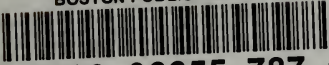


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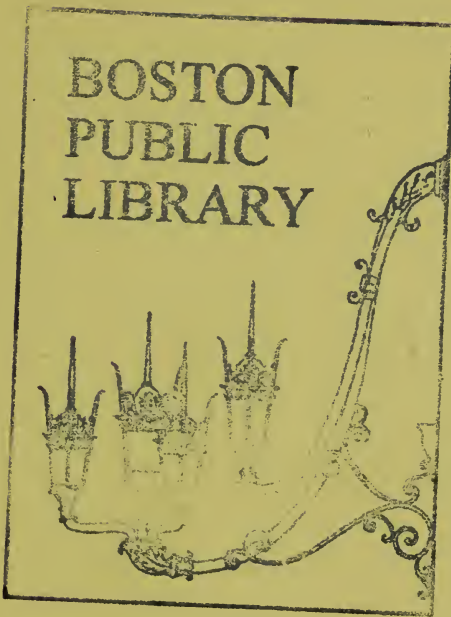
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THE DUDLEY SCHOOL-HOUSE.



THE DUDLEY SCHOOL-HOUSE.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1874.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS.

No. 39 ARCH STREET.

1874.



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## CITY OF BOSTON.

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IN SCHOOL COMMITTEE, BOSTON, Dec. 22, 1874.

*Ordered*, That the Committee on the Annual Report for the year 1874 be instructed to prepare, and cause to be printed, an edition of the same, not to exceed ten thousand in number; with the reports of the Committees on the Normal School and the several High Schools, for general distribution among the citizens of Boston, under the direction of said Committee.

Attest :

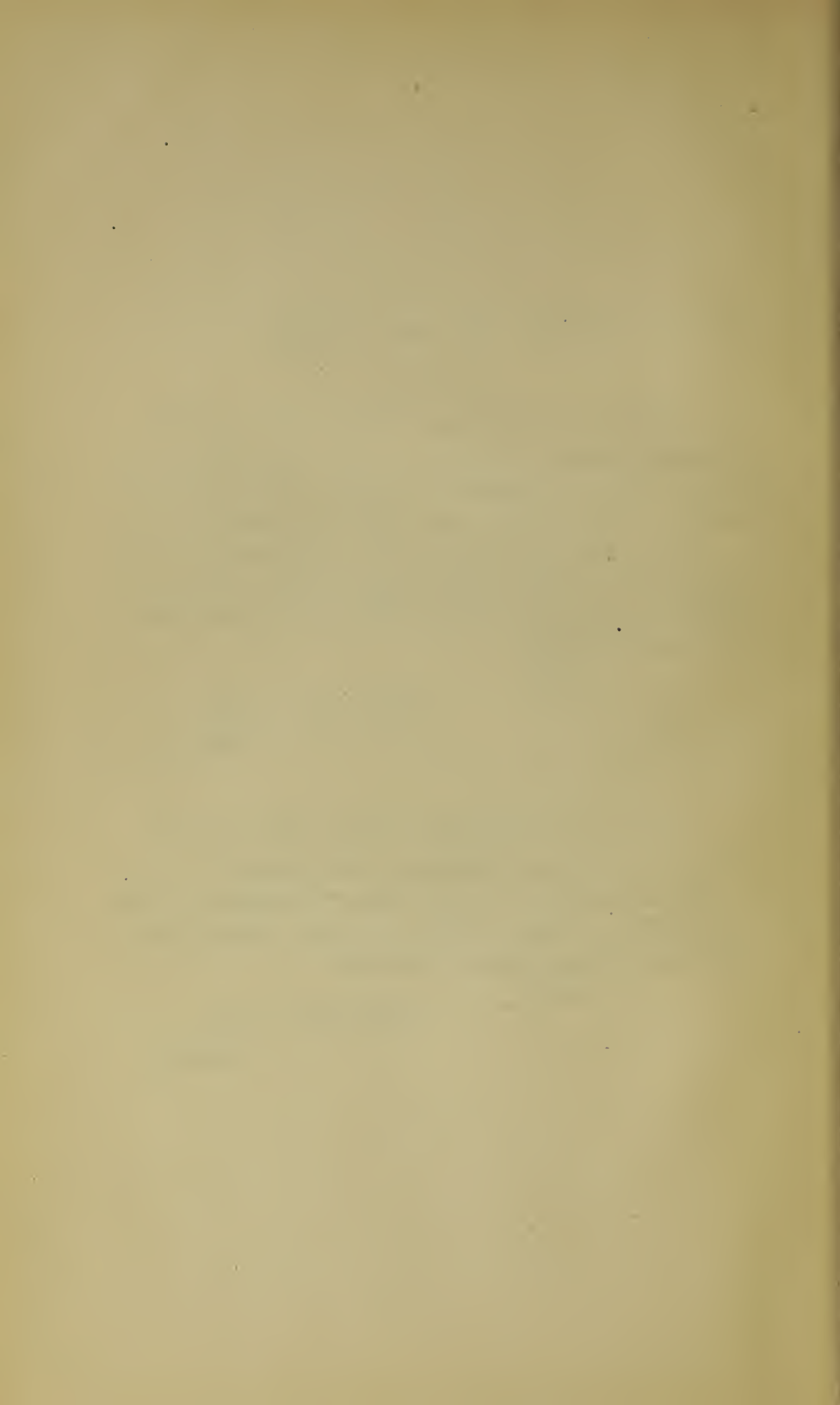
BARNARD CAPEN,  
*Secretary.*

IN SCHOOL COMMITTEE, BOSTON, Oct. 13, 1874.

The following-named gentlemen were appointed to prepare the Annual Report of the School Committee for the year 1874, viz. : Messrs. William T. Adams, Chaney, Prescott, Emery, Toland, Smalley and Neal.

Attest :

BARNARD CAPEN,  
*Secretary.*





## REPORT.

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The General Statutes of Massachusetts (Chap. 40, Sect. 6) provide that the School Committee of the "several cities and towns" of the Commonwealth, on penalty of the forfeiture of the whole or a part of their share in the distribution of the income of the School Fund for failure or delays, "shall annually make a detailed report of the condition of the several public schools, which report shall contain such statements and suggestions in relation to the schools as the Committee deem necessary or proper to promote the interests thereof." The Committee are required to cause this report to be printed for the use of the inhabitants and the Board of Education of the State.

In order to meet the requirements of the statute, a rule of the School Committee of Boston provides that the Committee of each of the High Schools and each District Committee "shall, during the month of July, make a *thorough examination* of their respective schools, and report at the quarterly meeting in September, the results, with any suggestions which they may consider valuable." These reports are referred to the Committee to prepare the Annual



Report, "who shall make from them such selections, and add thereto such suggestions and remarks as they may deem expedient."

This brief analysis of the statute and the rule of the School Committee of Boston indicates the duty, and exhibits the sources of information of your Committee; and, in conformity with the law and the rule, the undersigned have the honor to submit their report. In doing so, they desire to answer the requirements of the statute for which the rule was made. The law provides for "a detailed report of the condition of the several public schools." Certainly, the "inhabitants" of Boston, who elect the School Committee, and who pay nearly two millions a year for the support of the public schools, are entitled to be accurately informed in regard to their condition, in order to satisfy themselves whether or not their servants in office have faithfully discharged their duties, and whether or not the large appropriations for the schools are wisely expended. Undoubtedly, the "condition of the several public schools" is a question of vital moment to the citizens, but in this connection your Committee desire to call your attention to their

#### SOURCES OF INFORMATION.

In the Rules of the Committee, adopted February 7, 1854, we find, under the title of "Duties of the Secretary," the following:—

"SECTION 2. He shall prepare the Annual Report required by the Statute of the Commonwealth."

This section is included in the rules for several years preceding the date quoted, but it does not appear that the Secretary was called upon to prepare any other than the statistical report required by the statute, for, under the title of "Duties of Sub-Committees," provision is made for its preparation as follows:—

"SECT. 13. At the quarterly meeting in February, an Examining Committee shall be appointed, consisting of nine members, for the English Grammar and the Writing Schools; which Committee shall be joined by as many other members of the Board as can conveniently attend. This Committee shall, in May, June or July, visit all the above described schools and critically examine the pupils of *all the classes in all the studies* prescribed by the Regulations, in order to ascertain the condition of the schools; and shall report previously to the annual election of the Instructors; that the appointments of the Board on that occasion may be judiciously made. A similar annual and critical examination shall be made in May, June or July, of the Latin, English High and Normal Schools, by the respective Visiting Committees of those schools; and a similar report for the same purpose, and embracing the same objects, shall be made by each of these Committees. The report in each and every instance shall be the report of a majority of the Committee, and all the reports of these Committees, after they shall have been accepted, shall be printed and distributed among the citizens in sufficient numbers, to give at least one copy to each family."

As a matter of fact, this Examining Committee of nine did visit all the "English Grammar and Writing Schools;" but they did not "examine the pupils of *all the classes in all the studies* prescribed by the Regulations;" for even in 1854, when there were only nineteen Grammar Schools, it was practically impossible for them to do the work as required in the rule. The

following year, 1855, the School Committee, now increased from twenty-six to seventy-four members, was reorganized, and its rules were essentially changed in many important particulars, especially in that of the annual examination and the preparation of the Annual Report. The members of the Board, in adopting their new rules, seem to have realized that it was impossible for any special Committee to examine eighteen Grammar, and one hundred and ninety-seven Primary Schools. Doubtless they were quite right, even in that day of comparatively small things; and the Standing and District Committees were required, by the new rules, to examine their own schools, and furnish the material for the Annual Report. The rule in force to-day has been in force from that time. For a few years "detailed reports of the condition of the several schools" were published; that for 1857, written by Rev. S. K. Lothrop, D. D., containing a brief history of each school, the origin of its name, and, in some cases, extracts from the reports of the District Committees.

A reference to subsequent annual volumes indicates that the Committee examined the quarterly reports. One writer finds a "pleasant uniformity" in them; another hints that the reports "have been very short, but, on that account, not less satisfactory to the majority of those who listened to them,"—from which we infer that it was, some time, the custom actually to read them at the meetings of the Board, which may have been possible when there were only twenty-one, instead of fifty-eight reports. One confesses that "the Committee can hardly con-

form to the terms of the rule, by adding to this general summary 'selections from the District Reports important for public information,'” though the writer does not inform the reader why he can hardly do so; but we infer that the sources of information were somewhat inadequate to the requirements of the occasion. So far as we can learn from the reports, the District Committees invariably reported their schools to be in “good” or in “excellent condition,” the degree and form of commendation depending not a little upon the temperament of the author of the report. Of course, this Committee, after a lapse of fifteen or twenty years, have no intention to challenge the truthfulness of these reports, or to question the sincerity or fidelity of those who presented them; but they conclude, from the evidence of the annual volumes themselves, that some of the compilers of the reports realized the insufficiency of the material in their endeavors to comply with the law and the rule.

#### METHOD OF EXAMINATION.

Those who have been familiar with the workings of our school system during the last twenty years have doubtless been satisfied that the method of examination has been impracticable; and that it has afforded nothing but the most general assurance that the schools were in satisfactory condition. There were as many different standards as there were committees to make the examination. While the author of the Annual Report was denouncing “mechanical teaching,” “instruction by rote,” and “the commit-



ting to memory by the pupils of useless details," the District Committees, by the character of their examinations, were industriously fostering all these faulty methods of instruction. The committee-man took the book in his hand, and asked the questions which it contained, and the teacher had to be ready for him. Arithmetical puzzles were zealously searched for, and carried to the first classes; and the master must be ready for them. Strange words, to be spelled in the highest division, were borrowed from the newspapers, and law and medical reports; and the master had to be ready for them. There was nothing in the text-books of arithmetic, grammar, history or geography, which could be omitted, however unimportant, for the committee-man might ask the very questions which had been passed over; and the teacher had to be ready for them.

It was hardly to be expected then, any more than now, that seventy-four gentlemen, who had not studied education as a science, or familiarized themselves with the methods of the schools, should be able to adapt their examinations to the needs of the system, or conform to any particular standard. Undoubtedly there were many gentlemen who conducted them judiciously, but it is just as certain that there were many, who, however adequate their learning, encouraged "rote-teaching," the "memorizing of the contents of the text-books," and other errors, which some of their more skilful, but not more zealous and devoted coadjutors denounced.

If, as practical educators admit, much of what is called "examination" in the schools is not only use-

less, but detrimental, perhaps it is not to be wholly lamented that the sub-committees — with rare exceptions — have never examined the schools to the extent contemplated by the rules of the Board, though this fact appears to have limited the sources of information for the preparation of the Annual Report. The last “detailed report of the condition of the several public schools” in Boston — such as the law requires and such as most of the cities and towns present — appears to have been made in 1857; and it is an exceedingly interesting and valuable document. The labor bestowed upon it might well appal the busy committee-man of to-day. Other reports, subsequently presented, have contained valuable information and exhaustive discussions of general and local educational topics, but many of them suggest the absence of that abundant material gathered by an examining committee which visits all the schools of the town or city. But this leads us to the point we have had in view from the beginning, viz.: the *utter impracticability of any adequate examination either in quality or degree by the District Committees*. There are hardly less than fifty Standing and District Committees, and their standards differ so widely that what is commended by one may be condemned by another.

But the strongest objection to the present method of examination is that the amount of time required for it cannot be afforded by the professional and business men of whom the Board is so largely composed, and whose labor is voluntary and gratuitous; and when, under the new law, a portion of the members shall be

women, it is not to be supposed that, as a general rule, the "wives, mothers and sisters" of the community can afford to make a much greater sacrifice of private duties to the public interest. Approximately, there are one thousand and forty-two classes or divisions of classes in all the grades of schools to be examined four times a year under the present rules. Twenty years ago it was required that the Examining Committee should visit and "critically examine the pupils of all the classes in all the studies prescribed by the regulations," and nothing less than this ought to be demanded at the present time, at least twice in the year. Two hours, on the average, to each class, is but a moderate estimate of the time such a task would require. On this basis the four examinations a year now required, divided equally among the one hundred and fourteen active members of the Board, would give about *three weeks* of actual school time as the share of each. There are not a dozen members of the Board who, however zealous and willing to do so, could afford to give four or five days, at stated periods, four times a year to this work; and if such were the alternative, nine-tenths of them would be compelled to resign. It is a matter of fact that when examinations of "all the classes in all the studies" were required, the work was not done, for it was practically impossible to do it. The Committee for 1852 say: "The method of examination adopted this year was nearly the same as has been pursued for two or three years past. . . . The examination, however, was not such as could be desired, and certainly not such as the rules of the Board explicitly



require." This was a candid admission, though the evidence is abundant that the Committee bestowed a great deal of time and thought upon their duties.

The rules of to-day require that sub-committees shall visit the Primary Schools monthly, and examine them quarterly; that the District Committee shall render the same service in the Grammar Schools; and the Committee of each High School and each District Committee shall make "a *thorough examination* of their respective schools" in July. The interpretation of a "thorough examination" belongs to the committees, and the quarterly examinations, as from the nature of the case they must be, are left to the discretion of those who are appointed to make them. Doubtless most of the committees do all the circumstances will permit. The fault is not theirs; it is in the system. This subject has been under discussion in the Board within a few years, and some of the active and faithful members have not hesitated to admit that the examinations required by the rules were, to a great extent, necessarily neglected. It was impossible for the Committee to make them.

It would be useless to dwell upon this defect of our school system if an effectual remedy were not available; and it is to be hoped that the Commissioners for the Revision of the City Charter will recommend the obtaining of the necessary legislation to enable the School Committee to appoint and fix the salaries of a Board of Examiners, or Assistant Superintendents,\* consisting of at least five persons. As seven-

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\* The Chairman of the Committee on the Annual Report of 1873, himself a lawyer of ability and high standing, said: "The power to make such appointments is fully conferred on this Board by § 55 of the City Charter."

eighths of the instructors in the public schools are females, it is suggested that three of the five, or more, examiners should be women.

Thus, incidentally, your Committee have discussed one of the most important questions connected with the school system of Boston. In endeavoring to explain the inadequacy of the material for "a detailed report of the condition of the several schools," they have developed what appears to be the absolute necessity of a Board of Examiners, whose reports would furnish abundant "sources of information" to the Committee and the people. But your Committee purpose to comply with the law of the State and the rule of the Board to such an extent as the available material will permit. They have taken from the files the quarterly reports presented to the Board at the regular meeting in October — deferred from September — and "make from them such selections" as they deem expedient to illustrate the condition and the needs of the schools. As separate reports of the Committees of the several High Schools are included in the annual volume, no allusion to them is made in this place.

#### DETAILED REPORT OF THE SEVERAL SCHOOLS.

*Adams.* — "The scholars and teachers met after their long vacation in recruited health and energy."

*Andrew.* — "In as good condition as circumstances will allow." But the Committee forcibly present the need of more and better accommodations for the Grammar School.

*Bigelow.* — "In admirable condition."

*Bowditch.* — "The Grammar and Primary Schools in excellent



condition, and up to the standard of requirement of the rules of the School Board. The general excellence of the teachers has been noted, and the results obtained from their labors are appreciated."

*Bowdoin.*— "The condition of the school is excellent, the teachers doing faithful work, and the pupils in full attendance."

*Brimmer.*— "The usual proficiency of the pupils was manifested at the examination made at the English High School, placing the Brimmer boys at the head by reason of their high attainments. In every department of instruction the most satisfactory results have been obtained. Twenty boys from this school entered the preparatory department of the Latin School."

*Chapman.*— "The members of the graduating class were examined with reference to the awarding of diplomas; twelve young gentlemen and seven young ladies were selected to receive the honors of the school, they having exhibited to the Committee satisfactory evidence of having made the proper degree of proficiency in their studies."

*Comins.*— "In all respects in excellent condition. . . . There is a gratifying spirit of unity pervading the *corps* of teachers, and the conduct of the scholars in-doors and out is satisfactory."

*Dearborn.*— "The results of the last quarterly examination were quite satisfactory. The recitations were excellent, showing that the teachers had been faithful, and the pupils industrious."

*Dorchester-Everett.*— "Everything looks well."

*Dwight.*— "The schools are in successful operation, and have accomplished results quite equal to any of former years."

*Eliot.*— "All the teachers in the district reported themselves for duty promptly, and entered energetically upon their labors, all seeming to have profited greatly by the rest afforded since the close of the schools in July."

*Everett.*— "Both Grammar and Primary Departments in excellent condition, so far as faithfulness on the part of teachers and scholars is concerned. At the close of the year every class was thoroughly examined by members of the Committee, and found to be well up in the course of studies, and prepared for promotion. A large class was graduated from the master's room, receiving diplomas without exception."

*Franklin.* — “All matters relating to the several departments are in excellent condition. Teachers faithful. I would write more, but it hardly pays, as the reports are never read or referred to in any way to my knowledge.”

*Gaston.* — “In a thriving condition.”

*Gibson.* — “In its usual good condition.”

*Hancock.* — “The examination of the past quarter has been quite satisfactory to the Committee. Our schools are a little depreciated in numbers on account of many of the scholars having been taken from the school, and placed in a school independent of the district schools, which necessitated the dropping of some of the teachers, — that being the only unpleasant duty the Committee had to perform during the year. We report the schools in a satisfactory condition at the close of the season.”

*Harris.* — “Continues to be in its usual excellent condition.”

*Lawrence.* — The Committee, “having attended to their quarterly examination, are more than satisfied with the condition of affairs in this District.”

*Lewis.* — “Continues in its usual satisfactory condition.”

*Lincoln.* — “The school begins its fall term with full classes.”

*Lyman.* — (No report.)

*Mather.* — “In very satisfactory condition. Twenty-three diplomas were awarded to the graduating class.”

*Mayhew.* — “The examinations, at the close of the school in June last, showed the school to be in a good condition.”

*Minot.* — “A continued progress towards good scholarship, and compliance with the requirements of the programme.”

*Norcross.* — “The Committee have been more than pleased with the result of the quarterly examination in July, and feel warranted in saying that the girls of this school, considering their home advantages and extreme youth, are entitled to as much credit as any school in the City of Boston.”

*Phillips.* — “Twenty-eight boys received diplomas at the close of the school year after an examination in which they did themselves great credit. The school is in charge of a *corps* of teachers, most of whom have occupied their positions for many years; and their work seems to be done no less harmoniously than efficiently.”

*Prescott.* — “The classes, both in the Grammar and Primary

departments, show that much good work has been accomplished the past year. The school is in good condition."

*Quincy.* — "In a flourishing condition. The boys who went to the English High School this year from the Quincy (numbering sixteen) were younger, on an average, than those from any other school, while in their examination they stood fifth in rank."

*Rice.* — "The school is in excellent condition in all its departments."

*Sherwin.* — The Committee report the need of greater accommodations for the Primary Schools, and recommend a change of district lines.

*Shurtleff.* — "The school is in first-class and fine condition."

*Stoughton.* — "In its usual good condition."

*Tileston.* — "All the rooms in excellent condition."

*Dudley.* — "The year thus far is pronounced by the master the most encouraging and hopeful he has known. . . . The Dudley School for girls is now quite full, and is in a prosperous condition. The success of Miss Baker is believed to be fully equal to that of the masters of girls' schools."

*Wells.* — "The school examination in the district has been satisfactory to the Committee, generally."

*Winthrop.* — "In a very prosperous condition."

*West Roxbury.* — "The schools of the West Roxbury District are in their usual good condition, and, as far as is practicable, are carrying out the regulations of the Board."

*Brighton.* — "The various schools, Grammar and Primary, considering their circumstances, are fairly prosperous; and the most of them give evidence of faithful work during the last quarter of the school year."

*Bunker Hill.* — "In fair condition. . . . We report the scholars generally as having made fair progress in their studies; the teachers as being faithful and industrious, and the work of the school moving with as little friction as perhaps might be expected."

*Charlestown-Winthrop.* — "Had its usual success, and, when the disadvantages which the teachers have been obliged to labor under are taken into consideration, they are certainly entitled to more than ordinary credit."

*Warren.* — “The Grammar and Primary Schools maintain the high rank, under the Boston School government, that they held for many years under the government of the city of Charlestown.”

*Charlestown-Prescott.* — The Committee “report the schools in the district to be in excellent condition.”

*Charlestown-Harvard.* — “The condition of the Grammar School, as regards discipline, may be inferred from the fact that no corporal punishment was inflicted in the first and second classes during last year; that only one case occurred in the third class; and that, of the three divisions of the fourth class, but one teacher resorted to the rod for punishment. And yet, good order was maintained — order quite as good as it was in former years. . . . The experiment of special teaching, in the upper classes, has been tried through the whole of the past year, and the results have been such as to lead us to believe that the principle should be adopted, for the upper classes, in our Grammar Schools. The text-books in grammar and arithmetic have been dispensed with, so far as the pupils are concerned, for the last two years. The experiment has been entirely successful, and the principal of the school does not desire to go back to their general use again.”

*School for Licensed Minors.* — “This school was visited September 8th, and found to be in its usual condition. The school taught by Miss Taylor, in East street place, opened with eleven pupils, the larger number belonging to the forenoon school. There is a prospect of a few additional scholars. The school in North Bennett street has forty-seven scholars belonging; twenty were present at the forenoon session, and twenty-three at the afternoon session. The restoration of police officer Warren A Wright to the office of special police for the licensed minors will have, it is hoped, a very favorable effect upon the schools, in making the attendance upon the same more full and regular.”

#### GENERAL STATISTICS.

Population of the city, estimated by the Assessors,	
May 1, 1874 . . . . .	357,254
School population (between five and fifteen years of age) . . . . .	56,684



Increase for the year (largely caused by the annexation of Charlestown, West Roxbury, and Brighton) . . . . .	8,683
Number of sub-committees for supervision of schools (five to twenty-one members each) . . . . .	57
Business committees (seven members each) . . . . .	11
Whole number of committees . . . . .	68
Number of places on all the committees . . . . .	585
Average number for each member of the Board . . . . .	5
Number of High Schools . . . . .	9
Increase for the year . . . . .	3
Number of Grammar Schools . . . . .	49
Increase for the year . . . . .	12
Number of Primary Schools . . . . .	416
Increase for the year . . . . .	76
Other day schools (Licensed Minors, Deaf Mutes and Kindergarten) . . . . .	4
Whole number of Day Schools . . . . .	478
Number of Evening Schools . . . . .	21
Whole number of schools . . . . .	499
Whole number of teachers employed by the city . . . . .	1,289
Male, 198; female, 1,091.	
Average whole number of pupils in all the Day Schools . . . . .	44,942
Average attendance . . . . .	41,613
Average per cent. of attendance . . . . .	92.6
Average number of pupils to a teacher:—	
High Schools . . . . .	28.4
Grammar Schools . . . . .	46.2
Primary Schools . . . . .	44.3
Total expenditure for all school purposes . . . . .	\$1,865,720 29
For current expenses . . . . .	1,419,057 04
For school-houses and lots . . . . .	446,663 25
For salaries of teachers . . . . .	1,015,572 72
For incidental expenses . . . . .	377,681 52
Cost per scholar:—	
For salaries of teachers . . . . .	22 59
For incidental expenses . . . . .	8 98
Total expense, not including interest of the cost of school-houses and lands . . . . .	31 57
Last year . . . . .	35 13



## REORGANIZATION OF THE BOARD AND THE SCHOOLS.

The General Statutes provide that in the *towns* of the Commonwealth the School Committee shall consist of any number of members divisible by three; but in the *cities* the number is fixed by the charter. By the recent annexation of Charlestown, Brighton, and West Roxbury, the number of members of the Board in Boston has been increased to one hundred and sixteen. The experience of the Board for the last year has demonstrated that this number is too large for the prompt and efficient transaction of business. Not only has the business of the Committee been often delayed by the accident of "no quorum," but the body is so unwieldy as to scatter the interest and reduce the responsibility of the members to a degree which seriously affects the welfare of the schools. Action required by the rules to be had at stated periods has sometimes been delayed for months. With the divided and diluted responsibilities of so large a body, it must necessarily be difficult to engage the attention of even a majority in all, or any considerable number, of the great variety of questions which come before the Board. Measures of doubtful utility and expediency may be adopted or defeated because a majority do not care enough about them to examine into their practical value.

The element of local representation, which is the basis of the present mode of electing the members of the Board, while it undoubtedly presents some advantages, is one of the serious detriments to the full and efficient working of the machinery of the body.

Members elected by one ward can hardly help feeling that their primary service belongs to that ward, — to the schools within its limits. For them they are willing to work, to sit on committees, and make speeches in the Board, while many have but little or no relish for the general business of the Committee; and they are ready to go home when the questions which affect their local interests are disposed of, though “no quorum” be the result of their withdrawal.

Most of the business of the Standing and District Committees is transacted with barely a quorum; and sometimes without one, it is to be feared. In many districts the chairman is the “one-man power” of the body, because many of the members have so little interest in any schools outside their own wards. In the four High Schools, whose Standing Committees consist of one from each ward, or twenty-one members, a majority of this number is considered a large meeting, and a bare quorum is a fortunate circumstance. A resolute, interested, thinking man, having a theory of his own in regard to the management of one of these High Schools, may revolutionize its whole course of study and its management, so little do the majority of the Committee care for the conduct of its affairs; and as this potent one passes from the Board at the expiration of his term, another of like commanding power and influence — sometimes the result of his zeal and interest, rather than his wisdom — may effect another overturning by the same process. Perhaps some of these changes are for the better, though frequent changes act as so many disasters on the school, and its welfare would be promoted by a

system of management which would bring even half-a-dozen interested minds to bear upon its affairs.

Nine of the twenty-one wards which furnish a single member each to make up the Standing Committees of the three largest and most important High Schools of the city, are included in sections where separate High Schools are maintained, that is, in all the recently-annexed cities and towns. Of the twenty-one members of the Roxbury High School Committee, only three can have a local interest in its welfare; and, as local interest is a prevailing motive under the present system, a quorum of its members is very difficult, almost impossible, to obtain. Of course there are members of all the High School Committees whose abundant leisure, public spirit, and devotion to the cause of education elevate them above the tendencies of the present system; and upon the accident of such men being appointed on their committees must these schools be largely dependent for whatever of supervision they receive, and even for whatever necessary action they may require to carry them on under the regulations of the Board. Unquestionably a much smaller Committee — seven, or even five — selected on account of their interest in higher education, or in these particular schools, selected for their qualifications and fitness for this especial duty, would manage them more efficiently, economically and successfully than one from each ward.

Local representation raises up champions and advocates for each and all of the schools, though none are so poor in this respect as the larger High Schools, while it furnishes comparatively few mem-



bers with broad and disinterested views, or with sufficient interest in the school system as a unit, to solve the general problems in education which constantly come up for action in the Board.

The schools of Boston have outgrown the system of management which was organized for a much smaller population, and for conditions and circumstances very different from those with which the present school authorities are called upon to deal. In 1855, when the present system was initiated, there were three High, eighteen Grammar, and one hundred and ninety-seven Primary Schools. To-day there are three times as many High Schools; almost three times as many Grammar Schools; and more than double the number of Primary Schools. There are two hundred and eighty schools more under the care of the Board now than in 1855.

But the difficulty of the present situation does not consist so much in the increased number of schools, as in the changed conditions under which they are to be governed. The progress which has been made in the art of teaching and in the science of education devolves new duties and responsibilities upon the School Committee. More legislation is required to provide for new studies, and to harmonize conflicting educational views. The school time has been reduced four hours in the week, and four weeks in the year, so that there is much more to do, and less time in which to do it. While one party in the community cry out against the "murder of the innocents," the other believe there is too little hard work done in the public schools; while one contends

that the scholars are "worked to death," prepared for premature graves, the other insists that they are spoiled by indolence and indulgence, and that the teachers waste their time in teaching merely ornamental branches, or rather remain idle while others do so. In 1855, the "murder of the innocents" had hardly been invented, and the objective point of the Committee was to get the most work out of both teachers and scholars; and not at all to repress and regulate the ambition of the instructor, or the too generous efforts of the instructed. The school managers of to-day must legislate a greater variety of studies into a smaller number of hours per week, and a less number of weeks in a year; and it takes much of the time of the Board and its sub-committees to accomplish this work.

The educational interests of a city of three hundred and fifty thousand inhabitants are confided to the care of the School Committee. Since the present system of school government was inaugurated, the population of the city has more than doubled, and its area has more than quintupled. The conditions are not uniform now, as they were then, when all the schools were located in densely populated districts. Not only these are to be provided for at the present time, but a much greater territory, which is, comparatively, but sparsely populated. The Board is expected to deal fairly and justly in apportioning school privileges among these different sections. When there were no local High Schools, and when the conditions and circumstances of the Grammar Schools were substantially the same, the same legislation would



apply equally well to all of them. In view, therefore, of the changes which have been enumerated or suggested, it is evident that the time has come for some modification of the system of organizing the schools, especially in the "rural districts," as well as for remodelling the present system of school government.

Only men of broad and disinterested views can deal equitably with the difficult problems which the needs of the schools present, and they can hardly be solved to the satisfaction of the tax-paying citizens by men elected on so narrow an issue as local representation. Something more than doing the best and getting the most for his own district or section will be demanded of the "coming" school committee man. Your Committee do not intend to belittle themselves or their associates on the Board, by intimating that the present members are incapable of taking broad and disinterested views, or of legislating for the whole, rather than a part. They are discussing the system, not men; and in any realized change, doubtless the material of the new would be largely, if not wholly, drawn from the old.

The city of New York, with a population nearly if not quite three times as great as that of Boston, has a Board of Education consisting of twenty-one members, or one from each ward, appointed by the Mayor, who also appoints three inspectors for each of the seven districts into which the city is divided. The Board of Education appoint five trustees in each of the twenty-one wards, who attend to the local business of the schools, but have no vote or

voice in their general management. The Board of Education has the absolute control of all school property, including the erecting, repairing, warming and ventilating of school buildings, and the purchase of all land, material, fuel and supplies.

The Board of Education of Chicago is composed of fifteen members, appointed by the Mayor, with the approval of the Common Council, and there are no local trustees, or other school supervisors. In St. Louis, the Board consists of twenty-six members, — two from each ward, — elected by the people. Cincinnati has forty-eight members, — two from each ward, — with local trustees. Philadelphia has a Board of twenty-eight members, and Brooklyn one of forty-five. In England, where public instruction is making rapid advances, the management of the schools in the cities generally is committed to the care of a Board of fifteen persons. In London, with a population of over three millions, and with one hundred new school-houses completed, or "in process," to meet the requirements of the act of Parliament passed in 1870, the School Board consists of forty-nine persons.

In New York, and in most of the large cities of the United States, the examinations are conducted by the superintendents or their assistants, and the business of the Board is confined to the general management of the schools. With professional examiners, a School Committee of two from each ward, or forty-two members, in Boston would undoubtedly do the business of the Board better and more promptly than any larger number. This number is greater

than the average in the cities mentioned; and it is a question whether a still smaller number would not increase the efficiency of the Board.

There appears to be no sufficient reason for electing or appointing the members by wards, and especially none that they should be residents of the wards they represent. Four wards have an aggregate of 3,397 scholars in the public schools; and four others 22,166 scholars. One ward with 465 scholars has the same representation as another with 4,809. Ward 19, with 827 scholars, has as many members as Ward 22, with 1,775 scholars. Six members representing a valuation of \$135,293,600, in one ward, might take a different view of expenditures from six others representing \$10,690,100 in another ward. Though property is not represented in the councils of the city or the State, it has its influence upon legislation. Though the wards are represented in the Common Council as they are on the School Committee, the Board of Aldermen, elected on a general ticket, has concurrent powers.

Precisely what constitutes the inefficiency of the present organization — if we may so style the often-manifested inability of the Board to transact business promptly — it would be difficult to explain, unless we charge it all to unwieldiness. Perhaps the local interests of the members have something to do with this, for it is true that a considerable number retire from the meetings when the quarterly reports are handed in, the nominations made, or a local question settled. It has been distinctly hinted in the newspapers and by individuals that there is too much speech-making

at the sessions. In some cases this is doubtless true, but it is equally true that very important action is often taken with little or no debate. There is hardly a legislative or executive body in the State containing so great a proportion of professional and educated men; of men "accustomed to public speaking," as may be inferred from the annexed table, exhibiting the occupations of the members of the Board at the commencement of the municipal year:—

Merchants . . . . .	23
Physicians . . . . .	20
Lawyers . . . . .	13
Officers of banks, associations, etc. . . . .	12
Clergymen . . . . .	11
Clerks . . . . .	9
Mechanics . . . . .	9
Press . . . . .	2
"Gentlemen" . . . . .	2
Real estate agents . . . . .	2
Manufacturers . . . . .	2
Insurance agents . . . . .	2
Teacher . . . . .	1
Dentist . . . . .	1
Civil engineer . . . . .	1
Vacancies . . . . .	4
Unknown . . . . .	2

Perhaps, if so many of the members had not an opinion to express, had not the ability to express it, except by their votes, or were not sufficiently interested to engage in the discussions, the business of the Board would be facilitated. As it is, the very ability, intelligence and interest of the members con-



tribute to the delay of needed action. Many who have views to express, and information to give, are often deterred from taking part in the debate by the fear, in doing so, of defeating or postponing important measures. If "in a multitude of counsellors there is wisdom," the business of the Board sometimes suffers before all of them can be heard.

Of late years the tendency in public affairs has been to take the management of important interests out of the hands of large bodies, and place it in charge of smaller ones, where the responsibility is less scattered. The Board of Health, the Board of Fire Commissioners, and the Board of Street Commissioners, are examples of this action in Boston; and it can hardly be doubted that the application of the same business principle to the supervision of the public schools would result in a much better and more economical management of them.

#### SALARIES OF INSTRUCTORS.

The most important changes in the salaries of the instructors during the current year 1873-4 were as follows: —

The salary of the sub-masters of the Grammar Schools was increased from \$2,000 to \$2,200 for the first year; and from \$2,400 to \$2,600 for the second and subsequent years.

The salary of the masters' head-assistants was increased from \$900 to \$1,200.

These were the only changes made which affected the salaries of any considerable number of the in-



structors. In a few instances the salaries of individuals were raised; but the aggregate increase compares very favorably with that of the preceding year. It is not believed that the compensation of the teachers is too liberal. Every additional expenditure in this direction has been carefully considered by the proper committee, and has generally been fully discussed by the Board, the members of which are as watchful of the public treasury, and as economical in their drafts upon it, as those of other branches of the city government. Undoubtedly the salaries of the instructors have been largely increased within the last ten or twelve years; but so have those of other officials in the service of the city. As this Board has sometimes been unadvisedly charged with reckless extravagance in the expenditure of the public money, it may not be amiss to institute a comparison of the salaries of instructors with those of officials whose compensation is fixed by the City Council. The details for this comparison are taken from the Auditor's Report for 1862-63 and for 1873-74:—

Office.	1862-63	Per cent.	
		1873-74	Increase.
Mayor .....	\$4,000	\$5,000	25
Mayor's Clerk.....	1,000	1,800	80
City Solicitor .....	4,000	6,000	50
City Treasurer .....	3,250	5,000	54
City Clerk .....	2,500	5,000	100
City Auditor .....	2,500	5,000	100
City Engineer.....	2,800	5,000	79
Clerk of Committees.....	1,400	3,600	157
Superintendent of Public Buildings.....	1,500	3,600	140
Superintendent of Streets .....	1,800	3,600	100
Chief of Police .....	2,200	3,500	59
Deputy Chief of Police .....	1,500	2,500	67
Superintendent Public Library.....	2,000	3,300	65

## SALARIES OF INSTRUCTORS.

31

Office.	1862-63	Per cent.	
		1873-74	Increase.
Superintendent of Health.....	1,700	3,300	94
Chief Engineer Fire Department.....	1,500	3,300	120
Superintendent of Sewers .....	1,300	3,300	154
City Registrar.....	1,500	3,000	100
City Physician.....	1,200	3,000	150
Water Registrar.....	1,700	3,000	76
Superintendent Federal-street bridge.....	1,200	3,000	150
Superintendent Fire Alarms .....	1,200	3,000	150
Principal Assessors .....	1,600	3,000	87
Superintendent of Market Houses.....	1,500	2,500	67
Clerk of Common Council .....	1,300	1,800	38
Messenger " " .....	1,200	2,000	67
Superintendent Mt. Washington-avenue bridge.....	1,300	2,000	54
Superintendent Public Lands .....	1,500	1,800	20
Harbor Master .....	1,200	1,800	50
Inspector of Milk.....	800	1,500	88
Superintendent Dover-street bridge .....	700	1,400	100
" Meridian-street bridge .....	500	1,000	100
" Chelsea-street bridge .....	200	300	50
Average .....			87
Superintendent.....	2,500	4,500	80
Secretary.....	1,000	2,000	100
Messenger.....	300	300	00
Head-Masters of High Schools.....	2,800	4,000	43
Sub-Masters " " .....	2,000	3,000	50
Ushers " " .....	1,600	2,400	60
Masters of Grammar Schools .....	2,000	3,200	60
Sub-Masters " " .....	1,600	2,600	63
Ushers " " .....	1,000	2,000	100
Average .....			61

From this comparison it will be seen that, while the salaries voted by the City Council have been increased *eighty-seven per cent.* in about ten years, those of the school officers and male instructors, voted by the School Committee, have been advanced only *sixty-one per cent.*

The salary of the assistants in the Grammar

Schools and the teachers in the Primary Schools, of whom there are about nine hundred in the service, has been increased in ten years from \$450 to \$800, or seventy-eight per cent.

The salary of the assistants in the Girls' High School has been increased in the same time from \$500 to \$1,000, — one hundred per cent.

The salary of the master's assistants in the Grammar School has been increased from \$500 to \$1,200, or one hundred and forty per cent., which is the largest increase, affecting the compensation of more than a single individual, voted by the School Board.

Taking every school salary into consideration, the rate of increase voted by the School Board is less than that voted by the City Council.

Those who are best informed in educational matters do not believe that any of the teachers, male or female, are too liberally compensated. It has been the duty of the Board, as well as its truest policy, to secure the best instructors available, and then to retain their services by paying them fair salaries. Of the twenty-two masters of High and Grammar Schools, in the employ of the city twenty years ago, eight still hold their original positions. Eight who were sub-masters or ushers twenty years ago are now, or have been, masters. During the last ten years twenty-nine male teachers have left the service, of whom at least ten retired to engage in other pursuits, with the hope and expectation of better pecuniary returns for their labor. Compared with the emoluments of professional and business men, the salaries of the male teachers are not un-

reasonably large, — are only sufficient to protect the city from frequent changes in these positions. The highest salary paid to male instructors in the Grammar Schools is \$3,200; and the lowest is \$1,700. In New York City the highest is \$3,000, and the lowest \$2,000.

The salaries of the female teachers, compared with the wages of women engaged in other occupations, are undoubtedly large, for there are but few women in stores, workshops, or offices, who make \$15.39 a week for every week in the year, including about ten weeks of vacation, which is the compensation of nine hundred teachers in the service of the city. But perhaps there is no occupation which is more wearing upon the health than that of the teacher. The Board can hardly procure and retain the best female teachers at lower salaries than are now paid. In Boston, the highest salary paid to a female teacher is \$2,000, and the lowest \$600. In New York city, the salaries of female principals of Grammar schools range from \$1,200 to \$1,700. Female vice-principals receive \$1,200. Primary principals are paid from \$1,000 to \$1,500; and vice-principals from \$900 to \$1,200. Female assistants in male departments are paid "an average not exceeding \$350; in female departments, an average not exceeding \$767. Assistants in Primary schools receive an average not exceeding \$600." The salaries of male and female principals, and Primary vice-principals, are graded by the average attendance for the preceding year; so that a difference of one scholar in the numbers may increase or diminish the salary from \$100 to \$250 a year.



## GENERAL EXPENDITURES.

Your Committee intended to make a comparison between the increase of school expenditures and that of the general expenditures of the city; but having learned that the Superintendent of Schools has done so in his semi-annual Report, we earnestly invite the attention of the School Committee and the citizens to his very interesting and exhaustive discussion of the subject; but we cannot help giving a few of his conclusions.

In eighteen years the total city expenditures have increased *seven hundred and sixty-three per cent.*, while the total school expenditures have increased only *three hundred and fifty-three per cent.*

From 1844 to 1848, an average of *thirty-two per cent.* of the total tax of the city was expended for schools; from 1861 to 1865, and from 1869 to 1873, an average of *nineteen per cent.*

In 1855-56, *fifteen per cent.* of the total tax covered the *ordinary* school expenses, and the proportion is *the same* for 1873-74. In other words, no greater proportion of the money raised by taxation in Boston is devoted to education now than twenty years ago.

In eighteen years the total school expenses have increased from \$1.69 to \$2.55 on every \$1,000 of valuation, — an increase of 85 cents, or fifty-one per cent., — while the total city tax has increased from \$7.70 to \$11.70 on every \$1,000 of valuation, — an increase of \$4.00, or fifty-two per cent.

While the "principal city salaries" have been increased *one hundred and twenty-five per cent.*, the

"principal school salaries" have been increased only *seventy-four per cent.*, in eighteen years.

Though the expenditures for schools have been large, it appears that they have not kept pace with those for other purposes in the city.

