings connected therewith. They shall also state

in their reports the names of all children admitted to the schools under their charge, who do not reside in the city, and the reasons for their admission.

Quarterly reports.

SECT. 14. At each quarterly meeting, the Chairman of each District Committee, or any member thereof, who may be present, shall be called upon for a report on the condition of the schools in the District; and in case of omission to make it, the Board shall pass a vote, enjoining the delinquent Committee to proceed without delay to the performance of their duty, and shall adjourn to receive their report.

Medals and certificates.

SECT. 15. The District Committee shall determine on the scholars who are to receive the medals and certificates of merit in their respective schools, and return the names to the Secretary, at least four days previous to the annual exhibition. It shall also be their duty, on the day of exhibition, to present the medals and certificates to the pupils to whom they have been awarded. The number of medals and certificates of merit to be awarded, in each school, shall be based upon the number of pupils belonging to the school. Each school shall be entitled to one medal and one of each of the certificates of merit for every sixty scholars upon the School Register. But, in any school where the number of scholars in the first class is comparatively small, the number of medals awarded shall be proportionably less; and it shall never exceed one-third of the number of candidates examined, nor shall any pupil be promoted for the purpose of increasing the number of candidates. In any school where there are no scholars much advanced in improvement, no medal shall be awarded. General scholarship and more especially good conduct shall be taken into consideration in awarding the medals and certificates;

and, in order that a just assignment may be made, the District Committee shall critically examine the candidates, and inspect the school records of their standing.

SECT. 16. No pupil shall be admitted to or retained ^{Transfer of pupils.} in any school, except that for the Section in which such pupil resides, without the written consent of the District Committee, both of the school to which the pupil belongs, and of that where he seeks to be admitted or retained.

SECT. 17. Instruction may be given in Sewing, to ^{Teacher of sewing.} all the pupils in the fourth class in each of the Grammar Schools for girls, whenever in the judgment of the District Committee, such a course shall be for the best interest of the school. The District Committee of each school in which such instruction shall be given, shall nominate to this Board, for confirmation, some qualified person as Teacher of Sewing, who shall give to each pupil two lessons of not less than one hour each, every week.

SECT. 18. Whenever any new teacher, except a mas- ^{Examination of teachers.} ter, is in the opinion of the District Committee, needed for any school under their charge, said Committee shall, *before* making any appointment, examine the candidates in the manner required by law,* and with especial reference to the place which is then to be filled; and also as to their competency to teach the elements of articulation, of music and drawing; and in regard to teachers in the Grammar Schools, they shall consult with the master in whose school such teacher is to be

* The school committee shall require full and satisfactory evidence of the good moral character of all instructors who may be employed in the public schools in their town, and shall ascertain, by personal examination, their literary qualifications and capacity for the government of schools. [Rev. Stat. ch. 23, § 13.]

All school teachers shall hereafter be examined in their knowledge of the elementary principles of physiology and hygiene, and their ability to give instructions in the same. [Stat. 1850, ch. 229, § 2.]

appointed. And the same course shall be pursued in all cases where it is proposed to transfer or to advance a teacher from one grade of school to another. Teachers so appointed shall be nominated by the District Committees, to this Board, for confirmation, and they shall be considered entitled to the established salary from the time of their entering upon their duties.

Canvassing the lists of teachers.

SECT. 19. In the month of May, annually, the Committee on the Latin School, the English High School, the Girls' High and Normal School, and each District Committee, in a meeting regularly called, shall canvass the list of teachers in their District, and, after consultation with the Master, they shall decide upon the persons whom they will recommend for re-election, and said Committee shall, at the annual meeting in June for the election of teachers, nominate the persons thus approved, who shall be considered the regular candidates for their respective offices. And in case any Committee have decided not to nominate any teacher for re-election, they may, if they deem it expedient, give notice of their intention to said teacher before the annual election.

Nomination of teachers for reelection.

Duties of District Committees.

SECT. 20. The District Committees shall give their advice to the instructors in any emergency; and take cognizance of any difficulty which may have occurred between the instructors and parents of pupils, or between the instructors themselves, relative to the government or instruction of their schools. An appeal, however, to the whole Board, is not hereby denied to any citizen or instructor. In addition to the specific duties of the District Committees, it shall be their duty, generally, to make any temporary arrangement which they may find necessary for their schools, or for the convenience of the instructors, provided that nothing shall be done contrary to the School Regulations.

Transfer of Primary Schools and Teachers.

SECT. 21. Each District Committee may transfer their own Primary School Teachers from one Primary

School to another, and may change the location of their Primary Schools from one school room to another, as they may think proper, but notice of any such transfer or change, and of the appointment of any new Primary School Teacher shall, within one week after they are made, be sent to the Secretary of the Board, and the same shall be mentioned in the next quarterly report of the District Committee; and any teacher, of any grade, actually in the employ of the city, may be transferred by this Board, without re-examination, to any vacant place of the same grade in the city.

SECT. 22. The Committees on the Latin School, the English High School, the Girls' High School and Normal School, and each District Committee shall, during the month of July, make a thorough examination of their respective schools, and shall report at the quarterly meeting in September the results of their examinations, together with such suggestions for the improvement of the schools as they may see fit to offer, and the statistics of each school in a tabular form, on the following points, viz:—1. The number of teachers; 2. The changes of teachers made during the year; 3. The number of scholars registered; 4. The number of these received from other Public Schools of the city; 5. The number discharged; 6. The largest number present at any one time; 7. The largest average attendance for any one month, and the name of the month; 8. The average attendance for the year; 9. The average cost per scholar, based upon the average number of scholars and the whole expense of the school; 10. The number and names of the medal scholars, and the recipients of the Lawrence prizes; 11. The number and the ages of the candidates offered and admitted at the High Schools, from each of the Grammar Schools. These reports shall be referred to a Special Committee of the Board, who shall make from them such selec-

Annual examinations.

Annual reports. tions as they may think important for public information, and shall add thereto such suggestions and remarks as they shall deem expedient; and their report, when accepted by the Board, shall be printed for distribution among the citizens.

CHAPTER V.

Election of Instructors of Public Schools.

School year. SECTION 1. The School year shall commence on the first day of September, and end on the thirty-first day of August.

Annual election of teachers. SECT. 2. In the month of June, annually, the Board shall elect the instructors of the Public Schools, and fix their salaries* for the ensuing year. Said instruc-

* The salaries of the instructors in the various schools have been established as follows, for the present school year, viz:

The salary of the Masters of the Latin, the English High, and the Girls' High and Normal Schools shall be \$2,400 for the first year's service, with an increase of \$100 for each additional year's service till the salary amounts to \$2,800 per annum; and the masters now connected with the Latin and English High Schools shall be paid \$2,800.

The salary of the Sub-Masters of the Latin and English High Schools, and of the Masters of the Grammar Schools, shall be \$1,600 for the first year, with an annual increase of \$100 till it amounts to \$2,000.

The salary of the Ushers of the Latin and English High Schools, and of the Sub-Masters of the Grammar Schools, shall be \$1,200 for the first year, with an annual increase of \$100 till it amounts to \$1,600.

The salary of the Ushers of the Grammar Schools shall be \$800 for the first year, with an annual increase of \$100 till it amounts to \$1,000.

The salary of the first Head Assistant in the Girls' High and Normal School shall be \$600 per annum, and the salary of the other Assistants in this School shall be \$500 per annum.

The salary of the Head Assistants in the Grammar Schools shall be \$500 per annum; and the salary of the other Assistants in the Grammar Schools, and of the Teachers of the Primary Schools, shall be \$300 for the first year, with an annual increase of \$50 till it amounts to \$450 per annum.

The salary of the Music Teachers shall be \$125 per annum for each school, including the consideration for the use of the Pianoforte, which each Teacher shall provide for himself.

The salary of the Sewing Teachers shall be \$200 per annum for each School, except that the Sewing Teachers in the Hancock and Winthrop Schools shall each receive \$300 per annum.

tors shall rank as follows: 1st, Masters; 2d, Sub-Masters; 3d, Ushers; 4th, Head Assistants; 5th, Assistants; 6th, Primary School Teachers; 7th, Music Teachers; 8th, Sewing Teachers.

SECT. 3. The Masters of the several schools having Mode of choosing instructors been duly nominated by their respective District Committees, shall be elected by ballot, and thirty votes at least shall in all cases be necessary to a choice, and the other instructors shall be elected by confirmation on nomination of their respective Committees; but no Teacher, except a Master, shall be elected by this Board, without having served on trial at least three months in the Boston schools.

SECT. 4. Whenever a new Master is to be elected Election of a new master. for any of the Public Schools, the Secretary shall give notice thereof in such newspapers, and for such length of time as the Board may direct, specifying in such notice that all applications for the office must be made in writing, and lodged with the Secretary, together with any written evidence of qualifications which the candidate may wish to present, on or before a day named in such notice.

SECT. 5. In case the vacancy to be filled is in the Same. Latin School, the English High School, or the Girls' High and Normal School, the committees of those schools shall together constitute a committee for the examination of candidates. But in case of a vacancy in any of the Grammar Schools, the Examining Committee shall be composed of the District Committee of the school in which the vacancy exists, and of the members for the two Wards numerically nearest to the Ward in which such school is situated.

SECT. 6. The Examining Committee shall take from Same. the Secretary's files all the applications and written evidence, and shall have personal interviews with the applicants, and make inquiries as to their qualifica-

tions, and at a meeting appointed for the purpose, shall carefully examine the candidates in the manner required by law,* and always with reference to the office that is then to be filled. And none but said Committee, the members of this Board and the candidates under examination shall be present.

Examining
Committee's
report.

SECT. 7. The Examining Committee shall report to the Board, at some subsequent meeting, the names of all the applicants who have been examined by them, together with such other facts and circumstances respecting the candidates, their recommendations and qualifications, as they may deem necessary for the information of the Board. They shall also designate in their report the names of two or more of the candidates whose examinations were most satisfactory, with the opinions of the Examining Committee on their qualifications severally, and the Board shall then proceed to a choice by ballot.

SECT. 8. The instructors elected at the annual meeting, shall hold their offices for one school year, unless sooner removed by vote of the Board.

CHAPTER VI.

Duties of the Secretary.

SECTION 1. The Secretary shall have charge of the Records of the Board, and of all papers directed by them to be kept on his files; he shall keep a fair and full record of all the proceedings of the Board.

Records and
files.

SECT. 2. He shall notify all stated and special meetings; he shall notify the Chairman of every Committee appointed, stating the commission, and the names of the members associated with him; he shall notify the

Notices to be
given

* See page 265.

meetings of all Sub-Committees, when requested by the Chairman or by any two members thereof; he shall notify the instructors of their appointments, and shall give such other notices as the Board may require.

SECT. 3. He shall prepare the annual report required by the statute of the Commonwealth, and he shall transmit the same, legally signed, to the Secretary of State, on or before the 30th day of April.*

Report to Secretary of State.

SECT. 4. At the quarterly meeting, in March, and in September, he shall present to the Board an abstract of the semi-annual returns of the Public Schools, and a schedule showing the number of teachers then employed in the schools.

Abstract of semi-annual returns.

SECT. 5. He shall transmit copies of all votes, resolutions and documents which are to be sent to the members of the Board, and to the various Committees, to the Teachers, and to other persons.

Votes to be transmitted.

SECT. 6. He shall see that the Medals and Diplomas awarded to the successful candidates in the Public Schools are procured, properly inscribed, and sent to the appropriate schools at least one day preceding the Annual Exhibitions.

Medals to be provided.

SECT. 7. He shall examine all bills for salaries, and the bills for all articles purchased by order of the Board, or by the Committee on Accounts, and shall perform such other duties as the School Committee shall prescribe or from time to time direct.

Examination of bills.

CHAPTER VII.

Duties of the Superintendent.

SECTION 1. The Superintendent of Public Schools shall be elected annually, by ballot, at the quarterly

Election.

* The School Committees of the several cities and towns shall return said Blanks, (the Blanks prepared by the Board of Education) duly filled up, to the office of the Secretary of the Commonwealth, on or before the last day of April. [Stat. 1846, ch. 223, § 3.]

meeting of the Board in June, to enter upon the duties of his office on the first day of September next ensuing. At the same meeting the salary of the Superintendent shall be voted, and no alteration in the amount of said salary shall be made during the year for which he is elected.

Salary.

General duties.

SECT. 2. He shall devote himself to the study of the Public School System, and keep himself acquainted with the progress of instruction and discipline in other places, in order to suggest appropriate means for the advancement of the Public Schools in this city, and see that the regulations of the Board in regard to these schools are carried into full effect.

Visiting schools.

SECT. 3. He shall visit each school as often as his other duties will permit, that he may obtain, as far as practicable, a personal knowledge of the condition of all the schools, and be able to suggest improvements and remedy defects in their management. He shall advise the teachers on the best methods of instruction and discipline, and to illustrate these methods in respect to Primary Schools, he shall hold occasional meetings of the teachers of the schools, and have authority for this purpose to dismiss the Primary Schools at such time as he shall deem advisable, not exceeding one day in each quarter.

Meetings of Primary School Teachers.

State scholarships.

SECT. 4. Whenever vacancies occur in the State scholarships to which this city is entitled, it shall be his duty to give public notice thereof, and he shall be authorized, in conjunction with the chairman of each of the High School Committees, to examine candidates for said vacancies and report to this Board the names of those to be recommended according to law,* to the Board

* The School Committee of every town in each class of sections, may in the year designated as aforesaid, recommend as candidates for scholarships, one or more young men, inhabitants of their town, who, in their opinion, and in the opinion of a competent teacher, to be certified in writing to the Board

of Education. He shall make investigations as to the number and the condition of the children in the city who are not receiving the benefits offered by the Public Schools, and shall endeavor to ascertain the reasons, and to suggest and apply the remedies. Absentees from schools.

SECT. 5. He shall render such aid and communicate such information to the various Committees as they may require of him, and shall assist them when desired in the quarterly examinations. He shall see that all school registers, books of records, circulars, blanks for monthly reports of teachers and annual reports of District Committees are prepared after uniform patterns, and ready to be furnished when needed. Assistance to committees.

SECT. 6. He shall consult with the different bodies who have control of the building and altering of school houses, and shall communicate to them such information on the subject as he may possess; and he shall suggest such plans for building and altering school houses as he may consider best for the health and convenience of the teachers and pupils, and most economical for the city; and he shall advise with those through whom, either directly or indirectly, the school appropriations are expended, that there may result more uniformity in their plans and more economy in their expenditures. School houses.

SECT. 7. It shall be his duty to attend the meetings of the Board, and, when called upon through the President, to express his opinion on any subject under discussion, or to communicate such information as may be in his power. At the quarterly meeting in March, School expenses. Attend meetings of Board. Quarterly reports.

of Education, will be fitted for college at the Commencement next succeeding, and the Board of Education, together with the senator or senators for the time being, who shall reside within the limits of any section of such class, shall in the manner hereinafter provided, select from the candidates so recommended, one in each section, whom they shall judge most deserving and most likely to become useful as a teacher, and who, when selected, shall be the scholar for such section. [Stat. 1853, chap. 193, § 3.]

June and December, he shall give an account, written or oral, of the schools he has visited, and the other duties he has performed during the quarter, and at the quarterly meeting in September he shall make a written report of his labors for the year, together with such facts and suggestions relating to the condition of the schools, and the increase of their efficiency and usefulness, as he may deem advisable, and this report shall be referred to the Special Committee on the annual report of the School Board.

Annual Report.

Board.

Record of Primary School teachers.

SECT. 8. He shall keep a record of the names, ages and residences of persons who may desire to be considered as candidates for the office of Assistant or Primary School Teacher, with such remarks and suggestions respecting them as he may deem important for the information of Committees; which record shall be at all times open to the inspection of any member of this Board. And he shall perform such other duties as the School Committee shall prescribe or from time to time direct.

CHAPTER VIII.

General Regulations of the Public Schools.

SECTION. 1. All teachers in the Public Schools are *required* to make themselves familiar with these Regulations, and especially with the portion that relates to their own duties, and to the instruction and discipline of their respective schools, and to see that these are faithfully observed.

Teachers to observe the school regulations.

SECT. 2. The instructors shall punctually observe the hours appointed for opening and dismissing the schools; and, during school hours, shall faithfully devote themselves to the public service. In all their intercourse with their scholars they shall strive to impress on their minds, both by precept and example,

General duties of teacher.

the great importance of continued efforts for improvement in morals, in manners and deportment, as well as in useful learning.

SECT. 3. From the first Monday in May to the first School hours. Monday in October, the Grammar and Primary Schools shall commence their morning sessions at 8 o'clock, and close at 11 o'clock; and shall begin their afternoon sessions at 2 o'clock, and close at 5 o'clock. From the first Monday in October to the first Monday in May, they shall commence their morning sessions at 9 o'clock, and close at 12 o'clock; and shall begin their afternoon sessions at 2 o'clock, and shall close at 5 o'clock, except that from the first Monday in November to the first Monday in March, they may omit the afternoon recess and close at 4 o'clock. *Provided*, that nothing in this Section shall be so construed as to prevent the teacher from the judicious exercise of the right to detain a pupil for a reasonable time after the regular hour for dismissing school, either for purposes of discipline, or to make up neglected lessons.