#### CHANGES OF POPULATION.

Of the nineteen schools in existence in 1854 in the city of Boston, five have been discontinued. Ten new schools have been established, including the Lawrence, which absorbed the old Mather. Three of the schools discontinued were in old Boston, and two in South Boston. Of the ten new schools established, one was near the centre of the old city, three at the South end, four in South Boston, and two in East Boston. These changes in the schools afford some indication of the movement of the population as the increase of commerce has demanded additional space for business purposes. The old Boylston school, on Fort Hill, established in 1819, was discontinued in 1869. In 1850 this school had 550 pupils; in 1860 about 1,000 pupils; and in 1869, when it was discontinued, 450. Fort Hill and its surroundings contained a dense population. Formerly, this part of the city was a desirable locality for residences, and many of the wealthiest and most influential citizens lived within its limits. As the territory began to be occupied by the poorer classes, the wealthier people moved out of it, and the portions of it not needed at once for business purposes were given up to the poorer population, who crowded into it. Houses which had been occupied by a single family became the abode of from ten

to twenty families. The number of scholars in the district was doubled. The Bowditch school, for girls, was established in 1861 under the pressure of numbers thus produced. For several years its size increased till it had over 1,100 scholars. Then the number began to diminish, as whole streets within its district were taken for business uses, till now the school numbers less than 400 pupils, and it will be the duty of the Committee to discontinue it at no distant day.

The history of the Boylston and Bowditch Schools indicates that a vast increase of numbers may precede the decline of the school, and this indication deserves the attention of the Committee in making provision for an increased school population in certain localities. The character of the population is changing in all the old parts of the city. While one-half of the dwelling-houses in a district are given up to business uses, the other half may shelter more scholars, for a brief period, than the whole formerly contained. While additional schools are constantly called for in the new centres of population, commerce is diminishing the numbers in the schools of the older districts.

The following table exhibits the number of scholars in six of the schools in the northern part of the old city, in 1864 and in 1874: —

	1864.	1874.	Decrease.
Hancock . . . . .	836	587	249
Eliot . . . . .	652	653	—
Mayhew . . . . .	497	385	112
Wells . . . . .	531	411	120
Bowdoin . . . . .	561	452	109
Phillips . . . . .	560	530	30
Total decrease . . . . .			620

Doubtless the loss in these schools may, to some extent, be attributed to other causes than the changes of population; and probably the change in the class of the population has prevented a much greater falling off in numbers. The Eliot is the only one which holds its own. This district is half encircled by wharves, and includes one of the most important commercial sections of the city, bordered by the deepest water of the inner harbor. In 1852 the school numbered 403 scholars. The increase of *fifty per cent.* at the present time is evidently owing, to a great extent, to the changed class of people in the district.

The total decrease of 620 — a number twenty per cent. greater than the average size of these six schools — indicates that one of them might be discontinued if the whole territory could be properly re-districted. The consolidation of two Grammar Schools for boys involves the saving of \$9,000, and of a girls' school \$4,400 a year, in salaries alone. Probably the school population will continue to decrease in these districts, and it will be the duty of the Board, in the economical management of the schools, to provide for the consolidation of those in this section of the city.

#### TRANSFER OF TEACHERS.

The discontinuing of a school, or the consolidation of two or more schools, brings up a question of no little interest and importance to the teachers, and to the members of the Board, who recognize the claims of the instructors to justice and fair-dealing. The abolishing of a school throws the teachers out of



employment. Certainly this fact ought not to justify the Committee in retaining them where their services are not needed, though a natural unwillingness to displace a veteran master, who has faithfully served the city for twenty or thirty years, and is more competent than ever before to do his work, may have an influence in deferring action. It is hard enough to remove a master when age, indolence, or other causes render him unable or unfit to discharge his duty; it is rank injustice to do so when the public interest does not imperatively demand such action. The master's case is peculiar. He has made teaching his profession. He has devoted the best years of his life to his work; and when he has been twenty years in the service, not only his age, but the very nature of his calling has, in a measure, unfitted him to engage in another occupation. If he does not absolutely need the emolument of his office the loss of it is humiliating, even when he is politely invited to resign. What is true of the masters is, to some extent, true of the other teachers. Most of them have to support themselves, and not a few to provide for others dependent upon them.

While it is perfectly clear that teachers not needed should not be employed or retained, it seems to be just as clear that faithful and competent teachers should be transferred, from positions where they are not required, to other positions where they are wanted, rather than that new and untried ones be elected to the latter places. Though the remedy seems to be plain and easy of application, it has been demonstrated that it is practically impossible, under the

present system, to adopt it. While the election of all the teachers is in the hands of the Board, the District Committees practically select them, with an occasional exception. Undoubtedly these Committees perform their duties conscientiously as a rule, and their preferences are entitled to respect and consideration. The difficulty is inherent in the present system of organization; and it may well be asked whether some of the principles of "civil service" reform may not be beneficially applied to the selection of teachers for the public schools.

The same difficulty is experienced in reducing the number of teachers, as a school diminishes in size. Committees dislike to "drop" good and faithful teachers; and the sentiment which underlies this dislike is worthy and honorable. Without doubt there are teachers in the service who are not needed, though the excess is by no means so great as has been represented. At nearly every monthly meeting of the Board new teachers are nominated, while more than the number required are actually employed; but the Board has no power to transfer a teacher from one district to another, except upon the motion of the District Committees. A change of the rules to meet cases of this kind would result in a considerable saving in the expenditures.

#### WOMEN ON THE SCHOOL COMMITTEE.

One of the most exciting questions which engaged the attention of the Board during the year covered by this report has been in relation to the "legality of women serving on the School Committee;" and the

interest in the subject has not been confined to the city, or even to the State. It has been discussed by the press, and by excited public meetings, and as the Board has been unsparingly criticised and denounced, both in public and in private, for its action on the subject, it seems to be proper that a connected history of its proceedings in this matter should form a part of this report, — a history, not a defence of the Board, which needs no defence, or a justification of the individual votes of either the majority or the minority, for the members are responsible only to their own consciences for voting as they deemed proper and right.

Women had been elected and had served as members of the School Committee in several of the cities and towns of the State, but, up to the municipal election in 1873, no woman, so far as is known, had even been chosen to serve in this capacity in Boston. It was, therefore, a new question in the School Committee of this city. When it appeared that four women had been elected to serve in the Board for the year 1874, the following order was offered and adopted at the meeting of Dec. 10, 1873: —

“ *Ordered*, That the President of this Board be directed to obtain the opinion of the City Solicitor as to the legality of women serving as members of the School Committee, and communicate the same to the next meeting of this Board.”

At the next meeting of the Board, held December 23, the President *pro tem.* read the following communication: —

" CITY SOLICITOR'S OFFICE, 2 PEMBERTON SQUARE,  
" BOSTON, Dec. 23, 1873.

" SIR, — Having duly considered the question proposed by you, in behalf of the School Committee, to me, namely, whether women may legally be members of the School Committee, I beg leave to say that, in my opinion, women cannot legally be elected to, or perform the duties of, that office.

" In answer to questions propounded by the Governor and Council, our Supreme Judicial Court have decided that women cannot be appointed to or exercise the duties of Justice of the Peace; and the reasons assigned in that decision are applicable to the question now under consideration. See Massachusetts Reports, vol. 107, p. 604.

" I am, very respectfully,

" Your obedient servant,

" J. P. HEALY.

" HON. LEONARD R. CUTTER,

" *President of the School Committee.*"

After the reading of this communication, it was referred to the next Board; and no further action was had in regard to it by the School Committee of 1873.

The School Committee of 1874 met for organization, January 12th, and among the certificates of election presented by the new members in attendance were those of Abby W. May and Lucia M. Peabody. The special committee appointed to collect the certificates submitted their report; and the question of accepting it was divided, so as to take the question separately upon so much of the report as related to the certificates of the two women elected as members of the Board. The report, so far as the male members were concerned, was then accepted. While



the question upon the acceptance of the remainder of the report, relating to the two female members, was pending, the reading of the City Solicitor's opinion, referred by the last to the present Board, was called for, and, no objection being made, it was read by the President. The following preamble and resolve were then offered: —

*Whereas*, It is the duty of this Board to follow the law as laid down by the law officer of the city in matters which are not otherwise legally decided; \* therefore,

*Resolved*, That the four women, — viz., Abby W. May, of Ward Six; Ann Adeline Badger, of Ward Nine; Lucretia Crocker, of Ward Eleven; and Lucia M. Peabody, of Ward Fourteen, — who have been elected by said wards respectively to be members of this Board, are not legally elected, and are legally disqualified from attending to the duties of members of the School Committee; and that their seats are hereby declared to be vacant.”

The resolve was ruled out of order at that stage of the proceedings, but was subsequently referred to the Committee on Elections. Upon the question of accepting the remainder of the report covering the certificates of the two women, the yeas and nays were ordered, and the report was accepted by a vote of 77 to 17.

At the next meeting of the Board, held January 27, the seat of Mrs. Badger, at the request of her family, was declared vacant. At this session the Committee on Elections, upon the preamble and resolve referred to them, reported: —

“That the opinion of the City Solicitor is not controlling upon the action of this Board; that the only express requirement of

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\* See amendment to this preamble, p. 43.

law for eligibility as a member of this Board is that contained in section 54 of the City Charter, viz., that the person shall be an inhabitant of the ward in which the election takes place; and that the committee are of the opinion that a woman is an inhabitant, within the meaning of that section, and can legally be elected as a member of this Board. The committee, therefore, report that the resolve referred to them ought not to be adopted."

Upon the question of accepting this report it was moved to substitute the preamble and resolve, the preamble amended so as to read as follows: —

" *Whereas*, the law officer of the city, whose opinion had been asked by the Board upon the question of the eligibility of women as members of the School Committee, has given an opinion adverse to such an election."

The resolve was also amended so as to strike out the name of Mrs. Badger. Upon the motion to substitute the preamble and resolve the yeas and nays were ordered; and, 45 voting for and 42 against the motion, the amendment prevailed. Upon the adoption of the preamble and resolve the yeas and nays were again ordered, and the vote was 46 for and 39 against its adoption. This action excluded the three women from the Board, who were present at the meeting, and voted upon both questions with the minority.

At the next meeting, Feb. 10, a reconsideration of the vote, declaring the seats of the three women vacant, was moved. During the interval between this and the preceding meeting, the newspapers had denounced the School Committee in almost unmeasured terms, for its action upon this question,

and two indignation meetings had been held, at which the speakers declaimed violently against the exclusion of the women. From one of them, held in Ward 14, the Board received a communication, reciting the views expressed by the meeting, and asking for a reconsideration of the vote unseating the female members, which was read to the Board by the President. A long and very thorough discussion of the subject was had on the motion to reconsider, in which the speakers, who represented the majority, maintained that the letter and the spirit of both the Constitution and the laws of the State were opposed to the election of women to any office. The discussion was wholly on the legal question, and the fitness and value of women on the School Committee was not considered. Several of the gentlemen who voted to unseat them publicly expressed themselves in favor of women serving on the Board, but could not conscientiously vote for what they believed to be illegal. Not a few believed that in voting for the expulsion of the ladies they prepared the question for a satisfactory solution by the courts. On the motion to reconsider, the vote taken by yeas and nays was 35 for, and 67 against it.

At the same meeting an order was passed requesting the City Solicitor to "give his opinion as to whether the Board of Aldermen and School Committee, in joint convention, have authority, under chapter 38 of the General Statutes, to fill the seats to which ladies were elected, and which were declared vacant, because, in the opinion of the City Solicitor, they were ineligible to the office;" to which the law

officer replied in the affirmative: "The provisions of this section (section 17, chapter 38) are broad enough to include vacancies like those now under consideration."

Between this meeting and the next after it, the House of Representatives proposed this question to the Justices of the Supreme Court: "Under the Constitution of this Commonwealth, can a woman be a member of the School Committee?" Their opinion was given, as follows:—

"The justices of the Supreme Judicial Court respectfully submit the following answer to the question upon which their opinion was required by the order of the honorable House of Representatives of the sixteenth day of the present month. The question is stated in these words: 'Under the Constitution of this Commonwealth can a woman be a member of a School Committee?'

"The question is limited to the effect of the Constitution upon the capacity of a woman to hold this office, and involves no interpretation of statutes.

"If the Constitution prevents a woman from being a member of a School Committee, it must be by force of some express provision thereof, or else by necessary implication arising either from the nature of the office itself, or from the law of Massachusetts as existing when the Constitution was adopted, and in the light of which it must be read.

"But the Constitution contains nothing relating to School Committees; the office is created and regulated by statute; and the Constitution confers upon the General Court full authority to name and settle annually, or provide by fixed laws for naming and settling, all civil officers within the Commonwealth, the election and constitution of whom are not in the Constitution otherwise provided for.

"The common law of England, which was our law upon the subject, permitted a woman to fill any local office of an adminis-



trative character, the duties attached to which were such that a woman was competent to perform them.

“The necessary conclusion is that there is nothing in the Constitution of the Commonwealth to prevent a woman from being a member of a School Committee, and that the question proposed must be respectfully answered in the affirmative.

“HORACE GRAY,  
 “JOHN WELLS,  
 “SETH AMES,  
 “MARCUS MORTON,  
 “WILLIAM C. ENDICOTT,  
 “CHARLES DEVENS, JR.

“BOSTON, February 20, 1874.”

At the meeting of the Board of February 24, the subjoined preamble and resolve were submitted:—

“*Whereas*, In accordance with an opinion of the City Solicitor, given to this Board, viz., ‘that a woman cannot legally be a member of a School Committee,’ the seats of the ladies elected to this Board were declared vacant; and

“*Whereas*, Since the rendering of said decision, and the declaration of the vacancy of said seats, the Supreme Judicial Court has, in answer to an order of the House of Representatives, decided that the Constitution does not prevent women from serving on the School Committee,—

“*Resolved*, That the women elected to this Board be invited to take their seats as members thereof.”

As the rules of the Board allow but one motion to reconsider to be entertained, the preamble and resolve could only be considered under a suspension of the rules, requiring the votes of three-fourths of the members present. Again the subject, in this modified form, called forth an extended discussion; those

who spoke to the negative of the question maintaining that, though the Constitution contained nothing relating to School Committees, the Legislature who made the laws never contemplated the holding of the office by women. The yeas and nays were ordered on the question of reconsideration, and the vote was 44 for, and 40 against it— not a three-fourths vote in its favor; and the motion was lost. After this action, it was

“ *Ordered*, That the City Solicitor be requested to give his opinion whether, in view of the recent decision of the Supreme Court with regard to the right of women to hold a seat on a School Board, the City Charter or the statutes of the Commonwealth prevent women from serving on this Board; and that he be respectfully requested to give his answer at the next regular meeting of the Board.”

At the meeting of the Board, March 10, the President read the opinion called forth by this request, as follows:—

“ CITY SOLICITOR'S OFFICE, 2 PEMBERTON SQUARE,  
“ BOSTON, March 10th, 1874.

“ SIR,— In reply to the request of the School Committee for my opinion upon the question, ‘ Whether, in view of the recent decision of the Supreme Court with regard to the right of women to hold a seat on a School Board, the City Charter or the Statutes of the Commonwealth prevent women from serving on this Board.’ I beg leave to state that the opinion recently given by the Supreme Court to the House of Representatives does not change or modify my opinion, as expressed to the School Committee of last year, that women cannot be legally elected to, or perform the duties of, the office of School Committee. The

exposition by the Court of the constitutional aspect of the case is in accord with the view of it I had previously taken and many times expressed, as some of your Board know. If the inference was drawn that I supposed there was a constitutional barrier in the way, because I referred to the opinion of the Court on the right of women to hold the office of justice of the peace, and the opinion adverse to that right was founded in part upon constitutional objections, my purpose was misunderstood. The reference was made simply for the rule of interpretation involved. The Court there, in substance, say that while the Constitution provides for the appointment of justices of the peace, and does not in terms exclude women from the appointment, nevertheless, they are ineligible to it, because 'the law of Massachusetts at the time of the adoption of the Constitution, the whole frame and purport of the instrument itself, and the universal understanding and unbroken practical construction for the greater part of a century afterwards, all support this conclusion, and are inconsistent with any other.'

"My opinion was and is that the same rule of interpretation should be applied to the statutes, which include the city charter.

"If provision is made that a *person* shall be selected to fill an office, there is no obvious reason for saying that one description of person is intended if the provision is made by the Constitution, and another description of person if the provision is made by statute.

"It will be observed that the Court, in the opinion given to the House of Representatives, confine themselves expressly to the question submitted to them; namely, whether the *Constitution* prohibits the serving of women on School Committees, and say that they do not deal with any statutes. This seems to be an intimation that a proper construction of the *statutes* might not admit women to the office.

"I am, with great respect,

"Your obedient servant,

"J. P. HEALY.

"TO HON. SAMUEL C. COBB,

"*President of the School Committee.*"

The "opinion" was laid upon the table and ordered to be printed. So far as the present Board was concerned, it did not appear that the women elected could be admitted as members, except through the decision of the courts. At the meeting of March 24th, there was submitted to the Board an "order of notice, on petition of Lucia M. Peabody, and of Albert Palmer and others, to the Supreme Judicial Court, praying that a writ of *mandamus* be issued to the School Committee of the City of Boston, that they may appear and show cause, if any they have, why the prayer of said petitioners should not be granted." The papers were referred to the City Solicitor as counsel for the Board.

The question was now in the Court, where most of the members of the Committee desired to have it, and where they had endeavored from the first to send it, perhaps not a single one of them suspecting that the decision of the Board upon it had been final. No further action on the subject was had at any subsequent meeting.

At the hearing of the case before the Supreme Judicial Court the women were represented by able and distinguished counsel, and the City Solicitor appeared for the Board. On the petition of Lucia M. Peabody "for a writ of *mandamus* to compel the School Committee to admit her to her rights as a member thereof" the Court dismissed the petition. The "decision" of the School Committee, "declaring the petitioner not to be entitled to a seat as a member thereof, is final." "The Legislature, in the exercise of its powers vested in it by the Constitution, has



made it the duty of the School Committee to decide finally and without appeal." The decision in full of the Court may be found in the Appendix to this report.

Thus the vexed question was finally and definitely settled. Though the action of the School Committee was decided to be final, the decision was a surprise to the members of the Board, and to the people generally, for of all the eminent legal gentlemen who had expressed opinions in the newspapers and at the indignation meetings, only one of them — the Hon. Thomas Russell — appears to have adopted the view upon which the decision of the Court was based; though another eminent lawyer — the Hon. George S. Hale — said, "I do not quite agree with my friend who thinks the power of the School Committee uncontrollable."

However the question may have been affected by subsequent legislation, the decision is a very important one. The action of the School Committee upon all questions "relative to the qualifications, elections and returns" of its own members is final, and cannot be revised or set aside even by the highest legal authority of the State. Neither those who had supported, nor those who had denied, the legality of women serving on the School Committee were authoritatively assured that they were right or wrong. Before the close of its session, the Legislature enacted a law which rendered women eligible as members of the School Committee.\* After the

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\* Acts and Resolves of 1874. Chapter 389.

"An Act to declare women eligible to serve as members of School Committees.

passage of this act, an order was passed proposing the usual convention with the Board of Aldermen, for the purpose of filling the vacancies caused by the action of the Board, now technically sustained by the Supreme Court.

THE NEW BUILDING FOR THE PUBLIC LATIN AND  
ENGLISH HIGH SCHOOLS.

Both of these schools continue to occupy the old and unsuitable building in Bedford street, erected for their use in 1844, and enlarged by the addition of another story in 1863. When the house was erected, thirty years ago, Bedford street was in a quiet locality, occupied almost exclusively by dwelling-houses. Now there is hardly a residence in the vicinity. Rowe place and Chauncy place, — not then public thoroughfares, — now forming Chauncy street, are lined with massive warehouses and dwellings changed into stores, and a multitude of horse-cars constantly pass through it, within a few rods of the school-house. Bedford street is now almost wholly given up to business uses, and during school hours is thronged with vehicles, mostly wagons heavily loaded with merchandise. It would be difficult to select a more unsuitable locality for a school. The "colonies" of these schools in Harrison avenue and South street are in not less noisy situations. Of

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"SECTION 1. No person shall be deemed to be ineligible to serve upon a School Committee by reason of Sex.

"SECT. 2. This Act shall take effect upon its passage.

"Approved June 30, 1874."

course the work of these schools is carried on at a very great disadvantage.

But the need of a change of locality and of more extensive and suitable accommodations for the Latin and English High Schools has been recognized, and provided for, so far as the School Committee are concerned. The whole matter is now in the hands of the City Government; and it should be clearly understood that the interests of these important schools are injured by every day of delay. More than a year ago the land was purchased at a large outlay, in an excellent locality, and it is understood that the plans submitted for the structure are in the hands of the Committee on Public Buildings of the City Council. It does not appear that this delay is caused by any neglect on the part of the City Council, or its committee having the subject under consideration, but by the complication of this matter with another.

At the meeting of the School Committee, held November 11, 1873, the following order was offered and referred to the Committee on School-houses, etc.:—

*“Ordered, That the City Council be requested to consider the expediency of providing, in connection with the buildings for the English High and Latin Schools, suitable accommodations for the use of the School Committee, including a hall in which the meetings of the Board may be held.”*

At the meeting of December 10, 1873, the committee reported in favor of the order, and it was adopted. The order went to the City Council so

near the close of the municipal year that it was referred to the City Council of the next year, — 1874. In the course of business, it was referred by the City Council to the proper committee; but no action has yet been had upon it.

It is understood that, in the committee having the subject under consideration, there is a strong opposition to granting the request of the School Board, as embodied in its order, which has occasioned this long delay. In justice to the School Committee, their reasons for asking for these accommodations should be briefly stated: The increase of the public business had demonstrated that the City Hall was not large enough to furnish the necessary apartments for its transaction, and that the city had been obliged to provide accommodations elsewhere for some of its officers and departments. The School Board occupies about one-half of the fourth floor of the City Hall, including one large committee room and three offices. The Board, believing that the City Government needed these rooms, was willing to surrender them for other uses, thus saving the heavy rents paid for outside accommodations in the most expensive localities. It was thought that the including of the hall and offices required in the building to be erected would not increase the expense of it to a great or unreasonable extent; or even to an extent to be considered when contrasted with the improved and increased facilities it would give the School Committee for the transaction of its business.

It is understood that the plans which have been obtained by the Committee on Public Buildings



include the desired apartments for the Board; but the difference of opinion mentioned has prevented the adoption of any one of them; and it is not probable that any farther action will be taken in the matter during the remainder of the current municipal year. It is to be regretted that this complication of the business should continue to delay the erection of the building, the want of which is so injurious to the welfare of the schools that are to occupy it; and it is a question whether it would not be better for the Board to abandon its cherished project, however desirable as a measure of economy and convenience, rather than subject the Latin and English High Schools to the disaster of a prolonged stay in their present unsuitable localities.

#### SEWING IN THE SCHOOLS.

The remarkable success which has attended the experiment of extending instruction in sewing to all the classes of the Winthrop School, in place of limiting it, as the Rules prescribe, to the fourth, fifth and sixth classes, is a subject for sincere congratulation among the friends of a comprehensive education. It furnishes an illustration of the principle long known among enlightened educators, that a change from mental to manual exercises within limits, is favorable to the best intellectual attainments; for the children of the Winthrop School have surpassed their former standing in scholarship, while they have gained in addition a most useful accomplishment. We believe that the thorough education of our girls

in sewing and the cutting and making of garments, as now carried on by the Winthrop School, will have a marked effect upon the domestic economy and happiness of the rising generation, and we trust the movement thus skilfully and successfully began, will not stop until all our Grammar schools containing girls are in complete accord with it. The committee appointed by the Board to investigate this subject, having consulted both the masters and sewing teachers, have reported in favor of introducing instruction in sewing into all the classes of the Grammar Schools where girls are taught. We heartily commend this report, and hope their recommendation will be adopted.

#### THE SUPERINTENDENT OF SCHOOLS.

When, at the regular meeting of the Board in May, the letter of Mr. John D. Philbrick, declining to be a candidate for re-election to the office of Superintendent of Schools for another year, was presented, his decision was received with as much surprise as regret. The public schools could ill afford to lose so faithful and valuable an officer, and it is to be deplored that his failing health required him to withdraw from a position which he had filled for so many years with distinguished ability and success.

Mr. Philbrick first entered the service of the city, as an usher in the English High School, in 1844; and was master of the Mayhew School from 1845 to 1847. When the Quincy School was established in 1847 he was transferred to its mastership, and was

required not only to organize a new school but to inaugurate a new system of instruction. From the earliest history of the Boston Schools, what came to be called the "double-headed" system was in use, by which each school consisted of a grammar and a writing department, the scholars alternating between them. Under the "single-headed" system, which prevails at the present time, each school was in the charge of one master, and all the branches were taught in the same room and by the same teacher. The change was an important innovation, and the organizing of the Quincy School upon this plan could only be regarded as an experiment. The present system was initiated by Mr. Philbrick; and, under his able and energetic management, was so decided a success that this organization was, in the course of a few years, adopted in all the schools. The "Report of the Annual Examination of the Public Schools" for 1850 says of this school: "It is well conducted, and is a favorable illustration of the economy and efficiency of the single-headed system." In the capacity of master of this school Mr. Philbrick obtained a thorough knowledge of the Boston school system—an element in his preparation for the important place he was afterwards to hold, which could not have been so well obtained from any other study or experience.

In 1852 Mr. Philbrick resigned the mastership of the Quincy School to enter upon the duties of principal of the State Normal School of Connecticut, which he discharged for two years. He also served for two years as Superintendent of Schools of the State of



Connecticut. Near the close of 1856 he was elected Superintendent of Schools in this city, in place of Mr. Nathan Bishop, who had resigned, and assumed the discharge of the duties of this office in January, 1857. His term of service, therefore, has extended over the long period of nearly eighteen years. Only those who were acquainted with the condition of the schools eighteen years ago are competent to estimate the value of Mr. Philbrick's services to the city, or to appreciate the improvement which has resulted from his careful investigation of the workings of the school-system, and his suggestions in regard to its needs.

The Superintendent is armed with no power in the discharge of his duties. Though required to attend the meetings of the Board, he cannot vote, make a motion, or express an opinion, unless called upon by the President or a member to do so. His function is entirely advisory. He cannot directly initiate any change in the school-system or its administration. Whatever he accomplishes must be done through the members of the Board, by the influence of his reports, or by his advice and suggestions. But, even in the absence of any nominal powers, he may be, and has been, more potential than a score of the members of the Committee, for the very reason, in part perhaps, that he is armed with no actual powers.

Under the administration of Mr. Philbrick, many important and radical changes have been made in our system of public instruction. It was not always easy for him to convince even the most zealous and progressive members of the Board of the necessity



or advisability of some of these changes; and they were accomplished only after years of labor, and the most persistent repetition of the arguments on the printed page and in personal interviews. Perhaps the most important and valuable of Mr. Philbrick's services have been in connection with the Primary Schools; and, to those who have the means of making the comparison, the fruits of his labor in this department are abundantly apparent. When he entered upon his duties as Superintendent there was hardly a graded Primary School in the city. Each teacher taught the six classes, and, of course, wasted three-fourths of her time for the want of a proper class-system. In his very first quarterly report Mr. Philbrick intimates, without implying any censure of the teachers, that these schools were not in a satisfactory condition, and makes four recommendations to the Committee. The first was "a classification of all these schools." The second was that "every school be supplied with a stationary chair, a single desk, and one of Holbrook's slates for each pupil." The other two suggestions were not less important and valuable; but the speedy adoption of the first two was the foundation of a great reform, and the basis of the vast improvement which was soon apparent in the condition of the Primary Schools. At that time there was no systematic professional supervision of this grade of schools; none till ten years later in their history. The education of the teachers in the new work, which was laid out for them to perform, had to be done by the Superintendent, alone and unaided. He "magnified their office," encouraged them

with his cheerful views, pointed out the faults of their methods without wounding them, and exemplified before them the art of teaching. This he did at meetings called for the purpose, and by visiting the schools. A wonderful revolution was wrought in the conduct of these schools; and it is not saying too much to add that Mr. Philbrick organized and carried it forward alone and unassisted in the actual work. At that time the masters had nothing whatever to do with the Primary Schools, except to examine their first classes twice a year for promotion to the Grammar Schools.

Not alone in the Primary Schools have the zealous labors of the Superintendent resulted in decided and acknowledged improvements, though it would be impossible to mention them in detail on these pages. What is known as "The Programme" has remodelled the course of study, banishing a multitude of dry and useless details taught only because they were in the text-books, and requiring a certain degree of progress to be made in each class, thus presenting a standard to all the Grammar Schools by which some semblance of uniformity could be attained. It was not to be expected that anything so radical would meet the views of all the masters; and, perhaps, all of them are not fully reconciled to it up to the present time. Undoubtedly it broke up the drill of many honest and painstaking teachers, who could not leave addition till every pupil could "add up" the population of all the States in one sum.

In some, and for aught we know in many, of the Grammar Schools, written arithmetic was commenced,

twenty years ago, in the second class, when there were four classes. Scholars were taught for the first time in school to make figures, at only one or two removes from the master's division. Now, this work is all done in the Primary Schools. Now, "written arithmetic through the operations of the ground rules and reduction, with simple, practical questions, involving small numbers," is required in the sixth grammar class. Now, "square root" and "proportion" are assigned to the second class, and "percentage" to the third. The work might end now at the point where it began before, and still leave the scholar tolerably well fitted for the ordinary business of life. What is true of arithmetic is not less true of other studies.

Probably "The Programme" is not perfect. The material of which the different schools are composed is quite unequal, though its best showing has been in those containing elements not the most promising for the experiment. Doubtless it bears hard upon some schools, and demands results which have not been patent in the experience of many of the veteran teachers in the schools. Perhaps it ought to be regarded as an ideal; as something to be hoped and striven for, rather than as what may, in all cases, be exactly accomplished. If not absolutely practicable in all its details, it is certainly a movement in the right direction. Its tendency is to make the instructor teach subjects, to discipline the mind of the pupil and store it with living and useful knowledge, rather than to measure out to the scholar so many pages of the text-book, every line of



which must be digested, however useless. We regard the plan of study, organized in "The Programme" as a measure of progress, a very decided advance upon the old method. It indicates the most careful study, as well as the most profound skill and knowledge as an educator, on the part of its originator.

As before stated, each Primary School of one teacher, with from forty to sixty scholars, was an independent organization. If half a dozen or more of them were grouped together under one roof, they had no necessary connection with or relation to each other. Each had its own sub-committee, who visited and advised the teacher as his convenience and inclination dictated. As a matter of fact, many of the schools were never supervised by the committee, and each teacher, was, in many respects, a law unto herself. By the recommendation, frequently repeated, of the Superintendent, all the Primary Schools in each district were placed under the charge of the master, and he is now as fully responsible for their well being as for that of the several classes in the Grammar Schools. He is required "to perform the duties of principal both in the Grammar and Primary Schools." In fact, then, the master has the general supervision of the whole course of instruction in his district from the time the scholar enters the Primary till he is graduated from the Grammar School. Certainly the theory is admirable, and the practical results are quite as satisfactory; and the Superintendent is entitled to a great



deal of credit, not only for the theory, but for demonstrating its utility in actual operation.

That the master should be relieved from teaching any class, and apportion his time among all the classes of the district, has been a favorite theory of the Superintendent, though it has not yet been fully adopted in all the schools. Where this plan has been tried, under favorable circumstances, it has produced excellent results; but in the absence of any uniform system of examination of all the schools, these results, compared with those in schools where the master teaches the highest class, wholly or in part, cannot be accurately measured. Some still believe that the graduating class in the Grammar School should have the personal instruction and influence of the master in the last year of the course. In a majority of the large schools this feature is still retained, though it has been essentially modified, so that the masters exercise a closer supervision over the lower classes than formerly, and the plan of the Superintendent has thus been wholly or partially adopted in all the schools.

Some of the improvements suggested and introduced by the Superintendent have been mentioned, and the number could be multiplied if it were necessary. Mr. Philbrick has done a great work for the schools of Boston in his eighteen years of service, and he is richly entitled to the gratitude of our citizens, not only for what he has accomplished, but for his able and zealous labors, and for his single-hearted devotion to public education in our midst. At home and abroad he has reflected credit upon our city, as

the representative of our educational institutions. He is extensively known and highly esteemed in America and Europe as an educator; and the best wishes of the Boston School Committee for his future health, prosperity, and happiness will go with him into his retirement, or into whatever sphere of usefulness he may enter.

## CONCLUSION.

At no period in the history of our State and nation has the value of the public schools, which are the foundation of our religious, moral, social, and political welfare, been more highly appreciated than at the present time. Boston has always been willing to make liberal expenditures for their support. Is our system of public instruction the best, and is it faithfully administered? These are important questions, which the Board ought to be ready at all times to consider. In this report your Committee have discussed some of the topics which these inquiries suggest; but in doing so they only repeat what some of their predecessors have so well said before. Though we may come to the conclusion that the School Committee is too unwieldy for efficient action, that the faithful administration of the school system is impracticable under the present circumstances, and that some important changes in the method of managing the schools are rendered necessary by the growth of the city, we feel that the members of the School Committee have rendered faithful service to the city, and that the schools, on the whole, were

never in a more prosperous and hopeful condition than at the present time. In this connection we desire to add a paragraph from the third quarterly report of the Superintendent, published about seventeen years ago, and quoted at the conclusion of the annual report for 1857: "The school system of Boston has been managed and controlled for the last twenty-five or thirty years,"—and we may truthfully add to this term the years which have since elapsed,—“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 continuances of it their future welfare must depend.”

Respectfully submitted,

WILLIAM T. ADAMS, *Chairman.*  
GEORGE L. CHANEY,  
CHARLES J. PRESCOTT,  
GEORGE F. EMERY,  
DAN S. SMALLEY,  
GEORGE B. NEAL.

Mr. Prescott dissents from some of the views of this Report relating to Salaries.

## APPENDIX.

### DECISION OF THE SUPREME JUDICIAL COURT.

LUCIA M. PEABODY *vs.* THE SCHOOL COMMITTEE OF THE CITY OF  
BOSTON.

The petitioner having been chosen by the legal voters of one of the wards of the City of Boston, at the annual municipal election in December last, a member of the School Committee of the city; and it having been declared by vote and resolution of a majority of the School Committee, at a meeting duly held, that she had not been legally elected, that she was legally disqualified, and that her seat was vacant, for the sole reason (as appears by the record of the School Committee, as well as by the statement of facts agreed, upon which the case has been submitted, by the consent of the petitioner, and by the City Solicitor in behalf of the School Committee, to the decision of the Court), that she is a woman; she has applied for a writ of mandamus to compel the School Committee to admit her to her rights as a member thereof.

Both parties have manifested a desire to obtain the opinion of the Court upon the question whether, under the laws of the Commonwealth, a woman can be a member of a School Committee, and have agreed that, according to such opinion, a peremptory writ of mandamus shall issue, or the petition be dismissed, and the learned counsel on either side have concurred in contending that the Court has jurisdiction of this question in this form of proceeding.

But neither the agreement of parties nor the opinion of counsel can justify the Court in rendering a judgment, unless it is satisfied that it has been vested by the Constitution and laws of the Commonwealth with jurisdiction over the subject-matter to be determined. It is the duty of the Court, therefore, in the first place, to consider whether the case stated by the parties is within its jurisdiction. This question is an important one, and has, with the assent of the counsel, and the aid of their learned briefs, been considered by all the members of the Court, including Justices



Ames and Endicott, who did not hear the oral argument of the bar.

The question of jurisdiction depends upon the construction and effect of that section of the revised statutes of the City of Boston which provides that "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." (Statute 1854, chapter 448, section 24.)

To assist us in the interpretation of this provision, we naturally turn to instances of the use of like words, which must be assumed to have been in the mind of the Legislature when they framed it. The Constitution of the Commonwealth declares that "the Senate shall be the final judge of the elections, returns and qualifications of their own members, as pointed out in the Constitution," and that "the House of Representatives shall be the judge of the returns, elections and qualifications of its own members, as pointed out in the Constitution." It cannot be doubted that either branch of the Legislature is thus made the final and exclusive judge of all questions, whether of law or of fact, respecting the elections, returns, or qualifications, so far as they are involved in the determination of the right of any person to be a member thereof; and that while the Constitution, so far as it contains any provisions which are applicable, is to be its guide, the decision of either house upon the question whether any person is or is not entitled to a seat therein, cannot be disputed or revised by any court or authority whatever. (*Coffin vs. Coffin*, 4 Mass., 1, 34, 35; Mass. Election Cases, ed. 1853, 8, 10, 28, 30; 1 Kent Com. 12th ed., 235.) The only form in which the Justices of this Court can properly express any opinion upon that subject is under that clause of the Constitution which authorizes each branch of the Legislature, as well as the Governor and Council, to require it upon important questions of law and on solemn occasions.

The Constitution also authorizes the General Court "to name and settle, annually, or "provide by fixed laws for naming and settling, all civil officers within the said Commonwealth, the election and constitution of whom are not hereafter in this frame of government provided for." As School Committees are not

named or provided for in the Constitution, the mode in which they shall be elected or appointed and the results of said election or appointment ascertained and determined is thus entrusted to the discretion of the Legislature.

The original Constitution of Massachusetts contained no provisions authorizing the General Court to establish cities. But the increase of population, especially in the town of Boston, made it so inconvenient to regulate municipal affairs in the primary meetings of the inhabitants that, by an amendment of the Constitution in 1820, the General Court was expressly authorized to erect and constitute municipal or city governments in any town containing 12,000 inhabitants. The same causes thus induced the establishment of organized local governments by delegates chosen by the people in the more populous municipalities of the Commonwealth, as nearly two centuries before had brought about the election of representatives to the General Court, which, according to the terms of the Charter and the practice upon the first settlement, consisted of all the freemen of the colony. (1 Winthrop's Hist. New England, 128; 1 Mass. Col. Rec. 118; Commonwealth *vs.* Roxbury, 9 Gray, 447, 480.)

The first City Charter of Boston provides for a municipal government, with a Mayor as the executive head, and a City Council, consisting of two branches, the Mayor and twelve Aldermen, and the Common Council, with four members for each ward. The votes for members of both Boards were to be given in ward meetings and returned by the ward officers. It was made the duty of Mayor and Aldermen to meet within two days after the election, and examine the returns of votes for Mayor and Aldermen, ascertain and determine the persons chosen, and give notice in writing to them, and, in case of the whole number not being chosen, to issue warrants to the ward officers for a new election. Each person chosen a member of the Common Council was to be furnished within two days by the ward officers with a certificate thereof, "which certificate shall be presumptive evidence of the title of such person to a seat in the Common Council; but such Council, however, shall have authority to decide ultimately upon all questions relative to the qualifications, elections and returns of its members." Each Board was thus made—the Mayor and

Aldermen by necessary implication, and the Common Council by express words—the judge of the qualifications, elections and returns of its members.

The City Charter of Lowell contained similar provisions as to the Mayor and Aldermen; and as to the Common Council, a clause exactly like that in the Charter of Boston. The City Charter of Cambridge provided that the Board of Aldermen and the Common Council should each be “the final judge of the elections and qualifications of its own members;” and whenever a vacancy shall occur by death, resignation, or otherwise, may order a new election. The acts establishing the cities of Roxbury, Charlestown, New Bedford, Worcester, Lynn, Newburyport, Springfield, Lawrence, and Fall River, all provided that each Board should “keep a record of its own proceedings, and judge of the elections of its own members,” and that, in case of failure of election or of vacancy, a warrant should be issued for a new election.

The Legislature has thus clearly manifested its intention that in Boston, and in every other city established previously to the passage of the act now before us, the question of the right of any person to a seat in either of the two Boards chosen by the people to serve as their representatives in the government of the city (as in the case of the members of each branch of the Legislature of the Commonwealth) should be at once and finally determined by the body of which such person claims to be a member, so as to enable the organization to be completed, vacancies to be filled up, and the entire body to proceed with a full representation of its constituents to the transaction of its appropriate business without waiting for the comparatively slow progress of judicial proceedings for the decision of any question of fact or of law upon which such right may depend.

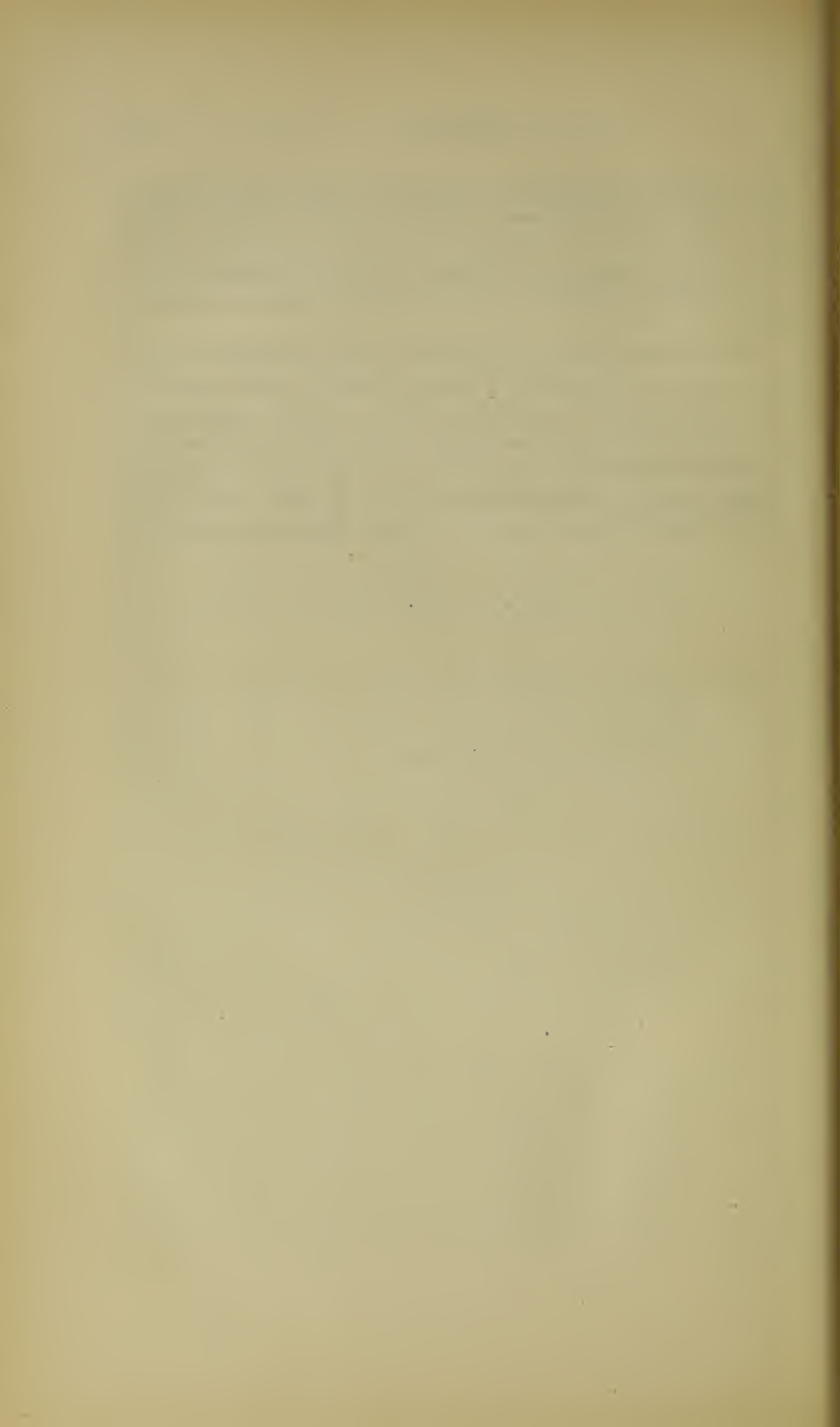
And we are not aware of a single instance during the half century which has elapsed since the first City Government was established in which the right of a person to a seat in either branch of the Council of any city in this Commonwealth has been made the subject of a suit in the ordinary courts of justice.

The School Committee of the City of Boston, being more numerous and charged with the supervision of larger interests

than the School Committees of other cities and towns, has been placed by the expressed words of the revised City Charter upon the same footing in this respect as the Board of Aldermen and the Common Council. Its decision, declaring the petitioner not to be entitled to a seat as a member thereof, is, therefore, equally final.

The statement, upon its record, of the reasons which influenced its action, is not required by law, and cannot confer upon the courts any authority to consider a question which the Legislature, in the exercise of its powers vested in it by the Constitution, has made it the duty of the School Committee to decide finally and without appeal.—Petition dismissed. G. S. Hale and T. W. Clarke, counsel for petitioner; J. P. Healy, for the respondents.





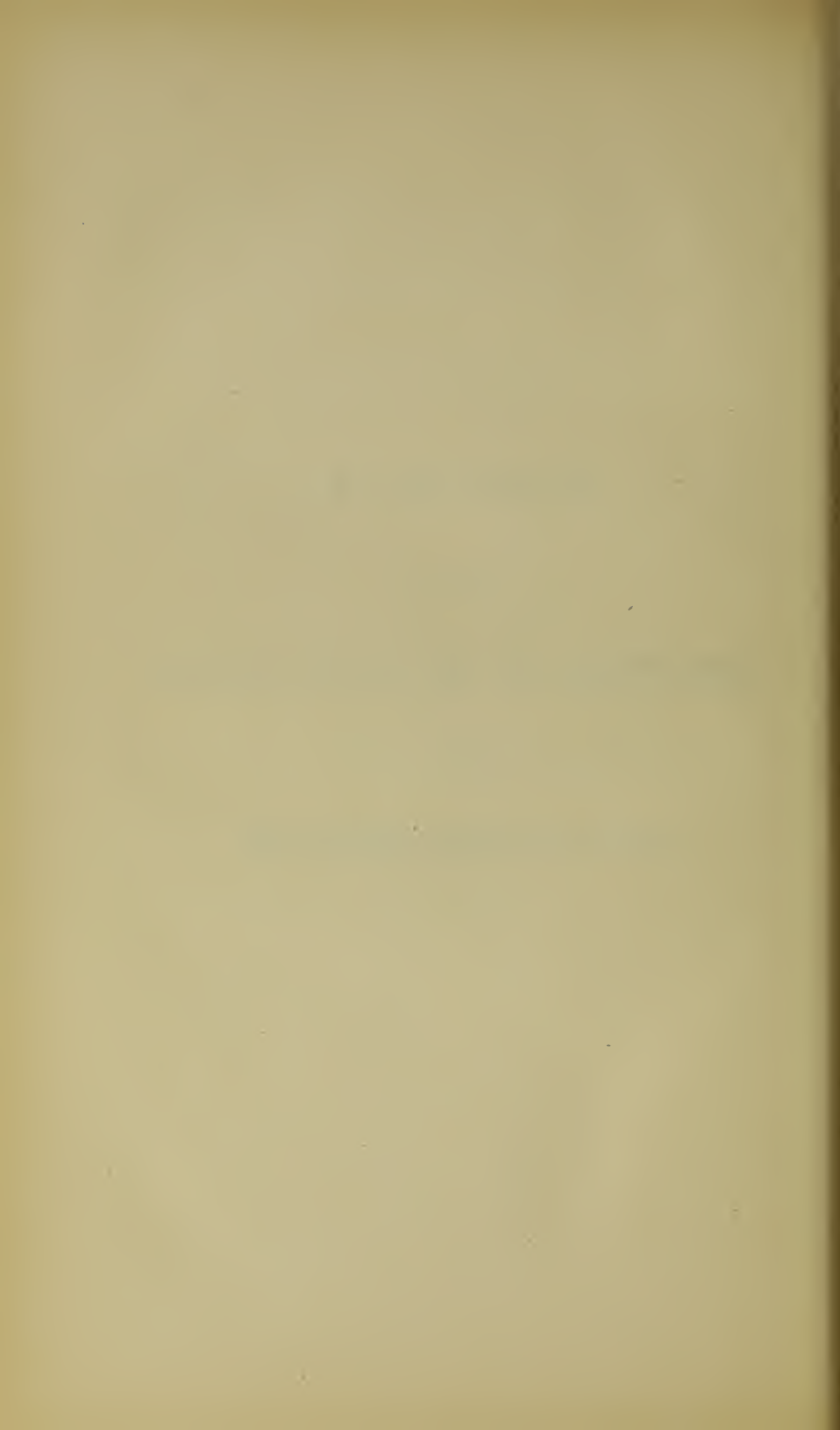
R E P O R T S

OF THE

COMMITTEES ON THE HIGH SCHOOLS,

FOR THE

SCHOOL YEAR ENDING AUGUST 31, 1874.



## LATIN SCHOOL.

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The Committee of the Latin School, for the year ending August, 1874, respectfully report : —

They have devoted much time and attention to the working of the school, and desire to present the result of their numerous visits to it. The Departmental System of instruction has been followed throughout the school with results, in some respects, very satisfactory. In the advanced classes this method has worked well; while the progress of the pupils in the lower classes has not, in the opinion of the Committee, or of the teachers, been as great as it would probably have been had these scholars been permanently under the charge of the same instructor.

The Committee deplore an obstacle which they have found continually in the way of that success which they have been unremitting in their efforts to secure. Experience has shown that an overwhelming majority of parents who wish their sons to receive a liberal education, are unwilling to defer those studies which are necessary for admission to our colleges, till they have reached the age, and acquired the proficiency demanded for admission to the Latin School. The result has been that many of the heaviest taxpayers in the city have been compelled to bear their share of the burden of supporting the public schools,



without deriving any advantage from them, as they have been obliged to put their sons under the charge of private teachers, at great expense. This condition of things the Committee have thought just, neither to the parents, nor to the school. By the regulations of the School Board, only a head-master and masters could be appointed to the school, which necessarily made the expenses much in excess of any other of our High Schools. It seemed to the Committee exceedingly important that this difficulty should be overcome. If a change in the age and requirements for admission were made to meet the wishes of this larger number of parents, it was manifest that it would be no longer necessary to employ teachers at this great expense. Consequently, application was made to the Board, and permission granted, for the appointment of sub-masters and ushers, at reduced salaries ; and that the number of pupils assigned to each teacher should be increased. In advising this change, the Committee felt confident that at last they had secured for the school that arrangement of studies, and those methods of instruction which should place it in the front rank of schools of its class, notwithstanding it has difficulties to contend with, from which the incorporated academies are exempt. In them, if a scholar be found to be incapable of making fair progress in his studies, or is unwilling to exert himself properly, the government of the academy notify his father that his connection with the institution must cease. The Latin School has no such means of relief, the law of the Commonwealth compelling the school to retain the name of the pupil

upon its register, however idle he may be, or however incompetent to grasp the studies pursued by his schoolmates. Still, with the proposed changes in the qualifications for admission, the instructors are sanguine that the school, now that its course of study has been enlarged, will meet every demand of the parents and of the public.

At the end of the year, Messrs. Josiah G. Dearborn, George W. Minns, John L. Stoddard, and Ernest Young, — masters, — resigned; and Messrs. C. A. Neville and Edwin Davenport were nominated sub-masters, and Mr. Edward M. Hartwell, as usher.

In June, Franklin Medals were awarded to Willis B. Allen, Edward B. Hunt, Webster Kelley, Isaac B. Mills, and Thomas Russell. Diplomas were also awarded to the first class, consisting of twenty-nine members. Of these, twenty-one entered Harvard, or other colleges, and two the Institute of Technology.

Respectfully submitted,

HENRY S. WASHBURN,

*Chairman.*

November 1st, 1874.

NOTE.

The favor with which the proposed change has been received is shown by the fact that the numbers of the school were never so great as at the present time; and that the additions to the school for the year 1874-75 are greater than the whole number remaining in the school at the close of the last term. Consequently, the expense of each pupil is only about half as much as it was in the year just closed.

CATALOGUE OF THE TEACHERS AND PUPILS IN  
THE LATIN SCHOOL, OCTOBER, 1874.

## HEAD-MASTER.

FRANCIS GARDNER.

## MASTERS.

AUGUSTINE M. GAY,  
MOSES MERRILL,CHARLES J. CAPEN,  
ARTHUR I. FISKE.

## SUB-MASTERS.

JOSEPH W. CHADWICK,

EDWIN DAVENPORT,

CYRUS A. NEVILLE.

## USHERS.

EEDWARD M. HARTWELL, FRANK E. RANDALL.

## INSTRUCTOR IN FRENCH.

PROSPÈRE MORAND.

## INSTRUCTOR IN DRAWING.

HENRY HITCHINGS.

## INSTRUCTOR IN MUSIC.

JULIUS EICHBERG.

## INSTRUCTOR IN GERMAN.

GEORGE A. SCHMIDT.

## INSTRUCTOR IN MILITARY DRILL.

LIEUT. COL. HOBART MOORE.

## PUPILS.

## FIRST CLASS.

Andrews, Clement Walker  
Bowen, John Templeton  
Brett, Lloyd Milton  
Chandler, Frederick Emerson  
Churchill, John M. Brewer  
Coolidge, William Williamson  
Daniels, Frank Herbert  
Delano, Samuel

Hanson, William Greene  
Hayden, Edward Everett  
Hayes, Arthur Clarence  
Hayes, Charles Edmund  
Heard, Richard  
Kinney, Henry Nason  
Lincoln, Charles Sprague  
Merrill, George White  
Miller, George Stow  
Mitchell, James William

Morris, John Gavin  
 Newton, Edward Wood  
 Nunn, Charles Pierce  
 Patten, Frank Bartlett  
 Perry, Frederick Gardiner  
 Prescott, Walter Conway  
 Robinson, Edward  
 Robinson, Edward Abbott  
 Sargent, Henry Rufus  
 Scoboria, Charles Quantic  
 Shannon, Edward Weston  
 Trull, Larkin  
 Taff, John Henry  
 Temple, Frederic Henry  
 Tower, David Bates  
 West, William Badger

*Division A.*

Beeching, George Washington  
 Coburn, Charles Henry  
 Collison, Harvey Newton  
 Colwell, Michael Bernard  
 Eaton, William Smith  
 Fales, William Henry  
 Fernandez, Joseph Emanuel  
 Flynn, John Joseph  
 Flynn, William Patrick  
 Gorman, James  
 Hartwell, Ernest Greenleaf  
 Hunt, Herbert Lincoln  
 Jones, Frank Winchell  
 Knapp, Samuel Stetson  
 Otis, James  
 Phinney, George Alcott  
 Shea, Daniel Joseph  
 Sturtevant, Albert  
 Van Benthuysen, George  
 Warren, Franklin Cooley

## THIRD CLASS.

Alger, Philip Rounseville  
 Bates, Lewis Palmer  
 Buckley, Philip Townsend  
 Butterworth, Frank Albert  
 Clark, Louis Munro  
 Farwell, Parris Thaxter  
 Field, James Brainard

Frazer, Donald Allen  
 Hawes, Edward Southworth  
 Headley, Phineas Camp  
 Holden, Francis Marion  
 Lane, Charles Stoddard  
 Means, Charles Johnson  
 Milliken, Arthur Norris  
 Morse, Jacob Charles  
 Morse, Warren  
 Mullen, Francis Henry  
 Roche, Patrick Joseph  
 Ruffin, Hubert St. Pierre  
 Savage, Wilson Henry  
 Sears, George Gray  
 Smith, Walter Allen  
 Stevens, William Stanford  
 Strong, George Alexander  
 Thayer, Henry James  
 Tilton, Joseph Brown  
 Warren, Charles Everett

*Division B.*

Bailey, Parker Nell  
 Barron, Thomas Aloysius  
 Barry, John Francis  
 Briggs, Frank Joseph  
 Brown, William F. C.  
 Clark, Joseph Eddy  
 Copeland, Walter Louis  
 Davis, Charles Jordan  
 Dooling, James Joseph  
 Galvin, John Edward  
 Hall, David Graham  
 Hartwell, William Walker  
 Hastings, John King  
 Hayes, John Joseph  
 Hemenway, Frank Benjamin  
 Jackson, Fred Asbury  
 Jarvis, William Ferness  
 Knight, Fred Theron  
 Krogman, Washington Libbey  
 Kyle, Flavill Winslow  
 Parker, Sidney Marshall  
 Perkins, George G. Spence  
 Plumer, Luther Boutelle  
 Preston, William Trutch  
 Russell, John Henry



Sanford, Joseph Briggs  
 Scanlan, John Joseph  
 Scott, Edward David  
 Seaver, Harry Ellison  
 Shaw, Willie Edgar  
 Snelling, Washington  
 Smith, John Somers  
 Sproul, Thomas John  
 Studley, John Butler  
 Taff, William Walter  
 Tomlinson, Frank Gibson  
 Twombly, James Frederick  
 Underwood, Edward Livingstone  
 Washington, George William  
 Webster, Hosea  
 Whiting, Frederic Jacques  
 Winslow, William

## FOURTH CLASS.

Abbe, Allan Joseph  
 Andrews, Horace Davis  
 Baker, Ezra Henry  
 Bartley, George Edgar  
 Bicknell, William H. Warren  
 Cabot, Godfrey Lowell  
 Clark, Benjamin Preston  
 Cornish, Lester Warren  
 Crooke, Reuben Francis  
 Dunton, Charles Hamlin  
 Frost, Charles Ballou  
 Hastings, Nathaniel  
 Hoffendahl, George Gordon  
 Krauss, Alonzo Augustus  
 Loring, Prescott  
 Loring, Victor Joseph  
 Manning, Berwick  
 McDonald, Martin Allan  
 Merritt, Nehemiah Thomas  
 Morong, Walter Welch  
 Martin, Frank  
 Norman, William Mellow  
 Reynolds, Edward  
 Richardson, Frank Chase  
 Sawyer, Jacob J. Augustus  
 Smith, Hamilton Sutton  
 Williams, William Cowles

## FIFTH CLASS.

Andrews, Joseph  
 Batchelder, Thomas Cogswell  
 Bates, Benjamin Fred  
 Bowen, James Williams  
 Cameron, Charles John  
 Carter, George Washington  
 Chesley, George William  
 Deasy, William Henry  
 Denton, Frederick Lincoln  
 Ferris, Frederick Barker  
 Foster, Burnside  
 Fraser, Charles Alexander  
 Hamilton, Charles Wesley  
 Hinds, Howard  
 Kelliher, Michael John  
 Lane, Alfred Church  
 Linscott, Roswell  
 McInnis, James  
 Moseley, Charles Bailey  
 Murphy, Alfred Humphrey  
 Page, William Hussey  
 Prince, Frederick Henry  
 Reed, Charles Harry  
 Russell, Arthur Hastings  
 Saville, Frank Everett  
 Small, Frank Otis  
 Smith, Frederick Richards  
 Sprague, Wooster Henry  
 Tonks, Alfred  
 Woodbury, Fred Clinton

## SIXTH CLASS.

Abbot, Willis John  
 Bailey, John Franklin  
 Baker, Benjamin Wilton  
 Baldwin, Dwight  
 Barber, Clifton Nichols  
 Barnes, George Alfred  
 Brewer, Daniel Chauncey  
 Butler, Frank Eugene  
 Chamberlin, John Edward  
 Clark, Eugene Lester  
 D'Vys, George Washington  
 Farwell, Frederick Walter  
 Fenn, William Wallace  
 Glover, Horatio Nelson  
 Glover, William Liddiatt

Goodspeed, Joseph A. Willis  
 Gould, George Franklin  
 Gourley, George  
 Griffin, Martin Gerald  
 Griswold, Loren Erskine  
 Grout, John Henry  
 Gunn, Frederick William  
 Harris, Thaddeus William  
 Hayes, Hammond Vinton  
 Hayes, William Allen  
 Hills, Joseph Lawrence  
 Jack, Edwin Everett  
 Kerrigan, James Aloysius  
 McDonald, Eugene  
 Milton, Charles Dickenson  
 Morris, George Patrick  
 Mullen, Thomas Aloysius  
 Nihill, Mathew Henry  
 Perry, Charles Laselle  
 Perry, Francis Asbury  
 Phelps, Frank Johnson  
 Reed, John Sampson  
 Sanford, George Baylies  
 Sanford, Samuel King  
 Stewart, George Andrew  
 Tebbetts, Marston  
 Thorndike, Augustus Larkin  
 Williams, James Augustus  
 Williams, Jules Henry

## SECTION A.

Allmand, Isaac William  
 Babcock, William Gustavus  
 Bailey, Peter Williams  
 Bidwell, Charlton Bontecou  
 Birmingham, Wesley  
 Butler, Charles Frank  
 Caswell, Osgood Carlton  
 Clarke, Fred Willard  
 Cobb, Clarence Gay  
 Coggin, William High  
 Crane, James Carr  
 Crocker, George Uriel  
 Cushman, Willie Prince  
 Draper, Joseph Rutter  
 Farren, John  
 Foster, Reginald

Frothingham, Ephraim Langdon  
 Haines, Fred Herbert  
 Hayes, Francis Brown  
 Jack, Frederick Lafayette  
 Jewett, William Jay  
 Kendall, Herbert Waldo  
 Lewis, Abraham Jarrett  
 Mann, Jonathan Harrington  
 Minchin, William Andrew  
 Murdock, Harold  
 Pierce, Walter Elsworth  
 Pope, William Chipman  
 Rodgers, Samuel Henry  
 Sloan, Charles Francis  
 Tyner, William Francis  
 Underwood, George Robinson  
 Wainwright, Amory Davis  
 Weld, Edward Franklin  
 Weldon, Willie Amasa

## SECTION B.

Attner, Thomas Frederic  
 Babitt, William Crocker  
 Badger, Theodore  
 Baldwin, Thomas Tileston  
 Bartlett, Dana Prescott  
 Barrows, Joseph William  
 Bigelow, Eddie Clay  
 Bright, Elliot  
 Brown, Crawford Richmond  
 Bryant, Fred Edwin  
 Burgess, Oliver Graham  
 Cochran, Frederic Boardman  
 Dean, Josiah Stevens  
 Dittmar, Arthur Charles  
 Dwight, Percy David  
 Eldridge, Arthur  
 Greene, Joseph Tilden  
 Hurd, Henry Stanton  
 Locke, Hersey Goodwin  
 Mackay, William Haslet  
 Merrill, Winthrop Minot  
 Mills, Ezra Palmer  
 Money, Joseph Andrew  
 Nutter, George Read  
 Reynolds, John Phillips  
 Santayana, George

Smith, George Chittenden  
 Spaulding, Hollon Curtis  
 Walker, Clement Adams, Jr.  
 Watson, Albert Smith  
 White, McDonald Ellis  
 Williams, Sidney

## SECTION C.

Abbe, Henry Thayer  
 Allen, George, Jr.  
 Ballou, Maturin Howland  
 Cheney, George Clarence  
 Coolidge, Frederick Shurtleff  
 Cormier, Louis  
 Curtis, John Silsbee  
 Doliber, William Henry  
 Eastman, Howard Clark  
 Ellis, Rufus, Jr.  
 Garner, William Vaughan  
 Hardy, Alpheus Sumner  
 Jenness, Willie Durant  
 Keyes, Charles Dexter  
 Knowlton, Harry May  
 Lovejoy, Edwin Louis  
 Mahoney, Franklin Gould  
 Moseley, Carlton  
 Nowell, Walter William  
 Osborn, George Palmer

Page, George Hills  
 Reynolds, Paul Revere  
 Shepard, Linsdley  
 Shurtleff, Ernest Wabarton  
 Townsend, Arthur Farragut  
 Upham, Robert Baxter  
 Wainwright, Arthur  
 Ward, Harrold  
 Wheelwright, Arthur William  
 White, Perrin Ellis  
 Woodason, Henry William  
 Woods, Joseph Fitz  
 Woods, James Houghton

## SUMMARY.

First Class . . . . .	34
Division A . . . . .	20
Third Class . . . . .	27
Division B . . . . .	43
Fourth Class . . . . .	28
Fifth Class . . . . .	30
Sixth Class . . . . .	44
Section A . . . . .	35
Section B . . . . .	33
Section C . . . . .	33
Total . . . . .	327

## ENGLISH HIGH SCHOOL.

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In submitting their Annual Report, the Committee on the English High School have to remark that, considering the internal dissensions and difficulties of the previous year, the condition of the school from September, 1873, to September, 1874, has been better than could have been expected. The new teachers that were introduced near the opening of the year have proved able, efficient, faithful and devoted, and with the faintest occasional shadow to the contrary, there has been a large harmony, sympathy and co-operation among the teachers.

The school opened on the second Monday in September with 583 pupils; in the third, or entering class, 248; in the second 196, and in the first or senior class, 122. From the class graduating in July, 1873, 17 remained to constitute the advanced class. The third or entering class was divided into seven sections, two of which were graded, that is ranked according to scholarship, as determined by the marks received at their examination for admission; and the five others were classed alphabetically. These alphabetical sections or divisions are considered the least desirable by the teachers, and it is often a difficult work, requiring excellent qualities in the teachers, and great fidelity and perseverance, to carry them forward according to the programme of



studies for the year; yet sometimes they do nearly or quite as well as the graded divisions. The teacher of one of these "alphabetical" sections, in his report to the head-master early in June, says: "After the final arrangements of the divisions of the third class had been made, this division consisted of thirty-one members, including two of last year's third class, who had not been promoted, on account of poor scholarship. This number was maintained till May 1st, and only one has left since. The discipline of the room has at all times been satisfactory; very few cases of punishment have been necessary; but the boys have uniformly shown a disposition to conform to the regulations of the school, and to deport themselves like gentlemen. In Algebra the class have gone over one hundred and eighty pages of Sherwin's; though this really represents a small portion of the work which has been done in this branch, for the boys have performed a large part of the examples, in other and more difficult algebras, under the subjects they have studied.

"In Commercial Arithmetic, the subjects taken up, as in all the other divisions of this class, have been Interest in all its forms, Discount, Stocks and Bonds. About one hour a week has been given to it, and it has been taught by examples, without endeavoring to burden the memory by theory and rules, and the methods employed have been as near as possible to those used by business men.

"In Mineralogy, only the more common minerals, some fifty in number, have been studied. The aim has been to teach only the more obvious properties (mainly optical) of the minerals, avoiding those tests

which involved a knowledge of the blow-pipe or of Chemistry. About two hours a week were given to it, until the last of January.

"When the study of Mineralogy was ended, English Literature was substituted for it. Attention has been paid to the more prominent authors of Underwood's American Literature. After gathering a little knowledge of the author's life, the selections from the author's writing made by Mr. Underwood were read, and the boys were in many cases induced to read more of his works.

"Physical Geography, just begun, is taught mainly by familiar lectures, following Guyot as nearly as possible.

"Drawing has occupied two hours a week, comprising the subjects in Mr. Walter Smith's books, No. 4 Freehand, No. 1 Model, and No. 1 Geometrical." After alluding to French and Botany, the report concludes: "I think I can say that the majority of this division have made good progress in all the above branches, and have paid quite diligent attention to their work. Many of the division might have done better, with closer application. As a whole, they have shown a good degree of interest, and will all, with perhaps one or two exceptions, be prepared for promotion at the end of the year."

All the teachers of the various divisions of all the classes were requested, early in June, to make reports to the head-master, of the condition and progress of their pupils for the year, and all did so. These reports are full and interesting, many of them going into very minute details; but they are voluminous, and

to give even an abstract of each would swell this paper to undue proportions. The above is all that we can afford to present of the reports of the teachers of the third class, and may be taken as a fair sample of the average reports made.

The third class for the year 1873-4 was up to or above the average of the last three or four years, on its examination for admission, and if some might have done better by closer application, many favorably disappointed the hopes and expectations founded upon their appearance and marks at the annual examination. Its general progress in the studies of the year was a success. It numbered, on entering, 248; it lost, from various causes, during the year, 21; 196 were promoted to form the second class of 1874-5, and of those who failed of promotion some have remained at the school in the third class of this year.

The second class, at the opening of the school in September, 1873, consisted of 196 members, arranged in two graded and three alphabetical divisions, under as many teachers.

As we gave large extracts from the report to the head-master of a teacher of an alphabetical division of the third class, we quote large portions of the report of the teacher of the first division of the second class, as presenting the character and condition of the best portion of that class, and a favorable illustration of the thoroughness of the methods of study and instruction which is, and ever has been, the aim of every teacher in the school.

"The division contained at the beginning of the school year *forty* members, and consisted, for the



most part, of those boys who stood highest on the examinations of the previous year. Three of them were admitted to the school the year before from the second class in the Grammar School, but had earned during the year an honorable position among the best scholars of the whole class.

“Four have left since September, — two on account of ill health, — one to go to Quincy to fit for college, and one to take a situation which his father thought ‘too good to be lost.’

“It is a division of good material, well disposed, and, as a general thing, willing to do good, thorough work. Discipline has been easily maintained. Beyond taking good care always to give the boys plenty to do, I give myself very little concern about the order of the room; indeed, there is so much to be done during the year, that we are obliged to keep busy constantly, sometimes even when a recitation is going on. There has been no case of serious misconduct, and I have had no occasion to appeal to the head-master or to a boy’s parent as an aid in discipline. We manage to keep good-natured, pretty much all the time, and the relations between myself and the class are very pleasant.

“The work done, I am inclined to think, is rather better than the average of the first division for several years. (I have had charge of it for three years.) The examinations have been unusually rigorous, and the average of these examinations has been quite honorable.

“The studies of the second class are Algebra, Geometry, Commercial Arithmetic, Book-keeping by



Double Entry, Trigonometry, Mensuration, French Grammar, Translation, Conversation, and Writing from Dictation, Rhetoric, English Literature (American Authors and the History of English Literature), Composition and Declamation, Drawing.

"In Algebra, the class began at Affected Quadratics in Sherwin's Algebra, and finished the book. One of the strong points of Mr. Sherwin's Algebra, it seems to me, is the fact that there is nothing assumed, nothing in it to be taken on trust; every principle is either established by an easy generalization from illustrative examples, or else rests on a good foundation of solid argument. In accordance with this idea, I required my class not merely to read over and understand, but to work out themselves the explanatory examples, and demonstrate the principles in full. Moreover, no help by way of explanation, or otherwise, was given by me until the class had studied the subject well. It is a matter of principle with me in teaching, never to give assistance until a boy has first tried his own unaided strength on a subject; the bright boy who succeeds in mastering it himself gains confidence in his own powers, and increases those powers by the effort; while the boy who needs assistance is better able to understand the explanation when it is given, from having already found out just what his difficulties are. By sending a part of the class to the blackboard with examples in review or advance, while the rest were at work at their seats on the next lesson, and then another part when the first had explained, I managed to test and keep up their knowledge of what they had

already learned, while they were still working on in advance.

"Sometimes I could run through a lesson or two in the French Grammar with them, while they were working on Algebra. They soon learned to look out for their turn without any great interruption to their work, and we made in this way a great saving of time.

"The heaviest part of the work of the second class is in Geometry; more time is given to it than to any other study of the year. The text-book used is Davies' Legendre; we finished all of the nine books. The method of study is, of necessity, rigorous. At the beginning, I kept the class on the first ten propositions of Book I, until every boy thoroughly understood them, and could demonstrate them clearly. At first they used a diagram with letters or numbers at the vertices; this diagram was made in all sorts of positions, upside down, the right made left, etc.; then a diagram with no letters or numbers, the pupil *pointing* out the lines or angles spoken of; and, lastly, the diagram itself was discarded, and the proposition demonstrated in general terms with no figure except what existed in the boy's own mind.

"This rather severe mental exercise was of great benefit in the subsequent work; a great many propositions and corollaries were thus demonstrated, adding much to the mental vigor of the pupils. Throughout the book they were required to state clearly the hypothesis and the point to be proved of every proposition, and in the course of the proof no assertion was allowed without the authority therefor. All corolla-

ries were demonstrated with the same rigor as the propositions. In Geometry, as in Algebra, no help was given until the class had first tried their own strength upon a given proposition. The boys were encouraged to get up shorter proofs than those given in the book; they were obliged to think out original proofs for almost all the corollaries, for the reason that no proof at all was given in the book. The review lesson always extended back to the beginning of the book, unless by special direction it was shortened. My usual plan of daily recitation was to go through the class three times, once asking questions on the principles already learned, once on the advance lesson for the day, and once giving each boy something of the advance or review to prove at the blackboard. I gave the class a great many geometrical problems, and practical examples involving geometrical principles outside the book.

“In Trigonometry, the course embraces Plane and Analytical. In Plane Trigonometry the class was required to work out from the definitions the formulæ which they used in solving a triangle; they also had practice in telling off-hand how to solve a triangle when different things were given. No credit was allowed for work merely correct in principle, but inaccurate as to result. In Analytical Trigonometry the class was required to bring in neatly drawn diagrams, showing the various circular functions, and to prepare tables showing their properties and relations. If a boy was unable to recall a formula, he had to work it out from the beginning.

“Mensuration was studied in connection with Geom-



etry and Trigonometry, and embraced what there is in Davies' Legendre under the heads of Mensuration of Surfaces and of Volumes, together with a great many examples from other books.

"In Commercial Arithmetic, our methods of work, are those employed by business men, and the subjects taught have been as follows: computing Interest at any rate per cent, by the usual method and by the 365 days to the year rule, partial payments, discounting notes, writing notes, checks, drafts, receipts, buying and selling United States, State, and Municipal Bonds, Bank and Railroad Stocks, etc. Sterling Exchange by the old method and by the new, Averaging of Accounts.

"Book-keeping, as taught, embraces ordinary business transactions, Factorage, or Commission Accounts and Special Partnerships; the text-book in use so long has the merit of requiring a pupil to do his own thinking. It is a very difficult subject for pupils to get hold of, and my method has been, after allowing a reasonable time for the study of the principles, to reverse the usual order of things in a school-room, and, instead of questioning the class on what they had been studying, allow them to question me. When they came to writing in their books, I threw them upon their own responsibility. I had the work done under my own eye, and allowed no copying even from their own previous work; the knowledge a boy had acquired of the principles involved was all he had to depend upon in his work in the book. A mistake here made bad work for a boy, but the result of the plan was very satisfactory, for the boys, feeling they



must eventually shoulder the responsibility of their own ignorance, applied themselves to the preliminary work with a fidelity quite delightful to a teacher's eye. In the second set of books, which involve no new principles, the boys had no assistance except what they derived from their previous work.

"In French, we began at the thirty-fourth lesson of Otto's Grammar, Part I., and shall finish that, and ten lessons in Part II. All the exercises are written on the slate from my reading the English of them, and every error corrected by the boy writing over the whole sentence. After all mistakes are corrected, the exercises are recited orally, and reviewed and re-reviewed until the class can rattle off the French as fast and readily as I speak the English. After several lessons have been gone over in this manner, we review them again, and write the exercises in blank books, which are marked with the utmost rigor, one error taking off one credit, two, two, and three, three, leaving zero for the credit of the exercise. The class has read two French plays: 'Le Roman d'un Jeune Homme Pauvre' and 'Les Doigts de Fée.' My aim was to get from the class a good, smooth English rendering, as accurate as possible, yet free from the baldness and gallicisms of a merely literal version. Some of the class showed a real talent for racy English translations. I paid a good deal of attention to the pronunciation, requiring the class to read over aloud the advance lesson before the recitation. We had an exercise in French conversation once a week. I gave out about half a page of French to be learned by heart, and this formed the material and subject of the conversation, which con-

sisted of questions by Mr. Dracopolis, and answers by the boys, and questions and answers among the boys under Mr. Dracopolis' direction. He also reads to them some interesting anecdote, which they write, and afterwards translate.

"In English Literature, the class begun with Lowell in Underwood's Handbook of American Authors, and finished the book; and then took up Collier's History of English Literature, and finished that. In Underwood, we read in the class and commented on all the principal extracts, and each boy learned by heart some favorite passage from the most noted authors. In Collier, which is a history, and not a compendium, I read to the class numerous extracts from the most important works spoken of, and assigned to each boy one standard work to read, and write out a sort of abstract or review, for the benefit of the class. This abstract appeared in the "Saturday Occasional," a paper conducted by the class, and made up of the best compositions.

"In Rhetoric the class will have gone over Parts I., II., III., and IV., of Haven's Rhetoric. I require the class to hunt up examples of all the rhetorical figures treated of, and give them practice also in picking them out and making them up in the class.

"Compositions and Declamations come on alternate Saturdays, except when a public Saturday or holiday intervenes. I have observed a decided improvement in the character of the compositions, mainly due, I think, to the interest in the paper already spoken of.

"The Drawing has been under the special instruc-

tion of Mr. Hitchings, and it is unnecessary to say that the progress made has been very satisfactory."

The foregoing is the report from the first division of the second class, and is submitted because of its distinct enumeration of the studies of the second year in the school, and because of its interesting details as to methods of instruction and discipline. The reports from the teachers of the other divisions of this class, though they may not in all cases present a result so entirely gratifying, indicate, nevertheless, great thoroughness, fidelity and perseverance on the part of the teachers, and comparatively few failures on the part of the pupils. As a whole, the class went through the work of the year with good success, and on a pretty rigorous examination were nearly all found prepared for promotion to the first class. Its number in September, 1873, as already stated, was 196; at the close of the school in July, 38 had left, leaving 158, of whom 122 presented themselves to constitute the first class for 1874-5.

The first class at the opening of the school in September, 1873, consisting of 122 members, arranged in four divisions, two ranked and two alphabetical. To give an idea of the studies and character of this class, we present the following passages from the master teaching the second division of it: —

"My number of pupils at the beginning of the year was 31. My present number is 29. My division is the second in rank, as graded at the beginning of the year, of the first class. As a whole, the boys have made good progress in their studies, as good, I think, as could reasonably be expected. We have studied



very carefully the whole of Wells' Natural Philosophy, a book of 450 pages; the Constitution of the United States, with comments; have nearly finished Kiddle's Astronomy; have studied moral philosophy, and physiology by lectures, the boys taking notes and reciting from them. At the beginning of the year we studied navigation. We have also studied continuously, up to the present time, French, Commercial Arithmetic, and English Literature, and have had the usual essays and declamations. I am able to report no case requiring serious discipline, and believe that my boys will compare favorably, morally and intellectually, with those of previous years. My pupils have been subjected by the head-master to frequent written examinations in all the studies, many of them by no means easy, and have attained an average percentage ranging from 85 per cent., down to a little less than 50 per cent. Of course, I have some dull pupils, boys who might have remained a much longer time in the preparatory schools, and still have been no better prepared for our course of study than they were at the time they entered. I am satisfied, however, that, even to this class, the school has been a positive advantage. The study of English Literature has been of especial benefit to my boys, giving them a knowledge of authors and their works, and has been attended by a decided increase of critical power and skill in the use of language. As a disciplinary study, it has no small value. A very large amount of time has been devoted to Natural Philosophy. This branch of study involves many principles, and, therefore, is our chief reliance for disciplinary work in the class.



It is studied mainly by topics, leaving the pupil free to state principles in his own way, the teacher coming in at the close to correct errors of statement, to develop and put in order the whole subject-matter.

"Much time, also, has been devoted to the study of the Constitution of the United States; namely, in discussing its practical operation in the election of senators and representatives, the constitution and functions of the Supreme Court, right of citizenship, powers of Congress, etc. In this branch of study, the boys have seemed to take much interest, due probably to the practical nature of the subject.

"In the study of astronomy the boys have given much time to the use of globes. The head-master has frequently invited the boys to meet him on clear nights, for the practical study of the stars, pointing out the constellations, etc.

"A considerable portion of two days in the week has been devoted to the study of the French language, partly in the study of the Grammar, and more often in dictating simple narrative English, to be translated into French, and afterwards reciting from the corrected translation, calling attention to the peculiarities of grammatical construction, idioms, etc.

"This is a very brief outline of the year's work. The boys have been faithful in the performance of their duties, gentlemanly in their deportment, and disposed at all times to act in accordance with my wishes."

"Instruction in Commercial Arithmetic," says the report of the teacher of the first division, "is continued through the year. Examples are framed to exercise

the pupils, exemplifying almost all the cases that occur in actual business. Most of our pupils have become quite expert, and will not feel embarrassed at being called upon after leaving school to solve questions in Exchange, Discount, Interest, etc." The importance of the third year of the course and the influence of the school are fairly presented in the following extracts from the report of the teacher of the third division of the first class: —

"In all the studies of the year there has been a decided interest from the beginning on the part of most of my boys, quite a number of whom have had the reputation in past years of being indisposed to study, and somewhat difficult of management in other respects. I clearly observe a much greater capacity for work, and a more manly tone of thinking, in the greater number of the boys than there was at the beginning of the year. The conduct and discipline of the division may be safely stated as being very good, most of the boys being really gentlemanly and well disposed. There has been a marked improvement in this respect in the case of quite a number of boys, some of whom have been under my instruction during the past two years, and whose gradual progress towards manhood I have been able to watch month by month. These results in conduct, and capacity, and disposition to work are the more gratifying, because, outside of home influences, I know of nothing to which they can be ascribed but to the study, discipline, and associations of the English High School, which, while it makes the most of the brightest talent, has never refused its advantages to boys of moderate

capacity, who were anxious to avail themselves of its opportunities for a higher education. The deep interest felt in the school is manifested by the strong desire of all the boys to honorably complete the course, by the absence of all remarks derogatory to the character of the school, and by the tone of the letters of the parents to myself. The general feeling among the boys is a just pride that they are members, and will be graduates, of the English High School."

Our own observation confirms the foregoing statements; and among the changes in the English High School, and the evidences of its progressive influence, none are more conclusive or gratifying than the fact that, during the last five or six years, fewer and fewer pupils have left the school during their course, and a comparatively much larger number have stayed to complete it. Formerly, and for many years, only about one third of those who entered remained to constitute the first class; many left at the end of the first year, very many at the end of the second; so that while it required three ushers to teach the third or entering class, only two sub-masters were required for the second, and one master could teach all who remained to have the benefit of his instruction, in the higher branches under his charge, and of these several left during the year. This was an injury to the school, and a loss to the individuals leaving. The very fact that a very large number of pupils did not stay to receive the whole and the highest benefits of the school tended to throw discredit upon it, and to an institution of this kind, a large first class, faithful to its opportunities and privileges, gives tone and



character to the whole, and exerts a favorable influence; while the loss of the third year, in every aspect intellectual and moral, in the literary culture and the moral influence it imparts, is a serious loss to those who forego it. The condition and prospects of the school in this respect are very gratifying. The class that graduated, with a very honorable exhibition of their proficiency, in July, 1874, numbered, on the opening of the school in September, 1873, 122; during the year, only six left; 116 graduated, to all but four of whom, after a very thorough examination, were awarded diplomas.

For several years there has been at the school a fourth or advanced class, numbering from fourteen to twenty, composed of those who chose to remain for further study after completing the three years' course.

The advanced class for the year 1873-4 had 17 members. The studies pursued were Chemistry, German and French languages, Mechanical Drawing, etc. The reasons that induce a few boys to remain and have the advantages of this fourth year are various; some remain simply for general intellectual culture and improvement; some that they may make a beginning and lay the foundation of a good knowledge of German, and enlarge their acquaintance with French, and French authors; others, to pay special attention to Chemistry, and thus fit themselves to enter at once upon some department of life, where this knowledge is an important requisite; others still to make such progress in the above studies as will enable them to enter the Institute of Technology, at



an advanced standing. In the departments of Chemistry, German, etc., this advanced class has been under the charge of two accomplished, regular teachers of the school, and only in one department, namely, Mechanical Drawing, has an extra teacher been needed. The following extracts from the reports of the teachers in Chemistry and German will give an idea of the value of this fourth year, and suggest the question whether it ought not to be enlarged in its range of study, and prolonged to a fifth year to those disposed to embrace it.

"The course has comprised the subjects of General Chemistry and Qualitative Analysis.

"In general Chemistry the class have used Eliot and Storer's Manual as a guide, but the text has been largely supplemented by lectures, especially in the line of modern chemical theories. A large share of the time allotted to the subject has been devoted to laboratory work, the class performing the experiments laid down by Eliot and Storer. This method, I feel, enables the pupil to fix more accurately the knowledge gained by reading or lecture, and at the same time assists in the development of his observing faculties. Hardly enough can be said in favor of this mode of conducting the study of chemistry, so much superior is it in its results to the older methods, which consisted, generally, of mere reading, or at most of an opportunity to witness the experimenting of a professor.

"After a fair knowledge of general Chemistry had been gained, the class began a course of Qualitative Analysis, which was conducted almost entirely by laboratory work. After performing the few prelimi-

nary manipulations of Eliot and Storer's Manual, substances of unknown (to them) composition were given the class to analyze. They began with those extremely simple, and advanced to those which were of quite complex composition, and even to minerals. In this branch there has been a variety in the progress of the pupils. Some, manifesting a large degree of interest, have spent entire afternoons, for weeks together, in the laboratory, and made very rapid progress. It seems to me that for those who display such adaptation for chemical study, opportunities for further advancement should be afforded, such as facilities for the study of Qualitative Analysis, and permission to remain longer in the school. Of the class as a whole, I may say they have made fair progress; two pupils, in particular, deserve great credit for what they have done."

"In German the class has written and twice reviewed all the exercises in Ahn's Grammar, read and reviewed the reading selections contained in the same, covering about forty pages, and about one hundred and twenty pages in Comfort's Reader. The progress in this study has been reasonably satisfactory. The boys have become familiar enough with the language to readily understand easy German, and to express themselves with tolerable fluency and accuracy."

The closing statement of this report on the German of the advanced class was abundantly confirmed at the Annual Exhibition in July; when the advanced class was examined and held brief conversations in German, not only with their accomplished teacher, but with native Germans who were present.

The departments in which extra or special teachers are employed in the English High School are in good condition. Each of these teachers, at the head-master's request, sent in reports as the school year was closing, in June, and, like the reports of the regular teachers, they are so full and satisfactory that we should like to publish them entire. They would be highly creditable to the school, the teachers, and the pupils, and enlighten the public on some points where perhaps it needs enlightenment; at least they would show, what we trust our whole report will confirm, that, if our schools cost much money, they return an equivalent; and in the thorough education they give, in the intellectual and moral influence they exert, in the high preparation for life they impart, they are worth all they cost.

The report from the teacher of drawing is very full, covering a period of five years, giving an account of the progress made, and the increased facilities for instruction at this school.

Speaking of the increasing interest of the pupils in this department he says: "The addition of good models for the use of the pupils in drawing, has undoubtedly been one element of increasing interest in their work. But the opportunity to use these models to good advantage has been of recent date, for the reason that until within the last six months the pupils who use them most have been obliged to draw in rooms where it was impossible to arrange them properly for any purpose of representation in light and shade.

"Since that time one of the recitation rooms has been fitted for use as a drawing-room, and for the

first time in the history of the school it has become possible to arrange for use materials of this kind so that not only the outline forms of objects have been drawn, but the principles of light and shade have been explained and illustrated by shaded drawings made directly from the objects.

"During the latter part of the past school year, 1873-74, the pupils of the first class have drawn very largely from these models, using different materials and varied methods of work; with what results, the recent Drawing Exhibition at Horticultural Hall has already shown.

"The drawing-room is not by any means perfectly adapted to its present use, as nearly all the light it receives comes from the side, and is reflected from a wall directly opposite. But it has, among others, this advantage over the regular recitation rooms; the light comes through windows on one side of the room only, and not from two or three sides, as in them, and, on the whole, it is a very great improvement.

"Another added element of interest to the pupils has been the introduction into the second and third classes of lessons relating to Original Design.

"No one branch of study has done more toward exciting a general interest in drawing than this.

"From its introduction in its most elementary form, through its gradual development from Elementary to Applied Design, the pupils have kept up their interest in this subject to a remarkable degree.

"Throughout the second and third classes (with the exception of the first division of the second class) hardly enough attention has been paid to Design



during the past year, especially when we consider its importance from a practical point of view. This omission will without doubt be rectified in the future.