SECT. 4. All the school rooms shall be opened, and the teachers be present, both morning and afternoon, Teachers and pupils to be at school early. *fifteen minutes* before the time fixed for the session to begin. The teachers shall require the scholars to be in their seats, and shall commence and close the exercises of the schools, punctually at the prescribed hours.

SECT. 5. The morning exercises of all the schools Opening the schools. shall commence with reading a portion of Scripture, in each room, by the teacher, and the Board recommend that the reading be followed with the Lord's Prayer, repeated by the teacher alone, or chanted by the teacher and children in concert, and that the afternoon session close with appropriate singing; and also, that the pupils learn the Ten Commandments, and repeat them once a week.

SECT. 6. Good morals being of the first importance Moral instruction.

to the pupils, and essential to their highest progress in useful knowledge, instruction therein shall be daily given in each of the schools.* The pupils shall be carefully instructed to avoid idleness and profanity, falsehood and deceit, and every wicked and disgraceful practice, and to conduct themselves in an orderly and proper manner; and it shall be the duty of the instructors, so far as practicable, to exercise a general inspection over them in these regards, both in and out of school, and also while going to the same and returning home; and on all suitable occasions to inculcate upon them the principles of truth and virtue.

School registers
and records.

SECT. 7. The principal teacher in every school shall keep a register in which shall be recorded the names, ages, dates of admission, and places of residence of the scholars. In addition to this register, other records shall be kept, in which shall be entered the daily absence of the scholars, and such notes of their class-exercises as may exhibit a view of their advancement and standing.

Blanks for
schools.

SECT. 8. All school registers and other books for records, as well as all blanks for monthly reports, and circulars required in the several schools, shall be after uniform patterns, to be determined by the Superintendent of Public Schools, to whom all teachers are

* "It shall be the duty of the president, professors, and tutors of the University at Cambridge, and of the several colleges, and of all preceptors and teachers of academies, and all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth, love to their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above mentioned virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness; and also to point out to them the evil tendency of the opposite vices." [Rev. Stat. ch. 23, § 7.]

expected to apply whenever such articles are needed by them.

SECT. 9. Each master shall examine the pupils under the care of the other teachers in his school as often as he can consistently with proper attention to those who are under his immediate charge.

SECT. 10. During the week preceding the quarterly meeting in March and in September, the principal teacher in each school shall make to the Secretary of the Board semi-annual returns of the number of pupils belonging to the school conformable to the blanks furnished for this purpose. They shall also include in their reports the names of those pupils belonging to their respective schools whose parents or guardians do not reside in the city, with the dates of their respective admissions.

SECT. 11. Each master shall, within one week after the appointment of a teacher, send to the Secretary of this Board the full name of such teacher, with the precise date of his or her commencing service in his school; and if the person appointed has previously been in the service of the City as a teacher, he shall state where, when, and how long such service was rendered. In like manner he shall give notice when any teacher shall have relinquished service in his school.

SECT. 12. The instructors may, for the purpose of observing the modes of discipline and instruction, visit any of the Public Schools in the City; but such visits shall not be made oftener than once a quarter, nor till provision satisfactory to the Chairman of the District Committee or of the Sub-Committee, has been made for the proper care of the pupils under their immediate charge.

SECT. 13. All instructors shall aim at such discipline in their schools as would be exercised by a kind,

judicious parent in his family, and shall avoid corporal punishment in all cases where good order can be preserved by milder measures. And it shall be the duty of the several masters and teachers in the public schools to keep a record of all instances of inflicting corporal punishment, which they shall submit to their respective Committees at each quarterly examination, when said record shall be erased.

Exclusion of a pupil.

SECT. 14. For violent or pointed opposition to authority in any particular instance, a principal teacher may exclude a child from school for the time being; and thereupon shall inform the parent or guardian of the measure, and shall apply to the District Committee for advice and direction.

Suspension or expulsion and restoration of pupils.

SECT. 15. When the example of any pupil in school is very injurious, and in all cases where reformation appears hopeless, it shall be the duty of the principal teacher, with the approbation of the Committee on the school, to suspend or expel such pupil from the school. But any child under this public censure, who shall have expressed to the teacher his regret for his folly or indiscretion, as openly and explicitly as the nature of the case may require, and shall have given evidence of amendment, shall, with the previous consent of said Committee, be reinstated in the privileges of the school.

SECT. 16. In cases of difficulty in the discharge of their official duties, or when they may desire any temporary aid, the instructors shall apply to the District Committees of their respective schools for advice and assistance.

Absentees must pay their substitutes.

SECT. 17. Whenever any instructor shall be absent from school, and a temporary instructor rendered necessary, the amount required to pay said substitute shall be withdrawn from the salary of the absentee;

unless upon a representation of the case, by petition, and a report on said petition from the Standing Committee on Salaries, the Board shall order an allowance to be made. And no substitute shall be employed in any of the Primary Schools for more than one day at a time, without the approbation of one or more of the Sub-Committee of the school; nor in any department of the Grammar Schools without the approbation of two or more of the District Committee, the Chairman being one of them. The compensation per day allowed for substitutes in the Primary Schools, and for Assistants in the Grammar Schools, shall be \$1.00; for Ushers, \$2.75; for Sub-Masters, \$3.75; and for Masters, \$5.00; for each day, counting six school days in the week, during which such substitute shall be employed.

SECT. 18. It shall be the duty of all the instructors to give vigilant attention to the ventilation and temperature of their school rooms. A regular system of ventilation shall be practised, as well in winter as in summer, by which the air in the rooms shall be effectually changed at each recess, and at the end of each school session before the house shall be closed. The masters of the Grammar Schools shall examine, or cause some competent person connected with each school to examine, during the season of fires, the cellars and unoccupied rooms in their respective buildings; such examination to be made during the first and every succeeding hour of the forenoon and afternoon sessions, and the result make known to the master of the school.

SECT. 19. There shall be a recess of fifteen minutes for every pupil each half day, including the time occupied in going out and coming in, which shall take place as nearly as may be at the expiration of one half of each school session.

SECT. 20. The masters, ushers and teachers, in the

Temperature
and ventilation.

Recesses.

Physical exer-
cise in schools

Public Schools, shall so arrange the daily course of exercise in their respective classes that every scholar shall have daily in the forenoon and afternoon some kind of physical or gymnastic exercise; this exercise to take place as nearly as practicable midway between the commencement of the session and recess, and between recess and the end of the session.

Care of school premises.

SECT. 21. The principal teachers of the several schools shall prescribe such rules for the use of the yards and out-buildings connected with the school houses as shall insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose, and they shall be held responsible for any want of neatness or cleanliness on their premises; and when anything is out of order they must give immediate notice thereof to the Superintendent of Public Buildings.

Things not allowed.

SECT. 22. No instructor in the Public Schools shall be allowed to teach in any other public school than that to which he or she has been appointed, nor to keep a private school of any description whatever, nor to attend to the instruction of any private pupils before 6 o'clock, P. M., except on Wednesday and Saturday afternoons, nor to engage as editor of any newspaper, or of any religious or political periodical.

Same.

SECT. 23. The instructors shall not award medals or other prizes to the pupils under their charge.

Same.

SECT. 24. No subscription or contribution for any purpose whatever shall be introduced into any public school.

SECT. 25. No person whatever shall read to the pupils of any school, or post upon the walls of any school building, or fences of the same, any advertisement. Nor shall any agent or other person be permitted to enter any school for the purpose of exhibiting, either to teacher or pupils, any new book or article of apparatus.

SECT. 26. The books used and the studies pursued ^{Authorized books and studies.} in all the Public Schools shall be such and such only as may be authorized by the Board; and the teachers shall not permit any books, tracts or other publications to be distributed in their schools.

SECT. 27. No pupils shall be allowed to retain their ^{Books, &c., required.} connection with any of the Public Schools unless they are furnished with the books and utensils regularly required to be used in the respective classes.

SECT. 28. In cases where children are in danger of ^{Books, &c., for indigent children.} being deprived of the advantages of education, by reason of inability to obtain books, through the poverty or negligence of parents or guardians, the Committee on Accounts are authorized, on behalf of the School Committee, to carry out the provisions of the statute on this subject.*

SECT. 29. All children living within the limits of the city, who are not otherwise disqualified, and who are upwards of four years of age, shall be entitled to attend the Public Schools of the city; but no child whose residence is not in the city, or who has only a temporary residence in it for the purpose of attending the Public Schools, shall be received or retained in any school, except upon the consent previously obtained of the

* In case any scholar shall not be furnished by his parent, master or guardian with the requisite books, he shall be supplied therewith by the School Committee at the expense of the town.

The School Committee shall give notice, in writing, to the assessors of the town, of the names of the scholars so supplied by them with books, and of the books so furnished, the price thereof, and the names of the parents, masters, or guardians, who ought to have supplied the same; and said assessors shall add the price of the books so supplied, to the next annual tax of such parents, masters, or guardians; and the amount so added shall be levied, collected and paid into the town treasury, in the same manner as the town taxes.

In case the assessors shall be of opinion that any such parent, master or guardian is unable to pay the whole expense of the books so supplied on his account, they shall omit to add the price of such books, or shall add only a part thereof to the annual tax of said parent, master or guardian, according to their opinion of his ability to pay. [Rev. Stat. ch. 23, §§ 20, 21, 22.]

District Committee; and said District Committee may, in accordance with the provisions of the Act of May 8th, 1857, require the parent or guardian of such child to pay a sum equal to the average cost per scholar of such school, for such period as said child may attend thereat.*

Same.

SECT. 30. No pupil shall be admitted to the privileges of one school who has been expelled from another, or while under suspension, unless by vote of the Board.

Certificate of vaccination.

SECT. 31. No pupil shall be admitted into any of the Public Schools without a certificate from a physician that he or she has been vaccinated or otherwise secured against the small pox; but this certificate shall not be required of pupils who go from one public school to another.

Cleanliness of pupils required.

SECT. 32. No child who comes to school without proper attention having been given to the *cleanliness* of his person and of his dress, or whose clothes are not properly repaired, shall be permitted to remain in school, but shall be sent home to be prepared for school in a proper manner.

Tardiness.

SECT. 33. Tardiness shall be subject to such penalty as in each case the teacher may think proper. No pupil shall be allowed to be absent any part of the regular school hours for the purpose of receiving instruction,

Absence.

* All-children between the ages of five and fifteen years, shall be entitled to attend the public schools of the city or town in which they shall reside for the time being: *provided, however*, that if any child shall attend a public school in any city or town of this Commonwealth, other than that in which the parent or guardian of such child may reside, and shall have resided in such city or town for the sole purpose of attending such school, the consent of the school committee of such city or town shall first be obtained, and the parent or guardian of such child shall be liable to pay to such city or town, for the tuition of such child, a sum equal to the average expense, per scholar, for such school, for the period such child shall have so attended. [Stat. 1857, ch. 132]

or taking lessons of any kind elsewhere. Pupils detained at home must, on returning to school, bring an excuse stating the cause of such detention; and every pupil, wishing on any day to be dismissed before the close of the session, must assign satisfactory reasons therefor and obtain the consent of the teacher. Teachers hav-^{Truancy.}ing charge of pupils who are habitually truant, shall report their names, residences, and the names of their parents or guardians to the truant officers of the district.

SECT. 34. There shall be an annual exhibition of^{Annual exhibi- tions.} the Latin School on the Saturday, of the English High School on the Monday, of the Girls' High and Normal School on the Tuesday, preceding the third Wednesday in July; and on the Tuesday following said Wednesday there shall be an exhibition of the several Grammar Schools; at which exhibitions the medals and diplomas shall be conferred upon the pupils. The hours for the exhibitions of the several schools shall be arranged by the President of the Board. And in the afternoon of the same day, the Annual School Festival shall be held, to which members of the School Committee, all^{School festival.} the teachers in the Public Schools, and the medal scholars of the current year shall be invited.

SECT. 35. The following holidays and vacations^{Holidays and vacations.} shall be granted to the schools, viz:—every Wednesday and Saturday afternoon, throughout the year; Christmas day, New Year's day, the Twenty-second of February, and Fast day; May day; Artillery election; the Fourth of July; Thanksgiving week; the week immediately preceding the first Monday in March; one week commencing on the Monday preceding the last Wednesday in May; seven weeks after the exhibition of the Latin School in July to said Latin School; the remainder of the week after the exhibition of the English High School, in July, and the six succeeding

weeks to said English High School; the remainder of the week after the exhibition of the Girls' High and Normal School, and the six succeeding weeks to said school; and the remainder of the week after the exhibition of the Grammar Schools in July, to the first Monday in September, to said Grammar Schools and the Primary Schools; and the President of the Board is authorized to suspend the schools *on such public occasions* as he may think proper, not exceeding three days in the year. In addition to these holidays the Latin and English High Schools shall be entitled to the two days of public exhibition at Harvard University. No other holidays shall be allowed except by special vote of the Board.

CHAPTER IX.

Regulations of the Primary Schools.

Admission of pupils.

SECTION 1. Every teacher shall admit to her school all applicants of suitable age and qualifications, residing nearest to the school under her charge, provided the number in her school will warrant the admission; and in all cases of doubt or difficulty in the discharge of this duty, she shall apply to her Sub-Committee for advice and direction.

Transfer of pupils.

SECT. 2. When any child shall apply to be admitted from another Primary School, the teacher shall require a certificate of transfer from the teacher of the former school; which certificate shall serve instead of a Certificate of Vaccination. And if qualified for the First or Second Class, said child shall be entitled to admission into a Primary School, although more than seven years of age.

Absence of pupils.

SECT. 3. Whenever any scholar is absent from school, the teacher shall immediately ascertain the

reason; and if such absence be continued, and is not occasioned by sickness or other sufficient cause, such child, with the consent of the Sub-Committee, may be discharged from the school, and a record of the fact be made.

SECT. 4. The regular promotion of scholars to the Grammar Schools shall be made semi-annually, on the first Monday in March, and on the first Monday in September. But occasionally promotions may be made on Monday of any week, whenever the Sub-Committee of the Primary School and the Master of the Grammar School may deem it *necessary*. Promotion of pupils.

SECT. 5. One or more schools for the special instruction of children *over seven years of age*, and not qualified for the Grammar School, may be established in each District. Children over seven years of age are not to be admitted into any of the Primary Schools, unless by transfer, or for special reasons satisfactory to the Sub-Committee. Any scholar over eight years of age, and not in the first or second class, may be removed from any Primary School to a school for special instruction, at the discretion of the Sub-Committee. Schools for special instruction.

SECT. 6. *The School on the Western Avenue* shall be connected with the Phillips School District. Children over eight years of age may be admitted into this school at the discretion of the Sub-Committee; and their studies shall conform to the Regulations of the Grammar Schools.

SECT. 7. The teachers shall attend to the physical education and comfort of the pupils under their care. When from a state of the weather, or other causes, the recesses in the open air shall be impracticable, the children may be exercised within the room, in accordance with the best judgment and ability of the teachers. In the schools which are kept in buildings occupied by Grammar Schools, the recesses shall be Proper care of the pupils in school.

arranged by the masters so as not to interfere with the exercises of those schools.

Holidays and
vacations.

SECT. 8. The holidays and vacations of the Primary Schools shall be the same as are granted to the Grammar Schools, either by the rules of the School Board or by the order of the Mayor; and they shall also have the day preceding, and the day of the Annual Exhibitions of the Grammar Schools.

No school shall be suspended on any other occasion, except for special and important reasons relating to a particular school, and then only by express permission of the Sub-Committee.

Classes.

SECT. 9. The schools shall contain, as nearly as practicable, an equal number of pupils; it being desirable that the average number of daily attendants should be fifty to each teacher; and the pupils in each of the schools shall be arranged in six classes, unless otherwise ordered by the District Committee.

SECT. 10. Simple oral lessons in Arithmetic, adapted to the ages of the scholars, shall be given in the several classes; and the Addition, Subtraction and Multiplication Tables must be thoroughly learned by the first and second classes. Every scholar shall be provided with a slate, and employ the time not otherwise occupied, in drawing, or writing words from their spelling lessons, on their slates in a plain script hand. The teachers are expected to take special pains to teach the first class to write—not print—all the letters of the alphabet on slates.

Sewing.

SECT. 11. Plain Sewing may be introduced into any Primary School, at the discretion of the Sub-Committee, and Singing shall form part of the opening and closing exercises of every session; and such time be devoted to instruction in Music in each school as the Sub-Committee may deem expedient.

Singing.

SECT. 12. *The following Books and Studies shall be attended to in the respective Classes:*

SIXTH CLASS.

Tower's Gradual Primer.

"*My First School Book,*" as a Spelling-book.