“The amount of success which this school has achieved in drawing has been largely due to the cordial co-operation of the regular teachers whenever they have been called upon to assist the special instructor in any way, and also to the constant support accorded to him by the principal of the school, who has at all times preserved good order and deportment in the drawing classes, and given all needed help in every way. And it would be impossible for me to close this report without thanking him and all others having official connection with the school, who, by their many kind acts and words of encouragement, have done so much to assist me in my attempts to carry out the plans of the Drawing Committee.”

The report closes with an account, arranged in tabular form, of the instruction in drawing in all the classes of the English High School for the last five years.

The regulations of the School Board require that every regular teacher in the High School, from the lowest to the highest position, shall understand the French language, and be competent to teach it. It is taught in every room with great thoroughness by every teacher; but for many years we have employed a special teacher in French, and the present one is a most accomplished scholar and gentleman.

The following extracts from his report in June last will show his methods and the value of his services:—

"My duties as instructor in French in the English High School consist in drilling the third-class boys in pronunciation, in reviewing their lessons in grammar which they have studied with their respective teachers in the course of the week, in explaining or correcting any difficult or dubious case. After this exercise we read about a quarter of an hour, and lately the boys commit to memory a paragraph and recite it to me.

"It would be much to the advantage of the boys if I could give this class two hours' instruction instead of one; the beginnings are always difficult, and they need an oral training of the sounds which one hour a week cannot afford.

"The boys of the second class, besides their lessons in advanced grammar, which are given by their teachers, translate with them two French plays, with notes by Prof. Bocher. Their teachers assign them one page to study carefully, and prepare three questions each. I have them close their books, and for half an hour I question them in French on that page and have them answer. I call afterwards a boy by his card, and he asks his own question, which another has to answer. After this I dictate to them in French a short anecdote, or a passage from their French play which they have not yet translated, and give a chance to every one to read a sentence, translate and spell it.

"Their teachers mark them in accordance with the number of their mistakes.

"With the first-class boys the conversation in French is the principal exercise. I question them on the text of a letter which they have previously translated, and

they have always questions to ask me, sometimes not confined to their lesson, but on any subject which that lesson has suggested. I give them also an exercise in dictation from a book which they never have seen, and I must say that I feel a legitimate satisfaction, however small is my own influence, when I see those boys writing under my dictation as easily as a French boy would do, and when I think that at their age, although brought up in the Lycée Louis le Grand, which is acknowledged the best school in the world, after five years of studying English I hardly could understand one word if spoken by an Englishman. As a general thing, the boys in our school seem to me much interested in the study of the language, and this is perhaps the best reason of their success.

"In regard to the discipline of the school, I have never had any case of disobedience or revolt, and a perfect harmony reigns between the scholars and myself."

The boys at the English High School have occasionally practised singing under the direction of some one of the regular teachers, so as to give us a little music at exhibitions and on other occasions, but there has been no special instruction in music by a professional teacher till within the last three years. This instruction has been received with interest, and in every way has a good influence upon the school. In his report in June last, the special teacher in music says, "The condition of the class, under my personal tuition, has been very satisfactory during the present school year. There are, in a large and important school like the English High, quite a number of boys

in the age of mutation or change of voice, and no teacher at all acquainted with the proper treatment of the voice would expect scholars in that condition to use their voice; yet, in spite of these natural drawbacks, the interest in the study of music has kept continually increasing. We were, by using boys whose voices had either not yet changed, or who had passed that critical state, enabled to form a choir of about 180 scholars, divided in sopranos, altos, tenors, and bassos, whose rendering of quite important choruses has on various occasions appeared very satisfactory to the music committee, the committee on the school, and to me, their teacher. My chief attention, however, has been given to the practice in singing at sight, and although this study does not enlist such earnest sympathy in the scholars as the more attractive one of part-singing, they have made encouraging progress." The report closes with an acknowledgment to the head-master and associate teachers, "for the willing assistance they have given to this branch of study."

It is now about twelve years since a military drill was introduced into the course of discipline and instruction of the English High School, and every one who has observed its influence will admit that it has been beneficial; it has interested the pupils all but universally; it has given a more manly tone of character and conduct to the boys; it has improved the discipline of the school, and made that discipline easier to the teachers in their several rooms; it has quickened intellectual activity and encouraged good scholarship, as no boy, whatever his physical qualifications,



can expect to receive appointment or approval as an officer in the English High School Battalion, if there are evidences against him of neglect of his studies, and the failure of an honorable rank as a scholar in his class. The military drill and the honorable ambition of holding an office in the battalion have had an influence also in inducing so many more boys than formerly to remain and complete the three years' course at the school. The military drill has been, from the first, under the charge of a gentleman every way accomplished and fitted for the position. In his report, in June last, he says:—

“I began the drill early in September, with over 500 pupils. The number is now 480. Excellent success has attended the division of the school into two battalions. Boylston Hall is too small for the movements of so large a number of boys as are under instruction in the English High School. Each battalion, consisting of half the able-bodied members of the school, drills two hours a week; the first battalion, from 9 to 10 on Monday, and from 1 to 2 on Wednesday; the second battalion, from 9 to 10 on Tuesday, and from 12 to 1 on Saturday.

“This division of the school enabled me to give closer attention to each company, to observe any inefficiency of the commissioned or other officers, and to remedy it, to give more time to the morale of the privates, and suggest such means to the officers as tend to strengthen that soldierly feeling which lies at the bottom of all military discipline. This feeling I find to a surprising extent among the young men under me; a readiness in each one to accept his position, whether

officer or private; a willingness to do always what is bidden; no grumbling, no insubordination. There is also a friendly relation between the two battalions, noticeable last year, and equally so this, that has no doubt contributed largely to the efficiency of the drill.

"The conduct of the boys during the entire year has been excellent. This is owing partly to the natural good disposition of the boys, partly to their interest in the drill itself, and especially to your own great interest in this exercise, and your good management of the boys.

"The number of cases of improper conduct is very small, and the cases themselves of trifling importance. I do not know when the boys have behaved better than during the past year.

"You ask me what I think of the drill as a mere exercise. I have only to say that as an exercise not demanding violent exertion, and yet requiring continual movement between the rests, it brings every part of the body into play from head to foot, and cannot but be healthful. The short time in which it overcomes the awkwardness of new-comers into the school has been a matter of common remark. They soon acquire a carriage of the body that is quite natural, and with it I think a manner of address, which, while it is manly, is not offensive.

"As for learning the drill at so early an age I can only quote as my own the opinion of West Point men, who will tell you that the drill was acquired with the greater thoroughness because of their youth; and that even when promotion or office duty interfere

with the practice of it, still when the occasion for use does come, their early training puts everything before them with its first freshness.

"As for the benefit to the community, that is something depending on contingencies which I hope may never happen in our time. But such contingencies have happened in our time, and Boston has felt the need of well-drilled men.

"From your school we send out every year more than a hundred young men, who, if at any future time an emergency should arise, will be found in every way qualified to fill positions of trust and responsibility.

"The bayonet classes have done unusually well this year.

"The officers have been prompt and well conducted; quite a number of them have attended the sword drills in the afternoon with great interest and advantage. I have heard of no complaints on the part of privates of the severity of the drill."

We have thus from the reports of its teachers, regular and special, presented an interior view of the English High School. We should have been glad to have submitted entire, the report of each one of the regular teachers, both for the evidence which each affords of individual competency and fidelity, of thoroughness of instruction, of wise and efficient discipline generally, and for the concurrent testimony they all bear to the condition of the school. The extracts given, however, from these reports, are sufficient to establish the last point. They show that the school is and has been during the year in a good condition,

both as to discipline and as an efficient instrumentality of education, of intellectual and moral culture; and if during the year, then in previous years. Such reports, unquestionably truthful and honest, could not have come from a school that, at a brief period before, under the same head-master, had been at a low state of discipline and instruction. It seems evident now, at least in the judgment of the writer of this report, that the sustaining the head-master in the fierce conflict of the year before, was a very important thing for the school. Had he been thrown out of place, through a virtual conspiracy of some of his subordinate teachers and their ambitious dissatisfactions, the school could not possibly have been in so good a condition as it is now. No one could have come in as head-master, in September, 1873, and successfully filled the place, with the ghost of a head-master, defeated and thrown out of his place by his subordinates, standing by his side, and ever recognized alike by all the other teachers, and by the pupils. The upholding of the rights and the rightful authority of the head-master in the conflict was a benefit to the school. The head-master, after his fiercely contested but final election, entered upon his work and commanded the sympathy and hearty co-operation of the teachers, and the respect and confidence of the pupils, and kept the school in good condition through the year, as the reports from which we have already quoted conclusively prove. To prove that he could do this, notwithstanding the mistakes or deficiencies alleged, was one of the reasons probably that induced him to continue in his



place from September, 1873, to September, 1874. As the time approached, when the committee are required to canvass their teachers and determine upon their nominations, the head-master addressed a note to the chairman, withdrawing his name as a candidate for re-election, and expressing his determination to retire from the school at the close of the school year. The withdrawal was accepted, and under the instructions of the committee the chairman addressed a note to him in acknowledgment of his earnest, faithful and efficient services in the school for a period of twenty-seven years, during which he had passed from the lowest to the highest position in its corps of teachers, and especially recognizing the fact that the school had greatly developed within the last five years, increasing its branches of study, and multiplying its numbers, and that for the way in which this had been done, and all the requisite changes easily and quietly made, the school was largely indebted to his eminent executive and administrative ability. He continued to preside over the schools, its various public exercises, the prize drill, the prize declamation, the annual exhibition, etc., to the end of the year.

After various personal inquiries and examinations, the committee on the school submitted to the School Board the names of two gentlemen as candidates to fill the vacancy, and at a meeting held on the 30th of June, Edwin P. Seaver, Assistant Professor of Mathematics in Harvard College, was chosen head-master of the English High School. Prof. Seaver has large learning, great experience, tact and capacity as a teacher, good administrative abilities and vigorous

health; in short, all physical, intellectual and moral qualities requisite for his important office. He entered upon the discharge of its duties at the opening of the school on the second Monday of September. He receives the school in good condition, as this report of the past year conclusively shows. He is surrounded by a corps of able, experienced, faithful and devoted teachers, whose respect and confidence, together with the affectionate enthusiasm and admiration of the pupils, he will not fail to secure. The energy, wisdom and good judgment he has already displayed give assurance that the hopes entertained of his successful and brilliant administration of the school will not be disappointed.

The rule adopted by the School Committee last spring as an experiment, which allows all diploma scholars from the Grammar Schools to enter the High Schools without examination, will not probably work well. It certainly will not, unless a uniform system and standard of examination for diplomas be adopted in all the Grammar schools; and it will be no saving of time or work to the English High School teachers unless each diploma state the owner's rank or average at the examination in the Grammar School at which he received it. This year all the diploma Grammar school scholars had to be examined as thoroughly as on previous years, in order to classify them; and in some cases, as all by the rule had a right to enter, we had to receive those who upon examination showed themselves to be unprepared.

The great, pressing, paramount want of the English High School is a new school-house, adequate to

accommodate the whole school in one building. It is impossible to make the school a unit, give it a uniform tone, character, scholarship, to have the whole and the best influence of the head-master and the whole corps of teachers thoroughly felt, and the school made what it might and ought to be, while it is divided, held in two buildings a quarter of a mile apart, and the head-master is continually running from one to the other, in his endeavors to superintend and control the whole. It is earnestly to be hoped that the plans now before the city government for a new edifice for the use of the Latin and English High Schools will be speedily executed.

Respectfully submitted.

S. K. LOTHROP,

*Chairman.*

SEPTEMBER, 1874.

CATALOGUE OF THE TEACHERS AND PUPILS OF THE  
ENGLISH HIGH SCHOOL, SEPTEMBER, 1874.

HEAD-MASTER.

EDWIN P. SEAVER.

MASTERS.

LUTHER W. ANDERSON,  
L. HALL GRANDGENT,

ROBERT E. BABSON,  
ALBERT HALE,

JOHN P. BROWN.

SUB-MASTERS.

CHARLES B. TRAVIS,  
CHARLES J. LINCOLN,  
JOHN O. NORRIS,  
LUCIUS H. BUCKINGHAM,  
THOMAS J. EMERY,  
JOHN F. CASEY,

CHARLES O. WHITMAN,  
GEORGE F. LEONARD,  
MANTON SEAVEY,  
JEROME B. POOLE,  
WILLIAM G. NOWELL,  
S. CURTIS SMITH.

TEACHER OF FRENCH.

NICHOLAS F. DRACOPOLIS.

TEACHERS OF DRAWING.

HENRY HITCHINGS,      EDWARD K. CLARK.      A. H BERRY.

TEACHER OF MILITARY DRILL.

LIEUT.-COL. HOBART MOORE.

PUPILS.

ADVANCED CLASS.

Allen, George E.  
Brown, Alfred W.  
Brown, Charles G.  
Chase, William P.  
Coleman, John B.  
Glover, Nathan H.  
Ham, William J.  
Hobbs, Fred W.  
Kingman, Abner, Jr.  
Kingsbury, Edward R.  
Knowles, Arthur J.  
Munsell, Albert H.

Murphy, Louis A.  
Pickering, William H.  
Sanders, Joseph W.  
Whidden, Bradlee

FIRST CLASS.

Achorn, Kendall L.  
Adams, George  
Alger, William E.  
Allen, Francis S.  
Allen, Harry S.  
Anderson, James J.  
Austin, Walter  
Baldwin, Frank E.



Bartlett, Alfred H.	Hoey, Thomas W. C.
Batchelder, J. Walter	Hopkins, William A.
Bond, Luther A.	Houghton, Michael J.
Bouvé, James A.	Hyams, Godfrey M.
Bowen, Benjamin J.	Irving, William N.
Boyd, James	Keeler, Edward F.
Brackett, Arthur L.	Kingman, George F.
Brooks, William A.	Lane, Frederic H.
Burgess, Clinton B.	Lane, Thomas J.
Burgess, Howard K.	Loring, Fred R.
Burley, William P.	Loveland, Herbert W.
Casey, Thomas W.	Mason, George B.
Cherrington, William C.	McCarthy, Michael J.
Child, John H.	McCobb, Frank W.
Clark, Nathan D.	Mehegan, Timothy
Coffey, Jeremiah D.	Meinrath, Ariel
Conness, John, Jr.	Miller, Edwin C.
Crooker, Charles B.	Morse, Edward W.
Crosby, Samuel T., Jr.	Morss, Charles A.
Cummings, Ciro, Jr.	Mungovan, John F.
Cunningham, Charles E.	Myerson, Louis A.
Currier, Edward T.	Nickerson, George
Cutler, Edward A.	North, Wayne H.
Cutter, Henry A.	O'Niel, John F.
Damrell, Charles	Parker, John G.
Davenport, Howard S.	Pierce, William A.
Davenport, William E.	Pigeon, Charles W.
Davis, William S.	Pomeroy, William H.
Denham, Matthew T.	Pond, George W.
Duffley, Thomas F.	Quimby, Charles L.
Dunbar, Thomas L.	Quinn, Phillip H.
Dyer, Frank W.	Randall, Frank C.
Earle, William A.	Rich, William A.
Edwards, William P.	Rockwood, Edward O.
Elsbree, Frank M.	Ryder, Charles C.
Farless, James H.	Sampson, George H.
Farrar, Frederick A.	Schlimper, Henry
Fitzgibbon, Frank J.	Scollard, Cornelius J.
Frazier, George H.	Shepard, Paul D.
Geary, Daniel J.	Slattery, Thomas F.
Gibbons, Joseph M.	Small, Herbert E.
Gottlob, Jacob	Smith, George A.
Greenberg, Alie	Smith, William S. D.
Grovenor, Edmund R.	Spaulding, Albert D.
Halden, Harry	Spear, Alfred
Heyer, Louis E.	Stanwood, Frederic S.
Hitchcock, Hiram A.	Staples, Walter J.

Sullivan, Henry A.  
 Swallow, William H.  
 Taylor, Frank F.  
 Taylor, Frederic P.  
 Tenney, Henry W.  
 Treadwell, William P.  
 Trombley, James F.  
 Utley, Charles H.  
 Waitt, Arthur M.  
 Walters, Arthur A.  
 Wardwell, George J.  
 Ware, Bruce R.  
 Warshauer, Henry  
 Welch, William J.  
 Weston, Arthur H.  
 Whidden, Renton  
 White, Charles A.  
 Wilde, E. Cabot  
 Wilkie, James, Jr.  
 Woodman, George F.  
 Wright, Merle St. Croix  
 Wyman, James T.

## SECOND CLASS.

Adams, Arthur A.  
 Albree, John, Jr.  
 Allen, Frank N.  
 Anderson, Patrick A.  
 Armstrong, Lewis W.  
 Badger, Erastus F.  
 Badger, Walter I.  
 Bailey, Charles H., Jr.  
 Baldwin, Fred F.  
 Barron, George A.  
 Barry, David A.  
 Bickford, Horace M.  
 Bird, William H.  
 Blair, Howard K.  
 Blodgett, Rollin N.  
 Bond, James A.  
 Bowker, Waldo B.  
 Brown, Charles H.  
 Brown, George E.  
 Brown, Peter J.  
 Burnett, William J.  
 Burnham, Reuben A.  
 Burton, Hiram M.

Cahalan, John J.  
 Callahan, John J.  
 Chaplin, Frank J.  
 Chester, George W.  
 Christian, Albert A.  
 Collamore, Peter  
 Collins, David A.  
 Conway, Patrick H.  
 Coombs, Albert D.  
 Crane, Horatio N.  
 Crocker, Clarence H.  
 Cumston, William  
 Curtis, Thomas R.  
 Cutler, Harry H.  
 Daley, John A.  
 Davis, Charles J.  
 Davis, Frank L.  
 Dodd, Edward P.  
 Doggett, Samuel B.  
 Doolittle, Warren H.  
 Douglas, John T.  
 Ellis, William B.  
 Falardo, Charles H.  
 Fallen, Matthew W.  
 Fenton, Benjamin F.  
 Fish, Charles S.  
 Ford, Frank H.  
 Fogarty, James E.  
 Foster, George R.  
 French, Asa P.  
 Fynes, James A.  
 Garland, George C.  
 Garratt, William A.  
 Garrett, Andrew F.  
 Gartland, Peter F.  
 Gay, Harry H.  
 Getchell, Fred  
 Gifford, George L.  
 Gilmore, Horace E.  
 Grimmons, Charles A.  
 Grodjinski, Abram  
 Guiteau, Charles C.  
 Hackett, Jean A.  
 Halm, Edwin M.  
 Haley, Daniel J.  
 Hall, Frank A.  
 Hall, Henry G.

Hall, Harry S.  
 Hall, Samuel R.  
 Haskell, Waldo C.  
 Hatch, George M.  
 Hayes, George G.  
 Heath, William B.  
 Henchey, Rufus J.  
 Hendre, Robert W.  
 Hennessey, Thomas J.  
 Heustis, James W.  
 Hobbs, Joseph M.  
 Hodge, Leslie O.  
 Horgan, Daniel E. J.  
 Hunneman, Joseph B.  
 James, Arthur H.  
 Jones, J. Edwin,  
 Kanèko, Nao Tsgu,  
 Kaufman, Myer  
 Kenney, David M.  
 Keyes, John W.  
 Kingman, Rufus A.  
 Knott, Nathaniel W. T.  
 Knowles, John T.  
 Krey, John H.  
 Lally, William A.  
 Langley, Henry W.  
 Lenehan, John J.  
 Lennon, Frank T.  
 Linehan, Francis H., Jr.  
 Lombard, Willard C.  
 Lovejoy, Charles F.  
 Luce, William B.  
 Magrin, Gilbert L.  
 Mayo, Lawrence  
 McAloon, A. H.  
 McLaughlin, John  
 McLaughlin, Walter S.  
 McSweeney, Terrence  
 Merrill, Thomas  
 Miley, Charles E.  
 Miller, William T.  
 Mills, Eben F.  
 Millett, Charles W.  
 Moore, John J.  
 Morrison, Charles N.  
 Murphy, Fred F.  
 Nason, John

Neal, Joseph H.  
 Neily, George A.  
 Ogilvie, John S.  
 Parker, Frank H.  
 Parker, George W., Jr.  
 Parsons, George A.  
 Patten, William F.  
 Peck, Charles F., Jr.  
 Pierson, Edward W.  
 Pinkham, Arthur S.  
 Pope, Hubert  
 Powers, William F.  
 Pratt, George E.  
 Prince, Aaron  
 Putnam, George N.  
 Quinn, John T.  
 Rand, William E.  
 Reddican, Frank J.  
 Richardson, Oscar  
 Robbins, Henry C.  
 Roberts, Charles W.  
 Ross, George W.  
 Rowe, Augustus H.  
 Schlegel, Orlando T.  
 Shea, James J.  
 Shurtleff, Howard L.  
 Simmons, William S.  
 Simmons, William T.  
 Smith, Erasmus F.  
 Smith, Frank L.  
 Snow, Franklin, Jr.  
 Spitz, Jacob M.  
 Stewart, Frederick J.  
 Stuart, Frederick W.  
 Sullivan, John F.  
 Sweeney, Frederick R.  
 Swett, Leslie M.  
 Thacher, Thomas C.  
 Thompson, Arthur H.  
 Tillson, John  
 Topham, George G.  
 Topham, William H.  
 Traiser, Charles H.  
 Underwood, Frank L.  
 Underwood, William L.  
 Wallingford, Waldo A.  
 Warshauer, Jacob

West, Albert S.  
 White, William H.  
 Whitman, Fred O.  
 Whiton, Henry L.  
 Whittemore, Walter B.  
 Whittier, Edmond A.  
 Wiggin, Robert C.  
 Williams, John T.  
 Willis, Frank E.  
 Wise, Edward R.  
 Wren, James F.  
 Wyman, Charles A.

## THIRD CLASS.

Adams, Fred G.  
 Adams, Marshall P.  
 Anthony, Myer  
 Armstrong, Robert J.  
 Ayling, Arthur P.  
 Ayres, James  
 Baker, Alpheus S.  
 Baker, Charles A.  
 Baker, Edward M.  
 Balch, Gerald S.  
 Balch, Joseph  
 Bassett, Joseph P.  
 Battles, Wendell P.  
 Benedict, William L.  
 Bicknell, William J.  
 Blake, James A.  
 Blake, Peter T.  
 Blinn, George R.  
 Bliss, Charles I.  
 Borden, William N.  
 Bowker, George H.  
 Brackett, William A.  
 Branigan, William H.  
 Bray, William E.  
 Briggs, Frank H.  
 Brandley, James  
 Brooks, Frank P.  
 Brown, Oliver N.  
 Buckley, Thomas W.  
 Buckley, Timothy R.  
 Bugbee, Henry  
 Burnett, Arthur F.  
 Busted, William

Canning, Lemuel S.  
 Capelle, William B.  
 Capen, George A.  
 Carleton, Frank A.  
 Carroll, John H.  
 Chapin, Nathaniel D.  
 Clark, Robert E.  
 Clemens, Charles E.  
 Cliffe, Adam J.  
 Cobe, Israel  
 Coleman, Frank V.  
 Collins, Charles J.  
 Collins, Dennis H.  
 Conolly, James J.  
 Conway, Charles W.  
 Conway, John H.  
 Corr, James L.  
 Corthell, Clarence E.  
 Cotter, James W.  
 Crane, George B.  
 Cummings, Charles B.  
 Curley, Joseph A.  
 Curran, John A.  
 Curry, John E.  
 Cutter, Philip J.  
 Dane, George P.  
 Davison, James W.  
 Davis, William F., Jr.  
 Dever, Charles J.  
 Devine, James V.  
 Dickson, George C.  
 Donn, Albert J.  
 Doty, George E.  
 Downing, Frank H.  
 Drew, Herbert  
 Driscoll, Cornelius J.  
 Driscoll, George W.  
 Dunham, Frederic  
 Dunning, Herbert G.  
 Dupee, George E.  
 Duran, Michael F.  
 Dykes, William P.  
 Eeles, Fred J.  
 Eldridge, John F. Jr.  
 Elms, James C. Jr.  
 Emerson, Lowell  
 Evans, George W.



Fairbanks, Channing H.  
 Fay, Henry G.  
 Ferry, Manuel J.  
 Fields, Elmer E.  
 Finnegan, John A.  
 Fisk, Wilber S.  
 Fitzgerald, James T.  
 Flynn, Cornelius B.  
 Forristall, George L.  
 Foss, Clarence E.  
 Foster, Charles E.  
 French, Charles E.  
 French, David O.  
 French, Walter H.  
 Furber, Henry P.  
 Gallagher, Elmer E.  
 Gardner, Walter P.  
 Ginty, Edward T.  
 Glidden, William T.  
 Glover, Edmund T.  
 Glover, William H.  
 Going, Arthur F.  
 Goodhart, Emanuel L.  
 Gray, Lewis F.  
 Hall, Richard S.  
 Hamburger, Jacob  
 Hamilton, Winthrop L.  
 Hand, Walter D.  
 Harrington, Frank E.  
 Hanson, Alfred T.  
 Hanson, Stanton I.  
 Hartshorn, Arthur H.  
 Hasselbrook, John H.  
 Hastings, Henry M.  
 Hayes, Timothy J.  
 Haynes, George L.  
 Higginson, Fred.  
 Hinckley, Daniel T.  
 Hodgdon, Fred. A.  
 Hodges, Carl E.  
 Holmes, Frank W.  
 Howland, Arthur  
 Huckins, Frank  
 Hutch, Richard T.  
 Hutchins, James H.  
 Hyams, David N. C.  
 Ide, Robert L.

Jacobs, George R.  
 Jenney, Bernard  
 Johnson, Edward  
 Johnson, Henry M.  
 Johnson, William T.  
 Kehen, Francis  
 Kelley, Charles A.  
 Kelley, William J.  
 Kendall, Fred E.  
 Kendall, Fred P.  
 Kennedy, Thomas A.  
 Kenny, William S.  
 Kerr, Albert R.  
 Kimball, Charles A.  
 Knox, Robert J.  
 Lambert, Thomas A.  
 Leslie, Freeland D.  
 Lewis, Edwin J.  
 Lincoln, Joseph  
 Littlefield, Warren H.  
 Locke, Elmore E.  
 Lockwork, Frank J.  
 Mahoney, James M.  
 Manning, Thomas F.  
 Marquand, Joseph  
 Martin, Frank  
 McCarthy, Cornelius J.  
 McCarthy, Edward J.  
 McCarthy, George J.  
 McCarthy, Timothy J.  
 McGarrigle, Joseph  
 McGilvary, David F.  
 McInnis, Nathaniel P.  
 McIntyre, Edward B.  
 McMulkin, Edward J.  
 McNamara, John J.  
 McNutt, William S.  
 Meins, J. Frederic  
 Merguire, Charles L.  
 Merritt, Edward T.  
 Mills, Frank I.  
 Moore, Fred G.  
 Moore, John A.  
 Moore, William T.  
 Morey, Charles E.  
 Morrill, Philip  
 Morris, Lewis

- Morse, Charles F.  
 Morse, Edward E.  
 Morse, Fred S.  
 Mower, George A.  
 Mudge, Frank H.  
 Murphy, Charles R.  
 Murphy, James H.  
 Murphy, William S.  
 Nagle, Benjamin  
 Neal, John P. C.  
 Newell, Fred E.  
 Newell, Richard A. Jr.  
 Nickerson, Augustus  
 Nowell, Grant W.  
 O'Brien, John  
 O'Brien, Joseph B.  
 Obst, Charles M.  
 O'Keefe, Daniel J.  
 O'Lalor, David R.  
 Orne, Arthur O.  
 Otis, Alfred W.  
 Page, George H.  
 Page, Hollis B.  
 Page, Joel H.  
 Paine, William F. R.  
 Paradise, Frank I.  
 Parker, Harry E.  
 Parker, William P.  
 Paul, George A.  
 Pease, William T. H.  
 Peeling, Charles A.  
 Pendleton, Clarence A.  
 Perry, Charles H.  
 Perry, Samuel  
 Pollard, Alonzo W.  
 Powers, Thomas F.  
 Raymond, Frederic C.  
 Reed, Homan E.  
 Reed, William A.  
 Rice, Bernard H.  
 Riley, Patrick H.  
 Roberts, George T.  
 Robertson, John E.  
 Rumrill, William F.  
 Rust, Channing  
 Scott, Eben R.  
 Scully, William H.  
 Seavy, Alexander P.  
 Sexton, Lawrence F.  
 Shea, Francis A.  
 Shedd, Edwin W.  
 Sheehan, John E.  
 Shepard, Charles H.  
 Sherman, Nathaniel P.  
 Shine, Daniel  
 Shortell, James P.  
 Sibley, Clairian P.  
 Smith, Albert P.  
 Smith, John W.  
 Smith, Robert M.  
 Spitz, Isaac D.  
 Stanley, John J.  
 Steere, John E.  
 Stengel, Frank P.  
 Strecker, William  
 Sullivan, Bartholomew F.  
 Sullivan, Cornelius P.  
 Sullivan, Dennis  
 Sullivan, Michael N.  
 Summerfield, Moses  
 Sutermeister, Gottlieb  
 Swan, Charles I.  
 Tansey, Thomas J.  
 Thompson, Fred E.  
 Thompson, J. Howard  
 Tighe, William J.  
 Towle, George P.  
 Wall, Richard F.  
 Walle, Joseph F.  
 Walker, James, Jr.  
 Walsh, Henry J.  
 Warren, Eugene M.  
 Webber, John A.  
 Webster, Samuel  
 Weeks, J. Herbert  
 Welch, George W.  
 Welch, Michael J.  
 Wentworth, Ralph S.  
 West, Albert S.  
 Wheeler, James H.  
 Wheeler, Edward B.  
 Wheeler, Walter F.  
 Wheeler, William R.  
 White, Henry S.

White, James L.  
 Whitten, William W.  
 Wiggin, Eugene H.  
 Wild, John C.  
 Wing, Harvey T.  
 Williams, Edward E.  
 Wilson, Henry L.  
 Wilson, Otis A.  
 Wilson, Robert W.

## SUMMARY.

Advanced Class . . . . .	16
First Class . . . . .	124
Second Class . . . . .	176
Third Class . . . . .	278
	—
Total . . . . .	594

## GIRLS' HIGH SCHOOL.

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The Committee of the Girls' High School respectfully report:—

That the school is, in the main, in very excellent condition.

With reference to the question of the practicability of holding two sessions, which has been proposed, it may be stated that of the pupils attending the school during the current year,

28 per cent.	reside	within fifteen minutes' walk.
7	“	“ beyond, but in the neighborhood.
12	“	“ at the West End.
3 $\frac{1}{4}$	“	“ at the North End.
9	“	“ at East Boston.
18 $\frac{1}{2}$	“	“ at South Boston.
10 $\frac{1}{4}$	“	“ at the Highlands.
5 $\frac{1}{4}$	“	“ at Dorchester.
1 $\frac{1}{2}$	“	“ at Jamaica Plain and Charlestown.
5 $\frac{1}{4}$	“	“ in the suburbs.
<hr/>		
100	Total.	

On the most careful estimate that can be made, based on the above facts, about 390 pupils, or at least 65 per cent., would be obliged to leave school if the plan of two sessions a day were adopted, leaving it a local, instead of a general school.



It is too apparent to any one at all familiar with this or any similar school, that the method of appointing teachers, hitherto adopted, is intrinsically and radically wrong, and that the Rules and Regulations of the School Board requiring a general examination of applicants in the whole range of modern High-school studies should be essentially modified, so far as they apply to appointments of teachers in the High Schools. So long and so far as this false system is required and adopted, it is vain to expect the most thorough qualification in any one study. The requirements of a modern education have so far multiplied, and the range of studies has been so far enlarged of late years, that it is beyond the limits of the human mind to master them all equally well, and the most eminent scholars and scientific men are those who have adopted and adhered to some specialty, to the partial neglect and exclusion of other branches of human knowledge. The well-known maxim, "Beware of the man of one book," is becoming more and more forcible. Strength and efficiency are to be sought for in the direction of concentration, and weakness follows diffusion of effort.

We ought to be able to secure the same high and unquestionable culture in one or more special branches or departments to be taught, that is now secured by appointments of the same character at the Massachusetts Institute of Technology, or at Harvard, or any other first-class college, and no High School will ever realize its grand possibilities while its appointments are based on a limited knowledge of a little of everything. However strenuous the effort may be to recog-

nize this special or departmental employment of teachers, appointed in this way, giving them only one or two studies to teach, it is too much to expect them to teach these thoroughly well, unless they happen to have been the ruling passion and pursuit of their lives, and it is unreasonable and vain to expect to find this, with the imperative necessity of broad general acquirements impending over every candidate for such positions. Now the practical application of this suggestion would be, to authorize the Committee, whenever a vacancy or the necessity of a new appointment may occur, to elect a special teacher of Latin, a special teacher of Mathematics, a special teacher of Modern Languages, or such other as the case may require.

It is desirable that the fourth year's course should be more specifically and authoritatively recognized than it is, by changing the names of the classes from Junior, Middle, Senior and Advanced, to First year, Second year, Third year and Fourth year, and by deferring the award of the diploma till the completion of the Fourth year. The time is now too limited to enable us to accomplish all, or anything like all, that the public has a right to expect of such a school, and the complaints of overwork, which have sometimes been heard, have arisen from the necessity of crowding into three years what ought to be distributed over at least four. Whatever apparent objections there may be to extending or prolonging the course, it is believed that the advantages greatly outweigh them.

This change would enable us to lay out a special

course of study preparatory to colleges. It would enable us to do, for such girls as desire it, what the Latin School does for boys. It would enable us to relieve, to a greater extent than is now practicable, the extreme pressure of work, and to devote more time to physical culture and the development of a sound and strong constitution in the graduates of the school.

While the Committee have been laboring earnestly with an honest effort to elevate the standard and increase the efficiency of the school, and were flattering themselves that they were meeting with a reasonable degree of success, it is deeply to be regretted that the Board should have seen fit to abolish the examinations for admission. It cannot be regarded, by any sensible educator, otherwise than a disgrace, and a most serious blow and lasting injury to the good of the school. It is a long step backward, and the only remedy for it is to reinstate the examination, or to establish a competent Board of Examiners to fix upon a uniform standard of acquirement throughout the city. No one can deny that some reasonable and uniform standard of qualification for admission to any such school is of vital importance. This necessity is recognized as imperative by all our higher institutions of learning, both public and private, and this is the first instance, within our knowledge, where all attempt at a fair and uniform standard of qualification, attainment and maturity has been dispensed with. It is a serious and lasting injury to the pupils themselves as well as to the school, and the Committee most earnestly protest against its repetition.



The Committee wish to express, in this public way, their acknowledgments to the masters of Grammar Schools for girls, and to the local committees on such schools, generally throughout the city, for their cordial co-operation in the effort to hold the age for the admission of pupils more nearly up to the wise regulations of the School Board. The beneficial results of this change are already strikingly apparent, and they will become more and more so, from year to year, as the average percentage of health and strength of the classes arising from greater physical and mental maturity increases.

One of the most prevailing deficiencies to be observed in the pupils coming from the Grammar Schools, especially among those that come at the minimum age recognized by the rules of the Board, is the want of development of the thinking and reasoning faculties. This characteristic is so general and so striking as to lead to the conclusion that there must be something wrong in the system on which they are taught. If it should be found, on careful investigation, that the memory has been trained too exclusively, to the neglect of the power of thought and reason, it would suggest the inquiry as to whether that faculty is especially to be considered in a course of training for real mental discipline. Pupils entering this school will often pass an excellent examination in studies requiring only a quick memory; but the moment they are put into studies requiring thought and some maturity of mind, they fail entirely, and have to be dragged along at the foot of the class, unable to derive any



benefit whatever, simply because such studies are beyond and above them. In other words, certain studies that must constitute an important part of any High-school course require a certain development or mental maturity which ordinarily comes only with years.

It is easy to say that a faithful adherence to the programme ought to give us some degree of uniformity in the attainments of the graduates of the Grammar Schools; but practically the results do not justify this conclusion. The remedy for this state of things would seem to be the organization of a preparatory class under the charge of a competent instructor for such as are really unprepared, either from want of age or mental acquirements, to derive the full benefit of the regular High-school course.

Besides this great want of uniformity in the preparation of the pupils coming from the Grammar Schools, there is a large class of applicants, coming every year from private schools, which do not even attempt any systematic preparation to enter the Girls' High School. Such applicants for admission almost invariably fail to pass our examinations, but they are usually far above the requisite age, and only require a few months of special training, which a preparatory class could most judiciously give.

Such a class need not entail any very considerable expense. Probably a single teacher, acting under the direction and guidance of the head-master, with such assistance as the regular teachers of the school could render from time to time, would be all that would be needed.

The Committee respectfully recommend the adoption of the following orders: —

1. *Ordered*, That the regular course of instruction in the Girls' High School extend over four years, and that the Committee be authorized to award a diploma on the satisfactory completion of the fourth year's studies.

2. *Ordered*, That the Committee on the Girls' High School be authorized to organize a preparatory class, into which candidates for admission, and members of the first year's class who are unable to pass their examinations, may be received.

For the Committee,

CHARLES L. FLINT,

*Chairman.*

CATALOGUE OF THE TEACHERS AND PUPILS OF THE  
GIRLS' HIGH SCHOOL, OCTOBER, 1874.

## HEAD-MASTER.

SAMUEL ELIOT.

## MASTER'S ASSISTANTS.

HARRIET E. CARYL, MARGARET A. BADGER.

## TEACHER OF CHEMISTRY.

BESSIE T. CAPEN.

## HEAD-ASSISTANTS.

EMMA A. TEMPLE,  
KATHERINE KNAPP,MARY E. SCATES,  
ADELINE L. SYLVESTER.

## ASSISTANTS.

LUCY O. FESSENDEN,  
ADELINE S. TUFTS,  
ALICE M. WELLINGTON,  
EMERETTE O. PATCH,  
REBECCA R. JOSLIN,  
S. ANNIE SHOREY,  
AUGUSTA C. KIMBALL,FLORENA GRAY,  
LUCY R. WOODS,  
ELLEN M. FOLSOM,  
MARY J. ALLISON,  
LAURA B. WHITE,  
MARY L. B. CAPEN,  
MARY E. OLIVER.

PROSPÈRE MORAND, TEACHER OF FRENCH.

E. C. F. KRAUSS, " " GERMAN.

JULIUS EICHBERG, " " MUSIC.

MARY E. CARTER, " " DRAWING.

MERCY A. BAILEY, " " "

## PUPILS.

## ADVANCED CLASSES.

*Sixth year.*Babcock, Ellen S.  
Dudley, Christine M. L.  
Page, Eliza Lillias*Fifth year.*Carr, Maria F. A.  
Noyes, Eliza W.  
Smith, L. L.  
Stone, Ellen A.  
Taylor, Ida F.

*Fourth year.*

Ayling, Adelaide R.  
 Bailey, Valetta I.  
 Bigelow, Florence J.  
 Brawley, Margaret C.  
 Brown, Sarah A.  
 Bumstead, Emma W.  
 Churchill, J. R.  
 Cooke, L. L.  
 Evans, Julia A.  
 Fuller, L. M.  
 George, Catharine W.  
 Gogin, Emma C.  
 Goodwin, Mary A.  
 Hall, Eleanor A.  
 Harlow, Carrie A.  
 Haynes, Alice F.  
 Hersey, Clara  
 Josselyn, Mary E.  
 Ladd, Elizabeth B.  
 Leland, Emma F.  
 Locke, Mary S.  
 Mackie, L. I.  
 Mann, Marietta R.  
 McCleary, Emily A.  
 McLaughlin, Sarah J.  
 Moseley, Clara M.  
 Nowell, Alice P.  
 Ordway, Mary L.  
 Palmer, Alice W.  
 Perrin, Julia  
 Pierce, Caroline E.  
 Pitcher, Mary E.  
 Ranney, Helen M.  
 Robbins, Sarah H.  
 Slade, Louisa P.  
 Snow, J. M.  
 Stevenson, Harriet E.  
 Stone, Julia  
 Talbot, Gertrude M.  
 Tenney, Grace G.  
 Titus, Mary E.  
 Vinal, Mary J.  
 Ward, Mary  
 Weston, A. W.  
 White, A. A.  
 Wolcott, Harriet T.

## CLASSES OF THREE YEARS' COURSE.

## SENIOR CLASS.

Adams, L. L.  
 Adams, Sarah E.  
 Alexander, Mary L.  
 Allen, Pauline E.  
 Andrews, Mary A.  
 Atwood, Flora C.  
 Atwood, Sara E.  
 Avery, Annie F.  
 Babson, Abbie H.  
 Badlam, Mary E.  
 Baker, Mary W.  
 Barnicoat, Alice A.  
 Benedict, Emily  
 Bibbey, Mary L.  
 Bradlee, Ella F.  
 Bradley, Ella  
 Brigham, Georgiana N.  
 Bright, Mary L.  
 Brown, C. L.  
 Brown, Grace C.  
 Brown, Lucy L.  
 Bryant, Carrie H.  
 Buckley, Martha G.  
 Burgess, Mary C.  
 Burton, Ida M.  
 Cayvan, Georgia E.  
 Chandler, Gertrude A.  
 Chenery, H. M.  
 Cherrington, Claudine E.  
 Clarke, Martha G.  
 Cleary, Margaret  
 Cline, Adele B.  
 Cook, Henrietta J.  
 Coolidge, Eleanora R.  
 Coolidge, Sarah L.  
 Cornish, Frances A.  
 Coughlin, Julia F.  
 Coulter, Rebecca  
 Courtney, Mary E.  
 Crabtre, Annie C.  
 Craig, H. G.  
 Crane, Emma F.  
 Crocker, Marion P.  
 Cundy, Alice A.



Curry, Margaret L.	Leland, Ada
Curtis, Eulalie L.	Leland, Ella A.
Cushing, Ethel	Littlefield, A. C.
Davis, Annie M.	Lombard, N. C.
Dexter, Florence E.	Lothrop, Charlotte N.
Dix, Florence	Macomber, Ella L.
Doe, Ellen L.	Mason, Kate A.
Dow, Sarah F.	McAlison, Addie
Drake, Agnes L.	McCarty, Marty A.
Drake, Florence I.	McDonald, Elizabeth
Edwards, Eloise S.	McDonald, Mary J.
Eliot, Emily M.	McGee, Ellen
Emmons, Florence A.	McGlinchey, Hannah L.
Everett, Elizabeth H.	McIntosh, J.
Fairbanks, C. D.	Merrill, C.
Farrar, Cora D.	Merrill, Frances M.
Farren, Helena G.	Merrill, Lucy
Farrington, Pamela B.	Metcalf, J. E.
Firmeran, Catherine	Morrissey, L. M.
Frost, Sarah A.	Nelson, Maria L. G.
Glass, Sarah R.	Newcomb, Frances R.
Glines, Augusta O.	Nichols, Edith
Gourley, Letitia E.	Nichols, Esther F.
Grady, Mary T.	Nowell, Charlotte E.
Hagan, Rose E.	Page, Caroline E.
Halliday, Ida E.	Palmer, Mary
Hewins, Edith	Pecker, A. G.
High, B. A.	Phippen, Annah L.
Hill, J. L.	Pike, Charlotte A.
Hill, Mary E.	Piper, Harrietta
Hill, Sarah F.	Polley, Louise F.
Hitchcock, A. C.	Porter, Mary E.
Hodges, Mary L.	Powers, Josephine
Holmes, Terese C.	Putney, L. F.
Huntress, J. W.	Redlon, Juliette F.
Jackson, Adelina B.	Regan, Annie J.
Jameson, Helen M.	Robinson, Clara E.
Johnson, Cora M.	Robinson, Edith V.
Jones, Mary E.	Rowe, Grace
Keenan, Maria F.	Rust, Winifred
Kelliher, Elinor M.	Seaman, Alice A.
Kenney, Elma I.	Shepard, Alice
Kent, Gertrude E.	Shepard, L. G.
Kimball, H. S.	Shine, Mary E. T.
Kyle, Mary A.	Snow, Ellen C.
Learned, K. A.	Stearns, Marion C.