1. Pronouncing words without Spelling.
2. Pronouncing and Spelling combined.
3. Spelling without book, words that have become familiar.
4. Counting from one to one hundred.
5. Drawing on the slate or blackboard, imitating some mark, letter, or other object, or copying from a card.

FIFTH CLASS.

Tower's Gradual Primer.

"*My First School Book,*" continued, — in the columns to the 20th page, and as a Reading book in the sentences to the 70th page.

Numeration, or counting from one to one hundred.

Drawing, continued, as in the Sixth Class.

FOURTH CLASS.

Tower's Gradual Primer.

"*My First School Book,*" continued as a Spelling-book, completed as a Reading book.

Combination of numbers, so as readily to find the page in any book.

Marks of punctuation.

THIRD CLASS.

Bumstead's "Second Reading Book."

"*My First School Book,*" completed as a Spelling-book.

The letters used for numbers to be taught as they occur in the captions of the reading lessons.

All the Numerals and Abbreviations on page 56 of *My First School Book* to be learned.

SECOND CLASS.

Bumstead's "Second Reading Book."

"*Spelling and Thinking combined*," commenced.

"*North American Arithmetic*," commenced.

The Addition, Subtraction, and Multiplication Tables, to be learned, and Practical Questions in these Rules attended to.

FIRST CLASS.

Bumstead's Third Reading Book."

New Testament.

"*Spelling and Thinking combined*," completed.

"*North American Arithmetic*," completed.

The scholars in this class must be familiar with Practical Questions in all of the first four rules of Arithmetic.

SECT. 13. No scholars are to be promoted from one class to another till they are familiar with all the lessons of the class from which they are to be transferred, except for special reasons satisfactory to the Sub-Committee.

CHAPTER X.

Regulations of the Grammar Schools.

Second grade.

SECTION 1. These schools form the second grade in the system of public instruction established in this City.

The following are their names, locations and dates of establishment:

Name.	Location.	Established.
1—Eliot School,	North Bennet St.	For Boys, - - - 1713
2—Franklin School,	Washington St.	For Girls, - - - 1785
3—Mayhew School,	Hawkins St.	For Boys, - - - 1803
4—Hawes School,	South Boston,	For Boys, - - - 1811
5—Boylston School,	Fort Hill,	For Boys and Girls, 1819
6—Bowdoin School,	Myrtle St.	For Girls, - - - 1821
7—Hancock School,	Richmond Place.	For Girls, - - - 1822
8—Wells School,	Blossom St.	For Girls, - - - 1833
9—Winthrop School,	Tremont St.	For Girls, - - - 1836
10—Lyman School,	East Boston,	For Boys and Girls, 1837
11—Lawrence School,	South Boston,	For Boys and Girls, 1844
12—Brimmer School,	Common St.	For Boys, - - - 1844
13—Phillips School,	W. Centre St.	For Boys, - - - 1844
14—Dwight School,	Springfield St.	For Boys and Girls, 1844
15—Quincy School,	Tyler St.	For Boys, - - - 1847
16—Bigelow School,	South Boston,	For Girls, - - - 1849
17—Chapman School,	East Boston,	For Boys and Girls, 1849
18—Adams School,	East Boston,	For Boys and Girls, 1856

In these schools are taught the common branches of an English education. They are all organized on one plan, except that in the Dwight school house there are two entirely distinct and independent schools, one for boys and the other for girls, each under the control of its own master and separate instructors, while in all the other school houses, there is but one school under the sole charge of one master with the requisite number of subordinate teachers.

Organization.

SECT. 2. The schools for boys shall each be instructed by a master, a sub-master, an usher, a head assistant, and three or more female assistants.

Instructors in Boys' school.

The schools for girls shall each be instructed by a master, a head assistant for each story in the building, and three or more female assistants.

In Girls' school.

The mixed schools (boys' and girls') shall each be instructed by a master, a sub-master, a head assistant for each story in the building, and three or more female assistants.

In mixed schools.

Any existing exceptions to the foregoing organiza-

Number of pupils to a teacher. tions, authorized by special votes of the Board, shall remain until otherwise ordered.

SECT. 3. Each school shall be allowed a teacher for every sixty pupils on the register, and an additional female assistant may be appointed whenever there are thirty scholars above the complement for the teachers already in the school, if the District Committee deem it expedient; and whenever the number of pupils on the register shall be reduced to thirty less than such complement, one female assistant may be removed from such school, if the District Committee recommend it; provided, that in determining the number of teachers to which any school may be entitled under this section, one head assistant shall not be counted.

Qualifications for admission to the Grammar Schools.

SECT. 4. Any pupil may be admitted into the Grammar Schools, who, on examination by the master, or any of his assistants, shall be found able to read at first sight, easy prose; to spell common words of one, two or three syllables; to distinguish and name the marks of punctuation; to perform mentally such simple questions in Addition, Subtraction, and Division, as are found in Part First of Emerson's North American Arithmetic; to answer readily to any proposed combination of the Multiplication Table, in which neither factor exceeds ten; to read and write Arabic numbers containing three figures, and the Roman numerals as far as the sign of one hundred; and to enuciate, clearly and accurately, the elementary sounds of our language. And no pupil who does not possess these qualifications, shall be admitted into any Grammar School, except by special permit of the District Committee.

Examination of primary scholars for promotion to Grammar School.

SECT. 5. Within the two weeks preceding the first Monday in March annually, the master of each Grammar School shall visit each Primary which is expected

to send pupils to his school, and he shall examine the first class in each of said schools, and shall give certificates of admission to the Grammar School to such as he may find qualified in accordance with the foregoing requirements. But in the month of July annually, each teacher in the Primary Schools shall accompany her first class to such Grammar school house in the vicinity as the master may designate, when he and his assistants shall examine the candidates for admission to the Grammar School, in presence of their instructors, and shall give certificates to those who are found to be properly qualified. If, however, the parent or guardian of any applicant not admitted on the examination of the master, is dissatisfied with his decision, such person may appeal to the District Committee for another examination of said applicant.

SECT. 6. Pupils admitted from the Primary Schools are expected to enter the Grammar Schools on the first Monday of March and of September; but all other applicants residing in the District, found on examination *qualified in all respects*, may enter the Grammar Schools by applying to the master at the school house, on Monday morning of any week when the schools are in session. Pupils regularly transferred from one Grammar School to another, may be admitted at any time, on presenting their certificates of transfer, without an examination.

Times of admitting pupils to Grammar School.

SECT. 7. In assigning lessons to boys to be studied out of school hours, the instructors shall not assign a longer lesson daily than a boy of good capacity can acquire by an hour's study, but no out-of-school lessons shall be assigned to girls, nor shall the lessons to be studied in school be so long as to require a scholar of ordinary capacity to study out of school in order to learn them.

Out-of-school lessons.

SECT. 8. Each school or department of a school shall be divided into four classes. Each class shall be divided into two or more sections, each of which sections shall pursue the studies, and use the text-books assigned to its class; but whenever it shall appear that a section of a lower class has in any particular branch of study made the attainments requisite for promotion to a higher class, at a period earlier than the regular time for general promotion, then such section may, at the discretion of the master, and with the approval of the Committee, enter upon the study of one of the text-books prescribed for the next higher class.

Text-books.

SECT. 9. The books and exercises of the several classes in the boys' schools shall be as follows:

Class 4. No. 1. Swan's Spelling Book. 2. Tower's Gradual Reader. 3. Writing, in such Writing Books as the master of each school may, with the approval of his District Committee, see fit to introduce into his school. 4. Robinson's Elementary Arithmetic. 5. Drawing in Bartholomew's No. 1.

Same.

Class 3. No. 1. Swan's Spelling Book. 2. Swan's Grammar School Reader. 3. Writing, as in fourth class. 4. North American Arithmetic, Part Second. 5. Drawing in Bartholomew's No. 2. 6. Mitchell's Primary School Geography, to be used chiefly as a reading book, and the medium of oral instruction in Geography. 7. Tower's Elements of English Grammar.

Same.

Class 2. No. 1. Spelling from the Reading Lessons. 2. Tower and Walker's Reader. 3. Writing, as in the fourth class. 4. North American Arithmetic, Part Second. 5. Mitchell's School Geography, Atlas, and Questions, with exercises in Map Drawing on the blackboard and otherwise. 6. Tower's Elements of English

Grammar or Bullions's Analytical and Practical Grammar. 7. Exercises in Composition and Declamation. 8. Exercises in Drawing. 9. Worcester's Dictionary.

Class 1. No. 1. Spelling from the reading lessons. 2. Reading in Hillard's First Class Reader. 3. Writing, as in fourth class. 4. North American Arithmetic, Part Third. 5. Mitchell's Geography, Atlas, and Questions, with exercises in Map Drawing on the blackboard and otherwise. 6. Bullions's Analytical and Practical Grammar. 7. Exercises in Composition and Declamation. 8. Exercises in Drawing. 9. Worcester's Dictionary. 10. Robinson's Book Keeping. 11. Worcester's History. 12. Hall's Manual of Morals — a Monday morning lesson, with oral instruction. 13. Instruction in Natural Philosophy, — using Parker's Compendium of Natural and Experimental Philosophy or Olmstead's Rudiments of Natural Philosophy, as a text-book, with the Philosophical Apparatus provided for the schools, — shall be given by the master to such portions of the first class as can attend thereto, without neglect of the foregoing course of studies.

SECT. 10. The books and exercises for the several classes of the girls' schools, shall be the same as in the corresponding classes of the boys' schools, except that the third class shall use Russell's Sequel to the Primary Reader, in the place of Swan's Grammar School Reader.

SECT. 11. In all the Grammar Schools, Swan's First Lessons in the History of the United States, Colburn's Mental Arithmetic, F. A. Adams's Arithmetic, in two parts, Warren's Treatise on Physical Geography, or Cartè's Physical Geography and Atlas, are permitted to be used for occasional exercises, but not to the neglect of any of the prescribed studies or text-books.

SECT. 12. Two half-hours each week in the Gram-Instruction in Music.

mar Schools shall be devoted to the study and practice of Vocal Music, and in addition to the instruction already given by the music teacher to the first and second classes, musical notation, the singing of the scale, and exercises in reading simple music be practised twice a week by the lower classes under the direction of the teachers; and the pupils shall undergo examinations and receive credits for proficiency in music as in the other studies pursued in the schools.

CHAPTER XI.

Regulations of the English High School.

High School
established, and
its object.

SECTION 1. This school is situated in Bedford street. It was instituted in 1821, with the design of furnishing the young men of the City, who are not intended for a collegiate course of studies, and who have enjoyed the usual advantages of the other Public Schools, with the means of completing a good English education, and fitting themselves for all the departments of commercial life. The prescribed course of studies is arranged for three years, and those who attend for that period and complete that course, are considered to have been graduated at the school. Those who wish to pursue further some of the higher departments of mathematics, and other branches, have the privilege of remaining another year at school. This institution is furnished with a valuable mathematical and philosophical apparatus, for the purpose of experiment and illustration. To this school apply the following regulations, in addition to those common to all the schools.

Instructors.

SECT. 2. The instructors in this school shall be a master, two sub-masters, and as many ushers as shall

allow one instructor to every thirty-five pupils, but no additional usher shall be allowed for a less number. The Sub-Committee may furnish the master with an assistant in his room whenever the number of pupils remaining in the school through the fourth year shall in their judgment make it necessary. The salary of said assistant shall not exceed the salary paid to an usher in this school during his first year of service. It shall be a necessary qualification in all these instructors, that they have been educated at some respectable college, and that they be competent to instruct in the French language.

SECT. 3. Candidates for admission to this school shall be examined once a year, on the Wednesday and Thursday next succeeding the exhibition of the Grammar Schools in July. Any boy then offering himself as a candidate for admission, shall present a certificate from his parent or guardian, that he has reached the age of twelve years, also a certificate of good moral character, and of presumed literary qualifications, from the master of the school which he last attended, and shall pass a satisfactory examination in the following studies, viz: Spelling, Reading, Writing, English Grammar, Arithmetic, Modern Geography, and the History of the United States.

Time of examining candidates for admission.

SECT. 4. It shall be the duty of the Committee on the English High School to be present at the annual examination of candidates for admission, but said examination shall be conducted by the instructors, from questions previously prepared, on all the branches, and subject to the approval of the Committee. The examination shall be strict; and a thorough knowledge of the required studies shall be indispensable to admission.

Annual examination of candidates.

SECT. 5. On admission, pupils shall be arranged in

divisions according to their respective degrees of proficiency. Individuals, however, shall be advanced according to their scholarship, and no faster; and no one shall remain a member of the school longer than four years.

Reviews.

SECT. 6. It shall be the duty of the master to examine each division as often as may be consistent with the attention due to those under his immediate instruction. Each class or section shall be occasionally reviewed in its appropriate studies, and once a quarter there shall be a general review of all the previous studies of that quarter.

School hours.

SECT. 7. From the first Monday in November to the first Monday in April, the school shall hold one session each day, — commencing at 9 A. M., closing at 2 P. M. From the first Monday in April to the first Monday in November, there shall be two school sessions each day, — one from 8½ A. M. to 12 M. — another from 3 P. M. to 5½ P. M., except that on stormy days the master may, at his discretion, keep until 2 o'clock, P. M., and dispense with the afternoon session.

Course of studies and text-books.

SECT. 8. The course of study and instruction in this school shall be as follows:

Class 3. 1. Review of preparatory studies, using the text-books authorized in the Grammar Schools of the City. 2. Ancient Geography. 3. Worcester's General History. 4. Sherwin's Algebra. 5. French Language. 6. Drawing.

Same

Class 2. 1. Sherwin's Algebra, continued. 2. French Language, continued. 3. Drawing, continued. 4. Legendre's Geometry. 5. Book Keeping. 6. Blair's Rhetoric. 7. Constitution of the United States. 8. Trigonometry, with its application to Surveying, Navigation, Mensuration, Astronomical calculations, &c.

9. Paley's Evidences of Christianity,—a Monday morning lesson.

Class 1. 1. Trigonometry, with its applications, Same.
&c., continued. 2. Paley's Evidences, continued, — a Monday morning lesson. 3. Drawing, continued. 4. Astronomy. 5. Natural Philosophy. 6. Moral Philosophy. 7. Political Economy. 8. Natural Theology. 9. Shaw's Lectures on English Literature. 10. French, continued,— or the Spanish language may be commenced by such pupils as in the judgment of the master have acquired a competent knowledge of the French. Warren's Treatise on Physical Geography, or Cartèè's Physical Geography and Atlas is *permitted* to be used.

For the pupils who remain at the school the fourth year, the course of studies shall be as follows :

1. Astronomy. 2. Intellectual Philosophy. 3. Logic. Same.
4. Spanish. 5. Geology. 6. Chemistry. 7. Mechanics, Engineering, and the higher Mathematics, with some option.

SECT. 9. The several classes shall also have exercises Same. in English Composition and Declamation. The instructors shall pay particular attention to the penmanship of the pupils, and give constantly such instruction in Spelling, Reading, and English Grammar as they may deem necessary to make the pupils familiar with these fundamental branches of a good education.

CHAPTER XII.

Regulations of the Girls' High and Normal School.

SECTION 1. This school is situated in Mason street. Established.
It was instituted in 1852, with the design of furnishing to those pupils who have passed through the usual course of studies at the Grammar Schools for girls,

and at other girls' schools in this City, an opportunity for a higher and more extended education, and also to fit such of them as desire to become teachers. The following are the regulations of this school, in addition to those common to all the schools.

Instructor SECT. 2. The instructors shall be, a master, and as many assistants as may be found expedient; but the whole number of assistants shall not exceed the ratio of one for every thirty pupils.

Admission of pupils. SECT. 3. The examination of candidates for admission to the schools, shall take place annually, on the Thursday next succeeding the day of the annual exhibition of the Grammar Schools in July.

Same. SECT. 4. Candidates for admission must be over fifteen, and not more than nineteen years of age. They must present certificates of recommendation from the teachers whose schools they last attended, and must pass a satisfactory examination in the following branches, viz: Spelling, Reading, Writing, Arithmetic, English Grammar, Geography and History.

Same. SECT. 5. The examination shall be conducted by the instructors of the school, both orally and from written questions previously prepared by them, and approved by the Committee of the school. It shall be the duty of the said Committee to be present and to assist at the examination, and the admission of candidates shall be subject to their approval.

Course of instruction. SECT. 6. The course of studies and instruction in this school shall be as follows:

Junior Class. Reading, Spelling, and Writing, continued. Arithmetic, Geography, and Grammar, reviewed. Physical Geography, Natural Philosophy, Analysis of Language and Structure of Sentences. Synonymes. Rhetoric. Exercises in English Com-

position. History. Latin, begun. Exercises in Drawing and in Vocal Music.

Middle Class. Natural Philosophy, continued. English Literature. Algebra. Moral Philosophy. Latin, continued. French, begun, (instruction given by a native French teacher.) Rhetoric, with Exercises in Composition, continued. Physiology, with Lectures. General History. Exercises in Drawing and in Vocal Music. Reading standard English works, with Exercises in Criticism.

Senior Class. Latin and French, continued. Geometry. General History. Intellectual Philosophy. Astronomy. Chemistry, with Lectures. Exercises in Composition. Exercises in Drawing and in Vocal Music. Exercises in Criticism, comprising a careful examination of works of the best English authors. Warren's Treatise on Physical Geography, or Carteè's Physical Geography and Atlas is *permitted* to be used.

SECT. 7. Instruction in the Theory and Practice of Teaching shall be given to such pupils as desire to become teachers; also, such instruction in Music to all the pupils as may qualify them to teach Vocal Music in our Public Schools.

SECT. 8. There shall be one session of five hours School hours. each day, from 8 A. M. to 1 P. M. from May to October, and from 9 A. M. to 2 P. M. from October to May.

SECT. 9. The plan of study shall be arranged for three years. Pupils who have attended for that period, Pupils may remain three years. and who have completed the course in a manner satisfactory to the teachers and the Committee on the school, shall be entitled to receive a diploma or certificate to that effect, on leaving school.

CHAPTER XIII.

Regulations of the Latin Grammar School.

Object of the school.

SECTION 1. This school, situated in Bedford street, was instituted early in the 17th century.

SECT. 2. The rudiments of the Latin and Greek languages are taught, and scholars are fitted for the most respectable colleges. Instruction is also given in Mathematics, Geography, History, Declamation, English Grammar, Composition, and in the French language.

The following regulations, in addition to those common to all the schools, apply to this school.

Instructors.

SECT. 3. The instructors in this school shall be, a master, a sub-master, and as many ushers as shall allow one instructor to every thirty-five pupils, and no additional usher shall be allowed for a less number.

Same.

SECT. 4. It shall be a necessary qualification for the instructors of this school that they shall have been educated at a college of good standing.

Candidates for admission.

SECT. 5. Each candidate for admission shall have attained the age of ten years, and shall produce from the master of the school he last attended, a certificate of good moral character. He shall be able to read English correctly and fluently, to spell all words of common occurrence, to write a running hand, understand Mental Arithmetic, and the simple rules of Written Arithmetic, and be able to answer the most important questions in Geography, and shall have a sufficient knowledge of English Grammar to parse common sentences in prose. A knowledge of Latin Grammar shall be considered equivalent to that of English.

SECT. 6. Boys shall be examined for admission to this school only once a year, viz: on the Friday and Saturday of the last week of the vacation succeeding the exhibition of the school in July. Time of examining candidates for admission.

SECT. 7. The regular course of instruction shall continue six years, and no scholar shall enjoy the privileges of this school beyond that term, unless by written leave of the Committee. But scholars may have the option of completing their course in five years or less time, if willing to make due exertions, and shall be advanced according to scholarship. Pupils may remain six years

SECT. 8. From the first Monday in April to the first Monday in November, annually, the forenoon session of this school shall begin at 8½ o'clock, and end at 12½ o'clock, and the afternoon session shall commence at 3 o'clock, and end at 5 o'clock. School hours.

The master shall, however, be allowed to keep school until 2 o'clock on days when the weather is stormy, and to dispense with the afternoon sessions on such occasions, from April to November.

SECT. 9. From the first Monday in November to the first Monday in April, the school shall commence at 9 A. M. and close at 2 P. M., thus holding only one session each day. Same.

SECT. 10. The school shall be divided into classes and sub-divisions, as the master, with the approbation of the Committee, may think advisable.

SECT. 11. The master shall examine the pupils under the care of the other teachers in the school, as often as he can consistently with proper attention to those in his own charge. Classes.

SECT. 12. The books and exercises required in the course of instruction in this school, are the following: Course of studies and text-books.

Class 6. 1. Andrews and Stoddard's Latin Grammar. 2. English Grammar. 3. Reading English. 4.

Spelling. 5. Mental Arithmetic. 6. Mitchell's Geographical Questions. 7. Declamation. 8. Penmanship. 9. Andrews' Latin Lessons. 10. Andrews' Latin Reader.

Class 5. 1, 2, 3, 4, 7, 8, continued. 11. Cæsar's Commentaries. 12. Written Translations. 13. Colburn's Sequel. 14. Mitchell's Geography. 15. Cornelius Nepos. 16. Arnold's Latin Prose Composition.

Class 4. 1, 2, 3, 4, 7, 8, 12, 13, 14, 16, continued. 17. Sophocles' Greek Grammar. 18. Sophocles' Greek Lessons. 19. Ovid's Metamorphoses. 20. Parker's Aids to English Composition. 21. Fasquelle's French Grammar. 22. Exercises in speaking and reading French with a native French teacher.

Text-books.

Class 3. 1, 2, 3, 4, 7, 8, 12, 13, 14, 16, 17, 20, 21, 22, continued. 23. Sallust. 24. Arnold's Greek Prose Composition. 25. Felton's Greek Reader. 26. Sherwin's Algebra. 27. English Composition. 28. Le Grandpere.

Same.

Class 2. 1, 2, 3, 4, 7, 8, 16, 17, 21, 22, 23, 24, 25, 26, 27, continued. 29. Virgil. 30. Elements of History. 31. Translations from English into Latin. 32. Somerville's Physical Geography. 33. Voltaire's Histoire de Charles XII.

Same.

Class 1. 1, 7, 16, 17, 21, 22, 23, 24, 25, 27, 29, 30, 31, 32, continued. 34. Geometry. 35. Cicero's Oration. 36. Composition of Latin Verses. 37. Bonnechose's Histoire de France. 38. Composition in French. 39. Latham's English Grammar. 40. Ancient History and Geography.

The following books of reference may be used in pursuing the above studies :

Leverett's Latin Lexicon, or Gardner's abridgment of the same.

Andrews' Latin Lexicon.

Liddell and Scott's Greek Lexicon, or Pickering's same.
Greek Lexicon, last edition.

Worcester's School Dictionary.

Smith's Classical Dictionary.

Smith's Dictionary of Antiquities.

Baird's Classic Manual. Warren's Treatise on Physical Geography, or Carteè's Physical Geography and Atlas is *permitted* to be used.

SECT. 13. No translations, nor any Interpretation, Keys, or Orders of Construction, are allowed in the school.

SECT. 14. The instructors shall pay particular attention to the penmanship of the pupils, and give constantly such instruction in Spelling, Reading, and English Grammar as they may deem necessary to make the pupils familiar with those fundamental branches of a good education.

BOUNDARIES OF THE GRAMMAR SCHOOL SECTIONS.

Adams School, for Boys and Girls.

Comprises that portion of East Boston lying south and east of a line running from the Bay on the east, through Porter street to the Railroad, thence along the Railroad to Decatur street, through Decatur to Chelsea street, through Chelsea to Elbow street, through Elbow to Meridian street, through Meridian to Maverick street, through Maverick to Havre street, through Havre street to the water.

Bigelow School, for Girls.

Comprises all that part of South Boston east of the centre of C street.

Bowdoin School, for Girls.

Commencing at Cambridge Bridge, thence by the centre of Cambridge street to Staniford street, thence through the centre of Staniford to Green street, thence across Green street and through the centre of Lyman place to Prospect street, thence through the centre of Prospect to Causeway street, thence through the centre of Causeway street to the Boston and Maine Railroad, thence by said Railroad to Haymarket square, thence through the centre of Haymarket square to Portland street, thence through the centre of Portland to Sudbury street, thence through the centre of Sudbury to Court street, thence through the centre of Court into State street,

thence through the centre of Congress to Milk street, thence through the centre of Milk to Federal street, thence through Federal to Franklin street, thence through Franklin, including both sides, to Washington street, through Washington to West street, thence across the Common to the Mill-Dam, including the tenements on both sides of the Mill-Dam road, and thence by the water to the bound first named.

Boylston School, for Boys and Girls.

Commencing at the water opposite Federal street, thence through Federal, including both sides, to Milk street, thence through the centre of Milk to Congress street, thence through the centre of Congress to State street, thence through the centre of State street to the water, thence by the water to the bound first named.

Brimmer School, for Boys.

Commencing at the end of Dover street, near the line of the Boston and Worcester Railroad, thence by the centre of Dover street to Washington street, thence through the centre of Washington to School street, thence through the centre of School to Beacon street, thence through the centre of Beacon street to the water at the Mill-Dam road, and thence by the water to the bound first named.

Chapman School, for Boys and Girls.

Comprises that portion of East Boston lying north of a line commencing at the Mystic River and running easterly through Central square and Porter street, along its continuation to the Bay on the east.

Dwight School, for Boys.

Includes in its limits all of Boston south of the centre of Dover street.

Dwight School, for Girls.

Includes that portion of Boston lying south of the centres of Chelsea, South Williams and Malden streets.

Eliot School, for Boys.

Commencing at the Boston and Maine Railroad, at the water, thence by the line of said Railroad to Haymarket square, thence from the Depot through Cross street, excluding both sides, to the water by Commercial street, thence by the water to the boundary first named.

Franklin School, for Girls.

Commencing at the water opposite Oak street, thence through Oak street, including both sides, to Washington street, thence through the centre of Warren to Tremont street, thence through the centre of Tremont street to the Worcester Railroad, thence by said Railroad to the water, thence by the water to Chelsea street, thence through the centre of Chelsea street to South Williams street, thence through the centre of South Williams to Washington street, thence through the centre of Washington to Malden street, thence through the centre of Malden street to the water, thence by the water to the bound first named.

Hancock School, for Girls.

Commencing on the Maine Railroad at the water, thence by the Railroad to Haymarket square, through the centre of Haymarket square to Portland street, through the centre of Portland to Sudbury street, through the centre of Sudbury to Court street, through the centre of Court to State street, through the centre of State street to the water, thence by the water to the Maine Railroad, the bound first named.

Hawes School, for Boys.

Comprises all that part of South Boston east of the centre of C street.

Lawrence School, for Boys and Girls.

Comprises all that part of South Boston west of the centre of C street.

Lyman School, for Boys and Girls.

Commencing at the Mystic River and running easterly through Central square and Porter street to the Railroad, thence along the Railroad through Decatur, Chelsea, Elbow, Meridian, Maverick, and Havre streets to the water, thence by the water to the bound first named.

Mayhew School, for Boys.

Commencing at the foot of Leveret street, at Cragie's Bridge, thence through the centre of Leveret to Green street, thence through the centre of Green to Chambers street, thence through the centre of Chambers to Cambridge street, thence across Cambridge and through the centre of Joy street to Beacon street, thence through the centre of Beacon and School streets to Washington street, thence through the centre of Washington to State street, thence through the centre of State street to the water, thence by the water to Cross street, thence through Cross street, including both sides, to Haymarket square, thence by the line of the Boston and Maine Railroad to the water, and thence by the water to the bound first named.

Phillips School, for Boys.

Commencing at the Mill-Dam, thence by the centre of Beacon to Joy street, thence through the centre of Joy to Cambridge street, thence across Cambridge street and through the centre of Chambers and Green streets to Leveret street, thence through the centre of Leveret street to Cragie's Bridge, and thence by the water to the bound first named, including the tenements on both sides of the Mill-Dam.

Quincy School, for Boys.

Commencing at South Boston Bridge, at Dover street, thence through the centre of Dover to Washington street, thence through the centre of Washington to State street, thence through the centre of State to Congress street, thence through the centre of Congress to Milk street, thence through Milk to Federal street, thence through Federal, excluding both sides, to Summer street, thence through the centre of Summer street to the water, and thence by the water to the bound first named.

Wells School, for Girls.

Commencing at the water on the easterly end of Cambridge Bridge, thence by the water to the Boston and Maine Railroad, thence by said Railroad to Causeway street, thence by the centre of Causeway to Prospect street, thence by the centre of Prospect street to Lyman place, thence by the centre of Lyman place to Green street, thence across Green and through the centre of Staniford to Cambridge street, thence by the centre of Cambridge street to the bound first named.

Winthrop School, for Girls.

Commencing at the water near the Mill-Dam, thence across the Common to West street, thence through the centre of West to Washington street, thence through the centre of Washington to Franklin street, thence through Franklin to Federal street, thence through Federal, excluding both sides, to Summer street, through the centre of Summer street to the water, thence by the water to Oak street, thence through Oak, excluding both sides of said street, to Washington street, thence across Washington, through Warren, to Tremont street, and through Tremont street to the Worcester Railroad.

LIST OF MEMBERS OF THE SCHOOL COMMITTEE,

FROM THE ADOPTION OF THE CITY CHARTER IN 1822.

THE public or free schools of Boston, as appears from the earlier records, were at first under the care and management of the Select-men. After a few years, six persons were appointed in town meeting, and designated as school inspectors, to coöperate with the Select-men in exercising a proper supervision over the Public Schools. In the course of time the number of these inspectors was increased to twelve, and the name of School Committee began to be applied to the body formed by the union of the inspectors and selectmen.

This mode of providing for the care of the Public Schools continued till the adoption of the City Charter, in 1822, by the provisions of which the mayor and aldermen and twelve other persons, one from each Ward, chosen by the people, were to constitute the School Committee. This organization continued till 1835, when, by an amendment of the City Charter, authorized by a special act of the Legislature of the Commonwealth, passed in that year and adopted by the citizens in Ward meetings April 29th, 1835, it was provided, that —
“The School Committee of the City of Boston shall consist

of the Mayor, of the President of the Common Council, and of twenty-four other persons, two of whom shall be chosen in each Ward, and who shall be inhabitants of the Wards in which they are chosen; said twenty-four members to be chosen by the inhabitants, at their annual election of municipal officers, and said School Committee shall have the care and superintendence of the Public Schools."

This organization of the Board lasted about eighteen years. In 1854, under another amendment of the charter, the present organization of the Board was adopted.* Under one or another of these organizations, the following persons have served on the School Committee for the years respectively specified against their names.

* See page 251.

LIST OF SCHOOL COMMITTEE.

- | | |
|--|--|
| <p>Abbot, Samuel L., 1853.
 Adams, Colman S., 1855.
 Adams, Nehemiah, 1844, 1846,
 1847.
 Adams, Zabdiel B., 1827, 1828,
 1829, 1830, 1836, 1840,
 1841, 1842, 1851, 1852,
 1853, 1854.
 Adan, John R., President of the
 Common Council, 1826, 1827,
 1828.
 Alger, Francis, 1851, 1852.
 Allen, C. J. F., 1839.
 Allen, Samuel C., 1846.
 Allen, Thaddeus, 1855, 1857.
 Alley, John B., 1856, 1857.
 Ammidown, Edward H., 1857.
 Andrews, William T., 1838.
 Armstrong, Samuel T., Mayor,
 1836.
 Ballou, Hosea, 1824, 1825.
 Baker, William W., 1855, 1856,
 1857.
 Banvard, Joseph, 1849.
 Barnard, Charles F., 1838.
 Barnes, James H., 1840, 1841,
 1842, 1843, 1844, 1845,
 1846, 1847, 1848.
 Barrett, Samuel, 1826, 1827,</p> | <p>1828, 1829, 1830, 1835,
 1836, 1837.
 Barry, Charles C., 1846, 1847.
 Bartlett, George, 1836.
 Bartlett, Sidney, 1845.
 Bassett, Francis, 1822, 1823, 1824,
 1825.
 Bates, Benjamin E., 1848, 1849.
 Bates Joseph L., 1856, 1857.
 Bates, Samuel W., 1851, 1852,
 1853, 1854, 1855, 1856,
 1857.
 Bean, Horace, 1822, 1823, 1824,
 1825, 1826.
 Beck, William, 1856, 1857.
 Beecher, Edward, 1849, 1850,
 1851, 1852.
 Betton, Ninian C., 1846, 1847,
 1848, 1850.
 Bigelow, Andrew, 1849, 1850.
 Bigelow, Jacob, 1827.
 Bigelow, John P., President of the
 Common Council, 1832, 1833.
 Mayor, 1849, 1850, 1851.
 Bigelow, Timothy, 1855.
 Blagden, George W., 1833, 1848,
 1855.
 Blaisdale, Silas, 1826.
 Blake, Edward, President of the</p> |
|--|--|

- Common Council, 1841, 1842, 1843.
- Blake, John L., 1827, 1828, 1829, 1834, 1835.
- Boies, Artemas, 1840.
- Bolles, John A., 1840.
- Bosworth, George W., 1847, 1848, 1849, 1850.
- Bourne, George W., 1850.
- Bowdoin, James, 1827, 1828.
- Bradbury, Samuel A., 1855, 1856, 1857.
- Bradford, Alden, 1825, 1826, 1827, 1828.
- Brewer, Thomas M., 1844, 1845, 1847, 1848, 1856, 1857.
- Brewster, Augustus O., 1855.
- Brigham, William, 1845.
- Brimmer, Martin, Mayor, 1843, 1844.
- Brinley, Francis, President of the Common Council, 1850, 1851.
- Brooks, Charles, 1846, 1847, 1848, 1849.
- Buck, Ephraim, 1855, 1856, 1857.
- Burroughs, Henry, Jr., 1857.
- Butts, Isaac R., 1840.
- Cabot, Samuel, Jr., 1850.
- Calkins, Charles W., 1855.
- Capen, Lemuel, 1841, 1844.
- Chandler, Peleg W., President of the Common Council, 1844, 1845.
- Chandler, Thomas H., 1853.
- Chapman, Jonathan, Mayor, 1840, 1841, 1842.
- Child, David L., 1833.
- Church, Pharellus, 1851.
- Clapp, Elisha, 1822, 1823, 1824.
- Clark, Benjamin C., 1832.
- Clark, Henry G., 1841, 1842, 1843, 1845, 1846.
- Clark, John, 1833.
- Clark, Rufus W., 1855, 1856.
- Clark, Thomas M., 1840.
- Clarke, Edward H., 1852, 1853.
- Clarke, Manlius S., 1847.
- Codman, John, 1848, 1849, 1855, 1856, 1857.
- Coit, Daniel T., 1846.
- Conolly, Horace L., 1837, 1838.
- Cook, Theodore D., 1846, 1847.
- Cooke, Edward, 1853.
- Coolidge, J. I. T., 1845, 1847, 1848, 1851, 1855, 1856, 1857.
- Cornell, William M., 1855, 1856, 1857.
- Cox, Gershom F., 1854.
- Croswell, William, 1832, 1833, 1839.
- Cruft, Samuel B., 1848, 1857.
- Cudworth, Warren H., 1855, 1856, 1857.
- Cunningham, Ephraim W., 1838.
- Curtis, Charles P., 1832.
- Curtis, George T., 1846, 1847.
- Dale, William J., 1843, 1844, 1845.
- Dall, William, 1822, 1823, 1824.
- Damon, Calvin, 1855.
- Davis, J. Amory, 1855.
- Davis, John B., 1826, 1830.
- Davis, Thomas A., Mayor, 1845.
- Davis, Thomas K., 1837, 1838.
- Dawes, Thomas, 1856, 1857.
- Day, Albert, 1855, 1856, 1857.
- Dean, Paul, 1823, 1824, 1825.
- Dean, William W., 1857.
- Dearborn, Edmund B., 1857.