Souther, A. L.  
 Swett, Mariam B.  
 Swindlehurst, Susan L.  
 Tucker, H. M.  
 Tucker, Helen B.  
 Turner, Mary C.  
 Upham, Mary D.  
 Ward, Martha E.  
 White, Mary E.  
 Whitford, Alice M.  
 Wilder, Mary E.  
 Wilson, Sarah W.  
 Wood, N. F.

## MIDDLE CLASS.

Abercrombie, M. E.  
 Adams, Julia L.  
 Agnew, Emily J.  
 Austen, Lillie  
 Averill, Harrietta F.  
 Bailey, Frances T.  
 Balch, Zoe I.  
 Bartlett, Edith S.  
 Baxter, Eleanor N.  
 Bemis, Ella F.  
 Bennett, N. M.  
 Birchmann, Juliana  
 Birmingham, Mary A.  
 Blackwell, Cora A.  
 Blanchard, Helen M.  
 Blodgett, D. A.  
 Bond, Mary D.  
 Bonnar, Isabel G.  
 Bowman, Sarah L.  
 Brady, Mary E.  
 Breckinridge, Ida J.  
 Burbank, Delle E.  
 Burditt, Harriet A.  
 Burns, C. W.  
 Capron, Kate C.  
 Capen, L. R.  
 Chapin, F. F.  
 Cobleigh, Emma S.  
 Cochran, Emma A.  
 Cogswell, Florence H.  
 Colburn, Susan M. H.

Coolidge, Grace F.  
 Copeland, N.  
 Cordiro, Alice M. B.  
 Courtney, Eliza A.  
 Crooker, Ellen B.  
 Cudworth, Emma A.  
 Curran, Margaret A.  
 Cushing, Arabella B.  
 Cutting, N. W.  
 Damon, Emma L.  
 Daniels, Florence S.  
 Dawson, Eleanor J.  
 Dickerson, Julia A.  
 Dickey, Alice M.  
 Dix, Mary G.  
 Downes, Cora C.  
 Doyle, Catherine E.  
 Driscoll, Mary E.  
 Dunn, Clara C.  
 Dunnels, N. M.  
 Edmands, Roxalene P.  
 Fagan, Annie A.  
 Fairbanks, Ella M.  
 Farrington, Mary A.  
 Fearing, Sarah J.  
 Fenno, Emma A.  
 Fisk, Sarah B.  
 Fitzgerald, Mary L.  
 Floyd, Emily J.  
 Fogarty, Sarah J.  
 Folsom, Lilla E.  
 French, Nancy S.  
 Fuchs, Ella  
 Fuller, Medora O.  
 Gates, Ada L.  
 Gilchrist, Henrietta  
 Gillespie, Katharine E.  
 Godet, Sarah E.  
 Goodwin, Mary B.  
 Gould, Emma F.  
 Gragg, Emma R.  
 Gray, L. L.  
 Greely, C. G.  
 Gustin, Belle  
 Hale, C. T.  
 Hale, Kate R.

- Harrington, Mary E.  
 Haskell, Ella F.  
 Hatch, Flora A.  
 Hedge, Elizabeth B.  
 Hennessey, Katharine A. A.  
 Hersey, Ada H.  
 Hildreth, Lillian F.  
 Hodsdon, Emily F.  
 Horten, Emma F.  
 Howard, Emma G.  
 Howes, Lydia A.  
 Hunting, Clara L.  
 Hutchings, Lydia A.  
 Hutchins, Ella C.  
 James, Ellen F.  
 Jenkins, Ella C.  
 Jennings, Jesse F.  
 Johnston, Florence N.  
 Jones, Mary G.  
 Keeler, Emma E.  
 Kelley, Margaret E.  
 Kennedy, Sarah F. E.  
 Kingman, Adelaide P.  
 Knapp, M. Gertrude  
 Knight, F. L.  
 Laughton, Grace W.  
 Leonard, Dora M.  
 Libbey, Georgiana  
 Locke, Mabel W.  
 Lothrop, Florence M.  
 Maguire, Agnes E.  
 McDonald, J. E.  
 Mann, Hattie  
 Manning, Susan H.  
 Martin, Delia  
 Mason, K. M.  
 Maynard, Emily R.  
 Merriss, Annie I.  
 Miller, Alice T.  
 Millett, Emily M.  
 Mills, Harriet E.  
 Mitchell, Ella W.  
 Moody, L. A.  
 Morgan, N. J.  
 Morse, Mary E.  
 Moulton, Emily F.  
 Mower, J. M.  
 Munro, Martha H.  
 Munroe, Susan E. H.  
 Naughton, Mary H.  
 Newell, Marrion  
 Nichols, Ellen A.  
 Nichols, Henrietta  
 Nolen, Alice  
 Noyes, Eliza R.  
 O'Connor, Mary E.  
 O'Neal, Mary  
 O'Neal, Mary J.  
 Orr, Ella A.  
 Palmer, Elizabeth  
 Palmer, Mary A.  
 Parker, Ellen G.  
 Patterson, Emeline L.  
 Patterson, Mary E.  
 Payne, Blanche  
 Pelton, Marion L.  
 Phelps, Mary E.  
 Phelps, Anna R.  
 Phinney, Sophronia H.  
 Pierce, Alice J.  
 Pierce, Mary E.  
 Pierce, N. A.  
 Pingree, N. F.  
 Plummer, Cora F.  
 Plummer, Laura S.  
 Poor, Isabella B.  
 Powers, Ellen E.  
 Putnam, Susan V.  
 Reid, Almira E.  
 Richardson, H. Cora  
 Riedell, Ella G.  
 Roberts, Agnes A.  
 Roberts, Clara E.  
 Rockwood, Elizabeth D.  
 Russell, Laura S.  
 Rutledge, Mary E.  
 Ryder, Harriet E.  
 Safford, Georgiana M.  
 Sanborn, C. E.  
 Sellingham, L. B.  
 Shattuck, Elizabeth R.  
 Shaw, Grace E.  
 Shaw, Helen A.  
 Sherman, Louise C.

Shippen, Sarah  
 Simmons, Emma F.  
 Smith, N. H.  
 Stevens, Helen L.  
 Strauss, Therese  
 Studley, Ada E.  
 Sturtevant, F.  
 Sullivan, Cornelia M.  
 Thayer, Alice J.  
 Thompson, Ida F.  
 Torrey, Cordelia G.  
 Tower, A. E.  
 Vannevar, C. I.  
 Vinal, C. F.  
 Walsh, Mary C.  
 Ward, F. E.  
 Warren, Martha N.  
 Warren, Minnie S.  
 Weeks, M. Isabel  
 Welch, Elizabeth A.  
 Welch, Sarah E.  
 Wells, A. G.  
 Wentworth, Lydia G.  
 Wheeler, Alice W.  
 White, Ellen M.  
 White, J. A.  
 Whiting, Mary A.  
 Whiton, J. W.  
 Whitton, L. L.  
 Wiggin, Fredelena A.  
 Willard, C. E.  
 Williams, Alice C.  
 Wilson, L. E.  
 Woodard, L. J.

## JUNIOR CLASS.

Adlam, Elizabeth C.  
 Allen, C. A.  
 Allen, N. M.  
 Ames, C. P.  
 Andrews, Clara B.  
 Andrews, Clara L.  
 Andrews, Harriet A.  
 Arnold, H. V.  
 Atkins, Etta A.  
 Atkins, Sarah E.

Bailey, Edith H.  
 Bartlett, L. F.  
 Baxter, Emma N.  
 Bell, Mary E.  
 Benson, Maude M.  
 Bere, Caroline D.  
 Birchmore, Emmeline J.  
 Bird, Rebecca H.  
 Blackinton, J. M.  
 Blanchard, Alice T.  
 Blanchard, Gertrude A.  
 Blanchard, Julia  
 Bradford, Sarah J.  
 Bragdon, Florence L.  
 Brennan, Maria B.  
 Brigham, Kate J.  
 Boutwell, Annie F.  
 Bowden, Clara I.  
 Bowker, H. J.  
 Brewer, Annie L.  
 Bridge, Hannah E.  
 Bridgman, Anna J.  
 Brooks, Laura A.  
 Bruce, Jane  
 Buckley, Elnora  
 Burke, A. N.  
 Burton, Emma A. M.  
 Cahill, Florence  
 Cassell, Eliza A.  
 Chapin, Jeanie F.  
 Chase, S. P.  
 Christian, Rachel  
 Clarkson, Annie E.  
 Close, Eva M.  
 Clough, Annie D.  
 Cobb, Mary E.  
 Cochran, Agnes M.  
 Corr, Mary B.  
 Crotty, Bridgett A.  
 Crowell, Adelaide B.  
 Culver, F. H.  
 Cummings, Elizabeth R.  
 Curtis, Ida M.  
 Dame, Lulu S.  
 Dame, Susan E.  
 Damon, Ella G.  
 D'Arcy, Cora L.



Darling, Harriet A.  
 Davis, Clara S.  
 Davis, Josephine  
 Dodge, Agnes L.  
 Dolbeare, Lucy L.  
 Dole, Alice P.  
 Dorgan, Catherine E.  
 Dorman, Susan A.  
 Drake, Amy G.  
 Drew, Annie M.  
 Driggs, Ida B.  
 Duggan, Julia A.  
 Eastman, Adeline W.  
 Eaton, Anna M.  
 Edgerly, Emma A.  
 Edgerly, Norma A.  
 Egerton, Alice G.  
 Emmons, Elizabeth  
 Esbach, Caroline L.  
 Eustis, Elizabeth M.  
 Farrell, Caroline A.  
 Farrington, Mary L.  
 Fenno, Cordelia B.  
 Fernald, Naomi M.  
 Fitzgerald, L. J.  
 Flagg, M. A.  
 Fortro, Arackzene G. H.  
 Fowle, Ellen L.  
 Frame, Martha L.  
 Freeman, Ida W.  
 French, A. E.  
 Fries, Louise H.  
 Frost, Caroline M.  
 George, Isabel P.  
 Giberson, Lavinia F.  
 Gould, Ruth E.  
 Gove, A. A.  
 Graves, Marietta F.  
 Gray, Elizabeth T.  
 Hale, Agnes P.  
 Hale, Stella A.  
 Hall, Ellen C.  
 Hall, Gertrude  
 Hanley, Martha W.  
 Harney, Eloise A.  
 Harrington, Amy L.  
 Harrington, Catherine E.

Harrington, Julia E.  
 Harris, Alice M.  
 Haskins, Serena R.  
 Hegarty, Ellen F.  
 Hill, Maria D.  
 Hodgkins, Laura F.  
 Holbrook, Susan J.  
 Hopkins, Maude G.  
 Howe, Evelyn C.  
 Hunneman, Ida  
 Hunt, Eugenie  
 Jones, Alice F.  
 Kelley, L. A. C.  
 Kelley, Mary E.  
 Kelley, Sarah E. A.  
 Kellogg, Mary C.  
 Kidney, Agnes C.  
 Kidney, Mary A.  
 Kingsbury, Florence W.  
 Lane, Mary E.  
 Langell, Henrietta M.  
 Lapham, Mary E.  
 Lapham, N. I.  
 Lappen, K. L.  
 Lawrence, Lily A.  
 Levins, Mary J.  
 Libby, Ella J.  
 Linnehan, Annie E.  
 Littlefield, C. W.  
 Lord, Mary E.  
 Lovejoy, A. M.  
 Lyons, Caroline M.  
 Lyon, Harriet B.  
 Macomber, Sarah M.  
 Mason, Ella N.  
 McCarty, Mary A.  
 McClellan, Elizabeth J.  
 McClusky, Caroline A. L.  
 McDonald, J. T.  
 McKensie, L. M.  
 McKeirdy, Alice E.  
 McLaren, Ida  
 McMorrow, Ellen J.  
 McNamara, Mary A.  
 Meade, Eleanor F.  
 Merrill, Elizabeth H.  
 Merrill, Emma E.

- Merriman, Grace  
 Milliken, S. A.  
 Morgan, Emily G.  
 Moulton, Lillian A.  
 Mowry, Adella  
 Munro, J. S.  
 Murphy, Mary A. C.  
 Neal, Ella J.  
 Nicholass, Louise A.  
 Norcross, Ellen P.  
 O'Neill, Mary G.  
 Page, Nina A.  
 Parker, Mary E.  
 Palmer, Clara L.  
 Parks, Emily T.  
 Peabody, Mary A.  
 Peck, Mary L.  
 Perry, Florence A.  
 Peterson, J. E.  
 Pillsbury, Sarah B.  
 Potter, Caroline A.  
 Pratt, C. L.  
 Presby, Ida M.  
 Pycott, C. L.  
 Ramsey, Maria F.  
 Reeve, Emma S.  
 Rice, Cora E.  
 Robinson, Grace H.  
 Robinson, Clara B.  
 Robinson, Mary G.  
 Rollins, H.  
 Russell, L. A.  
 Rutledge, Alice H.  
 Sanford, Elizabeth B.  
 Savage, Mary F.  
 Scanlan, Helena A.  
 Scanlan, Margaret J.  
 Schoeffel, Edith J.  
 Semple, Annie J.  
 Sharp, Clara A.  
 Shea, Mary E.  
 Shephard, Caroline A.  
 Shoninger, Ida  
 Sibley, Cora E.  
 Slattery, K. A.  
 Smallwood, M.  
 Smith, Ella J.  
 Smith, Ida M.  
 Smith, Lucy J.  
 Smith, Miriam A.  
 Snelling, Emma M.  
 Spear, J. D.  
 Sprague, Annie G.  
 Starkey, F. E.  
 Stevens, Alice E.  
 Stone, F. E.  
 Story, Jane D.  
 Sullivan, Rose E.  
 Taylor, Emma J.  
 Tedford, Lalia C.  
 Tedford, Laura D.  
 Toppan, F. L.  
 Travis, Elizabeth G.  
 Tufts, Maria F.  
 Usher, Teresa A.  
 Ventriss, L. H.  
 Walker, C. D.  
 Walker, Lilia A.  
 Webster, Marion E.  
 Wells, Kate E.  
 Weston, Mary L.  
 Wheelock, N. S.  
 White, Alice F.  
 White, Carrie G.  
 White, Rose  
 Whiton, Emma S.  
 Wiggin, Sarah E.  
 Wigley, Edith S.  
 Wilkinson, Mary E.  
 Williams, Mary L.  
 Williams, Nancy C.  
 Willis, Mary C.  
 Willis, Ellen A.  
 Wilson, Eliza J.  
 Wilson, Mary G.  
 Winchell, F. E.  
 Winslow, Marianna  
 Wren, Juliet W.  
 Wright, Emma C.  
 Woodside, Cornelia I.  
 Wyman, Lillian B.  
 Young, Mary  
 Young, M. L.

## BOSTON NORMAL SCHOOL.

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The year just closed has added another class to the graduates of the Normal School.

Notwithstanding some adverse circumstances, the close of the year gave good evidence of faithful and successful work on the part of both pupils and teachers. In the last report of the Committee on Accounts an error occurs in regard to this school, which should be corrected, that there may be no mistake in the future respecting the Normal School.

The report states that "in June, 1873, the school was abolished by order of the City Council, but still continued by authority of the School Board." As the Committee on the Normal School understand the matter, no action was taken by the City Council, on the abolition of the school. On request of the School Board the two branches of the Council passed an order for the removal of the school from one building to another. This action received a veto from the Mayor, the only legal bearing of which upon the school was to refuse it a change of quarters.

It is true that the Mayor expressed views respecting the legality of the school, and that the City Treasurer refused to pay the monthly bills of the teachers, and that various discussions were had in

one branch of the government, respecting the school; but the only completed legal action taken was the passage of the order for the transfer of the school, and its veto by the executive.

Before legal action was completed in the courts, for the payment of the salaries of the teachers, the Legislature rendered its further continuance in the courts unnecessary, by confirming all the past, and placing the future of the school in the hands of the School Committee, as in the case of the other public schools of the city.

The Committee are pleased to believe that whatever opposition has seemed to exist towards the school has been on technical grounds, and that the City Council, as well as the School Board, will give it all needed encouragement and aid in the future.

The room occupied by the Normal School has accommodations for 66 pupils. The whole number admitted for the year has been 84. Number of graduates, 54.

The fact that the school is already limited for want of room, together with the additional fact that the room now occupied is needed by the Girls' High School, render it necessary that the Committee should early take measures to secure another location for the Normal School. Nor is the room the principal need; the school will lack an essential condition of success until it is placed in connection with some regularly graded elementary school (Grammar, or Primary School, or both), where the pupils who are so soon to become teachers may have an opportunity to witness,



systematically, the best methods of instruction and discipline.

If the Normal School could at once be placed in condition to accomplish all of which it is capable, it is believed that two results would be realized: aside from the thorough preparation of young teachers, the general tone of all the schools would be elevated, and the quality of their work improved. As another result, a large part of what is now known as "*special instruction*," and which, from no fault of the special instructors, but from the nature of the case, must be unsatisfactory, would be transferred to the Normal School, where the work now sought to be accomplished would be much more satisfactorily done, and at a saving of thousands, if not of tens of thousands of dollars to the city.

The Committee would suggest that in the selection of inexperienced teachers such preference be given to the graduates of the Normal School as shall encourage, more generally, special preparation on the part of all who expect to become teachers. For the purpose of encouraging such special preparation the Committee would recommend that the fact of honorable graduation from the Normal School be regarded, in the schedule of salaries, as equivalent to an experience of one year in service.

No mechanic would employ a graduate of our High Schools, who had never used tools, and place him at once upon regular work at full pay; and, if he should, he would find his business declining as soon as his patrons found into what hands their orders were placed. Any family would smile at the

audacity of a graduate from our highest schools, or from Harvard College, who should seek its patronage as a physician, without special study for his profession. Nor is study enough; the young physician must somehow contrive to get experience before even his neighbors and his best friends will trust themselves or their children in his hands. So with the young lawyer; he may have his portfolio filled with diplomas from all the schools, and from the best colleges, but unless he has studied *Law* he will go to the almshouse, or worse, before he gets his first client. So also of the clergy. Young men from our public schools and colleges do not get settlements. So, too, of the nurse, who initiates our children into their first few weeks or months of life. She must have had special and careful preparation. Even "Bridget" must come with a recommendation, or, as she very significantly calls it, a "character" from previous employers, and then she serves her first week or month on trial before she is admitted to "full standing" in the kitchen.

It is only in the selection of teachers for our children that no questions are asked beyond the facts of good character, good scholarship, and a pleasing address. The candidate may know something or nothing of mental philosophy and the laws of mind development; something or nothing of the history of education or of the school laws of even his own State and city; something or nothing of the best methods of instruction, or the nature and methods of discipline, — questions which have engrossed and taxed the best minds of England, Germany, and our own

country. Of these things we do not question. That our schools are not better is no wonder. The wonder is that they are so good. By raising the standard of special qualification for the office of teacher, the Committee hope to do something for the thousands and tens of thousands of children whose interests are placed so confidingly in the hands of the School Board, and something for the future of this city, and of the wider community of which these children are soon to be a part.

For the Committee,

CHARLES HUTCHINS,  
*Chairman.*

CATALOGUE OF THE TEACHERS AND PUPILS OF  
THE BOSTON NORMAL SCHOOL, SEPTEMBER, 1874.

## HEAD-MASTER.

LARKIN DUNTON.

## HEAD-ASSISTANT.

JENNY H. STICKNEY.

## ASSISTANT.

FLORENCE W. STETSON.

## PUPILS.

Allbright, Susan B.	Hapgood, Abby S.
Barlow, Abbie E.	Hartshorn, Lilla A.
Bickford, Hattie A.	Haydn, Lelia R.
Bill, Hattie P.	Hapenny, Lydia E.
Blanchard, Annie R.	Hobart, Minnie L.
Blanchard, Mary W.	Hollis, Adelaide M.
Brooks, Agnes A.	Hosford, Emma L.
Brown, Helen L.	Howe, Isabella H.
Browning, Mary I.	Jones, Mary F.
Cleary, Emma M.	Kendall, Jennie I.
Colburn, Mary E.	Lane, Fannie D.
Copeland, Josephine E.	Leonard, Cora E.
Chadburne, Lizzie S.	Long, Alice H.
Crooke, Flora I.	Mallard, Sarazetta I. M.
Cross, Florence M.	McKean, Ellen E.
Cullen, Frances E.	McKenzie, L. Jennie
Cunningham, Mary T.	Merriam, Eleanor H.
Deane, Mary E.	Merrick, Della
Deane, Sarah L.	Merrill, Emma L.
Delaney, Mary E.	Mellen, Lucy J.
Dolbeare, Alice G.	Melvin, Effie C.
Ellison, Amanda C.	Morrison, Rebecca
Ellithorpe, Sarah B.	Morse, Evelyn E.
English, Rebecca F.	Murphy, Agnes
Everett, Lizzie W.	Mullaly, Jennie
Flynn, Mary E.	Nichols, Minnie L.
Gary, Callie E.	Nickerson, Fannie A.
Geyer, Susan E.	O'Connell, Fannie L.



Ordway, Annie F.  
Overend, Sarah A.  
Parker, Lizzie F.  
Patten, Fannie G.  
Peabody, Susie C.  
Rice, Jennie W.  
Sawyer, Annette W.  
Sherman, Effie D.  
Stevens, Lizzie F.

Strout, Annie E.  
Stumpf, Sarah E.  
Sweeney, Kate M.  
Titcomb, Mary A.  
Vaughan, Ellen R.  
Wiley, Cora A.  
Woodman, Charlotte  
Wright, Mattie F.  
Weston, Emma M.

## ROXBURY HIGH SCHOOL.

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The Committee on the Roxbury High School, in compliance with the rules of the Board, submit the following report:—

In conformity with the rules and regulations adopted June 2, 1874, this school is organized as follows: One head-master, one master's assistant, one head-assistant, and a number of assistants.

The school has maintained its former creditable condition, and, it is believed, has never been more successful in meeting the expectations of its most sanguine friends at the Highlands. It was organized Sept. 3, 1860, as a High School for girls and boys, and placed in charge of the present head-master; since that time the school building has not undergone any material change in form or equipment. It answered all the purposes for which it was constructed, up to the time of the annexation of Roxbury to Boston. The rapid increase of population then made it manifest that, to satisfy the increased demand for admission to this school, it would be necessary to ask the City Government for an appropriation to alter and enlarge the building. The School Board accordingly made application to the City Government, in 1870, for an appropriation for that purpose, which appropriation failed to be made,

for reasons unnecessary to state in this report. The application was renewed, year after year, but failed to elicit that consideration to which it was entitled, until the beginning of the present municipal year, when, in answer to a renewed application by the School Board to the City Council, an appropriation was passed and referred to appropriate committees, to contract for and make such alterations and additions to the building as are necessary to meet the demands for admission to this school.

On the last Monday in May the Committee of the City Council made requisition on the local Committee of the school for the surrender of the building; which request was complied with, and the school discontinued for the remainder of the year.

Anticipating the prompt action of the City Government, the master and his assistants, together with the pupils, zealously applied themselves to complete the whole year's course of study before the building should be surrendered, which object was accomplished in a manner acceptable to the Committee; fifty-seven pupils being graduated, — the largest class in any one year since the organization of the school.

From unexpected delay in the completion of the High School building, the school began its regular sessions in the old Washington School building, Sept. 14, 1874.

Respectfully submitted,

IRA ALLEN,

*Chairman of Roxbury High School Committee.*

CATALOGUE OF THE TEACHERS AND PUPILS OF  
THE ROXBURY HIGH SCHOOL, SEPTEMBER, 1874.

## HEAD-MASTER.

S. M. WESTON.

## MASTER'S HEAD-ASSISTANT.

M. LOUISE TINCKER.

## HEAD-ASSISTANT.

EMILY WEEKS.

## ASSISTANTS.

ELIZA D. GARDNER,  
HELEN A. GARDNER,

EDNA F. CALDER,  
CLARA H. BALCH.

## TEACHER OF FRENCH.

MATHILDE DE MALTCHYCÉ.

## TEACHER OF GERMAN.

JOHN F. STEIN.

## TEACHER OF DRAWING.

BENJAMIN F. NUTTING.

## TEACHER OF MUSIC.

JULIUS EICHBERG.

## INSTRUCTOR IN MILITARY DRILL.

LIEUT-COL. HOBART MOORE.

## PUPILS.

## EX-SENIOR CLASS.

Barry, Clara H.  
Bean, Helen  
Bean, Mary Heywood  
Bell, Emma A.  
Bell, Louise L.  
Bowdlear, Ellen Hadley  
Bradford, Miss

Curtis, Carry Walker  
Diblee, Agnes Ide  
Faunce, Emma C.  
Gray, Nellie  
Gréve, Cécilie  
Hewitt, Mary Kallock  
Hunneman, Elizabeth A.  
Kohl, Elizabeth M.  
Mitchell, Annie M.



Morrill, Helen  
 Morrill, Josephine Russell  
 Mulliken, Harriet D.  
 Parker, Abbie Durant  
 Pearson, Susie A.  
 Pishon, Lucretia  
 Rumrill, Sarah E.  
 Scarlett, Margaret E.  
 Shaw, Emma Cora  
 Shedd, Ellen Jennie  
 Soren, Grace E.  
 Thomas, Minnie E.  
 Wesenberg, Hilda  
 White, Abbie E.

## SENIOR CLASS.

*Boys.*

Carleton, Elbridge Winthrop  
 Dolan, Edwin Joseph  
 Elson, Alfred Walter  
 Foley, Frank Matthew  
 Gay, Wm. Branford Dwight  
 Grady, Thomas, Jr.  
 Gray, Henry  
 Harding, George Fay  
 Hutchins, John Hurd  
 Jacobs, Arthur Loring  
 Kelley, John Bernard  
 Kendall, Frederic  
 Loobey, James Edward  
 McDonald, Charles Howard  
 Rousmaniere, Edmund Swett  
 Shea, John Francis  
 Union, Frank Loring  
 White, Henry Brownell

*Girls.*

Alexander, Carrie Eugenia  
 Barton, Ida Louise  
 Bean, Elizabeth Charlotte  
 Caldwell, Harriet Eliza  
 Gerber, Emma Jennie  
 Greene, Ella May  
 Gullbrandson, Annie Sophia  
 Howe, Josephine J.  
 Kilroy, Esther

Lincoln, Minnie Louisa  
 McLellan, Annie Corinne  
 Moody, Ella  
 Moulton, Helen Lyford  
 O'Connell, Elizabeth Eleanor  
 Putnam, Emma  
 Richards, Annie Bullard  
 Ryan, Mary Catherine  
 Seaver, Annie Isabella  
 Seaverns, Annie Walton  
 Stevens, Grace Cornelia  
 Watson, Mary Emma  
 Whelton, Annie Josephine  
 Whipple, Julia Kendall

## MIDDLE CLASS.

*Boys.*

Brock, Charles Smith  
 Brown, Frank Norris  
 Burrows, Henry James  
 Campbell, Charles Henry  
 Coffin, Frederic Seymour  
 Cook, Edmund Henry  
 Cunningham, Frank Herbert  
 Flint, George Herbert  
 Folsom, Frank Henry  
 Gemeiner, Frank Charles  
 Greenlaw, James  
 Harmon, Samuel Tappan  
 Hunter, Frederic Spurr  
 Kelley, John Louis  
 Maher, David J.  
 McCormick, Edward Joseph  
 McGowan, William Stephen  
 Miller, William John  
 Mitchell, John William  
 Morton, Nathaniel Bowditch  
 Mulliken, George Henry  
 Murphy, John Henry  
 Putnam, Frederick Huntington  
 Putnam, John Hunter  
 Soule, Herman Curtis  
 Stanton, Edmand Michael  
 Stone, Charles Sinclair  
 Tanck, Henry Clarence  
 Tappan, Josiah Edward

Tobey, Rufus Tolman  
 Van Raalte, Albert  
 Wiggin, Henry Young

*Girls.*

Aldew, Lottie Bassett  
 Aldrich, Annie Eliza  
 Alexander, Carrie Adeline  
 Bowen, Emma Frances  
 Burrell, Gertrude Amelia  
 Came, Alice  
 Card, Lucy G. M.  
 Chamberlin, Mary Isabelle  
 Conant, Belle Parker  
 Deveraux, Mary Martha  
 Egan, Sabina  
 Howard, Ella Winchester  
 Hubbard, Mary  
 Hutchins, Alice Maria  
 Lane, Alice Gertrude  
 Leavitt, Hannah Caroline  
 Littlefield, Carrie Josephine  
 Lothian, Clara Frances  
 Lunt, Lizzie Delaine  
 McGlew, Louise Elizabeth  
 Murphy, Mary  
 Nason, Elizabeth Theobald  
 Nay, Eva Maria  
 Proctor, Grace B.  
 Robinson, Hannah Milnor  
 Scanlan, Minnie Agnes  
 Stetson, Emily Josephine  
 Stockman, Alice Gertrude  
 Streeter, Angela Mellish  
 Thaxter, Martha Jane  
 Weiler, Lena  
 Wells, Emily Fidela  
 White, Mary Emma

JUNIOR CLASS.

*Boys.*

Adams, Arthur Stoddard  
 Alexander, William Valentine  
 Amory, John Linzee  
 Bacon, Augustus, Jr.  
 Barrett, Andrew Francis

Barrett, Edward Joseph  
 Brown, Frederick Warren  
 Burbank, George Albert  
 Clark, Walter Gay  
 Coates, Charles Benjamin  
 Concannon, Francis Martin  
 Crowley, Frank William  
 Curtis, George Walter  
 Danforth, Charles Austin  
 Donald, William Hosea  
 Faxon, Cushing Byram  
 Finden, Frank  
 Fowler, Henry Haviland  
 Fowler, Nathaniel Clark  
 Fracker, Julius  
 Gibbs, Charles E.  
 Goldsmith, Sylvanus Spalding  
 Grahah, William James  
 Haines, Charles Siders  
 Hasbrouck, Jonathan Howard  
 Hendry, George  
 Hentz, Frank Alfred  
 Hersey, James Pierce  
 Hill, Horace Fleming  
 Kelley, Edward Charles  
 Kingsbury, Geo. Crowningshield  
 Laws, Jonas Ross  
 Libbey, Fred. Athelbert  
 Low, Frank Warren  
 Maledy, James Michael  
 Magee, John Andrew  
 McCarthy, George Richard  
 McCarthy, Lawrence Joseph  
 McDermott, Andrew Flagherty  
 McWeeney, William Benjamin  
 Morse, Walter Rollins  
 Newton, John Franklin, Jr.  
 O'Connor, Daniel Francis  
 Osgood, Franklin Knights  
 Pattee, Jr., William Sullivan  
 Perkins, Alfred Howard  
 Reynolds, William Brewster  
 Richardson, Charles Spencer  
 Richardson, Frank Henry  
 Richardson, George William  
 Rivinius, Forrest Clifford  
 Ryan, John William

Salmon, Charles Herbert  
 Shaughnessy, Edward Joseph  
 Sigwart, George  
 Stephens, William Augustus  
 Stetson, Frederic Gibbs  
 Stewart, Ronald Ardelbert  
 Swan, Charles Warren  
 Weeks, George Henry  
 Whitman, Frederic Nathaniel  
 Wilson, Herbert Myron  
 Wilson, Ralph W. E.

*Girls.*

Aull, Gertrude Matilda  
 Backup, Helen Louise  
 Batchelder, Sarah Olive  
 Bates, Sarah King  
 Black, Mary E.  
 Brady, Maggie Elizabeth  
 Bullard, Maggie Selina  
 Conner, Nellie Jane  
 Connery, Lydia Ella  
 Crocker, Annie Leuthall  
 Devereux, Louisa Agnes  
 Downey, Minnie Louisa  
 Flynn, Maggie Winnifred  
 Gallagher, Emma Frances  
 Gerrity, Johanna  
 Hale, Ida Frances  
 Hall, Nellie Gardiner

Harding, Helen Walton  
 Hitchcock, Lizzie Wells  
 Hobson, Maud Mary  
 Holland, Lillian Frances  
 Keefe, Catherine Ann  
 Lindsay, Fanny Amelia  
 Lippitt, Ida Victoria  
 Macomber, Henrietta Donald  
 Maguire, Alice Gertrude  
 McKay, Harriet Emma  
 McLellan, Gertrude Virginia  
 Murray, Nellie Teresa  
 Paine, Alma Gardner  
 Pratt, Minnie Ann  
 Read, Lydia Elizabeth  
 Rich, Harriet Isabel  
 Smith, Emma Turner  
 Vaughn, Mabel Alice  
 Vincent, Hattie Frances  
 Voisin, Louise Antoinette  
 Waterman, Nellie Bertha  
 Williams, Maud Fellows

SUMMARY.

Ex-Senior Class . . . . .	30
Senior Class . . . . .	41
Middle Class . . . . .	65
Junior Class . . . . .	102
	<hr/>
Total . . . . .	238

## DORCHESTER HIGH SCHOOL.

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The average whole number of scholars attending the Dorchester High School during the first half of the year was 116; during the last half, 111. The number is somewhat smaller than for the preceding year, though the school has made a considerable average increase in number, during the last five years. Of the average whole number for the first half of the year, 74 were girls, and 42 were boys. The average attendance was 106, or 91.8 *per cent*.

The regular teachers of the school are one head-master, one female head-assistant and three female assistants. The special instructors are a teacher of French and a teacher of German, who are employed, respectively, seven and six hours a week. Instruction in music, drawing, and military drill, is given by teachers in charge of these departments.

The total expense of the school for the year was \$17,511.01. This sum includes \$4,974 interest on the value of the building and land. The ordinary expense of carrying on the school was \$12,537.01. The average cost per scholar was \$145.92; which is \$2.65 above the average cost in the six High Schools of the city. The item of interest on building and land is \$41.45 per scholar, which is greater than is



chargeable to any other High School except the Latin.

The regulations provide that "the number of assistants shall not exceed one for every thirty pupils." The number belonging to the school has never fallen below 120, and generally exceeds 130, as at the present time; which gives from 30 to 32 scholars to a teacher.

The number admitted from the Grammar Schools of Dorchester, at the commencement of the year, was 44; from other High Schools, 11; and from other sources, 4; total, 59. The following table exhibits the number sent by each Grammar School, with the average ages of the boys and girls:—

	Admitted.		Average Age.	
	Boys.	Girls.	Boys.	Girls.
Mather . . . . .	7			14.71
Harris . . . . .	3	6	15.25	15.26
Everett . . . . .	2	2	15.41	14.88
Minot . . . . .	6	3	14.72	15.41
Stoughton . . . . .	1	7	14.72	14.64
Gibson . . . . .		1		16.41
Tileston . . . . .	4	2	15.38	15.17
	16	28		

The average age of the pupils from other High Schools was 16.72 years; of those from other sources, 14.47 years.

As in every year since the annexation of Dorchester to Boston, a considerable number of scholars entered the larger High Schools of the city proper, though the appearance of eleven scholars from "other High Schools" among those now attending the school

indicates some change of the current in this direction. While this Committee have no desire to interfere with the rights or preferences of the citizens of Dorchester, they cannot help believing that "the greatest good to the greatest number" would be promoted by their sending their sons and daughters to the local High School. As this is a matter of no little importance to the interests of the section of the city for whose convenience this school is maintained at a large expense, some reasons are given to show why it is desirable that it should be used by those for whom it is intended.

1. Parents residing in Dorchester, where they can, as a rule, more conveniently send their sons and daughters to the Dorchester High School than to any other High School, impliedly disparage their own school when they "pass it by on the other side," and send the scholars which belong to it to the larger High Schools of the city proper. Probably, in most instances, parents who adopt this course do not intend to disparage the High School intended for their use, and conscientiously believe that in sending their sons and daughters to other schools they secure for them some greater educational advantages; but, whether intended or not, their action operates to the disadvantage of their own school. It cannot yet be claimed that any of the High Schools are perfect, and some of them are doubtless better adapted to the wants of individuals than others. Perhaps all of them, in spite of the best efforts of committees and teachers, are open to some objections, and there is room for the exercise of personal preferences. This

Committee only desire to have the Dorchester High School stand upon its own merits, as other schools of its grade must stand.

2. The Committee believe that this school is quite equal to any of the other High Schools; that, so far as its results have been, or can be measured, they compare favorably with those of other similar institutions. Happily there is no competition or rivalry among the schools of this class, which calls for any statistical comparison, and results can only be measured incidentally in scholars passing from one High School to another, in the examination of teachers, and in the admissions to the colleges; and, so far as these are apparent, the Dorchester High School does not suffer by the comparison. Its teachers are the best that could be obtained, and, on the whole, are not inferior to those of any similar school in the city. Perhaps, within the last five years, as little dissatisfaction in regard to its teachers, its discipline and its scholastic results has been expressed, as in regard to any other. If the school is not the equal of the other High Schools, this Committee certainly desire to make it so, and are confident that the School Committee, who have placed it on an equality with the others,—so far as the material is concerned,—would afford every facility for its improvement.

3. The Dorchester High School has a new and elegant building, amply provided with every convenience for carrying on its work, and located in the territorial centre of the ward which furnishes its scholars. It is erected on high ground, in a healthy and pleasant situation, and its lot contains about an

acre of land. So far as its location, its light and air, and its surroundings are concerned, it certainly possesses advantages superior to any High School in the city proper. Public conveyances are available to scholars residing in nearly all the more remote parts of the ward.

4. The Latin and the English High Schools are at present crowded into inferior rooms, in the most undesirable localities in the city, where the noise and confusion of some of the busiest streets are a continual annoyance; and there is no hope of immediate relief. While these schools are crowded, the Dorchester High School has accommodations for more pupils. But when all the High Schools of the city proper shall be located at the "south end," they will be less accessible to the people of Dorchester than their own school. Pupils from this ward taking the steam-cars must walk from three quarters of a mile to a mile and a half after they reach the stations, in the city proper, or accomplish a part of the journey by horse-cars. Those who use the Washington-street cars must travel in them from four to twelve miles a day. Not to mention the expense of these journeys, they require from one to three hours daily of the scholar's time.

5. Doubtless this travel affords needed exercise and recreation, though in cold and storm they are hardly of the kind to be desired, and the time may not be considered as wasted. But those who have given this subject the most attention agree in regarding these journeys as in some degree perilous to the scholars, especially to the girls. It is not necessary



to mention the possible temptations which this travel of from one to three hours a day, for three or four years, may suggest; but it is well for parents to consider them.

6. While the Dorchester High School has been supplied with all the philosophical and chemical apparatus, all the books of reference, and with all the conveniences of every description furnished to the other High Schools, nearly three thousand dollars of the income of the Gibson Fund has been expended, within the last five years, in purchasing additional books and apparatus; so that the school is even better equipped than any other for doing its work efficiently.

7. In the departments of music, drawing and military drill, in French and German, this school has the same privileges as the other High Schools.

This Committee repeat that they have no desire to interfere with the rights and preferences of the citizens of Dorchester; certainly not to abridge them. They have simply presented this subject for their consideration, rather to concentrate their interest in a school which is as truly their own as the Grammar and the Primary Schools, than to influence their deliberately formed opinions.

The Committee believe that the school is in excellent condition at the present time, and that its future is even more hopeful than ever before. All the regular teachers labor zealously and faithfully for the welfare of the school and for the individual progress of the pupils. The same may be said of the special teachers. There has been no want of harmony in

any of the relations of the school. In matters of discipline not so much is exacted of the pupils as in some schools, perhaps; but the order is good, without any appearance of restraint. Though the regulations require that pupils, for gross misconduct, or rudeness and impropriety of manners, shall be reported to the Standing Committee of the school, no scholar has been so reported during the last five years.

In connection with the prominent subject discussed in this report, the distances which the pupils travel in going to school has some interest. The following statement shows the distances of the scholars' homes from the school-house:—

Half a mile and less . . . . .	32
About a mile . . . . .	26
About a mile and a half . . . . .	18
About two miles . . . . .	34
More than two miles . . . . .	21
	<hr/>
	131

The average distance of the homes of the pupils from the school-house is a little less than a mile and a half. Allowing that the scholars walk all these distances at the rate of three miles an hour, the following statement will show the time required every day in going to and returning from school:—

24.5 per cent. . . . .	20 minutes.
19.75 " " . . . . .	40 minutes.
14 " " . . . . .	1 hour.
25.75 " " . . . . .	1 hour and 20 minutes.
1 " " . . . . .	1 hour and 40 minutes.

The average is about one hour; but most of those who travel the greatest distances use the steam and horse cars.

From time to time the Committee have inspected the building and grounds of the school, and everything about them is kept in excellent order. The rooms appear to be as clean and free from defacement of any kind as when the school took possession of the house.

For the Committee of the Dorchester High School.

WILLIAM T. ADAMS,  
*Chairman.*

CATALOGUE OF THE TEACHERS AND PUPILS IN THE  
DORCHESTER HIGH SCHOOL, SEPTEMBER, 1874.

## HEAD-MASTER.

ELBRIDGE SMITH.

## HEAD-ASSISTANT.

MARY WENTWORTH HALL.

## ASSISTANTS.

REBECCA VINAL HUMPHREY,      HARRIET BYRON LUTHER,  
ANNIE HEDGE NOBLE.

## TEACHER OF FRENCH.

CHARLES DE LAGARLIÈRE.

## TEACHER OF GERMAN.

JOHN FREDERIC STEIN.

## TEACHER OF MUSIC.

JULIUS EICHBERG.

## TEACHER OF DRAWING.

MERCY A. BAILEY.

## TEACHER OF MILITARY DRILL,

LIEUT-COL. HOBART MOORE.