- Derby, E. Haskett, 1852.
 Dexter, Henry M., 1853.
 Drake, Henry A., 1854, 1855,
 1856, 1857.
 Dupee, Horace, 1849.
 Dutton, Warren, 1822, 1823.
 Dyer, Henry, 1840, 1841, 1842.
 Dyer, Micah, Jr, 1857.
 Dyer, William, 1834.
 Eaton, Asa, 1822, 1823, 1824,
 1825, 1826, 1827, 1828.
 Eaton, George, 1851, 1852, 1853,
 1856, 1857.
 Edmands, Thomas, 1829.
 Eliot, Samuel A., 1833. Mayor,
 1837, 1838, 1839.
 Ellis, Rufus, 1855, 1856, 1857.
 Emerson, Frederick, 1834, 1836,
 1837, 1838, 1839, 1840,
 1841, 1842, 1843, 1844,
 1845, 1846, 1847, 1848,
 1849, 1850, 1851, 1852,
 1853, 1855, 1856, 1857.
 Emerson, George B., 1847, 1848.
 Emerson, Ralph W., 1830, 1831.
 Eveleth, Joseph, 1835, 1836, 1838.
 Fabyan, George, 1855, 1856, 1857.
 Fairbanks, Stephen, 1833, 1834,
 1835.
 Farley, N. Webster, 1855, 1856.
 Farnsworth, Amos, 1828, 1829.
 Felt, Joseph B., 1850, 1851, 1852.
 Field, Justin, 1834, 1835, 1837.
 Fitch, Jeremiah, 1834.
 Fiske, John M., 1836.
 Flint, John, 1838, 1839.
 Fogg, John S. H., 1854.
 Foster, William H., 1851, 1852.
 Fowle, Henry, 1839.
 Fowle, William B., 1828.
 Fox, James A., 1855, 1856, 1857.
 French, George P., 1857.
 Frothingham, Isaac H., 1841.
 Fuller, Arthur B., 1854.
 Gannett, Ezra S., 1828, 1829,
 1830, 1831.
 Gardner, Henry J., President of
 the Common Council, 1852,
 1853.
 Gay, George, 1836.
 Gay, Martin, 1836.
 Geyer, Andrew, 1843, 1844.
 Goodrich, Henry, 1831.
 Gordon, Charles, 1840, 1841,
 1842, 1843, 1844, 1845.
 Gordon, John, 1836.
 Gordon, Solomon J., 1855, 1856.
 Gould, Augustus A., 1855, 1856.
 Gould, Benjamin A., 1832, 1833,
 1842.
 Graves, Hiram A., 1845, 1846.
 Greely, Samuel, 1850.
 Greene, Moses C., 1846, 1847,
 1853.
 Grigg, William, 1833, 1834, 1835.
 Grosvenor, C. P., 1828.
 Guild, Samuel E., 1851.
 Hague, William, 1837, 1843,
 1844, 1845.
 Hahn, Silas B., 1851, 1852.
 Hale, Nathan, 1837.
 Hales, William, 1831.
 Hall, Adino B., 1856, 1857, 1858.
 Hall, James, 1830, 1831.
 Hall, Samuel W., 1855.
 Hanaford, Lyman B., 1855, 1856.
 Haskins, J. Proctor, 1854, 1855.
 Hatch, Henry, 1836.
 Hawes, Prince, 1825, 1826.
 Hayes, Jacob, 1838.

- Haynes, Henry W., 1857.
 Hayward, George, 1824, 1825, 1826, 1827.
 Hazelton, Isaac H., 1852, 1853, 1855, 1856, 1857.
 Head, George E., 1835.
 Head, Joseph, Jr., 1828.
 Henshaw, David, 1837.
 Herrick, J. Everett, 1857.
 Hill, Edwin A., 1856, 1857.
 Hillard, George S., 1841, 1842, 1843, 1844. President of the Common Council, 1846, 1847.
 Hinckley, J. Wesley, 1857.
 Hobbs, Alvah, 1855, 1856.
 Holbrook, Samuel, 1855, 1856.
 Holbrook, Samuel F., 1843, 1844.
 Hollis, Thomas, 1833.
 Holmes, John S., 1850, 1855.
 Homans, Charles D., 1855, 1856, 1857.
 Homer, Samuel J. M., 1856, 1857.
 Hooper, Robert W., 1855, 1856, 1857.
 Howe, Samuel G., 1839, 1845.
 Howe, William, 1854, 1855, 1856.
 Hubbard, Joel W., 1855.
 Hubbard, William J., 1840, 1841, 1842, 1843, 1844.
 Hutchinson, John B., 1847.
 Jarvis, John F., 1855, 1857.
 Jarvis, William P., 1839, 1841.
 Jenks, Samuel H., 1848, 1849, 1850.
 Jenks, William, 1822, 1823.
 Keep, N. C., 1852, 1853, 1854.
 Kent, Robert R., 1853.
 King, Thomas Starr, 1853.
 Knapp, John, 1832, 1833, 1834.
 Knowles, James D., 1827.
 Leach, E. W., 1837, 1838.
 Leonard, William H., Jr., 1853.
 Leavitt, Benson, 1851, 1852.
 Leonard, Marcus B., 1855, 1856, 1857.
 Lewis, Winslow, Jr., 1840, 1841, 1844, 1845.
 Light, George W., 1837.
 Lincoln, Ezra, Jr., 1846.
 Lincoln, William, 1854.
 Linsley, Joel W., 1834.
 Little, William, 1822, 1823, 1824, 1832.
 Little, William, Jr., 1831.
 Lord, Daniel M., 1843, 1844, 1846, 1847.
 Loring, Caleb G., 1829, 1830.
 Loring, Edward G., 1846, 1847.
 Lothrop, Samuel K., 1836, 1837, 1838, 1839, 1849, 1850, 1851, 1852, 1853, 1854, 1855, 1856, 1857.
 Lowe, Abraham T., 1839.
 Lowell, Augustus, 1857.
 Lowell, Charles, 1822.
 Lowell, Francis C., 1840.
 Lowell, John, 1854.
 Lyman, George H., 1855, 1856, 1857.
 Lyman, Theodore, Jr., Mayor, 1834, 1835.
 Macomber, Charles, 1835, 1836, 1837.
 Maret, Philip, President of the Common Council, 1837, 1838, 1839, 1840.
 Marvin, Theophilus R., 1856, 1857.
 Mayo, Uriah K., 1855, 1856.
 McKean, Joseph W., 1832, 1833.
 McLellan, Isaac, Jr., 1836, 1837.

- Miles, Henry A., 1856, 1857.
 Miller, Moses, 1855.
 Mills, Isaac B., 1856.
 Miner, Alonzo A., 1857.
 Minot, William, 1835, 1836.
 Moore, Charles W., 1855, 1856.
 Moore, Edward B., 1849, 1850.
 Morgan, David, 1841, 1842, 1843, 1844.
 Motte, Mellish Irving, 1832.
 Neale, Rollin H., 1839, 1840, 1841, 1842, 1845, 1848, 1849, 1850.
 Newell, John, 1855, 1857.
 Newell, William W., 1839, 1840.
 Norcross, Loring, 1851, 1852, 1853, 1854.
 Norton, George, 1855, 1856.
 Noyes, Nicholas, 1840.
 Odin, John, Jr., 1841, 1842, 1843, 1845.
 Oliver, Francis J., President of the Common Council, 1824, 1825.
 Olney, Stephen W., 1838, 1839, 1840.
 Orne, Henry, 1827.
 Otis, Harrison Gray, Mayor, 1829, 1830, 1831.
 Oviatt, George A., 1849, 1850.
 Palmer, E. D. G., 1848, 1849, 1850, 1851, 1856, 1857.
 Palmer, Ezra, Jr., 1834, 1835, 1836, 1837, 1838, 1839, 1840, 1841, 1842, 1844, 1845, 1846, 1855, 1856, 1857.
 Parcher, Sewall F., 1850.
 Parker, Aurelius D., 1842, 1843, 1844, 1845, 1857.
 Parker, Francis E., 1855, 1856, 1857.
 Parker, Samuel, 1827.
 Parker, William, 1838, 1839, 1840, 1841.
 Parkman, Francis, 1837.
 Parkman, Samuel, 1854, 1855.
 Parks, Luther, Jr., 1854, 1857.
 Parmenter, George W., 1849, 1850.
 Parmenter, William, 1822, 1823.
 Parsons, Theophilus, 1845, 1846, 1847,
 Perry, Marshall S., 1835, 1836, 1837, 1838, 1839.
 Phillips, John, Mayor, 1822.
 Phillips, Thomas W. 1829.
 Phillips, Willard, 1832.
 Phinney, Erastus O., 1844, 1845.
 Pickering, Arthur, 1848.
 Pickman, Benjamin T., President of the Common Council, 1830, 1831.
 Pierpont, John, 1822, 1823, 1824, 1825, 1826, 1828.
 Plimpton, Silas F., 1857.
 Plummer, Enoch, 1855.
 Poor, Arthur H., 1856, 1857.
 Porter, Charles S., 1856, 1857.
 Porter, James, 1853.
 Prescott, William, President of the Common Council, 1822.
 Putnam, John Phelps, 1847, 1856, 1857.
 Quincy, Josiah, Mayor, 1823, 1824, 1825, 1826, 1827, 1828.
 Quincy, Josiah, Jr., President of the Common Council, 1834, 1835, 1836. Mayor, 1845, 1846, 1847, 1848.

- Randall, George M., 1851, 1852, 1853, 1854, 1856, 1857.
- Ranney, Ambrose A., 1855, 1856.
- Read, William, 1857.
- Reed, Sampson, 1848, 1849, 1850, 1851.
- Rice, Alexander H., President of the Common Council, 1854. Mayor, 1856, 1857.
- Rich, Matthias, Jr., 1857.
- Richards, George, 1850.
- Riley, Patrick, 1857.
- Ripley, George, 1834, 1835.
- Robbins, Chandler, (M. D.), 1836, 1838.
- Robbins, Chandler, (Rev.), 1836, 1839, 1856, 1857.
- Robinson, Marcus T., 1854.
- Robinson, Simon W., 1837, 1838.
- Rogers, Henry B., 1836, 1837, 1838, 1839, 1853.
- Rogers, William M., 1842, 1843.
- Rolfe, Enoch C., 1855, 1856, 1857.
- Rousmaniere, John E., 1843.
- Russell, Charles T., 1849.
- Russell, George, 1855, 1856.
- Russell, James D., 1855.
- Russell, Le Baron, 1852, 1853, 1854, 1855, 1856, 1857.
- Sanborn, Erastus W., 1857.
- Sargent, John T., 1842, 1843, 1844, 1845, 1849.
- Savage, James, 1830.
- Seaver, Benjamin, President of the Common Council, 1847, 1848, 1849. Mayor, 1852, 1853.
- Shackford, Charles C., 1842, 1843.
- Sharp, Daniel, 1846.
- Shaw, Benjamin S., 1855, 1856, 1857.
- Shaw, Lemuel, 1827, 1828, 1829, 1830, 1831.
- Shiple, Simon G., 1830, 1831.
- Shurtleff, Nathaniel B., 1854, 1855, 1856, 1857.
- Simonds, Alvan, 1841, 1842, 1843, 1844, 1845, 1846, 1851, 1852, 1853.
- Simpson, Daniel P., 1846, 1847, 1852, 1854, 1856, 1857.
- Skinner, Otis A., 1840, 1841, 1842, 1843, 1844, 1846, 1853, 1854, 1855, 1856, 1857.
- Smith, Amos, 1847.
- Smith, George G., 1837, 1838.
- Smith, Horace, 1855, 1856.
- Smith, Jerome V. C., Mayor, 1854, 1855.
- Snelling, E. H., 1856.
- Snow, Caleb H., 1824, 1825.
- Soule, Richard Jr., 1847, 1848, 1849, 1855.
- Sparhawk, George, 1839.
- Spence, John, Jr., 1848, 1849, 1850.
- Stearns, Charles H., 1842.
- Stevens, Norman C., 1855, 1856.
- Stevens, Oliver, President of the Common Council, 1856, 1857.
- Stevenson, Jonathan G., 1829, 1830, 1831.
- Stevenson, J. Thomas, 1852, 1853, 1854.
- Stickney, Moses P., 1855, 1856.
- Stockbridge, John C., 1856, 1857.
- Stone, Milton J., 1856.

- Storer, Horatio R., 1857.
 Story, Joseph, President of the
 Common Council, 1855.
 Stow, Baron, 1837, 1838, 1839,
 1854.
 Streeter, Sebastian, 1825, 1829,
 1830, 1831, 1842, 1843,
 1844, 1845, 1846, 1847,
 1848.
 Sumner, Bradford, 1826.
 Sweet, Samuel, 1824.
 Sykes, James N., 1854, 1855,
 1856, 1857.
 Thacher, Charles, 1855.
 Thaxter, Adam W., Jr., 1856.
 Thaxter, Duncan McB., Jr., 1855,
 1856, 1857.
 Thayer, Eli, 1855.
 Thorndike, William H., 1851,
 1852, 1853, 1854.
 Tracy, Frederick U., 1850, 1851,
 1852.
 Tuxbury, George W., 1855, 1856,
 1857.
 Upham, Henry, 1855, 1856.
 Upham, J. Baxter, 1856, 1857.
 Vinton, Alexander H., 1856, 1857.
 Vose, George W., 1855.
 Ware, Ephraim G., 1855.
 Walley, Samuel H., Jr., 1836.
 Waterston, Robert C., 1841.
 Watson, John L., 1839.
 Watts, Francis O., 1836.
 Webster, Redford, 1826.
 Welch, E. Baker, 1857.
 Welles, John, President of the Com-
 mon Council, 1823.
 Wells, Charles, Mayor, 1832, 1833.
 Wells, E. M. P., 1846.
 Wells, Samuel A., 1831, 1832.
 Wells, William, 1822, 1823.
 Weston, Ezra, Jr., 1842, 1843.
 Whittemore, Benjamin, 1836, 1839,
 1840.
 Wigglesworth, Edward, 1837, 1838,
 1839, 1840, 1841, 1842,
 1843, 1844, 1845, 1848,
 1849.
 Wightman, Joseph M., 1847, 1848,
 1850, 1851.
 Wilbur, Joshua G., 1855, 1856,
 1857.
 Willard, Henry, 1855.
 Williams, Eliphalet, President of
 the Common Council, 1829.
 Williams, Henry, 1831, 1832,
 1833, 1834.
 Willis, Benjamin, Jr., 1848, 1849.
 Willis, Hamilton, 1850, 1851.
 Winkley, Samuel H., 1849.
 Wilson, George W., 1843.
 Winslow, Hubbard, 1838, 1839,
 1840, 1841, 1851, 1852,
 1853.
 Wisner, Benjamin B., 1825, 1826.
 Woart, John, 1844.
 Wright, Edwin, 1856, 1857.
 York, Jasper H., 1855.
 Young, Alexander, 1829, 1836,
 1837, 1842, 1845.

ABSTRACT OF THE LAWS OF MASSACHUSETTS,

ON THE SUBJECT OF PUBLIC INSTRUCTION.

THE ENCOURAGEMENT OF LITERATURE, ETC.

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; to encourage private societies, and public institutions, rewards and immunities, for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and a natural history of the country; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in their dealings; sincerity, good humor, and all social affections and generous sentiments among the people. [Const. Mass., chap. 5, sect. 2.]

SCHOOL MONEYS NOT TO BE APPLIED TO SECTARIAN SCHOOLS.

All moneys raised by taxation in the towns and cities for the support of public schools, and all moneys which may be appropriated by the State for the support of common schools, shall be applied to and expended in no other schools than those which are conducted according to law, under the order and superintendence of the authorities of the town or city in which the money is to be expended; and such moneys shall never be appropriated to any religious sect, for the maintenance, exclusively, of its own schools. [Const. Mass., 18th Art. Amend.]

QUALIFICATIONS OF VOTERS.

No person shall have the right to vote, or be eligible to office under the Constitution of this Commonwealth, who shall not be able to read the Constitution in the English language, and write his name.

Provided, however, that the provisions of this amendment shall not apply to any person prevented by a physical disability from complying with its requisitions, nor to any person who now has the right to vote, nor to any person who shall be sixty years of age or upwards at the time this amendment shall take effect. [Const. Mass., 20th Art. Amend.]

DUTY OF INSTRUCTORS IN COLLEGES, ETC.

It shall be the duty of the president, professors, and tutors of the University at Cambridge, and of the several colleges, and of all preceptors and teachers of academies and all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth committed to

their care and instruction, the principles of piety, justice, and a sacred regard to truth, love to their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation, and temperance, and those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices. [Rev. Stat., chap. 23, sect. 7.]

DUTY OF MINISTERS AND TOWN OFFICERS.

It shall be the duty of the resident ministers of the gospel, the selectmen, and the school committees, in the several towns, to exert their influence, and use their best endeavors, that the youth of their towns shall regularly attend the schools established for their instruction. [Ibid, sect. 8.]

SCHOOL FUND.

AN ACT to establish the Massachusetts School Fund.

SECTION 1. Moneys derived from the sale of lands in the State of Maine, to be appropriated to the encouragement of common schools.

SECT. 2. Investment of moneys.

SECT. 3. Income only to be appropriated.

SECTION 1. *Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, That, from and after the first day of January next,*

all moneys in the treasury, derived from the sale of lands in the State of Maine, and from the claim of the State on the Government of the United States for military services, and not otherwise appropriated, together with fifty per centum of all moneys thereafter to be received from the sale of lands in Maine, shall be appropriated to constitute a permanent fund for the aid and encouragement of common schools: *provided*, that said fund shall never exceed one million of dollars.

SECT. 2. *Be it further enacted*, That the investment of the moneys hereby appropriated shall be made by the treasurer and receiver general, with the approbation of the governor and council first obtained.

SECT. 3. *Be it further enacted*, That the income only of said fund shall be appropriated to the aid and encouragement of common schools, and that a just and equal distribution thereof shall be made to the city of Boston and the several towns and districts in the Commonwealth, in such manner as the legislature shall hereafter appoint; *provided*, that there never shall be paid to any city, town or district, a greater sum than is raised therein respectively, for the support of common schools. [Stat. 1834, chap. 169.]

MONEY RECEIVED OF THE UNITED STATES FOR MILITIA SERVICES.

SECT. 13. Proceeds of Maine land and militia claim, appropriated to school fund.

SECT. 14. Investment of school fund.

SECT. 13. All moneys and stocks in the treasury, on the first day of January, in the year one thousand eight hundred and thirty-five, which shall have been derived from sales of the Commonwealth's lands in the State of Maine, and from the claim of the Commonwealth on the Government of the United States for military services, and which shall not be otherwise appropriated, together with one-half of the moneys

thereafter received from the sale of lands in Maine, shall constitute a permanent fund, to be called the Massachusetts School Fund, for the encouragement of common schools, according to the provisions of the twenty-fourth chapter; provided, that said fund shall never exceed one million of dollars.

SECT. 14. The investment of all moneys, appropriated to the said School Fund, shall be made by the treasurer of the Commonwealth, with the approbation of the governor and council. [Rev. Stat., chap. 11, sects. 13, 14.]

DUTIES OF SCHOOL COMMITTEES AND DISTRIBUTION OF THE
INCOME OF THE SCHOOL FUND.

The School Committee of each city and town shall, as soon as may be after the first day of May, annually ascertain, by actual examination or otherwise, the number of persons between the ages of four and sixteen years, belonging to such city or town, on the said first day of May, and shall make a certificate thereof, under oath, and also of the sum raised by such city or town for the support of schools, including only wages and board of teachers, and fuel for the schools, during the said year; and shall transmit the same to the secretary of the Commonwealth, on or before the last day of the following April, which certificate shall be in the following form, to wit:

We, the School Committee of ———, do certify, from the best information we have been able to obtain, that, on the first day of May, in the year ———, there were, belonging to said town, the number of ——— persons, between the ages of four and sixteen years; [altered to five and fifteen, see Stat. 1849, chap. 117, sect. 1;] and we further certify, that said town raised the sum of ——— dollars for the support of common

schools, for the said year, including only the wages and board of teachers, and fuel for the schools.

} *School*
} *Committee.*

ss. On this _____ day of _____, personally appeared the above-named school committee of _____, and made oath that the above certificate by them subscribed is true.

Before me,

Justice of the Peace.

[Stat. 1846, chap. 223, sect. 2.]

DISTRIBUTION OF INCOME OF THE SCHOOL FUND.

The income of the Massachusetts School Fund, to the first day in June in each year, except the sum of two hundred and forty dollars appropriated to the support of schools among the Indians, shall be apportioned by the secretary and treasurer, and paid over by the treasurer on the tenth day of July, to the treasurers of the several cities and towns, for the use of the common schools therein, according to the number of persons therein, between the ages of four and sixteen years, [Stat. 1849, chap. 117, sect. 1,] ascertained and certified as provided in the second section of this act; provided, however, that no such apportionment shall be made to any city or town which shall have failed to comply with any of the provisions of this act, or which shall not have raised by taxation, for the support of schools, including only wages and board of teachers, and fuel for the schools, during the said year, a sum equal at least to one dollar and twenty-five cents [one dollar and fifty cents, St. 1849, chap. 117, sect. 3,] for each person between the ages of four and sixteen years, belonging to said city or town, on the first day of May, of said year. [Stat. 1846, chap. 223, sect. 5.]

AMENDMENT OF THE PRECEDING, ETC.

SECTION 1. The school committees of the several cities and towns, instead of ascertaining the number of persons between the ages of four and sixteen years, belonging to such cities and towns respectively, as required by the second section of the act of which this is an amendment, approved by the governor, on the fifteenth day of April, in the year one thousand eight hundred and forty-six, shall ascertain the number of persons between the ages of five and fifteen years, and shall alter the form of the certificates required from them by the said section, accordingly.

SECT. 2. The income of the Massachusetts School Fund shall hereafter be apportioned to the several cities and towns according to the number of persons therein, between the ages of five and fifteen, instead of four and sixteen, as required by the fifth section of the aforesaid act of the fifteenth of April, in the year one thousand eight hundred and forty-six.

SECT. 3. The sum required to be raised by any city or town, as one of the conditions of receiving its portion of the income of the School Fund, shall be at least, equal to one dollar and fifty cents, instead of one dollar and twenty-five cents, as required by said act, of which this is an amendment, for each person between the ages of five and fifteen years, belonging to said city or town.

SECT. 4. Nothing in this act contained shall be considered as prohibiting the attendance upon the schools of scholars under five or over fifteen years of age. [Stat. 1849, chap. 117, sects. 1 to 4, inc.]

AN ACT to increase the Massachusetts School Fund.

The provision of the thirteenth section of the eleventh chapter of the Revised Statutes, limiting the school fund to one million of dollars, is hereby repealed, and the said fund is hereby allowed to accumulate, according to the provisions of

the said section, until it shall amount to a sum not exceeding one million five hundred thousand dollars. [Stat. 1851, chap. 112.]

AN ACT providing for the Increase of the Massachusetts School Fund, and for the Disposition of its Income.

SECTION 1. The treasurer of the Commonwealth shall, upon the passage of this act, transfer to the Massachusetts School Fund, such a number of shares held by the Commonwealth in the Western Railroad Corporation as will, at the rate of one hundred dollars per share, increase the principal of said fund to the amount of one million five hundred thousand dollars.

SECT. 2. One-half of the annual income of said fund shall be apportioned and distributed for the use and support of common schools, in the manner according to the provisions and under the restrictions now provided by law for the apportionment and distribution of the income of said fund.

SECT. 3. All sums of money which shall hereafter be drawn from the treasury by virtue of appropriations made or to be made for educational purposes, shall, except in cases in which the appropriation made by any act hereafter passed shall be otherwise provided for therein, be chargeable to and paid from the other half of the annual income of said fund: *provided, however*, that if the same shall be insufficient therefor, the excess of such appropriations in any year shall be paid from any moneys in the treasury not otherwise appropriated. And in case said half of said annual income shall in any year exceed the sums so drawn from the treasury in such year, the surplus shall be carried to the account of the principal of said fund, and added thereto, until said principal shall amount to the sum of two millions of dollars. [Stat. 1854, chap. 300, sects. 1 to 3, inc.]

AN ACT relative to the Numbering of Persons between the ages of Five and Fifteen Years.

SECT. 1. It shall be the duty of the assessors of the several towns and cities in this Commonwealth, to ascertain, in the month of May of each year, the number of persons between the ages of five and fifteen years in their respective towns or cities, and report the same to the school committee of said towns or cities, on or before the first day of October following.

SECT. 2. So much of chapter two hundred and twenty-three, section two, of the acts of eighteen hundred and forty-six, and chapter one hundred and seventeen, section one, of the acts of eighteen hundred and forty-nine, as requires the numbering of the persons between the ages of five and fifteen years in the several towns and cities of this Commonwealth, to be made by the school committees of said towns and cities, is hereby repealed.

SECT. 3. This act shall take effect on and after the first day of May, one thousand eight hundred and fifty-five. [Stat. 1855, chap. 15.]

SCHOOL HOUSES AND LANDS.

AN ACT to authorize Towns to take Land for School Houses.

SECT. 1. Whenever a suitable place shall have been designated, by any town or school district, for the erection of a school house and necessary buildings, agreeably to the provisions of the twenty-third chapter of the Revised Statutes, and the owner of the land shall refuse to sell the same, or shall demand therefor a price which, in the opinion of the selectmen, is unreasonable, the said selectmen, with the approbation of the town, may proceed to select, at their discretion, a school house lot, and lay out the same, not exceed-

ing in quantity forty square rods, and to appraise the damages to the owner of such land, in the same way and manner as is provided for laying out townways and appraising damages sustained thereby; and upon payment, or tender of payment, of the amount of such damages, by the town or district designating such school house lot, to the owner thereof, the said land shall be taken, held, and used for the purpose for which it is designated.

SECT. 2. Whenever the owner of such land shall feel aggrieved by the selection and location of such lot, and the damages awarded, he shall be entitled to have the matter of complaint tried by a jury, which may be applied for within one year after the location of such lot, and shall be ordered accordingly by the county commissioners; and the jury shall have the power to change the location and assess the damages, and the proceedings shall, in all respects, be conducted in the same manner as is provided in cases of damages by laying out highways; and if the damages shall be increased, or the location be changed by the jury, the damages and all charges shall be paid by the town or district for whose benefit the lot is selected; otherwise, the charges which may arise on such application shall be paid by such applicant. And the land so taken shall be held and used for no other purpose than that contemplated in this act, and shall revert to the owner, his heirs or assigns, upon the discontinuance thereon for one year of such school as is now, or may hereafter be, required of the town or district by law.

SECT. 3. All such provisions of law as are inconsistent with this act, are hereby repealed. [Stat. 1848, chap. 237.]

AN ACT in addition to an Act to authorize Towns to take
Land for School Houses.

The provisions of the two hundred and thirty-seventh chapter of the acts of the year one thousand eight hundred and forty-eight, are hereby so far extended that land may be

taken under the provisions of the said act, in the mode and subject to the remedies in said act contained, for the purpose of enlarging any school house lot; *provided*, that the area of such school house lot, including the land so taken, shall not thereby exceed in quantity forty square rods. [Stat. 1851, chap. 186.]

AN ACT in addition to an Act to authorize Towns to take
Lands for School Houses.

The provisions of the act authorizing towns to take lands for school houses, passed on the first day of May, in the year eighteen hundred and forty-eight, are hereby extended so as to embrace all cases in which the selectmen shall have determined where a school house is to be placed, in pursuance of the provisions of the thirtieth section of the twenty-third chapter of the Revised Statutes. [Stat. 1853, chap. 149.]

AN ACT in addition to an Act to authorize Towns to take
Lands for School Houses.

The quantity of land that may be taken for a school house lot in the discretion of the selectmen of any town, with the approbation of said town, is hereby extended to so much as it may be necessary to cover with the buildings, in addition to the forty square rods prescribed in the Act passed May 1, 1848, chapter 237. [Stat. 1853, chap. 347.]

AN ACT to amend an Act to authorize Towns to take Land
for School Houses.

SECT. 1. The two hundred and thirty-seventh chapter of the Statutes of the year one thousand eight hundred and forty-eight, is hereby amended by striking out the word "forty," and inserting therefor the word *eighty* in the first section of said Statute.

SECT. 2. All acts and parts of acts inconsistent with the first section of this act, are hereby repealed.

SECT. 3. This act shall take effect on and after its passage. [Stat. 1855, chap. 318.]

AN ACT concerning School Houses and other Public Buildings.

Every person who shall wilfully and maliciously, or wantonly and without cause, destroy, deface, mar or injure any school house, church or other building erected or used for the purposes of education, or religious instruction, or for the general diffusion of knowledge; or who shall wilfully and maliciously, or wantonly and without cause, destroy or injure any of the out-buildings, fences, wells, or appurtenances of said school house, church or other building; or who shall wilfully or maliciously, or wantonly and without cause, destroy or injure any furniture, apparatus or other property belonging to or connected with any said school house, church or other building, shall be deemed guilty of a misdemeanor, and upon conviction thereof, before a justice of the peace, or any court of competent jurisdiction, shall be punished by a fine, not exceeding five hundred dollars, or by imprisonment in the county jail, not more than one year. [Stat. 1857, chap. 222.]

PUBLIC SCHOOLS.

Of Public Instruction.

SECT. 1. In every town containing fifty families, [since extended to all towns, however few the population, Stat. 1838, chap. 56, sect. 1,] or householders, there shall be kept in each year, at the charge of the town, by a teacher or teachers of competent ability and good morals, one school for the instruction of children in orthography, reading, writing, English grammar, geography, arithmetic, and good behavior, for the term of six months, or two or more such schools, for terms of time that shall together be equivalent to six months.

SECT. 2. In every town containing one hundred families or householders, there shall be kept in each year, one such school, for the term of twelve months, or two or more such schools, for terms of time that shall together be equivalent to twelve months.

SECT. 3. In every town containing one hundred and fifty families or householders, there shall be kept in each year two such schools, for nine months each, or three or more such schools, for terms of time that shall together be equivalent to eighteen months.

SECT. 4. In every town containing five hundred families or householders, there shall be kept in each year, two such schools, for twelve months each, or three or more such schools, for terms of time that shall together be equivalent to twenty-four months.

SECT. 5. Every town containing five hundred families or householders, shall, besides the schools prescribed in the preceding section, maintain a school, to be kept by a master of competent ability and good morals, who shall, in addition to the branches of learning before mentioned, give instruction in the history of the United States, book-keeping, surveying, geometry and algebra; and such last mentioned school shall be kept for the benefit of all the inhabitants of the town, ten months at least, exclusive of vacations, in each year, and at such convenient place, or alternately at such places in the town, as the said inhabitants at their annual meeting shall determine; and in every town containing four thousand inhabitants, the said master shall, in addition to all the branches of instruction, before required in this chapter, be competent to instruct in the Latin and Greek languages, and general history, rhetoric, and logic. [This section modified by Stat. 1840, chap. 76, modification repealed by Stat. 1848, chap. 283.] [Rev. Stat., chap. 23, sects. 1 to 5, inc.]

RELATING TO DUTIES OF SCHOOL COMMITTEE.

The School Committees shall annually make a detailed report of the condition of the several public schools in their respective cities and towns, which report shall contain such statements and suggestions in relation to such schools, as the said committees shall deem necessary or proper to promote the interests thereof; and a certified copy of such report shall be transmitted by said committees to the office of the Secretary of the Commonwealth, on or before the last day of April. Said report shall also be deposited in the office of the clerk of the city or town, and shall either be read in open town-meeting in the month of February, March or April, or, at the discretion of the school committee, shall be printed for the use of the inhabitants. [Stat. 1846, chap. 223, sect. 4.]