## PUPILS.

## EX-SENIOR CLASS.

*Boys.*

Allbright, William Broughton  
Chadbourn, Henry  
Robinson, James Leavitt  
Ufford, Charles Augustus

*Girls.*

Estabrooks, Emma Martha  
Goodale, Mary Emma  
Hills, Elizabeth Carroll

## SENIOR CLASS.

*Boys.*

Arnold, Edward Walter  
Bradley, Charles Wesley  
Cook, John Henry  
Eddy, John Lodge  
Edmands, William Howard  
Myrick, Edward Merrill  
Pratt, Charles Dudley  
Piper, George Augustus  
Sharp, Everett Howe



Smith, Frank  
West, John Minot

*Girls.*

Anderson, Jean Allison  
Buckpitt, Fanny Arabella  
Callender, Adeline Jones  
Cowling, Miriam Louisa  
Cutter, Elizabeth Leroye  
Darling, Caroline May  
Dix, Eva Clara  
Fifield, Mary Sanborn  
Foley, Mary Theresa  
Glidden, Annette  
Jacobs, Bertha Whittier  
Jones, Josie Alena  
Peckham, Elizabeth Annie  
Reid, Jane  
Smith, Emma Louisa  
Tucker, Mary  
Walker, Genie  
Wall, Abbe Elizabeth  
Whall, Sarah Antoinette  
Whitney, Helen Josephine  
Work, Annie Crosby

## MIDDLE CLASS.

*Boys.*

Butland, Walter Harman  
Butterfield, John Charles  
Burt, Waldo Cushing  
Collins, Edward  
Collins, Edwin Dunbar  
Houghton, Charles Ellis  
Jenkins, Edward Francis  
Kendall, Harry Sullivan  
McGettrick, Matthew  
Moore, Nathaniel Low  
Oakman, Henry Phillips  
Parker, Theodore  
Perrin, Stephen Payson  
Pratt, Eben Kendall  
Stratton, Joseph  
Thain, George  
Upshur, Lovell

*Girls.*

Adams, Ida Helen  
Adams, Emma Louise  
Austin, Ellen Augusta  
Benedict, Fanny E. Bates  
Brannon, Annie Jane  
Dean, Alice Walker  
Downing, Martha Eliza  
Everett, Edith Warren  
Glennon, Rose Anna  
Gurney, Eurilla Elizabeth  
Hayward, Elizabeth Jane  
Homes, Florence Wilbur  
Houghton, Charlotte Abby  
Lynch, Addie Pamela  
Lynch, Elizabeth Atwood  
Mann, Louise Sewell  
McKendry, Agnes Howard  
Moseley, Annie  
Phipps, Annie Maria  
Porter, Ida Amelia  
Reid, Margaret Agnes  
Ricker, Julia Marland  
Robinson, Eunice Elizabeth  
Ryder, Mary Emma  
Scudder, Edith Francis  
Stearns, Adella Augusta  
Twombly, Georgiana Meserve  
Urann, Grace  
Wheeler, Grace  
Willis, Mary E. Bispham

## JUNIOR CLASS.

*Boys.*

Allen, Charles Edward  
Benedict, Edward Swift  
Buie, Walter Ashly  
Connor, Lawrence Francis  
Cushman, George Thomas  
Floyd, Charles Walter  
Foster, Charles Edward Vance  
Hall, William Lewis  
Martin, Bernard  
Piper, Joseph Raymond  
Pope, Frederic Harris

Pope, George Edgar  
 Pope, Abbott Swan  
 Pierce, Hermon Griffin  
 Richards, Harold Chenery  
 Roach, Frank  
 Ryan, Patrick Henry  
 Shepard, Otis Atherton  
 Taylor, Chester Millard  
 Tucker, Herbert Ames

*Girls.*

Baxter, Lucinda Hannah  
 Buckpitt, Emma Elizabeth  
 Child, Charlotte Louisa  
 Clexton, Ellen Theresa  
 Cutter, Rose Margaret  
 Durell, Mabel Annie  
 Fletcher, Alice Maude  
 Haggerty, Ellen Elizabeth  
 Holleran, Kate Magdalen  
 Holleran, Mary  
 King, Anastasia Thomasina  
 Leigh, Florence T. Anita  
 Love, Elizabeth Anne  
 McCurdy, Harriet Anne  
 Pollex, Jane Cambridge  
 Summer, Eva Grace

Wheeler, Alice Williams

SPECIAL PUPILS.

Bailey, Alice Howard  
 Belle, Helen Maria  
 Brooks, Antoinette Parsons  
 Cooke, Lucy Redfern  
 Cushing, Annie Quincy  
 Emery, Caroline E.  
 Edmands, Lena Phillips  
 Hildreth, Fanny Wild  
 Pope, Annie French  
 Roper, Mary Isabella  
 Swan, Ellen French  
 Tuttle, Ellen Louise  
 Winslow, Ellen  
 Whiton, Esther Rebecca

SUMMARY.

Ex-Seniors . . . . .	7
Seniors . . . . .	32
Middle . . . . .	47
Juniors . . . . .	37
Special . . . . .	14
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Total . . . . .	137

## WEST ROXBURY HIGH SCHOOL.

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The West Roxbury High School occupies a place in the annual report of the School Board of Boston for the first time. This school, under the former town of West Roxbury, was known as the Eliot High School, taking the name from John Eliot, who many years ago left a fund for educational purposes in what was then called "Jamaica Pond Plain."

The trustees of this fund have, for several years, added the income from it to the annual appropriation of the town of West Roxbury for the High School.

Since annexation to Boston, however, the trustees have withdrawn the fund from this school, and established a free school entirely under their control.

The West Roxbury High School has maintained during the past year its usual high rank in all of its departments.

The number of teachers has been four, and the number of pupils a little less than one hundred.

Mr. Howe, the head-master, has been absent a few months on account of sickness, during which time the school has been in charge of the master, Mr. Frank E. Dimick. In this connection it may be well to refer to the fact that this school is organized some-

what differently from the High Schools in Dorchester and Roxbury, they having each only one male teacher. It is most earnestly hoped that the Board will continue two male teachers in this school, which it has had since its organization, it being a question whether the schools in Dorchester and Roxbury would not do more efficient work with more of the masculine element in their corps of instructors.

The establishment of the school by the Trustees of the Eliot fund has drawn somewhat from this school, but mainly those scholars who did not wish to pursue all of its prescribed studies.

We hope the Committee on Military Drill will extend its "Arms" to this school, which would be a strong attraction to many boys who do not now attend it. This school is situated in the centre of a rapidly increasing population, and bids fair to rank favorably in point of numbers with those in other parts of the city at no distant day.

The present corps of teachers are *all* doing excellent work and the school always presents to visitors a scene of active industry united with an air of comfort and contentment, creditable alike to teachers and pupils. The building was erected but a few years ago, and is, with the grounds adjoining, in good condition.

For the Committee,

DAN S. SMALLEY,

*Chairman.*



CATALOGUE OF THE TEACHERS AND PUPILS OF THE  
WEST ROXBURY HIGH SCHOOL, SEPTEMBER, 1874.

HEAD-MASTER.

EDWARD W. HOWE.

MASTER.

FRANK E. DIMICK.

ASSISTANTS.

MARY E. LOTHROP, ANNIE B. LORD.

TEACHER OF FRENCH.

JULES LÉVY.

TEACHER OF GERMAN.

JOHN FREDERICK STEIN.

TEACHER OF MUSIC.

LUCY H. GARLIN.

TEACHER OF DRAWING.

CHARLES A. BARRY.

PUPILS.

FIRST CLASS.

*Boys.*

Alden, Frank E.  
Campbell, Harry H.  
Hills, Warren G.  
Weld, Charles E.

*Girls.*

Campbell, Mary C.  
Curtis, Bethia E.  
Dickson, Ada  
Follan, Annie  
Fossett, Emma J.  
Gates, Anna Gertrude  
Hibbard, Annie

North, Mary Effie  
Nutter, Angeline P.  
Summers, Carrie H.  
Westcott, Cora  
Wiswall, Fannie H.  
Williams, Fannie C.

SECOND CLASS.

*Boys.*

Hagar, Albert C.  
Johnson, Frank H. B.  
Lincoln, Lawrence L.  
Smith, Frank E.

*Girls.*

Bowen, Mary E.

Brown, Josie M.  
 Cox, Mary Alberta  
 Deshon, Lizzie E.  
 Josselyn, Alice G.  
 Ordway, Louisa M.  
 Shea, Mary Ann

THIRD CLASS.

*Boys.*

Bigelow, Harwood  
 Leach, Simeon B.  
 Foss, Harry A.

*Girls.*

Bragdon, Emma Louisa  
 Crabtree, Katie Maria  
 Dickson, Minnie E.  
 Gilman, Grace M.  
 Howland, Clara F.  
 Marden, Isabella A.  
 Mühe, Katie  
 Newsome, Susannah  
 Partridge, Anna B.  
 Pearce, Hannah J.  
 Phelon, Ella F.  
 Randall, Lucy M.  
 Riley, Nellie F.  
 Rogers, Mary E.  
 Smalley, Laura  
 Smith, Miriam  
 Smith, Minnie E.  
 Wood, Mary E.  
 Very, Sarah C.

FOURTH CLASS.

*Boys.*

Albro, George A.  
 George, William  
 Lynch, Thomas F.  
 Shaw, George F.  
 Smith, William G.  
 Sturtevant, Charles F.

*Girls.*

Barton, Anna J.  
 Buchanan, Maggie  
 Childs, Addie E.  
 Collicott, Bertha I.  
 Dunn, Sarah J.  
 Hogan, Annie M.  
 Howes, Mary W.  
 Loveland, Helen E.  
 McCubbin, Anna E.  
 Moffette, Clara  
 Perkins, Susie E.  
 Phelps, Hattie M.  
 Richards, Mary C.  
 Robinson, Stella  
 Rollins, Alice S.  
 Seaverns, Marion J.  
 Stockman, Marion A.  
 Tate, Rose

SUMMARY.

First Class . . . . .	17
Second Class . . . . .	11
Third Class . . . . .	22
Fourth Class . . . . .	24
Total . . . . .	<u>74</u>

## CHARLESTOWN HIGH SCHOOL.

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The Committee on the Charlestown High School respectfully submit their annual report:—

On the twelfth day of January last, it being the time of the first meeting of the Board of School Committee after the union of the cities of Boston and Charlestown had been effected, your Committee received their appointment, and at once entered upon the discharge of the duties devolving upon them. Of the seven members composing the Committee, five were from the Charlestown District, and the remaining two from Boston proper. Fortunately for the interests of the school, four of those thus appointed were members of the High-school Committee during the past year, when the Charlestown District constituted a separate municipality. Thus, the Committee, being composed in greater part of those previously acquainted with the teachers, and familiar with their peculiar methods of instruction and discipline, and the general condition of the school, were better qualified to act upon all matters affecting its welfare and progress with promptness and wisdom.

We are pained to record, in this report, the great loss sustained by this Committee, as well as the Board of School Committee, in the sudden decease,

during the past year, of Dr. George Fabyan, one of our most respected and valued associates, who, by his uniform courtesy, kindness of heart, and nobleness of character, won our confidence and esteem during the brief period we were permitted to hold official and personal intercourse with him. He has left with us a pleasant memory of himself which we will not fail to cherish, while we endeavor to profit by his good example as a citizen, and as an associate in office.

From the statement made to us by the head-master, we are pleased to report that the general condition of the school is, in all respects, satisfactory. The regular courses of study assigned to the several classes have been completed, and the monthly written examinations have indicated faithful and successful work on the part of teachers and pupils. Nearly all in each class were qualified for promotion at the close of the school year; a few, however, mainly from the junior class, having failed to attain to the required standard, will be obliged to review the studies of the past year with those classes from which they failed of promotion. Until recently the French language has been taught in the school by some of the regular teachers; but now, in accordance with an order of the Board, a special teacher is employed, who occupies six hours during each week in giving additional instruction in the language. Under this new arrangement we think that not only better results may be obtained as regards reading and writing the language, but especially that a more correct and exact pronunciation may be acquired.



This is a mixed school, so called, being composed of pupils of both sexes, the larger proportion being girls. Heretofore there have been preparatory classes for those boys who intended to enter college; but now, under a new rule of the Board, all such pupils are required to attend the Latin School. The number who left the High School for that purpose at the commencement of the present year was twelve. The whole number belonging to the school during the past year was two hundred and fifty-one; average attendance for the year two hundred and twenty-three.

Of the thirty-eight graduates from the school, four pursued the Preparatory, eighteen the English and Classical, and sixteen the English and Commercial course. The four boys from the Preparatory class, having passed a satisfactory examination, were admitted to Harvard College.

At the close of the year, diplomas of graduation were awarded to one hundred and forty-eight pupils from the Grammar Schools of the Charlestown District; of this number ninety-two entered the Charlestown High School, and nine the English High School.

We much regret that some of those pupils who have received diplomas of graduation from the Grammar Schools of this District have entered the English High School, and we cannot understand by what interpretation of the order of the Board, passed June 16 of the present year, the Committee on that school could consider themselves justified in granting admission to those pupils. Besides, the number of scholars

belonging to that school is so large that the building on Bedford street cannot accommodate one half of them, and, consequently, rooms for the surplus number are now occupied in South street, a location at some little distance from the main school building, in an isolated, and not very desirable locality, where the teachers and pupils are not under the direct observation and guidance of the head-master.

The building occupied by the Charlestown High School is commodious, well lighted and well ventilated, very pleasantly situated, and capable of accommodating easily three hundred pupils. The corps of teachers is excellent; there are many desks unoccupied, and every reasonable provision has been made for those attending the school to acquire a good and thorough English and classical education. We ask that the order requiring pupils to attend the High Schools in the sections of the city where they reside be enforced, and that no exceptions be made unless for special and good reasons.

Since annexation, some changes in text-books, and some modifications in the Rules and Regulations, as adopted by the Charlestown School Board, have been found necessary, in order to assimilate this school more nearly with those of the same grade in the City of Boston; but as yet no radical changes have been made.

At a meeting of the Board, held in May last, the following order was referred to the committees of the several schools named therein: —

“ *Ordered*, That from Monday, the eighth day of June, 1874, the Normal School, the Latin School, the English High School, and the Girls’ High School, have two daily sessions each, a morning session, beginning at nine o’clock, and ending at twelve, excepting on Wednesdays and Saturdays, on which days the morning sessions of these schools shall not end till one o’clock, and an afternoon session from three till five.”

No report has as yet been made by the several committees to whom the order has been referred; but if it should be finally adopted, its provisions, no doubt, would be made to apply to all the other High Schools of the city, namely, the Charlestown, West Roxbury, Dorchester and Brighton.

Your Committee desire hereby to express their decided objection to the passage of the order, but would recommend, if any change is made, that the plan, adopted by the Charlestown School Committee last year, be determined upon, namely, to have one session from nine till two on every working day; except Saturday. We copy from the report of that Committee, for the year 1873, the following extracts relating to the subject, in which their action thereupon is stated, and the reasons therefor, as follows, viz.: —

“Early in the year a petition was received, signed by a majority of the parents having pupils in the High School, asking that the sessions of this school might be so changed as to omit the regular session on Saturday.

This petition was referred to the Committee on the High School, and the report thereupon was as follows: —

IN SCHOOL COMMITTEE, March 27, 1873.

The Committee on the High School, to whom was referred the petition of many parents, that the school hours in the High School be so changed as to have regular sessions from nine till two on five successive days, and no session on Saturday, beg leave to report that they have considered the matter in its various bearings, and, after conferring with the principal of the school, have arrived at the unanimous conclusion that the petition ought to be granted. They therefore recommend the passage of the following orders:—

*Ordered*, That section 3, of chapter V. of the General Regulations of the Public Schools, be so amended as to read, —

“There shall be one daily session of this school, commencing at 9 o'clock, and ending at 2 o'clock, for five days in the week: namely, Monday, Tuesday, Wednesday, Thursday and Friday, and no session on Saturday. There shall be a recess, midway in each daily session, of twenty minutes.”

*Ordered*, That section 27, of chapter I. of the General Regulations be amended, by adding after the words, “every Wednesday and Saturday afternoon throughout the year,” the words, “Except in the High School, as provided in section 3, chapter V.”

The committee have arrived at these conclusions from the following considerations:—

(1.) — *The character and number of the petitioners*; — they being parents of the scholars, and a very large majority of all the parents.

(2.) — *Relief to the scholars themselves*; — they being now kept in school every day in the week, nearly the full time of the regular sessions, thus allowing very little respite from severe study.

(3.) — *Practicability*. — It is thought by the principal and by the sub-committee of the school that the work of the school can be done equally well in five days as in six.

(4.) — *The experience of those who have tried both plans*. — The whole of Saturday is given as a holiday in most of our academies, and in very many of our High Schools, and this plan gives great satisfaction to all.

The foregoing report was accepted, and the orders therein recommended were passed.”



We commend the above report, and the plan therein recommended and adopted, to the careful consideration of the Board.

In conclusion, your Committee, while expressing their regret that, owing to business and other engagements, they have not been able to give that personal attention to the duties which have devolved upon them as members of the Committee, would congratulate themselves and the members of the Board that, under the wise and faithful supervision of the head-master, seconded by his excellent assistants, the Charlestown High School has during the past year sustained its excellent reputation of former years, and bids fair in the future to take and maintain a prominent position among the schools of the same grade in the newly extended City of Boston.

For the Committee,

GEO. B. NEAL,

*Chairman.*

Boston, Sept., 1874.

CATALOGUE OF THE TEACHERS AND PUPILS OF THE  
CHARLESTOWN HIGH SCHOOL, SEPTEMBER, 1874.

HEAD-MASTER.

CALEB EMERY.

MASTER.

ALFRED P. GAGE.

SUB-MASTER.

LUTHER B. PILLSBURY.

FIRST-ASSISTANT.

KATHARINE WHITNEY.

SECOND-ASSISTANT.

EMMA G. SHAW.

ASSISTANTS.

ANNIE M. WILDE,

SUSAN E. GETCHELL,

ADELAIDE E. SOMES.

TEACHER OF FRENCH.

NICHOLAS F. DRACOPOLIS.

TEACHER OF MUSIC.

JULIUS EICHBERG.

TEACHER OF DRAWING.

LUCAS BAKER.

PUPILS.

SENIOR CLASS.

*Boys.*

Buchanan, James  
Hunt, William C.  
Russell, George G.  
Taff, Thomas F.

*Girls.*

Bosworth, Lucy M.  
Caswell, Mary L.  
Crosby, Carrie M.  
Finney, Mary E.  
Fisk, Emma A.  
Furbush, Florence G.

Keating, Teresa F.  
 Knott, Susan  
 O'Bryan, Mary C.  
 Osgood, Fannie L.  
 Paine, Sarah E.  
 Potter, Hattie E.  
 Roberts, Alice J.  
 Robertson, Alice J.  
 Smith, Alice T.  
 Talbot, Annie M.  
 Whiting, Georgiana

## FIRST MIDDLE CLASS.

*Boys.*

Bolan, Harry A.  
 Brock, Leslie M.  
 Fultz, Frederic A.  
 Morse, William P.  
 Nesmith, Charles J.  
 Robbins, Joseph  
 Turner, John F.  
 Upham, Edwin O.  
 Wright, George Sumner

*Girls.*

Corbett, Emma J.  
 Daniels, Alice S.  
 Doane, Caroline  
 Fitz, Annie J.  
 Folsom, Lizzie E.  
 Greenleaf, Ella W.  
 Hunter, Martha J.  
 Kervin, Rhoda  
 Lancaster, Belle Otis  
 Lothrop, Carrie M.  
 McAuliffe, Abbie C.  
 Merritt, Rachel  
 Mülle, Maria H.  
 O'Keefe, Maggie  
 Pease, Alta  
 Pittman, Carrie C.  
 Prescott, Nettie F.  
 Robertson, Addie A.  
 Ruggles, Carrie E.  
 Small, Carrie M.  
 Stone, Annie M.

Storer, Emma L.  
 Studley, Carrie M.  
 Summers, Fannie H.  
 Todd, Hattie L.

## SECOND MIDDLE CLASS.

*Boys.*

Allen, George M.  
 Barber, William L.  
 Bray, Sanford  
 Brown, Henry J.  
 Burbeck, Henry E.  
 Copeland, Ernest L.  
 Cullis, Joseph H.  
 Ferguson, Willard D.  
 Gardiner, George C.  
 Hall, William C.  
 Hammond, George W.  
 Hapgood, Melvin P.  
 Howard, Charles W.  
 Hodgkinson, Benj. F.  
 Kidder, Charles N.  
 Meserve, Frank W.  
 Murray, Edward A.  
 O'Connor, David P.  
 Plaisted, Frederic  
 Porter, Isaac H.  
 Rogers, Isaac L.  
 Sharkey, Henry L.  
 Sibley, Walter H.  
 Simpson, Charles A.  
 Smith, Richard S.  
 Sullivan, Mortimer F.  
 Walker, Charles H.

*Girls.*

Bailey, Charlotte T.  
 Breed, Julia E.  
 Carroll, Louisa M.  
 Corbett, Mary E.  
 Cushman, Florence  
 Davies, Martha A.  
 Doane, Frances  
 Driscoll, Margaret A.  
 Furbush, Mary J.  
 Garland, Joanna J.

Graham, Mary F.  
 Haggett, Ernestine S.  
 Hamlin, Alice L.  
 Harding, Eveline  
 Hatch, Clara F.  
 Hatch, Pamela  
 Haynes, Ada F.  
 Hewitt, Hattie T.  
 Hunter, Annie B.  
 Libby, Jannette E.  
 Lynde, Mary B.  
 Murphy, Jennie E.  
 Osgood, Hattie  
 Perkins, Susan M. S.  
 Pittman, Mary N.  
 Poore, Mary C.  
 Porter, Katie M.  
 Riordan, Mary J.  
 Smith, Mary W.  
 Stetson, Clara A.  
 Talpey, Viola W.  
 Stone, Sarah L.  
 Tufts, Nancy W.  
 Turnbull, Maggie J.  
 Waterman, Carrie E.  
 Wellington, Edith L.  
 Wiley, Alice A.  
 Wiley, Azuba B.  
 Williams, Sarah E.  
 Wilson, Lucy A.  
 Wright, Mary L.

JUNIOR CLASS.

*Boys.*

Brinnin, Timothy J.  
 Brown, Charles W.  
 Bunnell, Graves W.  
 Byram, George E.  
 Chapman, Charles E.  
 Cronin, Philip J.  
 Crowley, James J.  
 Cutts, Frank C.  
 Davidson, John E.  
 Dodge, Ephraim L.  
 Dolan, William P.  
 Duff, John

Field, Marcellus S.  
 Fowler, Horace K.  
 Hall, Newbert J.  
 Hatch, Edgar S.  
 Hatch, Eugene H.  
 Hatch, Henry G.  
 Johnson, Edwin F.  
 Kenney, Thomas J. F.  
 Kneeland, Sylvanus R.  
 Lund, James  
 Manning, Edwin B.  
 Murdock, Herbert E.  
 Murphy, Dennis F.  
 Murphy, Thomas F.  
 Murphy, William F.  
 Norris, Webster  
 Robinson, Arthur W.  
 Sawyer, Frederic A.  
 Seavey, Charles F.  
 Smith, Frank A.  
 Smith, William H.  
 Smith, William J.  
 Strand, Edward S.  
 Sullivan, John J.  
 Summers, Arthur W.  
 Todd, Henry C.  
 Vivian, William H.  
 Whittle, John P.

*Girls.*

Andrews, Florence G.  
 Bickford, Laura E.  
 Bosworth, Lillie A.  
 Butler, Mary E.  
 Callaghan, Hannah E.  
 Colbath, Clara Bell  
 Conant, Isabelle E.  
 Cutler, Cora  
 Dillon, Julia A.  
 Doughty, Sarah E.  
 Freeman, Alice M.  
 Gassett, Grace E.  
 Goodnow, Effie W.  
 Gould, Ella D.  
 Groll, Amelia A.  
 Hadley, Ellen F.  
 Hall, Virginia S.



Harley, Abbie E.  
 Hickey, Hannah T.  
 Josselyn, Annie S.  
 Knight, Nellie F.  
 Linnell, Hattie L.  
 Lowell, Lizzie E.  
 McCaudis, Edith F.  
 McLaughlin, Katie E.  
 Morse, Lizzie G.  
 Murphy, Katie L.  
 Oakes, R. Carrie  
 Perham, Laura C.  
 Perkins, Carrie E.  
 Pickering, Sarah M.  
 Regan, Abbie L.  
 Reilley, Ellen M.  
 Riordan, Elizabeth J.  
 Seavey, Lottie E.  
 Sheean, Mary A.  
 Shute, Mary E.  
 Smith, Annie C.  
 Squire, Mary A.

Stillson, Cora J.  
 Stoddard, Nellie C.  
 Stone, Minnette D.  
 Sullivan, Maria E.  
 Swan, Ellen F.  
 Sweeney, Mary E.  
 Tillson, Annie A.  
 Turner, Maud M.  
 Walker, Mary L.  
 Wall, Katie E.  
 Welch, Sarah J.  
 Wood, Laura J.  
 Woodman, Mary A.

## SUMMARY.

Senior Class . . . . .	21
First Middle Class . . . . .	34
Second Middle Class . . . . .	68
Junior Class . . . . .	92
	—
Total . . . . .	215

## BRIGHTON HIGH SCHOOL.

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This school was originally established in compliance with the provisions of the General Statutes, authorizing the towns of five hundred families or more to support a High School. From its inception the best interests of the school have been carefully guarded by the citizens of Brighton. The original design was that the course of instruction and the system of teaching should be such that all might have an opportunity not only to obtain a good English education, but that those who desired it might here fit themselves for college. And to this end have the different committees always labored in preparing the course of instruction, as well as in the selection of teachers, and the arrangement and classification not only of this, but also of the Grammar and Primary Schools. The common English branches have always been and now are taught much more completely than in most High Schools. The number of different branches taught has not been so large as in some other High Schools, but as many have been pursued as was practicable with the limited number of instructors employed. The number of teachers should not be determined by the number of pupils, but by the amount of work required.

The curriculum of studies has been, from time to time during the last few years, extended, and we understand the school is to be provided with some

accommodations and conveniences, and then the course will embrace nearly all the important subjects taught in the very best High Schools in the State.

In this school have been fitted many scholars who have graduated with honors from the various New England Colleges, and who are now engaged in the practice of the learned profession. Yet while the aim has been to give the young man an opportunity to fit for college, no pains have been spared to make the school profitable, also, for those who desire to complete their education here. The school numbers about sixty-six pupils, and has three teachers, principal, head assistant and one assistant. And we feel impelled to say that all of the teachers are actuated but by one motive,—to best serve the interests of those committed to their care. They are earnest, experienced and faithful.

The philosophical and chemical apparatus needs some repairs, and some conveniences should also be furnished to enable the teachers more easily to perform experiments connected with instruction in these branches. The Laboratory need not be large or expensive, but enough should be done to enable the teachers to give full instruction in Chemistry, Philosophy, Mineralogy, Botany and Natural History. The apparatus now used by the school could thus be made exceedingly useful, while in its present condition, with the lack of room for its use, and the want of connection between the parts, it is almost valueless. That this want be supplied is the earnest desire of the committee.

JOSEPH BENNETT,  
*Chairman.*

CATALOGUE OF THE TEACHERS AND PUPILS OF THE  
BRIGHTON HIGH SCHOOL, SEPTEMBER, 1874.

## HEAD-MASTER.

BENJ. WORMELLE.

## FIRST-ASSISTANT.

ANNA J. GEORGE.

## SECOND-ASSISTANT.

SARAH E. WAUGH.

## TEACHER OF FRENCH.

ALFRED MORAND.

## TEACHER OF MUSIC.

C. E. WHITING.

## TEACHER OF DRAWING.

CHARLES A. BARRY.

## PUPILS.

## FIRST CLASS.

*Boys.*

Breck, Joseph  
Brock, Nathan S.  
Farrington, Chester  
Mentzer, George C.  
Muldoon, Thomas

*Girls.*

Baxter, Carrie E.  
Blair, Mary Lizzie  
Brewer, Abbie  
Chandler, Lizzie  
Donigan, Eliza  
Harrington, Helen  
Hoar, Nellie  
McNamara, Kate  
Wilson, Lillie

## SECOND CLASS.

*Boys.*

Cross, Frederick A.  
Ready, Joseph F.  
Scollans, Thomas

*Girls.*

Bickford, Lillie  
Borden, Mattie K.  
Cain, Kate  
Mackin, Anna  
Moody, Maria

## THIRD CLASS.

*Boys.*

Bird, Henry W.  
Burbank, Frank  
Curtis, Charles



Fiske, Arthur P.  
 McCausland  
 Muldoon, James  
 Porter, Henry E.  
 Pratt, George  
 Tirrell, Charles F.  
 Tisdale, George  
 White, Fred. J.  
 Woods, Arthur

*Girls.*

Breck, Fanny E.  
 Corliss, Abbie  
 Monroe, Phebe

## FOURTH CLASS.

*Boys.*

Dunlavy, John  
 Dupee, Edward W.  
 Henry, William H.  
 Hooker, Robert  
 Jackson, Louis  
 Osborn, Herbert T.  
 Muldoon, Eddie

Perkins, Edward  
 Read, Charles H.  
 Rice, E. T.

*Girls.*

Brock, Sarah R.  
 Brown, Eliza L.  
 Dana, Fanny  
 Derrick, Katie  
 Elton, Julia R.  
 Faxon, Mary  
 Gooch, Mary L.  
 Harding, Edith  
 Harding, Wilhelmine  
 Kendall, Cecilia  
 McFlynn, Susie E.  
 Moody, Mary  
 Murphy, Sarah E.  
 Paine, Addie  
 Phelan, Annie L.  
 Ricker, Lillian B.  
 Wild, Abbie E.  
 Wilkins, Vianna F.  
 White, Kittie

REPORTS  
OF THE  
SUPERINTENDENT OF PUBLIC SCHOOLS  
FOR THE YEAR ENDING  
AUGUST 31, 1874.

THE HISTORY

OF THE

REIGN OF

# REPORT.

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*To the School Committee of Boston:—*

GENTLEMEN,—In conformity with the requirements of your regulations, I respectfully submit the following as my Fortieth Report, the same being the Twenty-eighth of the semi-annual series.

*Summary of Attendance for the half-year ending January 31, 1874.*

GENERAL SCHOOLS.	No. Schools.	Average belonging.	Average attendance.	Average absence.	Per cent. of attendance.	No. at date.
High.....	9	2,144	2,046	98	95.8	2,119
Grammar .....	49	23,461	22,094	1,367	94.1	23,611
Primary.....	414	19,301	17,510	1,791	90.7	19,520
Totals.....	472	44,906	41,650	3,256	92.7 [av.]	45,250

SPECIAL SCHOOLS.	No. Schools.	Average belonging.	Average attendance.	Average absence.	Per cent. of attendance.	No. at date.
Licensed Minors	2	58	52	6	89.7	58
Df Mute School	1	56	..	..	....	58
Kindergarten ..	1	20	13	7	68.0	19
Evening High..	1	1,400	466	..	....	1,100
Evening.....	11	1,900	1,172	..	....	1,813
Even'g Drawing	3	466	198	..	....	435
Totals.....	19	3,900	1,901	..	....	3,483



## ANNEXATION.

By the annexation to Boston, of West Roxbury, Brighton, and Charlestown, which was consummated January 1, 1874, a large accession has been brought to our school system.

The following is a summary of the statistics of the schools of the annexed municipalities:—

	NO. PUPILS IN				NO. TEACHERS IN			
	High Schools.	Grammar Schools.	Primary Schools.	Total.	High Schools.	Grammar Schools.	Primary Schools.	Total.
Charlestown,	239	2,668	1,786	4,693	8	13	42	63
W. Roxbury,	89	692	692	1,473	4	24	19	47
Brighton,	56	508	393	957	3	16	9	28
Totals,	384	3,868	2,871	7,123	15	53	60	138

I take pleasure in reporting to the Board that the schools of the annexed districts were found to be in a good condition. The average character of the school edifices is quite high, some of the buildings being exceptionally excellent. So far as I have had an opportunity to observe, the teachers are efficient and devoted to their work. The courses of study are not materially different from those of corresponding grades in old Boston, and no very important changes will be needed to bring them into harmony with the Boston system. I do not touch upon the particulars of the needed changes, as the matter is in the hands of an able special committee of the Board.

PRIMARY SCHOOLS. — The following table shows the number of primary pupils in each district, and the *average number of pupils to a school or teacher, during the half-year ending January 31, 1874:* —

DISTRICTS.	No. of Schools.	Av. whole No. of Pupils.	No. of Pupils to a School.	DISTRICTS.	No. of Schools.	Av. whole No. of Pupils.	No. of Pupils to a School.
Adams .....	9	421	46.5	Lewis .....	11	546	49.6
Andrew .....	8	391	48.8	Lincoln .....	7	362	51.7
Bennett ....	4	168	42.0	Lyman .....	8	365	45.6
Bigelow ....	14	694	49.5	Mather .....	3	163	54.3
Bowditch ...	13	634	48.7	Mayhew ....	7	260	37.1
Bowdoin ...	10	421	42.1	Minot .....	4	168	42.0
Brimmer ...	11	434	39.4	Mt. Vernon	4	106	26.5
Bunker Hill.	10	520	52.0	Norcross....	8	399	49.8
Central .....	5	183	36.6	Phillips .....	7	251	35.8
Chapman ...	11	550	50.0	Prescott ....	10	541	54.1
Comins .....	19	959	50.4	Prescott, Ch.	10	578	57.8
Dearborn ..	18	874	48.5	Quincy .....	7	347	49.5
Dwight .....	6	315	52.5	Rice .....	14	627	44.8
Eliot .....	16	642	45.7	Sherwin ....	14	697	49.8
Everett .....	12	629	52.4	Shurtleff ...	6	319	53.1
Everett, Dor.	4	169	42.2	Stoughton ..	4	130	32.5
Florence ....	4	125	31.2	Tileston ....	1	16	16.0
Franklin ...	6	292	48.6	Warren .....	7	355	50.7
Gaston. ....	6	332	55.3	Washington .	8	330	41.2
Gibson .....	3	133	44.3	Wells .....	12	521	43.4
Hancock ....	19	784	41.3	Winthrop ...	7	295	42.1
Harris .....	3	125	41.6	Winthrop,	7	422	60.2
Harvard, Ch.	8	343	42.8	[Ch.			
Harvard, Br.	5	212	42.4				
Hillside .....	6	272	45.3	Totals .....	414	19,301	46.6
Lawrence ..	18	881	47.3				

The following table shows the number of primary pupils in each district\* promoted to the Grammar Schools [Feb. 1], and the average number of promotions to each school in the respective districts:—

DISTRICTS.	No. of Schools.	Sent to Gr. School.	No. to a School.	DISTRICTS.	No. of Schools.	Sent to Gr. School.	No. to a School.
Adams . . . . .	9	61	6.7	Lewis . . . . .	11	88	8.0
Andrew . . . . .	8	49	6.1	Lincoln . . . . .	7	31	4.4
Bigelow . . . . .	14	124	8.8	Lyman . . . . .	8	58	7.3
Bowditch . . . . .	13	86	6.6	Mather . . . . .	3	33	11.0
Bowdoin . . . . .	10	45	4.5	Mayhew . . . . .	7	30	4.3
Brimmer . . . . .	11	77	7.0	Minot . . . . .	4	19	4.7
Chapman . . . . .	11	66	6.0	Norcross . . . . .	8	67	8.3
Comins . . . . .	19	159	8.4	Phillips . . . . .	7	27	3.9
Dearborn . . . . .	18	80	4.4	Prescott . . . . .	10	65	6.5
Dwight . . . . .	6	46	7.6	Quincy . . . . .	7	39	5.6
Eliot . . . . .	16	91	5.7	Rice . . . . .	14	69	4.9
Everett . . . . .	12	85	7.1	Sherwin . . . . .	14	87	6.2
Everett, Dor. . . . .	4	10	2.5	Stoughton . . . . .	4	24	6.0
Franklin . . . . .	6	33	5.5	Tileston . . . . .	1	13	13.0
Gaston . . . . .	6	47	7.8	Shurtleff . . . . .	6	48	8.0
Gibson . . . . .	3	33	11.0	Washington . . . . .	8	52	6.5
Hancock . . . . .	19	82	4.3	Wells . . . . .	12	74	6.2
Harris . . . . .	3	19	6.3	Winthrop . . . . .	7	53	7.5
Lawrence . . . . .	18	140	7.8	Total . . . . .	344	2,210	6.4

\*Not including Charlestown, West Roxbury and Brighton.

GRAMMAR SCHOOLS.—The average number of pupils to a teacher (not counting the master's head assistant), in each school, for the half-year ending January 31, 1874.

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams.....	11	472	47.2	Hillside....	7	180	30.0
Andrew.....	9	389	48.6	Lawrence..	18	856	50.3
Bennett....	9	265	33.2	Lewis.....	14	669	51.4
Bigelow....	15	691	49.3	Lincoln....	11	513	51.3
Bowditch...	10	373	41.4	Lyman.....	14	622	47.8
Bowdoin....	11	452	45.2	Mather....	8	251	35.8
Brimmer...	14	572	44.0	Mayhew....	11	385	38.5
Bunker Hill.	13	574	47.8	Minot.....	5	182	45.5
Central.....	7	281	46.8	Mt. Vernon	3	107	53.5
Chapman...	12	497	45.2	Norcross....	15	703	50.2
Comins.....	18	882	51.8	Phillips....	13	580	44.2
Dearborn...	17	816	51.0	Prescott....	14	645	49.6
Dudley.....	7	244	40.6	Prescott, Ch.	11	450	45.0
Dwight.....	13	596	49.7	Quincy.....	14	660	50.8
Eliot.....	16	653	43.5	Rice.....	15	662	47.3
Everett.....	14	697	53.6	Sherwin....	19	828	46.0
Everett, Dor.	7	249	41.5	Shurtleff...	15	691	49.3
Florence....	7	109	18.1	Stoughton..	6	174	34.8
Franklin....	15	691	49.3	Tileston....	3	81	40.5
Gaston.....	9	365	45.6	Warren....	14	604	46.4
Gibson.....	6	172	34.4	Washington	7	276	46.0
Hancock....	18	587	34.5	Wells.....	10	411	45.6
Harris.....	6	200	40.0	Winthrop...	19	873	48.5
Harvard, Ch.	14	578	44.1	Wint'p, Ch.	13	493	41.1
Harvard, Br.	7	215	35.8	Totals.....	564	23,461	45.5



## HIGH SCHOOLS.

The following table shows the number of teachers, the average number of pupils, and the average number of pupils to a teacher, in each of the High Schools, during the half year ending January 31, 1874.

SCHOOLS.	No. of Teachers.	Average No. of pupils.	Average No. of pupils to a Teacher.
Latin.....	10	191	19.1
English High.....	18	559	31.0
Girls' High.....	24	620	25.8
Normal.....	3	66	22.0
Roxbury High.....	7	206	26.5
Dorchester High.....	5	116	23.2
Charlestown High.....	8	242	30.2
West Roxbury High.....	4	89	22.2
Brighton High.....	3	55	18.3
Totals.....	82	2,144	26.1

In the above table only the regular teachers are reckoned, the special teachers for drawing, music, gymnastics, the modern languages, and military drill, being omitted.

## CLASSIFICATION.

The classification of the Primary Schools, January 31, 1874, was as follows:—

CLASSES.	Number.	Per cent.
First Class.....	3,131	.16
Second Class.....	2,992	.15
Third Class.....	2,946	.15
Fourth Class.....	2,856	.15
Fifth Class.....	2,930	.15
Sixth Class.....	4,665	.24

AGES.	Number.	Per cent.
Five years of age.....	2,790	.14
Six years of age.....	4,404	.23
Seven years of age.....	4,604	.24
Eight years of age.....	4,162	.21
Nine years of age.....	3,560	.18

It will be seen that the above exhibit is, on the whole, very good, and yet it is not quite as good as that presented two years ago. Then the three lower classes comprised only *one* per cent. more than half of the pupils belonging; now they comprise *four* per cent. more than a half. But it is a highly gratifying fact, that the percentage of pupils in the first class exceeds that of any other class excepting the sixth.

The proportion in the sixth class is larger than it should be. Many children from well-to-do families, do not now enter school until they are six or seven years old. Such children should not be required to remain a half a year with the younger children in the sixth class. Still it is to be expected that, as a rule, even under the best management, the aggregate number of pupils in the sixth class will exceed that of any of the classes above it.

The classification of the Grammar Schools, January 31st, was as follows:—

CLASSES.	Number.	Per cent.
First Class (highest).....	1,708	.07
Second Class .....	2,647	.11
Third Class.....	3,572	.15
Fourth Class.....	4,305	.18
Fifth Class.....	5,344	.23
Sixth Class.....	6,035	.26

AGES.	Number.	Per cent.
Under eight.....	111	.005
Eight years.....	979	.04
Nine years.....	2,485	.10
Ten years.....	3,650	.15
Eleven years.....	3,964	.17
Twelve years.....	4,162	.18
Thirteen years.....	3,722	.16
Fourteen years.....	2,678	.11
Fifteen years and over.....	1,860	.08

The classification of the Grammar Schools, as above presented, shows some improvement as compared with that of the preceding report. There is a gain of one per cent. in the second, third and fourth classes, respectively, and a diminution of three per cent. in the sixth class. The proportion in the first class remains the same.

It is a curious fact, as illustrating the lack of soundness and thoroughness in the current educational discussions, that it is commonly taken for granted that the percentage of pupils in the first class of the Grammar Schools is identical with the percentage of the pupils who complete the Grammar School course! A very little correct elementary figuring would show the falsity of this assumption. Where the course of study comprises six classes, as is the case with the course in our Grammar Schools, if there are no accessions and no losses of pupils, excepting the admission from the Primary Schools to the sixth class, and the graduation from the first class, and an equal period of time is allotted to each class, there would be precisely (16.33) sixteen and two-thirds per cent. of the whole number in each class, the same proportion being admitted and graduated each year. And it follows, that if the first class contains seven per cent. this per cent. must be multiplied by six, the number of classes, to ascertain the percentage of the whole number of the pupils who reach the highest class. It appears then, that as these schools are now carried on, and as the returns are made, about *forty-two* per cent. of the pupils get to the first class, and *not seven* per cent., as some have erroneously inferred



from the fact that only seven per cent. are found in this class at a given time.

But certainly we ought not to be contented with forty-two per cent. as the proportion of our Grammar School pupils who reach the graduating class. And the improvement is to be effected, not merely by improving the teaching, and the manner of making the promotions, but by the operation of various influences, to keep the pupils from dropping out of the lower classes. I have said that, from *the returns as now made*, it appears that about forty-two per cent. of the pupils rise to the first class. But I regret to be obliged to call attention again to the fact, that the returns in relation to this matter do not yet appear to be, in all cases, strictly correct. In a few of the schools, if I am not mistaken, pupils are still reported as being in the first class when they properly belong to the second class. I refer to those cases where pupils are reckoned as belonging to the first class for two years in succession.

If pupils have fairly completed the studies of the second class as laid down in the programme, only one year, as a rule, is needed for the studies of the first class, so that pupils who are nominally two years in the first class are either *called* first-class pupils before they have finished the course of the second class, or they are kept too long on the studies of the first class.

The table of classification, as semi-annually reported, if strictly accurate, if the pupils in each school are classified in exact accordance with the requirements of the programme, and if the returns

are made in exact conformity to the actual studies of the pupils, is obviously highly important and useful as showing the progress and condition of the schools. It is believed that there has been a constant approach to the desired accuracy in this matter, and it is hoped that in future returns the above conditions will be fulfilled. Of course, it is not expected that the percentage of the first class will be, or ought to be, the same in all the schools.

#### LEIGH'S PHONIC METHOD.

The method of teaching the first steps of reading by means of the pronouncing type, invented by Dr. Leigh, has been used in some of our schools for eight or nine years. After an experiment with it in three or four schools, for a year or two, an order was adopted by the Board, permitting its introduction where the district committees should choose to do so. Since that provision of the Board was adopted some six or seven years ago, no further action in regard to the matter has been taken. In the mean time, the system, without any compulsion, or pushing by outside agencies, has quietly made its way into nearly all the districts. In a circular recently addressed to the masters, requesting information in relation to the progress of this method, I requested them to give their opinions as to the results of its use. The analysis of the replies shows, that of the masters of the six districts in which it has not been introduced, five expressed no opinion, and one thinks the advantages are counterbalanced by the disadvantages. Of the thirty-one

masters of the districts where the system has been tried, two are undecided (one of them having had but a brief period of observation), and one is decidedly opposed to it; one would not go back to the old method, but thinks it not favorable to spelling; two who have not had time to test it fully approve as far as they have observed; four are rather doubtful as to its advantages; three express unqualified satisfaction with its results, and eighteen endorse it in emphatic terms.

The following extracts from the replies of masters, may serve as specimens: "The system was introduced in February, 1873. The results were immediate, and to me perfectly wonderful. In six weeks' time children fresh from the nursery were reading fluently from any part of the Primer. That was a specially bright class, and the teacher thinks it doubtful whether she can do so much again, in so short a time; but none of us entertain the slightest doubt about the advantage of the system. The children learn to read in half the time it formerly took, and do not contract that old habit, so hard to eradicate, of reading one word at a time, as though they were pronouncing a column of words from the speller. The teachers say they find no difficulty about spelling."

The master of a district where the method has had a trial of four years, says: "I consider it a great success. The pupils learn to read much more rapidly, and we find no difficulty with the spelling."

Another, after a trial of four years, says: "Pupils do four times as much reading; they read more intel-

ligerly; the vocalization has been greatly improved. Dr. Leigh's Method has revolutionized the reading in every school under my charge where it has been well taught."

A master, who has given the system a long and thorough test, says: "It saves time, makes better readers, makes children able and willing to help themselves. In truth, I think it one of the most important improvements in elementary instruction, of the last twenty years."

From the examination of the replies of the masters, it is evident that the positive testimony in its favor is overwhelming.

When the experiment was commenced, I had no bias in its favor or prejudice against it. Its inventor, who spent many years in perfecting it, and in bringing it to the notice of educators, asked to have it tried, and it has had a long and fair trial on a large scale. The result has been eminently successful. Some of the oldest and most conservative masters, who are not apt to receive new-fangled notions with too much favor, have pronounced most strongly for it. It seems to me, therefore, that the time has come when the Board should adopt the system and make it obligatory in all the Primary Schools. The schools where it is not taught might be the better for its introduction, and the loss would be avoided which is now occasioned by the transfer of pupils from schools where it is taught to those where it is not, and *vice versa*.

The following table shows the extent to which the method of teaching reading by Leigh's pronouncing type has been introduced into the Primary Schools:—



DISTRICTS.	Whether taught or not.	In how many Schools.	How long has it been taught.
Adams . . . . .	Yes.	Five.	Four years.
Andrew . . . . .	Yes.	Four.	Six months.
Bigelow . . . . .	Yes.	Seven.	Five years.
Bowditch . . . . .	No.	. . .	. . . . .
Bowdoin . . . . .	Yes.	Two.	Eight years.
Brimmer . . . . .	Yes.	Two.	Six months.
Chapman . . . . .	Yes.	Four.	Four years.
Comins . . . . .	Yes.	Four.	Three years.
Dearborn . . . . .	Yes.	Five.	One year.
Dwight . . . . .	Yes.	Two.	About five years.
Eliot . . . . .	Yes.	Five.	One year.
Everett . . . . .	Yes.	Two.	Six months.
Everett, Dorchester . . . . .	No.	. . .	. . . . .
Franklin . . . . .	Yes.	Three.	Two years.
Gaston . . . . .	Yes.	Three.	Eight years.
Gibson . . . . .	Yes.	Two.	Three years.
Hancock . . . . .	Yes.	Six.	One year.
Harris . . . . .	Yes.	One.	Two years.
Lawrence . . . . .	Yes.	Nine.	Five years.
Lewis . . . . .	Yes.	Five.	Two years.
Lincoln . . . . .	Yes.	Four.	Nearly eight years.
Lyman . . . . .	Yes.	Three.	Five years.
Mather . . . . .	Yes.	One.	Two years.
Mayhew . . . . .	Yes.	Three.	One year.
Minot . . . . .	No.	. . .	. . . . .
Norcross . . . . .	Yes.	Three.	Two years.
Phillips . . . . .	No.	. . .	. . . . .
Prescott . . . . .	Yes.	Five.	About four years.
Quincy . . . . .	Yes.	Three.	Five or six years.
Rice . . . . .	Yes.	Six.	Four years.
Sherwin . . . . .	Yes.	Eight.	About three years.
Shurtleff . . . . .	No.	. . .	. . . . .
Stoughton . . . . .	Yes.	Two.	Three years.
Tileston . . . . .	Yes.	One.	Two years.
Washington . . . . .	Yes.	Two.	Three years.
Wells . . . . .	No.	. . .	. . . . .
Winthrop . . . . .	Yes.	One.	Year and a half.

## THE BOSTON NORMAL SCHOOL.

As this school is now established on a basis such as to leave no doubt in regard to the right of the City of Boston, or of the School Committee, to continue and maintain it, a short statement of the history and purpose of the school will be of interest.

Nathan Bishop, Esq., the first Superintendent of Schools in Boston, in his first Semi-Annual Report (1851), used the following language:—

“I recommend the establishment of a Normal School, as a part of the Boston system of public instruction. It is due to the inhabitants of this city to establish an institution in which such of their daughters as have completed, with distinguished success, the course of studies in the Grammar Schools, may, if they are desirous of teaching, qualify themselves, in the best manner, for this important employment. Educated in our schools, they would be familiar with our modes of teaching and management, and would lend a cordial co-operation in carrying into effect all the provisions of the school system. It is believed that the amount of money required for the support of such a school cannot be expended in any other manner which will render so much service to the schools.”

This recommendation was referred to a Committee of the School Board, who, in the course of their report on the subject, said:—

“As to the value and importance of Normal Schools, if rightly and wisely conducted, we suppose there can be now no wide difference of opinion among

the intelligent friends of popular education, especially in our own State, where such institutions have been so eminently successful.

“Originally instituted in foreign lands, and by despotic governments, Normal Schools have been found, wherever tried, the most efficient instruments for the improvement of educational systems. Their introduction into the State was urged with persevering earnestness, by many who were deeply impressed with the conviction that something of the kind was needed to elevate the teachers of our common schools, and to infuse new life and vigor into the schools themselves, of whose inefficiency at that time there was almost universal complaint.

“Reasoning from the old and well-founded maxim, that ‘as is the teacher so is the school,’ it was an obvious conclusion, that one means, at least, in improving the character of the schools, so that they might be brought more into harmony with the wise and beneficent intent of the law, was to elevate the character of the teacher by raising the standard of qualification for his office.

“As no adequate reliance can be placed upon the existing State Institutions, for affording to any great number of those who belong to the city, and who desire to prepare themselves for teachers, the best or even reasonable facilities for so doing, there would seem to be no other means so efficient for attaining this end as the establishment of a school, for this direct object, to be under the exclusive management and control of the city.

“The pupils would be daughters of our own citizens,

with their homes and affections here; they would be graduated at our public schools, familiar with their organization and methods of instruction; and lastly, and more than all, they would be fitted for the work in which they are to engage, by a long, severe and specific training.

“We wish it to be distinctly understood that a school, such as we have in view, should be one wholly and exclusively instituted for the single object of preparing teachers for our public schools, — that it should be a Normal School, and nothing else; — that it should be resorted to by those only who may desire to qualify themselves for teaching, and that to all such it should be freely offered, at least as freely as would be consistent with the end proposed by its establishment.

“In conclusion, your committee, fully satisfied of the practical utility of Normal Schools in general, are also firmly persuaded that in no other way can the educational interests of the city be more prompted, than by the establishment of an institution for the special preparation of the large number of teachers constantly required for the public service. And this conviction has been strengthened by every view of the subject they have been able to take.”

The report was accepted and a request was sent by the School Committee to the City Council, that the necessary votes might be passed to establish the proposed School.

This request was referred by the City Council to the Committee on Public Instruction, who closed their report on the request as follows: —



"Your committee do not deem it necessary to add to the considerations already presented to the Council in favor of granting the request of the School Committee, and they unanimously recommended the passage of the following order:—

"*Ordered*, That a Normal School be established in the Adams School-house, as a part of the system of public schools, for the purpose set forth in the Report of the School Committee, being City Document 32 for the present year."

July 19, 1852, this order was adopted by a vote of 29 to 8 in the Common Council, and unanimously in the Board of Aldermen.

Thereupon the Normal School was organized and commenced its work of preparing teachers for the public schools of the city.

The success of the school and its advantage to the city were all that even its friends had anticipated. But in 1854, in obedience to a public demand for high-school education for girls, the course of instruction in the Normal School was somewhat changed, in order to make the school serve the double purpose of a High School and a Normal School, and the school was then called the "Girls' High and Normal School."

No important change was made in the organization of the school from that time till 1864. In their report of that year the School Committee say, in reference to this school: "Hitherto more attention has been given to what are commonly denominated the High School branches of study, than to the strictly normal department of education, though the latter element of the school has never been wholly

lost sight of." They also quote from a then recent report, "It has been a growing conviction, however, in the minds of those who have watched especially over the welfare of this school, that more time and attention ought to be given to practical instruction in the *art of teaching*." This conviction culminated that year in the establishment of a Training School in connection with, and as a special department of, the Girls' High and Normal School, for the purpose of training instructors for Primary Schools. Provision was also made that the members of the senior class who intended to become teachers should "attend the sessions of the Primary and Grammar schools of the city not less than four weeks during the year, in order to observe the methods of teaching, and to acquire practical knowledge of the instruction and government of schools by acting as teachers themselves." The Training School was located in one of the Primary buildings, which contained three Primary Schools, representing all of the six grades of the Boston Primary School system. It remained there about six years, during which time the Training Department was separated from, and almost independent of, the High School.

The establishment of this Training School was a practical return to the principle upon which the Normal School was originally established,—that a Normal School has interests distinct from those of any other school, and should have an organization of its own, and be devoted entirely to the work of preparing teachers for their professional duties. And just in proportion to the conformity to this principle was

the success of the school; for the facts will warrant the assertion, that at no time since the union of the High and Normal elements, in 1854, had the school exerted so strong and positively beneficial an influence upon the public schools of the city as during the continuance of the Training School in Somerset street.

Notwithstanding this fact, on the completion of the Girls' High and Normal School building, in Newton street, in 1870, the schools in Somerset street, that had been used as schools for observation and practice, were returned to the care of the committee of the district in which they were located, and the Training Department was transferred to the new building. From that time the connection of the two departments became more intimate, the results of which may be gathered from the following extracts from the Report of the Committee on the Girls' High and Normal School, made April 11, 1871, on the subject of establishing a separate Normal School, which had been referred to that Committee by the School Board: "This is not a High School to which a Training Department has been added, but a Normal School, admitting pupils who desire to avail themselves of the opportunity of obtaining a good education. But the High School has gradually gained an ascendancy over the Normal element, until the actual preparation for the work of teaching has come to be restricted to the Training Department; and that branch, since it has been under the same roof with the rest of the school, has almost lost

its independent, distinctive and professional character.

"In order to secure to our city a strictly Normal School, it appears to your committee that one of two courses must be adopted. We may restore this school to its original condition, or we may separate the Normal from the High School.

"If the first plan be adopted, experienced teachers see that the Normal element will gradually be abolished and cease to exist."

The result of this report and the discussions growing out of it was the appointment of a Committee on the subject of a distinct Normal School who reported to the School Committee, May 14, 1872, a plan for the organization of the school. This plan which was unanimously adopted by the Board, provided that "This School shall be known as the *Boston Normal School*, as its purpose shall be to furnish an opportunity for such young women as wish to become teachers and receive a thorough course of distinct professional instruction."

In accordance with the plan reported and adopted the school was organized, and went into operation Sept., 30, 1872, in the Girls High and Normal School building on Newton Street, Larkin Dunton, Esq., having been elected Head Master.

In March, 1873, the School Committee requested the City Council to furnish the unoccupied rooms in the Primary school-house on Appleton street for the use of the Normal School. This request of the School Committee was not granted, because the



legal question was raised of the right of the city to maintain a Normal School.

The efficiency of the school has been somewhat impaired during the past year on account of the uncertainty growing out of this question. But at last, all doubt has been removed, and the school finally and fully established, and the authority of the School Committee to maintain and continue it fully confirmed by the passage of the following bill approved April 15, 1874: —

*“An Act in relation to the Boston Normal School in the City of Boston.*

“SECTION 1. The action of the City Council and of the School Committee of the City of Boston, in establishing and maintaining the School called the Boston Normal School, is ratified, confirmed, and made valid to the same extent as if, prior to the establishment thereof and during its continuance and at the present time, the said City Council and said School Committee, or either of them, had authority to establish and maintain the same; and the said School Committee shall have the same power to maintain and continue the said Normal School as they now have to maintain and continue the other public schools of said city.

“SECTION 2. This Act shall take effect upon its passage.”

If the foregoing history of the Normal School teaches anything, it is that the school is now established upon the proper basis,—*that of an independent*

*professional school.* Its power for good to the City of Boston is almost unlimited. Last year it sent out over fifty young ladies, mostly graduates of our Boston High Schools, who had devoted a year to earnest study to prepare themselves for the work of teaching. A large class will go out this year.

It has been thought wise to leave many of the details of the future of the school to be developed after its continuance should become a fixed fact. This point being now settled, it is to be hoped that the committee having the school in charge, and the head master, will immediately perfect their plans for the organization and work of the school, with reference to its sphere of enlarged usefulness.

In maturing these plans it is well to remember a few principles that are now well settled in the minds of all intelligent educators. One is that a Normal School is entirely different from every other school. It has been compared to professional schools of law, medicine and theology. But while these schools teach particular sciences, it is the business of the Normal School to go farther, and to teach how to teach sciences. Another principle is that learning a truth and learning how to communicate that truth are distinct processes. The latter, when skilfully performed, implies an analysis of the process of acquisition of the acquiring mind. Another important principle is, that a thorough preparation for the work of teaching requires both science and art, both theory and practice. A knowledge of mental science, so exhaustive as to include all the laws of the mind's mature manifestations and of its orderly develop-

ment, is valuable to the teacher only so far as it can be applied in the actual practice of his profession. A Normal School, then, to be successful needs teachers of ability, learning and skill; but it needs these no more than schools for observation and practice. The one is just as essential to its highest usefulness as the other.

The next thing, then, to be done by the School Board is to locate the Normal School in some district where the pupils can have an opportunity to spend a portion of every day in seeing and in participating in the application of the principles they are learning, in the actual teaching of classes in all grades of the Primary and Grammar Schools.

Of the hundreds of Normal Schools scattered all over the principal countries of Europe, I will venture to say that there is not one to be found which has not connected with it a school for the observation and *practice* of the teachers in training; many of the European Normal Schools have two practising schools, one graded and one ungraded, so that the Normal pupils may learn practically how to organize and teach both kinds.

I would suggest that provision be made in connection with our Normal School for the further improvement of such teachers already in the employment of the city, as desire or need a better preparation than they possess, for instructing in some particular branches. Arrangements might be made at a trifling expense, and perhaps without any additional expense whatever, whereby teachers could receive, on Wednesday or Saturday afternoons or

evenings, special courses of lectures and instruction in the different branches they are required to teach.

There is another consideration in connection with the management of this important institution, which deserves the attention of the Board. I refer to the necessity of making some provision to encourage attendance on this school. If young ladies who have only graduated at our High Schools are appointed to situations as teachers just as readily and on the same footing as those who have added to the High School course a year or two of special study and practice in the Normal School, it is obvious that the usefulness of the Normal School will be greatly crippled. How this encouragement can be best applied, is a practical question on which there may be a difference of opinion. But that some discrimination should be made in favor of the Normal graduates who, to a complete general education, have added a thorough course of professional study, seems to me both reasonable and desirable.

#### TRUANT OFFICERS.

Heretofore the truant officers have been appointed and been under the control of the Mayor and Aldermen, although practically the supervision of the work of these officers has been left to me. By an Act of the Legislature of 1873 the School Committee was invested with power to elect as many truant officers as they may deem necessary, fix their salaries, and exercise entire control of their work. The following order of the School Board, adopted



January 9th, 1874, provides for the mode of election, as well as control and direction of the truant officers:

“The Committee on Accounts, in conjunction with his Honor the Mayor, who shall act as chairman for this purpose, shall nominate to this Board suitable persons for truant officers, at the regular meeting of the Board in June, or as otherwise ordered. The truant officers shall be under the direction and control of the Committee on Accounts, and shall make weekly reports to them through the Superintendent of Public Schools, and perform such other duties as the Board and the Committee may direct.”\* I had already, on the 1st of November, prepared blanks for weekly reports to me by the truant officers of the details of their work, the general monthly reports, like those previously sent to the Board of Aldermen, being still continued. Since that date the officers have reported to me weekly, in person as well as in writing. The whole number of cases of absenteeism and truancy reported as having been investigated, from November 1st, to January 31st, was 3,465. Only a small proportion of these cases were found to be cases of truancy.

By the action of the last Legislature several changes were made in the laws respecting compulsory attendance at school, and the duties of the truant officers were considerably enlarged. There are now four distinct statutes, the execution of which is imposed on the truant officers, namely: 1, the statute relating to truants and absentees; 2,

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\* This order was incorrectly printed in the Rules and Regulations.

respecting the non-attendance of children between eight and twelve years; 3, relating to children employed in manufacturing establishments; and, 4, relating to neglected children. These statutes as recently amended have been printed in a convenient form for the use of the officers.

The officers have been punctual, and I believe faithful, in making their reports. They are well qualified for their duties, and manifest a good degree of earnestness in the discharge of their duties. I have requested the masters of the Grammar Schools to report to me, whenever any case comes to their knowledge of the neglect of any truant officer to perform the duties required of him. Very few complaints have been made. Several masters have expressed in writing their approbation of the manner in which the officers of their respective districts have discharged their duties.

In a large city it is extremely difficult to execute the law respecting the non-attendance of children between eight and twelve years of age, without the aid of some new instrumentality. The truant officers have no means of knowing the whereabouts of those non-attendants, who are not found wandering about the streets and public squares. What is needed is a register of the *names, ages and residences* of all children of the prescribed school age. Such a register is found necessary wherever compulsory education is fully carried out.

The following is the list of the truant officers, with their respective districts:—

OFFICERS.	DISTRICTS.	SCHOOL SECTIONS.
Chase Cole.	North.	Eliot, Hancock.
C. E. Turner.	East Boston.	Adams, Chapman, Lyman, and Prescott.
Geo. M. Felch.	Central.	Bowdoin, Mayhew, Phillips, and Wells.
Jacob T. Beers.	Southern.	Brimmer, Bowditch, Quincy, and Winthrop.
Phineas Bates.	South Boston.	Andrew, Bigelow, Gaston, Lawrence, Lincoln, Norcross, and Shurtleff.
A. M. Leavitt.	South.	Dwight, Everett, Rice, and Franklin.
Samuel McIntosh.	Roxbury, East District.	Lewis, Dearborn, and Washington.
E. F. Mecuen.	Roxbury, West District.	Comins, Dudley, and Sherwin.
Jeremiah M. Swett.	Dorchester, Northern District.	Lewis, Everett, Mather, Monroe st., and Winthrop st.
James P. Leeds.	Dorchester, Southern District.	High, Harris, Gibson, Tileston, Stoughton, Atherton, and Minot.
Charles S. Wooffindale.	Charlestown, West District.	Bunker Hill and Harvard. Mead st. and Common st. Primaries.
Sumner P. White.	Charlestown, East District.	Warren, Winthrop, and Prescott, except the above Primaries.
H. McDonald.	West Roxbury.	Central, Florence, Hillside, and Mt. Vernon.
H. F. Ripley.	Brighton.	Bennett and Harvard.

#### SUPERINTENDENCE OF THE SCHOOLS.

Our system of schools has now grown to very large proportions, and the provision for supervision should be correspondingly enlarged. Under the operations of that excellent feature of our organization whereby the masters are made principals of districts, with the requisite command of their time to enable them to supervise all the classes of their districts, our schools have made evident progress. The semi-annual examinations of the Primary and Grammar Schools by the Grammar masters have been very beneficial. But in the mean time it is quite obvious

that examinations by the members of the committee have been less regular and thorough than they were some years ago. The feeling is strong that our schools should have some examinations besides those now provided. Perhaps, in addition, one thorough examination each year, by competent persons, would be sufficient. In New York this work has been done for many years in the most satisfactory manner by assistant superintendents, who have been appointed from time to time from among the most capable of the principals. The results of these examinations, which are in progress during the whole year, are submitted to the City Board of Education, at the end of each month, for their private use,—the general summary, without reference to particular schools, being printed in the Superintendent's report. In my judgment, the adoption of a system of examinations something like this in Boston is highly desirable.

#### SEWING.

This useful branch of instruction has been making steady progress in our Grammar Schools for girls during several years; still, it has not yet been carried to that extent which seems to me desirable. I hope to see female hand-work of some sort, either useful or ornamental, introduced into all grades of our schools for girls above the lowest Primary classes. The experiment, made during the present year in the Winthrop School, in teaching the girls of the upper classes to cut and make garments, deserves special notice and commendation. The master of this school has long been



an earnest promoter of this branch of education, and at his request, or at least by his cordial consent, an order was adopted by the Board permitting the sewing teacher to teach in the upper classes as well as the lower. The results of the experiment, as presented some weeks since at an exhibition of the work done, were extremely satisfactory to the large number of visitors, including members of the committee, representatives of the press, and masters of Grammar Schools.

The members of the first class had been taught to cut dresses, and one of the girls of this class appeared in a comely, well-fitting dress which she had cut and made with her own hands. To me the most agreeable feature of the exhibition was the evident interest in the work manifested by the girls who were receiving instruction in cutting out and fitting. Here they found a practical application of their lessons in industrial drawing and arithmetic. I trust that the Board will soon adopt an order allowing the sewing teacher of any school, with the consent of the committee of the district, to do what the enterprising and skilful sewing teacher of the Winthrop is doing.

#### STUDIES.

I often hear the opinion expressed by well-meaning but not very competent critics, that our children have too many studies. Some of these critics would have only the three R's taught—to *other people's children*; for their own, they might admit that something more would be of some utility. In what I say

here I do not refer to High School studies, but to the studies of the Primary and Grammar Schools. These schools, as organized, are intended to afford a good elementary education, such as the child of the poorest parents may aspire to, and such as may be acquired by regular attendance at school from the age of five to fourteen. The programmes in these schools, as they now stand, are the result of much study and investigation. The programme of the Primary Schools has been in use for about ten years, and has been modified only so far as was necessary for instruction in reading by Leigh's phonic system, and for the introduction of systematic teaching in vocal music, and for the further development of instruction in drawing. The Grammar School programme has been in operation for six or seven years, with no material change excepting some modifications in respect to the subjects of music and drawing. The framing and introduction of these programmes were important steps of progress. To understand how important they were, one must know what our schools *were* as well as what they *are*. These programmes will probably need modifications in the future, but no material changes should be made without the most careful consideration, by the best experts.

During the past year I have made a thorough study of the systems of elementary education in all the most advanced countries in the world, and I find nothing in all this investigation to justify the flippant criticism which we hear about the multiplicity of studies in our elementary courses of instruction. If

our programmes are wrong in this respect, then all the most approved systems in foreign countries are also wrong, — systems which are the result of generations of experiments, and of profound study. No, there is not a single subject of study that can safely be stricken out of the programmes of our Grammar and Primary Schools. The trouble is not in the excessive number of subjects of study; it is in not knowing yet just how to gauge and handle all the subjects in the proper manner. But great and most commendable progress has been made in direction. I remember when many Primary teachers opposed the grading of the Primary Schools, and the reason was that they did not see how to utilize the great advantages of gradation. As soon as this was demonstrated, there was no longer opposition to the measure. And so, when the true nature and relative importance, and the right mode of handling each subject are properly understood, there will be no trouble about the number of subjects at present prescribed.

There is, however, another step of progress in connection with the programmes, which we are now perhaps prepared to take, or at least to consider. The *time* to be devoted to certain branches of study is now fixed by the regulations. There is no good reason in the nature of things why the time should be fixed for one branch rather than another. And I find that where education is best managed, the time per week for each branch, or group, of subjects is prescribed. It seems to me that we might now undertake to solve

this problem. At any rate, the mere study of it would do much good, because the study of it would require a careful weighing of the value of each branch, and an investigation of the way in which it should be treated.

#### KINDERGARTEN SCHOOLS.

During the last half year the experimental Kindergarten School, in Somerset street, has been more successful and satisfactory than during any previous period of its existence. There is evidently an increasing disposition on the part of parents to avail themselves of its advantages, and its numerous visitors have commended it in strong terms. Perhaps it may be too early to predict with confidence what is to be the future of the Kindergarten. But whether it is to become a permanent part of our system of public instruction or not, it seems to me that the present position of Boston in regard to it is not satisfactory. Thus far we have had only one experimental school, and the pupils of that school have come from well-to-do families, where the children have had the advantage of the best home care and influence. If the Kindergarten School is *needed* anywhere, it is among the poorer children whose parents have neither the time nor the intelligence requisite for their proper care and training. Before it can be said that the Kindergarten has had a fair trial here, we ought to have one or more experimental schools of this description accessible to the children of the poorer classes of parents. What I mean is this: either additional schools in dif-



ferent localities should be opened in order to make a fair experiment as to the utility of the Kindergarten system, or the present school ought not to be continued. My own judgment is in favor of continuing the experiment by the establishment of at least two or three more schools.

Respectfully submitted,

JOHN D. PHILBRICK,  
*Superintendent of Public Schools.*

MARCH, 1874.

# REPORT.

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*To the School Committee of Boston:—*

GENTLEMEN,— In conformity with the requirements of your regulations, I respectfully submit the following as my Forty-first Report, the Twenty-ninth of the semi-annual series.

## SUMMARY OF STATISTICS

FOR THE SCHOOL YEAR ENDING AUGUST 31, 1874.

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### I. POPULATION.

Population of the city, U. S. Census, 1870 . . . . .	*292,499
Number of persons in the city between five and fifteen years of age, May 1, 1874 . . . . .	56,684
Increase for the year . . . . .	8,688

### II. SCHOOLS.

Number of districts into which the schools are grouped for supervision . . . . .	48
Number of High Schools . . . . .	9
Normal School, for girls.	
Latin School, for boys.	
English High School, for boys.	
Girls' High and Normal School, for girls.	
Highlands High School, for boys and girls.	
Dorchester High School, for boys and girls.	

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\* Estimated by Assessors, May 1, 1874, 357,254.

Charlestown High School, for boys and girls.	
West Roxbury High School, for boys and girls.	
Brighton High School, for boys and girls.	
Number of Grammar Schools . . . . .	49
For boys, 12 ; for girls, 11 ; for boys and girls, 26.	
Number of Primary Schools for boys and girls . . . . .	416
Increase for the year . . . . .	76
Number of schools for Licensed Minors . . . . .	2
School for Deaf-Mutes . . . . .	1
Kindergarten School . . . . .	1
Whole number of Day Schools . . . . .	478
Increase for the year . . . . .	90
Number of Evening Schools . . . . .	16
“ “ “ Drawing Schools . . . . .	5
Whole number of day and evening schools . . . . .	499
Increase for the year . . . . .	98

### III. SCHOOL-HOUSES.

Number of school-houses for High Schools . . . . .	8
School-rooms, 66 ; class-rooms, 34 ; halls, 9 ; seats, 2,997.	
Number of school-houses for Grammar Schools . . . . .	49
School-rooms, 532 ; halls, 35 ; seats, 29,324.	
Number of school-houses for Primary Schools be- longing to the city now occupied . . . . .	87
School-rooms, 389 ; seats, about 21,645.	
High School divisions in Primary School-house . . . . .	2
Grammar School divisions in Primary School- houses . . . . .	18
Grammar School divisions in hired buildings . . . . .	4
Primary Schools in Grammar School-houses . . . . .	33
Primary Schools in Ward-rooms . . . . .	2
Primary Schools in hired buildings . . . . .	29
Number of Ward-rooms in Grammar School-houses . . . . .	1
Number of Ward-rooms in Primary School-houses . . . . .	3

## IV. TEACHERS.

Number of teachers in High Schools . . . . .	98
Male teachers, 51 ; female teachers, 47.	
Increase for the year . . . . .	14
Number of teachers in Grammar Schools . . . . .	605
Male teachers, 94 ; female teachers, 511.	
Increase for the year . . . . .	114
Number of teachers in Primary Schools . . . . .	417
Male teachers, 1 ; female teachers, 416.	
Increase for the year . . . . .	76
Number of teachers in the schools for Licensed Minors, females . . . . .	2
Number of teachers in Deaf-Mute School, females	7
Increase for the year . . . . .	2
Number of teachers in Kindergarten School, female	1
Number of teachers in Day Schools . . . . .	1,130
Male teachers, 146 ; female teachers, 984.	
Increase for the year . . . . .	206
Number of teachers in Evening Schools . . . . .	148
Male teachers, 42 ; female teachers, 106.	
Increase for the year . . . . .	33
Number of teachers in Evening Drawing Schools . . . . .	11
Male teachers, 10 ; female teachers, 1.	
Whole number of teachers . . . . .	1,289
Male teachers, 198 ; female teachers, 1,091.	
Regular teachers, 1,241 ; special teachers, 48.	
Aggregate increase for the year . . . . .	239

## V. PUPILS.

Average whole number of pupils belonging to day schools of all grades during the year . . . . .	44,942
* Ratio of the number of pupils belonging to the schools to population of the city . . . . .	.13
Ratio of the number of pupils belonging to the schools to school population . . . . .	.79
Average daily attendance of pupils in all the day schools . . . . .	41,613

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On estimated population, May 1, 1874.



Average daily absence of pupils in all the day schools . . . . .	3,329
Average per cent. of attendance of all day schools	92.6
Average whole number of pupils belonging to the High Schools . . . . .	2,072
Boys, 1,019 ; girls, 1,053.	
Average daily attendance at High Schools . . .	1,967
Per cent. of attendance at High Schools . . .	94.9
Average number of pupils to a regular teacher in High Schools . . . . .	25.3
Average whole number of pupils belonging to Grammar Schools, . . . . .	23,863
Boys, 12,471 ; girls, 11,392.	
Average daily attendance at Grammar Schools . .	22,417
Per cent. of attendance at Grammar Schools . .	93.9
Average number of pupils to a regular teacher in Grammar Schools . . . . .	46.2
Average whole number belonging to Primary Schools . . . . .	18,867
Boys, 10,314 ; girls, 8,553.	
Average daily attendance at Primary Schools . .	17,100
Per cent. of attendance at Primary Schools . .	90.6
Average number of pupils to a regular teacher in Primary Schools . . . . .	44.3
Average whole number belonging to the Schools for Licensed Minors . . . . .	61
Average daily attendance at schools for Licensed Minors . . . . .	54
Average whole number belonging to School for Deaf Mutes . . . . .	58
Average whole number belonging to Kindergarten School . . . . .	21
Average whole number belonging to Evening Schools . . . . .	3,063
Average attendance at Evening Schools . . .	1,535
Average whole number belonging to Evening Drawing Schools . . . . .	538
Aggregate whole number belonging to day and Evening Schools . . . . .	48,543

Number of different pupils enrolled, —	
Males, . . . . .	27,942
Females, . . . . .	25,810
Total, . . . . .	<u>53,752</u>

VI. EXPENDITURES.

Salaries of Officers of School Committee and Truant Officers . . . . .	\$25,802 80
Salaries of Teachers, High School . . . . .	145,744 86
Grammar Schools } . . . . .	832,593 19
Primary Schools } . . . . .	
Licensed Minors' School . . . . .	1,598 68
Deaf-Mute School . . . . .	4,674 10
Evening Schools . . . . .	30,282 00
Kindergarten School . . . . .	679 89
Whole amount of salaries of teachers . . . . .	1,015,572 72
Incidental expenses . . . . .	377,681 52
By Com. on Public Buildings \$261,615 99	
By School Committee . . . . .	116,065 53
Whole amount of incidental expenses, including salaries of officers . . . . .	403,484 32
<i>Whole amount of current expenses for all the day and evening schools and salaries of officers . . . . .</i>	1,419,057 04
Expenditures for school-houses and lots . . . . .	446,663 25
<b>TOTAL EXPENDITURES FOR ALL SCHOOL PURPOSES</b>	<b>1,865,720 29</b>

Cost per scholar based upon the average whole number belonging —	
For tuition,	
All day schools . . . . .	\$22 59
For incidentals,	
All day schools . . . . .	8 8
For both tuition and incidentals,	
All day schools . . . . .	31 57
Whole amount appropriated by the City Council for salaries, and ordinary or current expenses of schools for the financial year <i>beginning</i> May 1, 1874 . . . . .	1,743,400 00

Distribution of the appropriation :—	
Salaries of officers . . . . .	35,400 00
Salaries of teachers . . . . .	1,256,600 00
Incidentals, — Committee on Public Buildings . . . . .	232,000 00
Incidentals, — School Committee . . . . .	119,400 00
Total amount of appropriations voted by the City Council for 1874-75 . . . . .	\$13,645,143 00
Amount assessed for State, County and City taxes for the financial year 1874-75 . . . . .	12,045,902 00
Ratio of the amount appropriated for the <i>current</i> expenses of the Public Schools, to the total amount of appropriations of the city for the year 1874-75 . . . . .	.12+
Ratio of the amount appropriated for the <i>current</i> expenses of the Public Schools, to the whole amount to be raised by taxation for the year 1874-75 . . . . .	.14+
Valuation of the city, May, 1874 . . . . .	798,755,050 00
Per cent. of valuation of 1874, appropriated for Public Schools . . . . .	.002-18
Per cent. of valuation of 1872 appropriated for Public Schools for the year 1872-73 . . . . .	.001-83
Average percentage of the valuation of 1872, the cities and towns of the State, appropriated for Public Schools, to be expended in the year 1872-73 . . . . .	.002-56
Amount received from the income of the State School Fund . . . . .	8,597 14

## INTRODUCTION.

Having been elected to the superintendency of the Boston Public Schools on the 22d of December, 1856, I entered upon its duties on the 10th of the following January. After a service of nearly eighteen years in this position, I come now to present my final Report

to the Board, and in doing this, it seems to me proper that I should attempt to review, to some extent, this period of the history of our school system. It could hardly be expected that many of the present members of the Board should be very familiar with this history, as only four of the large number of which it is composed, were members in 1856, and of these four, only one, Rev. S. K. Lothrop, D.D., has been in office continuously since that date; and yet an accurate knowledge of the changes that have been either brought about or attempted in the past would not fail to throw light on questions demanding consideration at the present time, and on those to come up in the future. Besides, this historical information is essential as a means of forming a just estimate of the actual merits and condition of the system.

My limits will, of course, allow only a sketch of the most important changes and improvements which have been made. I must omit all details of the tedious and protracted struggles which the main reformatory measures have cost, as well as of the beneficial effects they have produced; but I shall take the liberty to refer to some existing defects in the system, while describing the undoubted improvements which have been achieved.

Of my own agency in promoting the progress of the system I shall not say much here. If any one is interested to know what I have recommended and what opposed, the information is to be found in my reports; but what I have done to secure the realization of my views and plans, through the action of the Committee and teachers,



is not found recorded, to any considerable extent, as I have ever been anxious to be able to point to substantial results, rather than to make a show of extraordinary official activity. In fact, I have deemed it to be a wise policy to say as little as possible of my own doings; and so I have never tried to describe my hard days' works and strenuous contentions. My best work has been but little known, and so may it remain. Had my official doings been openly attacked, a different course might, perhaps, have been demanded. I claim no credit. If I have been instrumental in promoting the progress of our system, the credit belongs to the Board, whose servant I have been. And now, when there is a strong disposition on the part of the public to ignore and undervalue the past services and merits of the Board, I feel bound, in the interest of simple justice, to set forth the essential facts relating to our school improvements during the period of my service as Superintendent.

And it will be found, I think, that this period has been remarkable for the progress that has been made in perfecting our schools in matters which belong more strictly to pedagogical science. In order to see how preparation was previously made for this progress, it is necessary to take a glance at some reformatory measures which preceded it.

During the twenty years immediately preceding the date from which my sketch begins, four important steps of progress had been achieved, each costing a long and severe struggle, and each being necessary as a means of facilitating, and, perhaps, of rendering

possible, much of the subsequent development and improvement of the system.

First in order was the abolition of the old "double-headed" organization of the Grammar Schools, which had existed from their origin. By this singular arrangement each school had two departments, called the reading and writing departments. Each of these departments was accommodated in separate apartments; each had its separate set of studies; the programme of studies being divided for this purpose, not horizontally by grades, but vertically by subjects; each had its master and corps of assistants, usually two or three in number; and the pupils attended each in turn, changing from one to the other at each half-daily session.

Having been for two years master under this arrangement, I had ample opportunity to become practically acquainted with its capabilities. Under that system, no doubt, good results, according to the standards of the times, were produced. But those results, so far as they were excellent, were by no means due to the "double-headed" element of the system, but were obtained in spite of it. Its efficiency was owing to the fact that each head master had comparatively few pupils under his charge, these being constantly under his eye. The disadvantages of the organization had to be counterbalanced by a proportionate increase of cost for teachers' salaries. In a boys' Grammar School, organized on that plan, with the *present rate* of salaries, the cost of tuition would be about *fifty per cent.* higher than it is to-day in our Grammar Schools. The abolition of this plan was

urged, I think, on economical grounds, even more than on pedagogical grounds. After many years of controversy about it, beginning back as far as 1830, the first effectual step was taken towards its discontinuance, in the establishment of the Quincy School with one master, which was the beginning of the present Grammar-school organization. If the change had been merely to give a master, with one male and one female assistant, the sole charge of a hundred and fifty pupils, instead of having half the care and instruction of three hundred, as had been the case, it would have been a simple process, with certain efficiency, but with no gain but rather a loss in economy. But the single-headed school was also to be a *large* school, with six hundred or more pupils, in separate rooms, taught by teachers on low salaries,—the salary of a female assistant being then one-sixth of that of a master. This arrangement proved to be very cheap in comparison with the old one, and this consideration hastened the progress of the change from the old to the new. But this radical change introduced a new and difficult problem, which has demanded much attention in more recent years, namely, the problem of rendering a *very large* school under one head satisfactory in point of efficiency. It is easy enough to carry on schools on a cheap plan, and it is easy enough to make schools efficient if cost is disregarded; but the difficult thing, the task which demands wisdom, is to make schools reasonably cheap and reasonably efficient at the same time.

The next considerable measure of reform was the



creation of the office of Superintendent of Schools, in 1851. This measure, so obviously necessary, as viewed in the light of educational experience in other cities during the last quarter of a century, met with strenuous opposition from the extreme conservatives of the Board. And the opponents of the office succeeded in preventing it from being established on the proper basis, — on such a basis as was calculated to insure its legitimate efficiency for good. Whatever good has been achieved through this instrumentality is the result of labors under difficulties that might, to a great extent, have been remedied by placing the office on a proper footing. The time has now arrived when the continued advancement of the system demands additional provisions in regard to supervising and examining the schools. I have heretofore cited the city of New York as a model in this matter, where a corps of superintendents is employed to make regular and thorough examinations of all the schools. Until some such provision is made here, the Board cannot have the requisite authoritative information as to the standing of the schools under their charge. One officer may, without doubt, make himself useful, but it is impossible for one man to perform all the service of this kind required. The field is too large and the schools are too numerous.

The third of the measures above referred to was the establishment, in 1852, of a "Normal School as a part of the Boston system of public instruction." Three years later it was modified and enlarged in its scope, in order to make it a High School for girls, as



well as a school for the professional training of female teachers for the Grammar and Primary Schools. The attempt to make one school answer the purpose and perform the functions of two was doubtless a mistake. Educational progress is advanced by the opposite process; separate special schools being provided where new functions are required. Nevertheless, the establishment of this institution was an event of so great importance in its far-reaching influence as to mark an era in our system. But for the want of the adequate accommodations, the Practicing School, originally connected with it,—an indispensable requisite of a Normal School,—was discontinued, and in other respects its prosperity and usefulness were, for a period, seriously obstructed by the same cause.

The fourth and last of this series of reforms was the abolition, at the close of the year 1854, of the Primary-school Board, a body nominally elected by the Grammar-school Board, but practically filling its own vacancies and self-perpetuating, consisting at its origin, in 1818, of thirty-six members, but having ultimately increased to the unwieldy number of one hundred and ninety. Many of the members of the Board were intelligent and public-spirited citizens; but its constitution was by no means favorable to the pedagogical progress of the Primary Schools. There were two systems and two controlling bodies for public schools, where there should be only one system and one controlling body. The discontinuance of the Primary Board, and the simultaneous reorganization of the Grammar-school Board to adapt it to

its increased labors and responsibilities, brought the system into unity and harmony under one authoritative body, and thus rendered its administration at once more simple and more efficient, and prepared the way for improvements, which, under the old arrangement, would have been impracticable.

In the mean time other changes and experiments were made, but these four modifications of the system stand out in bold relief, as by far the most valuable and important measures of improvement and progress which were adopted during a long period preceding the year 1856.

## GROWTH OF THE SYSTEM.

The following summary gives a general view of the growth of the school-system during the past eighteen years:—

	1855-56.	1873-74.	Increase.
Population of the city . . . . .	160,508	357,254	196,746
Area in acres . . . . .	4,239	22,472	18,233
Valuation . . . . .	249,162,500	798,755,050	549,592,550
Children between 5 and 15 years . . . . .	28,870	56,684	27,814
Average number belonging to day schools . . . . .	23,768	44,942	21,174
Average daily attendance . . . . .	20,768	41,613	20,845
Per cent. of daily attendance . . . . .	85.0	92.6	7.6
Ratio of daily attendance to school attendance . . . . .	69.10	79.00	9.90
AVERAGE PUPILS BELONGING—			
High Schools . . . . .	518	2,072	1,554
Grammar Schools . . . . .	10,675	23,863	13,188
Primary Schools . . . . .	12,585	18,867	6,282
Other Schools . . . . .	.....	3,741	3,741
Totals . . . . .	23,778	48,543	24,765
TEACHERS EMPLOYED—			
High Schools . . . . .	17	98	81
Grammar Schools . . . . .	214	605	391
Primary Schools . . . . .	205	417	212
Other Schools . . . . .	.....	169	169
Totals . . . . .	436	1,289	853

The increase of the number of pupils belonging to the day schools has been a little less than one hundred per cent., and the whole number of pupils belonging to day and evening schools has a little more than doubled. The percentage of attendance has increased 7.6 per cent., while the ratio of the daily attendance as compared with the whole school population, namely, the resident children between five and fifteen years, has increased about 10 per cent.

But while the number of pupils has doubled, the number of teachers has nearly trebled, the result being a very considerable diminution in the average number of pupils to a teacher, namely, from 54.4 to 37.6.

#### EXPENDITURES.

All the money expended for school purposes, with an unimportant exception, is raised by a voluntary tax on all taxable property within the city, by the people through their representatives, comprising the two branches of the City Council. The School Board, the members of which are elected by the people, is invested by law with full power to determine the salaries of the teachers, all appropriations for other school purposes being under the control of the City Council. Since all, or nearly all, the school money is raised, appropriated and expended by the immediate representatives of the people, it is fair to infer that the scale of school expenses, whether high or low, is, in the main, in accordance with the sentiments of the majority of the tax-payers and voters. And who will deny that it is for the people them-



selves to determine how much of their money shall be devoted to the education of their children? In order that the people might have the means of knowing how much they were paying for public education, I have taken great pains to set forth in my reports orderly and clear statements of the cost from year to year of the different branches of the school system.

The public opinion of this city is unquestionably in favor of keeping the public schools up to a high standard of efficiency, and it is not opposed to any expenditure which is necessary for this purpose. And it is very natural that the public sentiment should countenance liberal provisions for the public schools, since the children of a large majority of the well-to-do are educated in these schools, as well as the children of the poor. Edward Everett put his grandson in a public school, which was far from being one of the best in respect to material, because, as he told me, he preferred the education he would get there to what would be obtained in a private school. It is just because the schools have been liberally provided for that they have been made good enough to secure so largely the patronage of those citizens who have the means to pay the tuition of their children in private schools. If there are Boston citizens who desire that the schools should be kept down to a pauper level, and that they should be attended only by the children of the poor, they never give public expression to such sentiments. A high English educational official, while on the way with me to visit one of our Grammar Schools, inquired about the social grade of the children in the public schools; he



wanted to know especially if professional gentlemen sent their sons to them. My answer was, "At the school to which we are now going you will find the son of the Chief Justice of the Commonwealth; at a school not far from it you might find the son of the Governor; and at another, the son of the Mayor of the city." When Lady Amberly, a most intelligent and accomplished woman, who belonged to a high rank in the English aristocracy, visited our Girls' High School, she was struck with the fine appearance of the pupils, not physically, but intellectually, and in respect to their ladylike carriage and air of good-breeding, and inquired if they were not all from the more wealthy classes. The head master told her that the poor and well-to-do were alike represented, and pointing to two pupils promenading together, said, "One of those girls is the daughter of a merchant, and the other of a workingman." She replied, "I really see no difference in their appearance." Before leaving she got the assent of her reticent little husband, the son of Lord John Russell, to her idea, that if they had a daughter, that school would be the best place for her education.