AN ACT relating to Common Schools.

SECT. 1. In addition to the grants of money for Common Schools, which cities and towns are now, by law, authorized to make, any city or town may appropriate such further sums of money as it may deem expedient, for the support of schools for the instruction of adults in reading, writing, English grammar, arithmetic and geography.

SECT. 2. Such moneys shall be assessed, levied, collected, and paid into the treasury, in the same manner that other town or city taxes are, and shall then be at the disposal of the school committee of the town or city, to be expended by them for the purpose aforesaid, in such manner as they may deem expedient.

SECT. 3. This act shall take effect from and after its passage. [Stat. 1847, chap. 137.]

AN ACT to prevent Disturbances of Schools and Public Meetings.

Every person who shall wilfully interrupt or disturb any school or other assembly of people, met for a lawful purpose,

within the place of such meeting, or out of it, shall be punished by imprisonment in the county jail, not more than thirty days, or by fine not exceeding fifty dollars. [Stat. 1849, chap. 59.]

AN ACT concerning Disturbances of Schools and Public Meetings.

Every justice of the peace, within his county, and the several police courts established by law, shall have jurisdiction concurrent with the court of common pleas, in their respective counties, and the police court of the city of Boston shall have jurisdiction concurrent with the municipal court, of the offence specified in an act passed the twenty-seventh day of March, in the year one thousand eight hundred and forty-nine, entitled, "An Act to prevent disturbances of schools and public meetings," when said offence is not of an aggravated nature: *provided, however,* that such justices and the police courts aforesaid, shall punish such offence by imprisonment in the county jail or house of correction, not more than thirty days, or by fine not exceeding ten dollars, saving to the party convicted, the right of appeal, as in other cases. [Stat. 1852, chap. 222.]

AN ACT relating to Common Schools.

SECT. 1. Any city or town in this Commonwealth may establish and maintain, in addition to the schools now required by law to be maintained therein, schools for the education of persons over fifteen years of age; and may determine the term or terms of time in each or any year, and the hours of the day or of the evening, during which said school shall be kept; and may also appropriate such sums of money as may be necessary for the support thereof.

SECT. 2. Whenever any such school or schools shall be established, the school committee of such city or town shall have the same superintendence over said school or schools, in

all respects, that they now have over the schools of said city or town; and shall also determine what branches of learning may be taught therein.

SECT. 3. The one hundred and thirty-seventh chapter of the laws of eighteen hundred and forty-seven, entitled "An Act relating to common schools," is hereby repealed.

SECT. 4. This Act shall take effect from and after its passage. [Stat. 1857, chap. 189.]

ACTS concerning the Branches to be taught in the Public Schools, and for other purposes.

SECT. 1. The first section of the twenty-third chapter of the Revised Statutes, and the first section of the fifty-six chapter of the laws of the year one thousand eight hundred and thirty-nine, are hereby so amended, that the teachers of schools required to be kept by such sections shall be competent to give instruction in orthography, reading, writing, English grammar, geography, arithmetic, physiology and hygiene, the history of the United States, and in good behavior.

SECT. 2. Physiology, hygiene, and algebra shall hereafter be taught in the public schools of this Commonwealth, in all cases in which the school committee shall deem it expedient.

SECT. 3. Chapter two hundred and twenty-nine, of the laws of the year one thousand eight hundred and fifty, and the first section of chapter two hundred and six, of the laws of the year one thousand eight hundred and fifty-seven, are hereby repealed. [Stat. 1858, chap. 5.]

SECT. 2. The first clause of the fifth section of the twenty-third chapter of the Revised Statutes is hereby so amended as that the teacher or teachers of the schools required to be kept by said clause, shall be competent to give instruction, in addition to the branches named in the first section of this act, in general history, book-keeping, surveying, geometry, natural philosophy, chemistry, botany, the civil polity of this

Commonwealth and of the United States, and in the Latin language, instead of the branches of learning enumerated in the said first clause; and the teacher or teachers of the schools required to be kept, by the last clause of the said fifth section, shall be competent to give instruction, in addition to all the branches before mentioned in this act, in the Greek and French languages, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy, instead of the branches of learning enumerated in said last clause.

SECT. 3. The two hundred and seventy-fourth chapter of the laws of eighteen hundred and fifty, entitled, "An Act concerning schools," and the four hundred and thirty-sixth chapter of the laws of eighteen hundred and fifty-five, entitled, "An Act concerning school books," are hereby repealed. [Stat. 1857, chap. 206.]

SCHOLARS.

Duties of School Committees.

SECT. 15. The School Committee shall determine the number and qualifications of the scholars to be admitted into the school, kept for the use of the whole town as aforesaid, and visit such school at least quarter-yearly, for the purpose of making a careful examination thereof, and of ascertaining that the scholars are properly supplied with books; and they shall, at such examination, inquire into the regulation and discipline of the school, and the habits and proficiency of the scholars therein.

SECT. 16. The School Committee, or some one or more of them, shall, for the purposes aforesaid, visit each of the district schools in their town, on some day during the first or second week after the opening of such schools, respectively, and also on some day during the two weeks preceding the

closing of the same; and shall also, for the same purposes, visit all the schools kept by the town, once a month, without giving previous notice thereof to the instructors. [Rev. Stat. chap. 23, sects. 15, 16.]

AN ACT concerning Public Schools.

Any child unlawfully excluded from public school instruction in this Commonwealth, shall recover damages therefor, in an action on the case, to be brought in the name of said child, by his guardian or next friend, in any court of competent jurisdiction to try the same, against the city or town by which such public school instruction is supported. [Stat. 1845, chap. 214.]

AN ACT concerning the Attendance of Children at School.

SECT. 1. Every person who shall have any child under his control, between the ages of eight and fourteen years, shall send such child to some public school within the town or city in which he resides, during at least twelve weeks, if the public schools within such town or city shall be so long kept, in each and every year during which such child shall be under his control, six weeks of which shall be consecutive.

SECT. 2. Every person who shall violate the provisions of the first section of this act, shall forfeit, to the use of such town or city, a sum not exceeding twenty dollars, to be recovered by complaint or indictment.

SECT. 3. It shall be the duty of the school committee in the several towns or cities to inquire into all cases of violation of the first section of this act, and to ascertain of the persons violating the same, the reasons, if any, for such violation, and they shall report such cases, together with such reasons, if any, to the town or city, in their annual report; but they shall not report any cases such as are provided for by the fourth section of this act.

SECT. 4. If, upon inquiry by the school committee, it shall

appear, or if, upon the trial of any complaint or indictment under this act, it shall appear that such child has attended some school not in the town or city in which he resides, for the time required by this act, or has been otherwise furnished with the means of education for a like period of time, or has already acquired those branches of learning which are taught in common schools, or if it shall appear that his bodily or mental condition has been such as to prevent his attendance at school, or his acquisition of learning for such a period of time, or that the person having the control of such child is not able, by reason of poverty, to send such child to school, or to furnish him with the means of education, then such person shall be held not to have violated the provisions of this act. [Stat. 1852, chap. 240, sects. 1 to 4, inc.]

AN ACT authorizing Children to attend School in an adjoining Town.

Children living remote from any public school in the town in which they reside, may be allowed to attend the public schools in an adjoining town, under such regulations and on such terms as the school committee of such adjoining towns may prescribe; and the school committee are authorized to pay out of the appropriations of money raised for the support of schools, in aid of such children. [Stat. 1855, chap. 78.]

AN ACT in Amendment of an Act concerning Public Schools, passed March twenty-fifth, Eighteen hundred and forty-five.

SECT. 1. In determining the qualifications of scholars to be admitted into any public school, or any district school in this Commonwealth, no distinction shall be made on account of the race, color or religious opinions of the applicant or scholar.

SECT. 2. Any child who, on account of his race, color or religious opinions, shall be excluded from any public or

district school in this Commonwealth, for admission to which he may be otherwise qualified, shall recover damages therefor, in an action of tort to be brought in the name of said child by his guardian or next friend, in any court of competent jurisdiction to try the same, against the city or town by which such school is supported.

SECT. 3. In filing interrogatories for discovery in any such action, the plaintiff may examine any number of the school committee, or any other officer of the defendant city or town, in the same manner as if he were a party to the suit.

SECT. 4. Every person belonging to the school committee, under whose rules or directions any child shall be excluded from such school, and every teacher of any such school shall, on application by the parent or guardian of any such child, state in writing the grounds and reasons of such exclusion.

SECT. 5. This act shall take effect from and after the first day of September next. [Stat. 1855, chap. 256.]

AN ACT in relation to the Rights of Children under Guardianship to attend the Public Schools.

SECT. 1. Minors, who shall be placed under guardianship upon the decease of their father, either pursuant to the general provisions of law or by the last will of such father, shall be allowed to attend the public schools of the town or city of which such guardian is an inhabitant.

SECT. 2. This act shall take effect from and after its passage. [Stat. 1856, chap. 164.]

AN ACT to define the Rights of the Children of Non-resident Parents to attend Public Schools.

All children between the ages of five and fifteen years shall be entitled to attend the public schools of the city or town in which they shall reside for the time being; *provided, however,* that if any child shall attend a public school in any city or town of this Commonwealth, other than that in which

the parent or guardian of such child may reside, and shall have resided in such city or town for the sole purpose of attending such school, the consent of the school committee of such city or town shall first be obtained, and the parent or guardian of such child shall be liable to pay, to such city or town, for the tuition of such child, a sum equal to the average expense, per scholar, for such school, for the period such child shall have so attended. [Stat. 1857, chap. 132.]

TRUANTS.

AN ACT concerning Truant Children and Absentees from School.

SECT. 1. Each of the several cities and towns in this Commonwealth is hereby authorized and empowered to make all needful provisions and arrangements concerning habitual truants and children not attending school, without any regular and lawful occupation, growing up in ignorance, between the ages of six and fifteen years; and also, all such ordinances and by-laws, respecting such children, as shall be deemed most conducive to their welfare and the good order of such city or town; and there shall be annexed to such ordinances suitable penalties, not exceeding, for any one breach, a fine of twenty dollars; *provided*, that such ordinances and by-laws shall be approved by the court of common pleas for the county, and shall not be repugnant to the laws of the Commonwealth.

SECT. 2. The several cities and towns, availing themselves of the provisions of this act, shall appoint, at the annual meeting of said towns, or annually by the mayor and aldermen of said cities, three or more persons, who alone shall be authorized to make the complaints, in every case of violation of said ordinances or by-laws, to the justice of the peace, or other judicial officer, who, by said ordinances, shall

have jurisdiction in the matter, which persons, thus appointed, shall alone have authority to carry into execution the judgments of said justice of the peace, or other judicial officer.

SECT. 3. The said justices of the peace, or other judicial officers, shall in all cases, at their discretion, in place of the fine aforesaid, be authorized to order children, proved before them to be growing up in truancy, and without the benefit of the education provided for them by law, to be placed, for such periods of time as they may judge expedient, in such institution of instruction, or house of reformation, or other suitable situation, as may be assigned or provided for the purpose, under the authority conveyed by the first section of this act, in each city or town availing itself of the powers herein granted. [Stat. 1850, chap. 294.]

AN ACT in addition to an Act concerning Truant Children and Absentees from School.

SECT. 1. Any minor between the ages of six and fifteen years, convicted under the provisions of an act entitled "An Act concerning truant children and absentees from school," passed in the year one thousand eight hundred and fifty, of being an habitual truant, or of not attending school, or of being without any regular and lawful occupation, or of growing up in ignorance, may, at the discretion of the justice of the peace, or judicial officer having jurisdiction of the case, instead of the fine mentioned in the first section of said act, be committed to any such institution of instruction, house of reformation, or suitable situation, as may be provided for the purpose under the authority given in said first section, for such time as such justice or judicial officer may determine, not exceeding one year.

SECT. 2. Any minor convicted of either of said offences, and sentenced to pay a fine, as provided in the first section of the act to which this is in addition, may, in default of payment thereof, be committed to said institution of instruction,

house of reformation, or suitable situation provided as aforesaid, or to the county jail, as provided in case of non-payment of other fines. And upon proof that said minor is unable to pay said fine, and has no parent, guardian, or person chargeable with his support able to pay the same, he may be discharged by said justice or judicial officer, whenever he shall see fit.

SECT. 3. If any person so convicted be not discharged as aforesaid, he shall be discharged according to the provisions of the third section of the one hundred and forty-fifth chapter of the Revised Statutes.

SECT. 4. The powers of the justice of the peace or judicial officer, under this act and the act to which this is in addition, in all unfinished cases, shall continue under any reappointment to the same office, provided there be no interval between the expiration and reappointment to said office.

SECT. 5. The third section of the act entitled "An Act concerning truant children and absentees from school," passed in the year one thousand eight hundred and fifty, is hereby repealed. [Stat. 1852, chap. 283.]

AN ACT in addition to the Acts concerning Truant Children and Absentees from School.

SECT. 1. Any city in this Commonwealth may, by ordinance, give jurisdiction of the offences arising under the several laws relating to truant children and absentees from school, to the justices of the police court of such city.

SECT. 2. Any minor between the ages of six and sixteen years, convicted under the provisions of an act entitled, "An Act concerning truant children and absentees from school," passed in the year one thousand eight hundred and fifty, of being an habitual truant, or of not attending school, or of being without any regular and lawful occupation, or of growing up in ignorance, may, at the discretion of the justice of the peace, or judicial officer having jurisdiction of the case,

instead of the fine mentioned in the first section of said act, be committed to any such institution of instruction, house of reformation, or suitable situation, as may be provided for the purpose, under the authority given in said first section, for such time as such justice or judicial officer may determine, not exceeding two years.

SECT. 3. This act shall take effect in any city as soon as it may be accepted by the city council of said city, by concurrent vote of the two branches thereof.

SECT. 4. All acts and parts of acts inconsistent with this act are hereby repealed, so far as the same may relate to cities. [Stat. 1853, chap. 343.]

AN ACT concerning Truants in the City of Boston.

SECT. 1. Each justice of the Police Court of the City of Boston may take jurisdiction of complaints made under "An Act concerning truant children and absentees from school," passed the third of May, in the year of our Lord eighteen hundred and fifty, against children between the ages of six and fifteen years, as habitual truants, or as children not attending school, without any regular and lawful occupation, growing up in ignorance.

SECT. 2. All warrants issued upon such complaints shall be made returnable before either of said justices, at the place named in the warrant.

SECT. 3. Such justice may sentence any child convicted of either of said offences, to be committed for not more than two years to the institution of instruction, house of reformation, or suitable situation assigned or provided under the authority given by said act, or which may hereafter be so assigned or provided; or he may sentence such child to pay the fine, not exceeding twenty dollars, mentioned in the first section of said act, and in default of payment thereof, to stand committed to such institution of instruction, house of reformation, or suitable situation, or to the county jail, as provided in default of payment of other fines.

SECT. 4. Any minor so committed, upon proof that he is unable to pay such fine, and has no parent, guardian or person chargeable with his support able to pay the same, may be discharged by either of said justices whenever he shall see fit. And if such minor is not so discharged, he shall be discharged according to the provisions of the third section of the one hundred and forty-fifth chapter of the Revised Statutes.

SECT. 5. The justices shall receive such compensation as shall be fixed by the city council of Boston.

SECT. 6. The three hundred and forty-third chapter of the acts passed in the year of our Lord eighteen hundred and fifty-three, is hereby repealed; *provided, however*, that the provisions of this act, and all other acts with reference to truant children, shall apply to children between the ages of six and sixteen years, as well as to children between the ages of five and fifteen years.

SECT. 7. This act shall take effect from and after its passage. [Stat. 1854, chap. 88.]

AN ACT in addition to an Act concerning the Attendance of
Children at School.

The third section of the act of May, eighteen hundred and fifty-two, entitled "An Act concerning the attendance of children at school," and being chapter two hundred and forty of the acts of that year, is hereby so far amended that it shall be the duty of the school committees of the several towns and cities in this Commonwealth, with the exception of the city of Boston, where the duty shall devolve upon the truant officers, to report all violations of the first section of said act, together with the reasons given for such violations, if any, to the treasurer of such city or town, instead of reporting the same to the town or city in their annual report. [Stat. 1855, chap. 309.]

SCHOOL BOOKS.

Authority of Committee as to School Books, &c.

SECT. 17. The School Committee of each town shall direct what books shall be used in the several schools kept by the town; and may direct what books shall be used in the respective classes.

SECT. 18. The scholars at the town schools shall be supplied by their parents, masters, or guardians, with the books prescribed for their classes.

SECT. 19. The school committee of each town may procure, at the expense of the town, or otherwise, a sufficient supply of such class books for all the schools aforesaid, and shall give notice of the place where such books may be obtained; and the books shall be supplied to the scholars at such prices as merely to reimburse the expense of the same.

SECT. 20. In case any scholar shall not be furnished by his parent, master, or guardian, with the requisite books, he shall be supplied therewith by the school committee, at the expense of the town.

SECT. 21. The school committee shall give notice, in writing, to the assessors of the town, of the names of the scholars so supplied by them with books, and of the books so furnished, the prices thereof, and the names of the parents, masters, or guardians who ought to have supplied the same; and said assessors shall add the price of the books so supplied, to the next annual tax of such parents, masters, or guardians; and the amount so added shall be levied, collected, and paid into the town treasury, in the same manner as the town tax.

SECT. 22. In case the assessors shall be of opinion that any such parent, master, or guardian is unable to pay the whole expense of the books so supplied on his account, they shall omit to add the price of such books, or shall add only a part thereof, to the annual tax of such parent, master, or guardian, according to their opinion of his ability to pay.

SECT. 23. The school committee shall never direct to be purchased or used, in any of the town schools, any school books which are calculated to favor the tenets of any particular sect of Christians. [Rev. Stat., chap. 23, sects. 17 to 23, inc.]

AN ACT to secure the daily Reading of the Bible in the Public Schools of the Commonwealth.

SECT. 1. The school committee of each town and city in this Commonwealth shall require the daily reading of some portion of the Bible in the common English version, and shall direct what other books shall be used in the public schools.

SECT. 2. The seventeenth section of the twenty-third chapter of the Revised Statutes, is hereby repealed. [Stat. 1855, chap. 410.]

AN ACT concerning School Books.

SECT. 1. Each city and town is hereby authorized to furnish the school books and stationery used in all the public schools, under the supervision of the school committee, at the expense of said city or town; and the school committee shall make such regulations as they may deem suitable and expedient respecting the supply, use, care and preservation of said books.

SECT. 2. All acts and parts of acts inconsistent with the provisions of this act are hereby repealed.

SECT. 3. This act shall take effect from and after its passage. [Stat. 1855, chap. 436.]

TEACHERS.

School Committee to examine as to Qualifications of Teachers.

SECT. 13. The school committee shall require full and satisfactory evidence of the good moral character of all

instructors who may be employed in the public schools in their town, and shall ascertain, by personal examination, their literary qualifications and capacity for the government of schools. [Rev. Stat., chap. 23, sect. 13.]

AN ACT concerning the Powers of School Committees.

The school committee of any town is hereby authorized to dismiss from employment any teacher in such town, whenever the said committee may think proper; and from the time of such dismissal, such teacher shall receive no further compensation for services rendered in that capacity. [Stat. 1844, chap. 32.]

AN ACT requiring Physiology and Hygiene to be taught in the Public Schools.

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 instructions in the same. [Stat. 1850, chap. 229, sect. 2.]

SUPERINTENDENT.

AN ACT relative to Superintendents of Schools.

SECT. 1. The several cities and towns in this Commonwealth, by an ordinance of the city government in said cities, or by a vote of the qualified voters of said towns in legal town meeting, may annually require the school committee to appoint a superintendent of public schools, to have the care and supervision of said schools, under the direction and control of said school committee; the salary of such superintendent to be fixed as the city government of said cities, or the inhabitants of said towns, at a legal meeting shall direct; and in every city and town in which such superintendent shall be appointed, the school committee shall receive no compen-

sation, unless otherwise provided for by the city governments of said cities, or by a vote of said town.

SECT. 2. Every city in this Commonwealth, whose act of incorporation has already provided, or shall hereafter provide, for the choice of a superintendent of schools, shall be exempt from the operation of this act. [Stat. 1854, chap. 314.]

AN ACT in addition to an Act relative to Superintendents of Schools.

SECT. 1. The first section of the three hundred and fourteenth chapter of the acts of the year eighteen hundred and fifty four, shall, as applied to cities, be construed to mean that the several cities, by an ordinance of the city government, may require the school committee to appoint a superintendent of public schools, annually.

SECT. 2. In any city which has heretofore passed an ordinance requiring the school committee to appoint a superintendent of public schools, annually, the school committee in such city shall hereafter receive no compensation; and, in any city which may hereafter pass such an ordinance, the school committee in such city shall receive no compensation after the passage of such ordinance, unless, in either case, the city shall otherwise expressly provide.

SECT. 3. This act shall take effect from and after its passage. [Stat. 1856, chap. 232.]

STATE SCHOLARSHIPS.

By the first section of the act entitled "An Act establishing state scholarships," approved April 27, 1853, chap. 193, forty-eight State scholarships are established "to aid in educating and training young men for the office of principal teacher in the high schools of the Commonwealth."

By the second section it is enacted, that in the year 1854,

again in the year 1861, and every ten years thereafter, the Commonwealth shall be divided by the Board of Education into forty sections, and these sections arranged in four classes of ten sections each, which classes of sections shall be entitled to one scholarship for each of their sections, alternately, once in every four years, beginning in the year 1854.

The third section provides that the school committee of every town, in each class of sections, may, in the year designated, recommend, as candidates for scholarships, one or more young men, inhabitants of their town, who, in their opinion, and in the opinion of a competent teacher, to be certified in writing to the Board of Education, will be well fitted for college at the Commencement next succeeding, and that the Board of Education, together with the senators respectively, who shall for the time being reside within the section from which the selection is to be made, shall select, from the candidates so recommended, one in each section whom they shall judge most deserving and most likely to become useful as a teacher.

Section fourth provides for the selection by the Board alone, of two other candidates in each year, thus completing the number of forty-eight to be selected in four years.

In other parts of the act it is provided that one hundred dollars per annum shall be paid to each scholar so selected, for the term of four years, while attending any college in the Commonwealth, provided he shall produce from the president of such college a certificate that he has been during the year faithful in his studies, exemplary in his deportment, and that he ranks in scholarship among the first half of his class; that each scholar so aided, shall teach in the public schools of the Commonwealth a term of time equal to that for which he has received the bounty of the Commonwealth; and that if he shall fail so to teach, he shall refund the amount received, or a part thereof, in proportion to the time he shall so fail, provided he be in competent health, and can find employment.

The County of Suffolk, under the provisions of this act, is divided into six sections, as follows :

Section No. 1, including Chelsea, North Chelsea, Winthrop, and Ward 1 of the city of Boston.

Section No. 2, including Ward 2, Ward 3, and so much of Ward 4 as is found on Hanover street and Union street, and north of Union street, Faneuil Hall Market.

Section No. 3, including Ward 5, Ward 6, and the rest of Ward 4.

Section No. 4, including Ward 7, and so much of Ward 8 as is not contained in Section No. 5.

Section No. 5, including Ward 9, Ward 10, and so much of Ward 8 as is found on West street, and south of West street, and west of Washington street, on both sides of said Washington street to Beach street, and all of said Beach street to the Boston and Worcester Railroad Station.

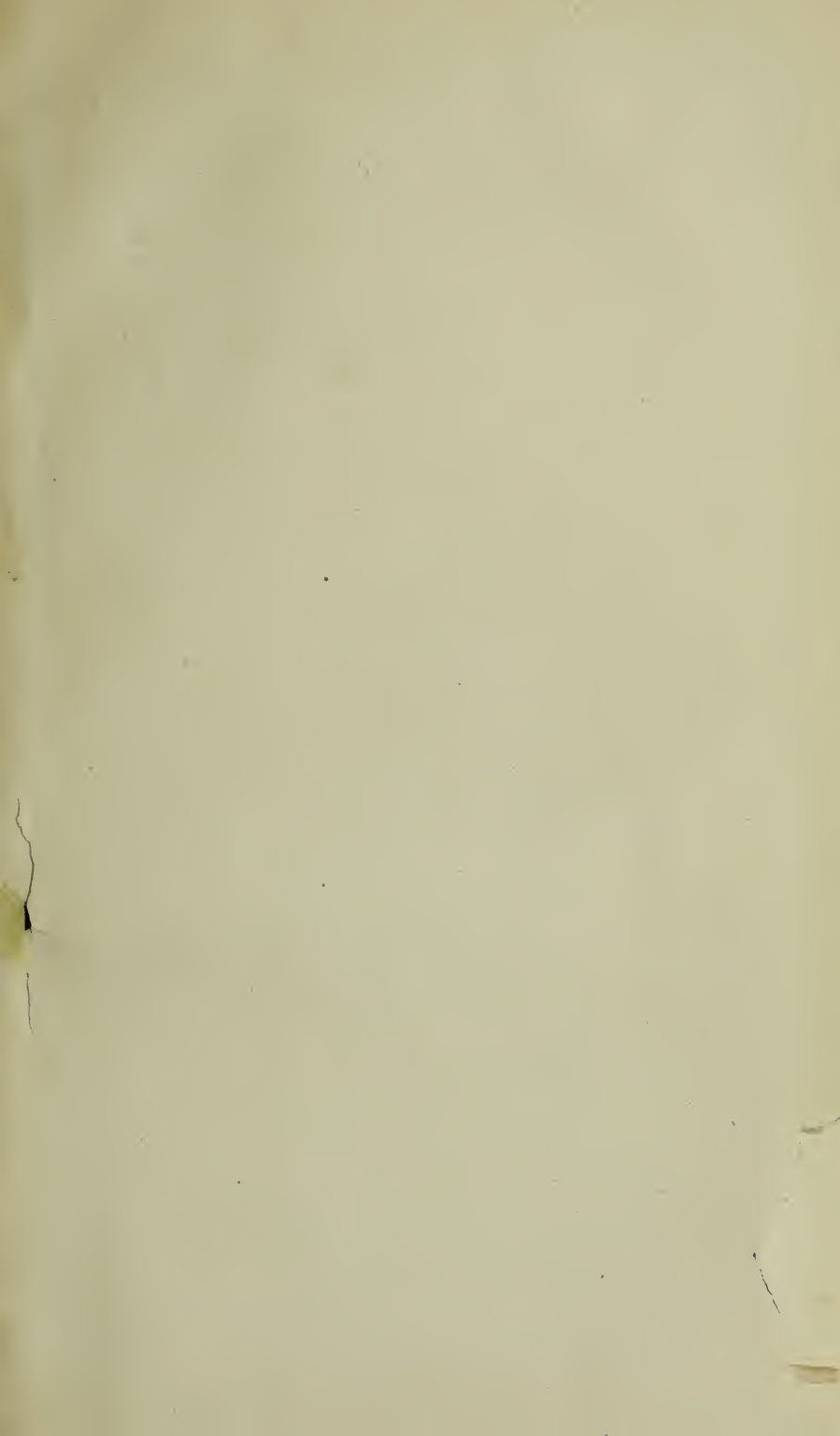
Section No. 6, including Ward 11 and Ward 12.

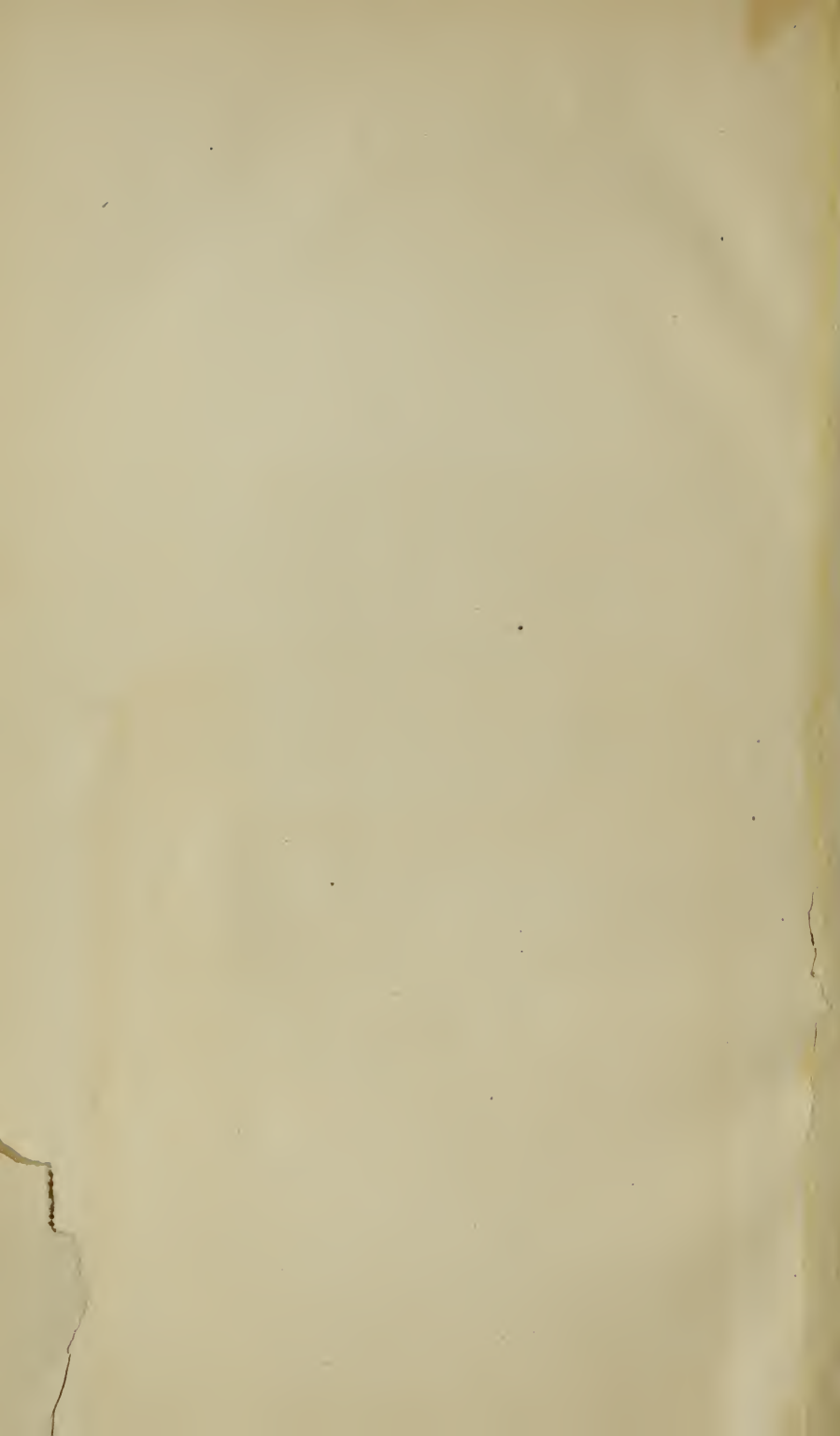
NOTE. Applications of candidates for the scholarships, residing in the city of Boston, to be made to the Superintendent of Public Schools, at the City Hall.

CONTENTS.

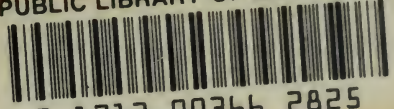
	PAGE.
Introduction,	3
Expenditure and Powers of School Board,	5
Primary Schools,	13
First Quarterly Report of Superintendent,	20
Principles, Views and Aims,	21
Account of Doings,	23
Facts and Suggestions,	28
Grammar Schools,	40
Second Quarterly Report of Superintendent,	80
Remarks on the New York System,	97
Latin School,	109
English High School,	116
Girls' High and Normal School,	123
APPENDIX,	133
Statistical Tables,	136
Dwight Grammar School House, with illustrations,	139
Fac-Similes of Franklin Medal,	150
Franklin Medal, Historical Sketch,	151
Franklin Medal Scholars, Chronological Catalogue of,	161
Franklin Medal Scholars, Alphabetical Catalogue of,	186
Fac-Similes of City Medal,	210
City Medal, Historical Sketch,	211
City Medal Scholars, Chronological Catalogue of,	213
City Medal Scholars, Alphabetical Catalogue of,	229
Lawrence Prizes,	245
Rules and Regulations,	249
Organization of the Board,	253
Powers and Duties of the President,	254
Rights and Duties of Members,	257
Duties of Standing Committees,	259
Election of Instructors of Public Schools,	268

Rules and Regulations.	
Duties of Secretary,	270
Duties of Superintendent,	271
General Regulations of Public Schools,	274
Regulations of the Primary Schools,	284
Regulations of the Grammar Schools,	288
Regulations of the English High School,	294
Regulations of Girls' High and Normal School,	297
Regulations of Latin Grammar School,	300
Boundaries of the Grammar School Sections,	304
List of School Committee from the adoption of the City Charter,	309
Abstract of the Laws of Massachusetts, respecting Public Instruction.	
Encouragement of Literature, &c.,	319
School Moneys not applied to sectarian schools,	320
Qualification of Voters,	320
Duty of Instructors in Colleges, &c.,	320
Duty of Ministers and Town Officers,	321
School Fund,	321
Money received of United States for militia services,	322
Duties of School Committees, and Distribution of the In-	
come of the School Fund,	323
School Houses and Lands,	327
Public Schools,	330
Relating to Duties of School Committee,	332
Scholars,	335
Truants,	339
School Books,	344
Teachers,	345
Superintendent,	346
State Scholarships,	347





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