It is quite certain that there is no other large city in the world where the children of all classes, in respect to social condition, are so generally educated in free public schools. The liberal policy which has produced this result will be found, on examination, to have been, on the whole, the most economical. It has saved the great majority of those who pay the bulk of the taxes from the heavy expense of private tuition for their children. This is no small matter; but a

more adequate justification of our public school policy is found in the well-doing and well-being of the people who have come out of the schools. They are able to pay well for schooling, because they have been well schooled. I do not mean by this that we have got to the millennium, but I do mean to say, and it is so obvious that I am almost ashamed to say it, that the good which our schools have done, and are doing, is simply incalculable, and that the prosperity of the present generation in this community is largely due to the policy of providing well for education.

But it is asked, "Is it not possible, with so large an expenditure for education, to obtain better results; to turn out from our schools pupils better trained? Or, could we not, with a considerably less expenditure, accomplish as much as we now do?" I could not answer either of these questions in the negative. They suggest a problem of economy well worth careful attention; but it is a problem which I do not propose at present to consider, having made suggestions relating to it in nearly all my reports. Here my purpose is simply to show what the expenditures have been during the period under consideration. I want to put the matter in its true light, to state it as it is, both absolutely and relatively.

There are three principal items of expenditure for school purposes, namely, (1), salaries; (2), incidentals; (3), accommodations, or school-houses and lots. What has been expended for each of these objects? What has been the total expenditure? What has been the cost of education per scholar? What has been the ratio of school expenses to the amount of

taxable property? What has been the relation of school expenses to the general city expenses? Answers to such questions as these, I shall set forth for present information and for future reference.

A glance at the results of my examination into this matter, as shown in the figures here submitted, will serve to correct the mistaken notion, somewhat current in this community just at this time, that there has been of late a sudden, unprecedented, and disproportionate increase in our school expenses. The statement has been put in circulation that, during the past year, the cost of education per scholar was \$49.07, while some eighteen years ago it was only about \$12. In both cases the figures are wide of the mark, as will be seen below.

The City Auditor, in his excellent reports, prints tables similar to those contained in the school reports, showing the school expenses for a series of years. If he would also print in his reports tables showing the expenses of the other departments of the city service, in the same way, taxpayers could see at *once* the *relative* increase of expenses. In giving a general summary of the "*regular* expenditures of the principal departments," he gives only the *ordinary* or *current* expenses of the fire, health, and police departments, of the city hospital, public buildings, public institutions and streets, while the cost of school-houses and lots, which certainly is not a "*regular*" ordinary or current expenditure, is reckoned with the school expenses. The reason is not to my mind apparent, for charging the cost of school-houses with the regular school expenses, and



not charging the cost of engine-houses with the regular expenses of the fire department. Besides, last year two school estates, valued at \$284,930.70, were surrendered to the city. This amount, it seems to me, should have been credited to the outlay for school accommodations, which would have reduced it to a comparatively low figure. One of the two estates referred to, which had been occupied by branches of High Schools, with the High-School estate in Bedford street, together valued at more than \$400,000, had been considered as so much school property to be credited to the purchase of the High-School lot on Dartmouth street, and the cost of the buildings to be erected thereon.

The following shows the increase of school expenses for eighteen years:—

Financial Year.	Salaries of Teachers.	Incidental Expenses.	Total Current Expenses.	School-houses.
1855-56 . . . . .	\$224,026 22	\$67,380 06	\$291,406 28	\$149,732 80
1873-74 . . . . .	1,015,572 72	403,484 32	1,419,057 04	446,663 25

A table in the Appendix shows the expenditure under the above heads *for each year* of the period under consideration. The total expenditure for school-houses and lots during this period was \$3,771,721.04, and the average amount per year was \$209,540.05. The largest amount expended for this purpose in any one year (1869-70) was \$612,337.86, and the smallest (1863-64), \$5,870.87. A very large portion of the above expenditure was for the purchase of



new lots and the enlargement of old ones. All this property is still in possession of the city, and is yearly increasing in value. It seems impossible that there should be need of a proportionate expenditure for school accommodations for some years to come. But, whether this be the case or not, it is obviously unreasonable to include the cost of permanent investments in buildings and land, for any one year, in the cost of education per scholar for that year. Two years ago the city purchased a lot for school purposes, for which the sum of \$280,000 was paid. It still lies unused. What could be more absurd than to reckon that expenditure as a part of the cost per scholar for education during that year?

The following figures show the increase in the cost per scholar for *current* or *ordinary* expenses: —

Financial Years.	Salaries of Teachers.	Incidentals.	Totals.
1855-56.....	\$9.43	\$2.84	\$12.27
1873-74 .....	23.29	9.25	32.54
Ratios of increase.....	2.46	3.25	2.65
Per cent. increase.....	146	225	165

By inspecting the table in the Appendix above referred to, it will be seen that the increase from year to year has been gradual. The ratio of increase of the total is 2.65; that is, where we paid in 1855-56 one dollar, we paid in 1873-74 two dollars and sixty-

five cents. It will be seen that the increase for incidentals has been proportionally larger than for salaries. In my opinion, some of the expenses for incidentals have been unnecessarily large, especially for school furniture of various kinds, and for modifications, repairs and improvements of school premises. The School Board exercises no control over such expenses, although in many cases they are increased in consequence of requests made by individual members of the Board.

The increase of the cost of tuition is due mainly to the increase of the rate of salaries, and the reduction of the number of pupils to a teacher. It is to be accounted for in part, however, by the fact that the pupils have increased in number in the upper grades of schools much more rapidly than in the lower grades, the cost per scholar being much greater in the former than in the latter. The cost in the High Schools for tuition during the last year was \$79.51, which was about five times as great as that in the Primary Schools. The salaries of the head masters have been increased sixty-six per cent., of the masters of the Grammar Schools seventy-seven per cent., while the average increase of the salaries of the subordinate teachers has been rather more than one hundred per cent. The per cent. of the increase of the teachers' salaries has not been as great as that of the city officers. That of the head masters and masters has been considerably less. But it must be borne in mind that the increase of salaries has been largely due to the decrease in the purchasing power of our currency.

The following shows the increase in the cost per scholar for the *total* school expenses:—

Financial Year.	Total School Expenditures.	Cost per Scholar.	Per cent. of Increase.	Ratio of Increase.
1855-56 .....	\$411,139 08	17.31	} 147	2.47
1873-74 .....	1,865,720 29	42.79		

I give the above comparison, not because I consider it in itself of much importance, for reasons already stated, but to correct the current statement that the cost per scholar last year was \$49.07, while some twenty years ago it was only \$12.

Having seen the school expenditures as they stand independently, let us see how they compare with other expenditures.

## CITY EXPENDITURES.

	1855-56.	1873-74.	Per cent. of Increase.	Ratio of Increase.
For ordinary purposes	\$1,591,342 84	\$9,401,701 19	490	5.90
For other purposes ...	789,869 44	11,158,431 37	.....	.....
Totals.....	2,381,212 28	20,560,132 56	763	8.63

## SCHOOL EXPENDITURES.

	1855-56.	1873-74.	Per cent. of Increase.	Ratio of Increase.
For ordinary purposes	\$291,406 28	\$1,419,057 04	387	4.87
For other purposes ...	149,732 80	446,663 25	.....	.....
Totals.....	\$411,139 08	1,865,720 29	353	4.53

It appears from the above that the ratio of the increase of the *ordinary* expenses of the schools is 1.03 less than that of the *ordinary* expenses of the city; while the ratio of the increase of the *total* expenses of the schools is not much more than *half* as great as that of the city.

The following shows the percentage of the *total* school expenses as compared with the *city tax* for three periods:—

## FIRST PERIOD.

Financial Year.	Total Tax.	Total School Expenses.	Percentage of School Expenses.
1844-45 .....	\$660,054	\$205,278	.31+
1845-46.. .....	765,820	226,019	.30—
1846-47.. .....	868,415	298,619	.34+
1847-48.. .....	969,028	348,887	.36+
Average.....	.....	.....	.32+

## SECOND PERIOD.

Financial Year.	Total Tax.	Total School Expenses.	Percentage of School Expenses.
1861-62 .....	\$2,478,435	\$574,567	.23+
1862-63.. .....	2,889,938	534,086	.18+
1863-64 .....	3,398,397	471,281	.13+
1864-65 .....	4,343,952	643,774	.14+
Average.....	.....	.....	.19+



## THIRD PERIOD.

Financial Year.	Total Tax.	Total School Expenses.	Percentage of School Expenses.
1869-70 .....	\$7,279,324	\$1,599,750	.21+
1870-71.. .....	8,636,862	1,575,279	.18+
1871-72 .....	7,790,444	1,314,380	.16+
1872-73 .....	7,759,842	1,746,703	.22+
Average.....	.....	.....	.19+

It will be seen from the above, that the average percentage of the school expenses for the last period is the same as that of the second, but *far below* that of the first.

The following table shows the comparison of the *ordinary* school expenses, with the *city tax*:—

	Total Tax.	Ordinary School Expenses.	Percentage of Schools.
1855-56 .....	\$1,910,280 94	\$291,406 28	.15+
1873-74 .....	9,021,187 17	1,419,057 04	.15+

It appears that there has been no increase in the per cent. of the ordinary school expenses as compared with the city taxes; or, in other words, in the years 1855-56, and 1873-74, the relation of the current school expenses to the amount raised by taxation is the same. But in the latter year the city expenditures *far exceeded* the amount raised by taxation;

otherwise the comparison would have shown a *decrease* in the percentage of school expenses for the latter year. We have already compared the *ratio* of the increase of the total expenditure for schools with that of the total city expenditure. But this relation will, perhaps, appear more perspicuous represented in *percentages* as follows: —

Financial Years.	Total City Expenditure.	Total School Expenditure.	Percentage of School Expenditure.
1855-56.....	\$2,381,212 28	\$411,139 08	.17+
1873-74.....	20,560,132 56	1,865,720 29	.09+

It will be seen that last year the total school expenses were less than *ten per cent.* of the total city expenses. By reference to the City Auditor's reports of twenty-five or thirty years ago, it will be found that the school expenses are mentioned as being 25, and even 30, per cent. of the city expenses.

But now comes another important relation in which the school expenses are to be viewed, namely, the *relation to the taxable property*. This relation is exhibited in the following table. For this comparison, I must take the financial year 1872-73, instead of the year 1873-74, because school expenses were incurred in the latter year, without corresponding valuation and assessment of taxes, in consequence of annexation.

Financial Years.	Valuation.	Total School Expenses.	Percentage School Expenses.
1855-56.....	\$241,932,200	\$411,139 08	.001-69
1872-73.....	682,724,300	1,746,703 25	.002-55

The increase in the rate of taxation for the total school expenses has been *eighty-six* cents on \$1,000 of valuation. How this increase compares with the total increase of the rates of taxation *for all city purposes* will be seen in the following table:—

Rate of Tax on \$1,000.	1855-56.	1872-73.	Percentage of Increase.
For total School Expenses....	\$1.69	\$2.55	.51
For City Assessment.....	7.70	11.70	.52

The increase of the rate for all school purposes is a little less than that of the actual city assessment for all branches of the city service, including that of public instruction. Besides, it is to be observed that notwithstanding the high rate of assessment for 1872-73, the city debt was increased more than two millions; while in 1855-56 the city debt was considerably reduced.

I have already referred to the statement in the Auditor's report of the *regular* expenditures of the leading departments of the city service. Of those departments, the City Hospital was not in existence in 1856. In examining the increase of the ordinary or regular expenses of the other departments named, since 1855-56, I find the following result:—

<i>Departments.</i>	<i>Per cent. of Increase.</i>	<i>Ratio of Increase.</i>
Fire Department, . . .	594 . . .	6.94
Health " . . .	423 . . .	5.23
Police " . . .	265 . . .	3.65
Public Buildings, . . .	689 . . .	7.89
Public Institutions, . . .	264 . . .	3.64
Public Schools, . . .	387 . . .	4.87
Streets, . . .	332 . . .	4.32
Water Works, . . .	1,245 . . .	13.45

The ratio of increase, as here represented, is ascertained by dividing the expense last year by the expense in the above-named former year; and it appears, for example, that \$6.94 is now expended for the fire department for \$1 eighteen years ago.

There is a class of city administrative departments, represented in the Auditor's report, which correspond to the administrative departments of the school system, namely, superintendence of instruction, the secretary's department, and the financial department. In making a comparison of these, I omit the financial department of the School Board, as it is of recent creation, and was instituted principally to perform service in regard to school accounts, which had been done in the City Auditor's office, and also the Mayor's department, as his salary is limited by the City Charter, and it is not regarded as a permanent dependence for a livelihood. In the Auditor's report the truant officers are reckoned as officers of the School Board; but so far from performing any administrative duties, their increasing numbers have added to its burdens, as they have had to be supervised by the Superintendent.



The following table shows the cost of carrying on the administrative departments above referred to, in the years 1855-56 and 1873-74, with the percentage and ratio of increase:—

	1855-56.	1873-74.	Per cent. of Increase.	Ratio of Increase.
Treasury.....	\$9,350	\$24,850	165	2.65
Auditor of Accounts'.....	4,100	13,018	217	3.17
City Clerk's.....	4,500	14,689	226	3.26
Clerk of Common Council.....	1,200	3,300	275	3.75
Clerk of Committees'.....	700	4,850	592	6.92
City Messenger's.....	1,400	2,980	112	2.12
City Solicitor's.....	2,800	14,332	411	5.11
Assessors'.....	15,040	80,589	435	5.35
School Superintendent's.....	2,500	5,500	120	2.20
Secretary of School Committee's.	800	2,500	212	3.12
Averages.....	.....	.....	276	3.76

The amounts set against the respective departments include salaries of chiefs, assistants, and clerks.

From the above table it will be seen that the percentage of the increase in the department of superintendence of public instruction has been *less than half of the average*.

## PRINCIPAL CITY SALARIES.

	1855-56.	1873-74.	Per cent. of Increase.	Ratio of Increase.
Treasurer.....	\$3,000	\$5,000	66	1.66
Auditor.....	2,500	5,000	100	2.00
City Clerk.....	2,000	5,000	150	2.50
City Solicitor.....	2,800	6,000	114	2.14
Chief of Police.....	1,800	3,500	94	1.94
City Physician.....	1,000	3,000	200	3.00
Superintendent Streets.....	1,500	3,600	140	2.40
Superintendent of Health.....	1,400	3,300	135	2.35
Superintendent of Public Buildings	1,500	3,600	140	2.40
Chief of Fire Department.....	1,200	3,300	175	2.75
Assessors, each.....	1,400	3,000	114	2.14
Civil Engineer.....	2,800	5,000	78	1.78
Averages.....	.....	.....	125	2.25

## PRINCIPAL SCHOOL SALARIES.

	1855-56.	1873-74.	Per cent. of Increase.	Ratio of Increase.
Superintendent of Schools.....	\$2,500	\$4,500	80	1.80
Masters of High Schools.....	2,400	4,000	66	1.66
Masters of Grammar Schools....	1,800	3,200	77	1.77
Average.....	.....	.....	74	1.74

The average of the percentages of increase of the city salaries is 125, while that of the School Department is 74, and, besides, several of the city departments, where this increase has taken place, have been divided, new offices and commissions having been created to supplement or supervise business formerly exclusively under the direction of the above-named officers. The new financial department of the school system, as already mentioned, was created mainly to do a new kind of work, previously done by city officers.

I have made this statement thus full to enable the members of the City Council, as well as the members of the School Board, and citizens generally, who wish to know the facts in regard to school expenses, to judge for themselves as to their relative standing.

#### VOCAL MUSIC.

It is not claimed for vocal music that it is one of those branches of education which are sometimes barbarously denominated "bread-and-butter studies." It cannot, in fairness, be reckoned among money-making instrumentalities. It cannot be pretended that it is a "thing that pays," in the Yankee sense of the phrase. But as soon as education is recognized as a means of cultivating the heart and the intellect, of forming character, there is no longer any thought of excluding from the curriculum instruction in vocal music as a useless accomplishment. My advocacy of music as a branch of education is based on my high estimate of its utility as a means of culture. Experience proves, that, if rightly managed, it is a help rather than a hindrance to other studies.

That our schools have made remarkable proficiency in vocal music is beyond a doubt. I have been unexpectedly convinced, by personal observation, that the musical instruction given in all grades of our public schools is at least equal in excellence to that given in the public schools of the most cultivated cities of Germany, where this branch of education has received more attention than in any other part of the world. And yet the work of developing, systematizing and perfecting this instruction in music has been accomplished mainly within a recent period.

Vocal music has, it is true, been recognized as a regular branch of instruction in our public schools ever since 1838, when it was first introduced by a vote of the School Board; but, during the subsequent period of nearly twenty years, its progress was slow and unsatisfactory.

All along there was more or less opposition to it on the part of those members of the Board who took narrow views of the scope and aims of education; the provision made for teaching it was inadequate, and the standard of attainments aimed at was what we should now regard as very low. Regular instruction in this branch was not attempted either in the High or Primary Schools; and even in the Grammar Schools it was limited to the pupils of the two upper classes, who received two weekly lessons of half an hour each. One music-master was annually appointed "to provide teachers of singing, and superintend the same," for which service he was allowed a certain compensation for each school taught. This plan of management had at least the merit of unity to recommend



it; but, after it had been in operation about eight years, it was superseded by a "double-headed system," the schools being divided between two music-masters, who were allowed to employ their respective assistants. This was undoubtedly a step backwards, and in two or three years it was followed by a still greater stride in the same direction. The Committee on Music was abolished, and the sub-committee of each school was authorized to nominate a teacher of music for the school under the charge of the same. This sporadic arrangement was not attended with success. Some of the teachers employed were capable, and others incompetent. There was no prescribed programme of instruction, no harmony of methods, and no uniformity of text-books, no classification, and in fact no system. The results attained were exceedingly meagre. Rote-singing of simple melodies was about all that was accomplished. Part-singing was not attempted, and the execution of classical productions was not thought of.

In the mean time the Normal School had been established, and soon afterwards converted into the Girls' High and Normal School, and vocal music was incorporated into its course of instruction. But even here no very marked advance was made on the results produced in the Grammar Schools, although singing in two parts was practised to some extent.

Such was the state of things in 1856. The reform was begun by the appointment of a Special Committee to take into consideration the subject of music in the public schools, and report thereon. This Committee promptly submitted an able report, recommending

important improvements, especially that simple musical exercises be practised twice a week by the lower classes of the Grammar Schools, under the direction of the regular teachers; that the pupils be examined in music, and receive credits for proficiency in the same; and that so much time be given to singing in the Primary Schools as their committees may deem expedient. These recommendations were adopted by the Board, but the new requirements received but little attention. However, their insertion in the regulations served to keep the subject in agitation before the minds of the Committee and teachers, and thus prepare the way for the introduction of the agencies necessary for attaining the results desired. The capital recommendation of the Special Committee was that of providing for a Standing Committee on Music, charged with the duty of exercising a general supervision over this department of instruction in all the schools, of nominating the music-teachers, and of making semi-annual examinations in this branch, and reporting thereon. This recommendation was adopted, and it went into operation in 1858. Thus the instrumentality was created which rendered possible the progress subsequently achieved. In 1861 the chairman of the Music Committee presented to the Board an elaborate report, in which he outlined the essential features of the system of musical instruction as it now exists. But in attempting to carry into execution the proposed improvements, formidable obstacles were encountered. At length, in 1864, an important step was taken towards the realization of the proposed plan, by creating the office

of supervisor and teacher of music in the Primary Schools.

The Committee had the good fortune to secure for this post Mr. Luther W. Mason, a teacher of large experience, an enthusiast in the work, a man of the rarest genius for teaching children, a student of pedagogy, with a spirit of self-sacrifice that constantly reminded me of the career of Pestalozzi, — thoroughly acquainted with the best things that had been thought and said and done about teaching children vocal music. This appointment soon offered an instructive illustration of the difference between the results of paper regulations and the work of a live man. His business was to secure systematic teaching of singing in all the classes of the Primary Schools, by instructing and supervising the regular teachers. It was rather a difficult task to make the teachers comprehend that they were really to do the teaching. No doubt it seemed to most of them, not merely difficult, but impossible. But the work was done, and admirably done.

Still there remained the great break in the system between the Primary Schools and the upper classes of the Grammar Schools, the paper regulations, directing the teachers in this wide field to take up and carry on singing, without lending them a helping hand, having utterly failed to accomplish the object intended. In 1868 the right man was found, and placed in this large department, as supervisor and teacher, Mr. H. E. Holt, whose great merit justly entitles him to an honorable mention in this sketch. Taking up the pupils with the admirable training



they brought from the Primary Schools, by his well-directed, systematic and efficient, but quiet and unostentatious labors, he soon, with the hearty cooperation of the teachers which his tact secured from the first, carried the musical instruction, in all the four lower classes of the Grammar Schools, up to a high standard of excellence. In the mean time, Mr. J. B. Sharland, a most energetic teacher, who had long done efficient service in the upper classes, in connection with other teachers, was made the sole teacher and supervisor of this department, where the regular teachers as yet were not required to assist, and Mr. Julius Eichberg, an artist of broad and thorough culture, as well as an excellent teacher, was made general director of music in the public schools and instructor in the Girls' High and Normal School. The organization, as originally recommended by the Committee, was thus completed, and in due time the instruction was carried into all the High Schools. As the territory of the city was extended by annexation, some assistance was afforded the supervisory teachers.

In connection with the steps of progress above mentioned, programmes of instruction for the several grades had been sketched out and gradually perfected, until they have come to form one complete and harmonious system, adapted to all the stages of school life.

For years, Mr. Mason was engaged in the preparation of his music charts for the Primary and Grammar Schools, which, after many experiments and overcoming difficulties which would have discouraged



most men, he finally brought to their present unrivalled excellence. Without this instrumentality, it is difficult to see how the instruction could have been carried on as it has been. They have immensely augmented the teaching power, and diminished proportionally the teaching expense.

One important work yet remained, the preparation of a series of musical text-books and a teacher's guide. Happily this task has lately been worthily achieved by the combined talents of the director and departmental supervisors, each bringing to the work the qualifications of a master in his own special sphere.

The pianos formerly used in the schools, being furnished by the music-teachers at a fixed rate per school, were often of an inferior quality. In order to secure the benefit of a good instrument to all schools, pianos, the best of their kind, have been placed in all the High and Grammar Schools, and in nearly all the Primary School-houses, "which pianos are required to be kept in order and in tune, and to be used as *aids* to, not substitutes for, musical instruction." Something like \$40,000 has been expended for grand, semi-grand and square pianos.

The most remarkable fact in connection with the progress of musical instruction in our schools is the success of the plan of requiring this branch to be taught by the regular teachers. In the Primary Schools and in the four lower classes of the Grammar Schools, they are to occupy ten minutes in each of the six school-days of the week, in teaching this branch; and in the two upper divisions of the Grammar Schools, ten minutes in each day of the week, except

Wednesday and Saturday. In the latter classes, this instruction is supplemented by a weekly lesson of thirty minutes by the supervisor.

My limits will not permit me to give here an extended account of methods and course of study. The following is a summary of what is taught in the four departments:—

*Primary Schools.* — The preliminary exercises are:—

1. A proper position of the body.
2. The right management of the breath.
3. A good quality of utterance.
4. The correct sound of the vowels.
5. A good articulation.
6. An intelligent expression of the sense.

Beginning the instruction with rote-singing, the first six sounds of the G scale are only attempted at the outset. After the voice has been well practised in this compass, it is extended upwards and downwards to a judicious degree. Musical phrases of easy rhythmical structure are next taught in double and in triple time, the rote-method being still used. Then comes instruction in the different kinds of notes and rests, in the nature of quadruple and sextuple time, in the manner of beating the same, and in accentuation, with a "mild indoctrinating" into the mysteries of the chromatic scale, so far as the simple change from the natural into the keys of G and F major is concerned. And finally the pupils are taught to describe by its intervals the major diatonic scale, etc.

*Lower Division of Grammar Schools.* — At the end of this course the pupils can readily sing in plain three-part harmonies, and should understand all signs and characters used in musical composition, and be able to comprehend and read at sight any of the music found in our ordinary collections of psalmody.

*Upper Division of Grammar Schools.* — In the report of 1872 it is stated that this division had made good progress in the following subjects: musical theory, purity of tone, distinctness of articulation, time, rhythm and accent, the dynamics of music, reading at sight, and singing under the baton.

*High School Department.* — The instruction here includes cultivation of the voice, theory and harmony, practice in singing at sight, and practice in part-singing. Some knowledge of musical composition is imparted, and information is given concerning the nature and character of orchestral instruments, with sketches of the lives and chief works of the great classical composers. "In order to cultivate the taste in early life, to direct it to that which is purest and truest in music, only the works of the best masters are studied. These are carefully analyzed before putting them to practice; their course of modulation as well as their general construction is explained."

*Normal School.* — In this institution, which now has an organization separate and independent of the Girls' High School, where female teachers are trained for the Primary and Grammar Schools, a thorough course of instruction is given with a view to enable the graduates to understand and teach the subjects

comprised in the programmes of music prescribed for the several grades of instruction.

Thus, while in 1856, twenty-five years after the first attempt to introduce music as a branch of instruction into our schools, and eighteen years after it was introduced, singing was indifferently taught in classes comprising only a fraction of the pupils in the schools; now, a thorough, systematic and progressive course of musical instruction is given to *all* the pupils of our public schools, commencing with the children of five or six years of age, on their first entrance into the Primary School-room, and ending with the graduating classes of our eight different High Schools. And, besides, a special course is given to the pupils in the Normal School, to qualify them as teachers of this branch. The excellence of the plan is seen in its simplicity and in its efficiency. If the time shall ever come when all our teachers, before their appointment, are as thoroughly trained in music as are the teachers of some foreign countries in their normal course of instruction, it is probable that even a part of the machinery of the present system, simple as it is, may be thus dispensed with.

The great annual musical exhibitions in Music Hall, which have been regularly held since 1858, have been at once an illustration of the progress in this study, and a most important means of aiding that progress. The first was so successful as to draw from the very eminent musical critic, Mr. Dwight, the exclamation, "How far the reality transcended the imagination of the most sanguine advocates of the idea!" That performance was the result of a long and laborious



special preparation. Now, with very little special drill, vastly superior effects are produced.

Many agencies have contributed to bring about all these results, and place our city in the front rank in respect to this branch of education. The chairman of the special committee above referred to, who was also the first chairman of the Music Committee, deserves much credit for the bold and energetic manner in which he inaugurated the progressive movement. But Dr. J. Baxter Upham, who was an original member of the Music Committee, and its chairman for thirteen years, has been the master spirit in this achievement. Before retiring from the service, he had the satisfaction of seeing his judicious, laborious and practical efforts crowned with complete success.

#### DRAWING.

The nature, objects and utility of drawing, as a branch of education, are as yet but very imperfectly understood and appreciated in this country. It is still very generally regarded as an ornamental study, of little use in practical life, which may be allowed to pupils who have time on their hands after having acquired a competent knowledge of what are ignorantly deemed more useful subjects. If, recently, more has been done in this community than in previous years to promote instruction in drawing, it is because it is beginning — *only beginning* — to be seen that it is an essential branch of general education in all its degrees, and also the foundation of all technical and industrial education; that it is a thing of use in every

department of business and in every condition in life; that it is in itself an expressive language, easily depicting to the eye what no words, however well chosen, can represent; that it is the best means of cultivating the power and habit of accurate observation, and of developing the perception and the love of the beautiful in nature and in art; that it is indispensable for the architect, the engraver, the engineer, the designer, the draftsman, the moulder, the machine-builder, and the head-mechanic of every craft; that it gives a training to the eye and hand which everybody needs; that it is a special help in teaching writing, as expressed in the Pestalozzian saying, "Without drawing there can be no writing;" that it is calculated to afford invaluable aid to the inventive genius of our people; that it is an instrument for illustration in teaching which should be in every teacher's hands; and that, if properly taught, it more than compensates for the time it takes, in facilitating instruction in other branches.

As instruction in drawing, in its relations to the development of the human faculties and to the promotion of industrial interests, comes to be more generally understood, it will doubtless meet with less opposition. While I would advocate the claims of this branch, first and foremost, on the high ground of its value as a disciplinary instrumentality, as a means of general culture, as affording a training necessary and desirable for every individual without regard to his destination in life, yet its positive value in dollars and cents to a people like ours, largely devoted to industrial pursuits, is by no means to be

ignored. It is well known that in England the value of manufactures has been immensely augmented by means of the system of art-education which was inaugurated in that country about twenty-five years ago. And the best of our authorities in industrial science now agree in the opinion, that Massachusetts cannot maintain her prestige as a manufacturing State, without the aid of art-culture. The only adequate basis of the needed art-culture is a thorough system of drawing taught in all public schools.

It is a long time since drawing has been recognized as a branch of study in our public schools, but it is only within a short time that it has been rendered efficient. It was first introduced into the English High School, where it was, from 1827 to 1836, a *permitted* study in the upper class, and subsequently an obligatory one. But, until 1853, as there was no special teacher of drawing, it received little or no attention. As one of the results of Mr. Mann's report on foreign education, the School Committee of Boston, in 1848, placed the *word* "Drawing" on the list of Grammar School studies. As the teachers were almost universally ignorant of this branch, and as not the slightest provision was made for teaching it, either in the way of a programme, text-books, or special teachers, next to nothing came of this action. The prevailing ignorance in regard to the subject was only equalled by the indifference respecting it. If a progressive teacher tried to get up a little drawing in his school, he was likely to get for his pains a gentle rebuke from his Committee, and some blame from his fellow-teachers.



At length, special teachers on drawing, on very small salaries, were appointed for the English High and Girls' High and Normal Schools, at the time of the establishment of the latter institution. This was the first practical step towards securing instruction in drawing; but for a long time only the meagrest results were produced in those schools, owing to the apathy on the subject, which the special teachers had to contend with. In the mean time, "drawing on slates" had been set down among the requirements in the Primary Schools. But when I made my first official circuit of visits to those schools, the use of a slate in them, for any purpose, was an exceptional phenomenon, and not a line of drawing was discovered. Thus, it will be seen that, in 1856, we could barely be said to have made a beginning in two High Schools, and not even so much could be said for the Primary and Grammar Schools.

Feeling that light on the subject was needed, I procured from the Art Department in England a lot of drawing copies, models and books. It was really a valuable collection, though small, and the price was comparatively trifling; and yet so indifferent were the Committee to the matter that they declined to defray the expense. The Boston Primary School Drawing Slates and Tablets were soon after prepared by me, simply because there was, at that time, absolutely no apparatus to be had, at all suitable for the purpose of instruction in drawing in the Primary Schools, where the foundations ought to be laid. In justice to myself, I beg leave to say here, that I received no pecuniary benefit from the use of these



things in the Boston schools. They were very slowly introduced, at the option of the District Committees, as they were requested to do so by the more enterprising and capable teachers; and the use of them did not become general and effective, until it was made obligatory in the new programme of studies, which was adopted in 1864. Just before this, Mr. Bartholomew's books were introduced into the Grammar Schools, and so there was now in operation a graded system from bottom to top. It was very imperfect, no doubt, but it was a real beginning. There was a programme and there was apparatus in the Primary Schools, there was a series of books, not without merit, assigned to the Grammar Schools, and there were special teachers for two of the three then existing High Schools. Drawing was gradually growing in favor. The new programme for the Grammar Schools, which went into operation in 1868, laid down a graded course of instruction in drawing for those schools. And Mr. Bartholomew, the special teacher in the Girls' High and Normal School, who had labored faithfully to create an interest in drawing, held voluntary meetings in different parts of the city, for the purpose of illustrating his method of teaching.

Other reforms had hitherto demanded so much attention that drawing was necessarily left rather in the background. But at length the time came for taking hold of it in earnest, and placing it on a proper footing. As the reform in music began by the appointment of a Standing Committee on the subject, to defend it and look after its interests, so in

this movement the same plan was adopted. There was of course a battle to be fought before a Standing Committee on Drawing could be agreed to; but it was finally appointed, and it entered upon its work, vigorously, early in 1870. Their hands were strengthened and their duties increased by the legislative act of the 16th of May, making the teaching of drawing obligatory, and requiring Industrial Drawing Schools to be set up in all the cities and towns in the State having 10,000 inhabitants and upwards. The former of these provisions had already been anticipated in Boston. Fortunately, the facilities afforded by the Massachusetts Institute of Technology, both in respect to instructors and accommodations, rendered it practicable to open evening classes in Industrial Drawings, on a liberal scale. Eight teachers were employed in the efficient departments of Freehand and Mechanical Drawing; the whole number of pupils instructed was about 500, the average attendance being 380. The cost for the season amounted to \$6,014.84.

With the annexation of Roxbury and Dorchester, two High Schools were added to the system. Each of these was provided with a special teacher. Each of these teachers, in addition to the duty of giving instruction personally in our High School, was required to inspect and supervise the instruction in drawing in one of the five districts into which the Grammar Schools of the city were divided for this purpose. These special teachers were also to teach the regular teachers in their respective districts how to teach this branch. The organization of the musi-

cal instruction, which had proved a success, afforded a model for the management of drawing. The essential feature of the plan was, to require the teaching in all, except the highest stages, to be done by the regular teachers, under the direction of competent experts. The Drawing Committee, in their first report, say, "The great success which has attended the efforts of the Committee on Music to make each teacher a competent instructor in that art, convinces us that we must have the same system in drawing." As many teachers neglected drawing in their schools, under the plea of want of time, the Board adopted an order requiring one hour a week to be given to its instruction in the Primary and Grammar Schools.

Thus the organization and plan of management, as it now exists, was completed, with the exception of a general director and supervisor. The results of this year's labors under this system were presented on the 30th of April, 1871, in the First Exhibition of Drawing which was held in Horticultural Hall. All the work exhibited was taken from regular class exercises, which had been done without any expectation of an exhibition. The result showed very gratifying progress, and greatly stimulated and encouraged the friends of art-education.

But in the minds of a few of the foremost advocates of this course there had been for some time a conviction, that our staff of drawing teachers needed a reinforcement from a foreign source, none of them having enjoyed the advantages of a regular training in an art-school, or even of a personal examination of the



methods and processes of art-instruction, where it had been fully developed and perfected. This conviction resulted in securing Mr. Walter Smith, a graduate of the Normal Art-School at South Kensington, London, and subsequently art-master at Leeds, as supervisor and director of our system of drawing.

Three years ago he entered upon the work of his office, bringing to it copious knowledge of his profession, large experience, and executive ability of a high order. He brought into our service a thorough acquaintance with the experience of England, during the last twenty-five years, in developing a great system of instruction in industrial art. In four ways he has greatly contributed to the progress of drawing in our schools. 1. By diffusing information in respect to the scope and practical utility of drawing; 2. By organizing and conducting efficient normal training classes for the teachers of the public schools; 3. By reforming the programmes of instruction in all the grades of schools, including the industrial night-classes; and, 4. By supplying the needed books, examples and models through his publications, purchases, and recommendations. Great progress has been achieved, but not without friction and difficulty, owing to the conflict of pecuniary interests, the expense incurred, and the extra drafts made upon the time and strength of teachers.

Difficulties in such a work were inevitable, but they might, perhaps, have been more easily overcome by distributing the work accomplished in three years over the space of six. The regular teachers, as a body, deserve great credit for their earnest and per-



servicing efforts to qualify themselves for teaching this branch. Their success, as shown in the exhibition of this year, as compared with that of 1871, has been most extraordinary.

The result attained after so many years of effort may be summarized as follows: —

1. A Standing Committee on Drawing.

2. Teaching Staff—General Supervisor, seven Special Instructors, employed as teachers in the High Schools, and Local Supervisors of Drawings in the Grammar and Primary Schools, all the regular teachers in the latter schools, and a part of the teachers in the former qualified to instruct their own classes, and eleven special teachers employed in the Evening Industrial Drawing Schools.

3. Programmes adapted to all classes and grades of pupils, comprising the appropriate subjects, duly arranged and co-ordinated.

4. Text-books, copies and models adapted to the courses of instruction laid down in the programmes.

5. A completely organized system of Evening Industrial Drawing Schools, with accommodations and apparatus, regulations and instructors. Average number taught last winter, 538.

6. Regularly organized Normal Drawing Classes, held on Wednesday and Saturday afternoons, where the special teachers give instruction to the regular teachers, of all grades, in drawing and the art of teaching it.

7. Efficient instruction actually given in all grades of our schools, from the lowest Primary class to the highest in the High Schools; but further time is

needed to bring it up to the standard of excellence aimed at.

8. Four Annual Exhibitions of Drawing have been held, each showing marked progress from year to year.

The following is substantially what is aimed at in the several grades and classes of the schools:—

#### IN PRIMARY SCHOOLS.

1ST YEAR. To learn the names of *geometric forms* and lines. To draw on slates any simple form the teacher asks for, without being shown. To learn the meaning of terms and expressions used in drawing, — as vertical, oblique, etc., etc.; angle, triangle, etc., etc.; to draw simple things from *memory* and from *dictation*. All work on slates.

2D YEAR. To learn same subjects as in first year, but make fairly good drawings. To have object-lessons illustrated by drawings. *Dictation* and *memory* drawing of geometric patterns. Simple designs made of straight lines and simple curves. All work on slates.

3D YEAR. To learn to draw on paper. A recital, on paper, of what has been learnt before. To learn the names of the *geometric solids*—as sphere, cylinder, cone, cube, etc., etc.,—*but not to draw them*. To draw with readiness from memory and dictation forms previously drawn from copy. To design new combinations from copies already drawn.

#### IN GRAMMAR SCHOOLS.

1ST YEAR. To apply the elements learned in the Primary Schools to drawing, viz.: the geometric definitions to *geometric drawing*, and the definitions and names of solids to *model drawing*, the latter from blackboard only, and of curved forms only. Free-hand drawing of botanical analyses of plants, giving the common names of parts of leaves and flowers. Simple designs in geo-

metric forms, the latter made with compass and square, thus applying geometrical drawing to practical use.

2D YEAR. To go on with the same studies in more advanced stages, as free-hand outline design, geometrical drawing, model drawing of both curved forms and objects bounded by right lines, from the blackboard, or from books, sketches being made on the blackboard by the teacher and explanations given.

3D YEAR. Advancing to the drawing of ornament and objects of historical character, as Egyptian lotus form, Greek bases, etc., etc., names to be remembered in connection with forms, and to be drawn, when required, from memory.

4TH, 5TH AND 6TH YEARS. During the last three years of the Grammar School period the subjects to be studied are *free-hand drawing and design, geometrical drawing, model drawing, and free-hand perspective*, so as to learn the names and expressions used about perspective before taking it up in the High Schools. Half-way through the Grammar-School course to take up model drawing from the solid object instead of blackboard, *i. e.*, at the end of the third year. Dictation and memory-drawing occasionally.

*Design with half-tint* backgrounds in fourth, fifth and sixth year. (Outline design only having been previously drawn.)

Botanical names and forms to be also taught. Names of colors and first principles of their harmony, complementary colors, etc.

#### IN HIGH SCHOOLS.

1ST YEAR. Linear perspective by use of instruments. Parallel. Botanical lessons, illustrated by diagrams in color.

Lessons in harmony of color by diagrams. Model drawing from the solid object, in light and shade, half-tint, cross-hatching and stump. Lectures on styles of architecture, without drawings being made, to learn the names, dates, localities of each style.

2D YEAR. Linear perspective, angular. Design in harmonious colors from flowers and foliage. Drawing from plants in outline. Object-drawing in one color, as fruits, etc., from flat copies and from casts.



3D YEAR. Linear perspective, oblique. Painting from flowers and fruits, from nature. Study of human figure in light and shade, from copies. Drawing foliage, from plaster casts. Applied design for manufactures, as carpets, lace, paper-hangings, pottery, glass, frescoing, metal work, etc.

4TH YEAR. Lessons in painting, from nature, of landscapes. Drawing from plaster casts of human figure. Lessons in styles of architecture and lectures on schools of painting. History and practice of industrial art. Lectures on design applied to manufactures.

#### EVENING INDUSTRIAL DRAWING SCHOOLS.

Stages and Subjects of Study. — Stage I. Instrumental Drawing, *Elementary Course* from copies, and *Advanced Course* from real objects or design. Stage II. Freehand Outline Drawing of rigid forms from flat examples or copies. Stage III. Freehand Outline Drawing from the "round" or solid forms. Stage IV. Shading from flat examples or copies. Stage V. Shading from the round or solid forms. Stage VI. Original Design.

It is very natural that there should be some apprehension that the attempt to do so much in this branch of education would rob other studies of the time and attention which belong to them. It is of course necessary to guard against this danger. It is a nice point, demanding careful and judicious discrimination, to give to each branch its appropriate share of time and attention. In determining how much time can be spared for drawing, we should take into account, not only its intrinsic value, but also its utility as an aid in other studies; we should consider how much time we have gained by improved methods of handling studies; and we should understand that some other studies — geography, for example — have claimed a disproportionate share of time. The time has come



when there ought to be a rule, fixing the time per week to be allotted to each study or group of studies, so that all may be duly attended to.

The expenditure for drawing, for the year 1873-74, including both day and evening schools, has been \$31,835.52, exclusive of drawing-books furnished to the children.

#### PHYSICAL EDUCATION.

The wise saying of Emerson, "*The first requisite to success in life is to be a good animal,*" ought to be accepted as a fundamental principle in the science of education. The physical organs are the instruments which the mind employs in its operations, and, therefore, upon the condition of these organs the efficiency of mental action must, to a great extent, depend. The muscular system sustains a peculiar and important relation to the nervous system; and the capacity of the brain, the centre of the nervous system, for the endurance of mental labor, depends, in a great degree, upon the exercise and development of the muscular powers. We may justly consider the preservation of health, and the cultivation of the physical faculties, as the foundation of the whole edifice of education.

The Greeks set the example in this matter, which modern pedagogy is beginning to take cognizance of. The pedagogy of the Greeks consisted of two parts; music, by which they meant the education of the mind, and gymnastics, by which they meant the education of the body. To both kinds of education they attached equal importance; first, because they loved physical strength and beauty, and knew the value of

health; and, secondly, because, in improving the body they were certain to labor for the improvement of the mind. As Plato said, "The end of education, founded upon music and gymnastics, is not, as some suppose, to form the mind by music, and the body by gymnastics; but both are employed chiefly to form the mind." In the same spirit the Bishop of Orleans, in his work on Moral and Christian Education, says, "Physical education has for its object, to render man, *body and mind*, as strong, as healthy, and as independent of external accidents as possible. This statement is enough to show the importance and necessity of this education. Indeed, without a strong constitution, the most intelligent and laborious man is comparatively powerless. The sad sport of maladies, he finds himself impeded at every step in his career; letters, science, the arts, crafts the most humble, and the highest professions—nothing is possible without the aid of good health. Physical education has for its end to preserve, confirm, or recruit this health so precious."

In regard to physical education, it is the first duty of educational authorities to take care to prevent all positive injury to the health and bodily development of pupils in consequence of schooling processes. But this is not all that should be aimed at. Strenuous efforts should be made to bring about a physical regeneration of the people, and to regain the ground lost by past ignorance and neglect of hygienic laws. If our progress in this department has not been all that some of us have desired, it has been in some respects not a little gratifying. There has been a perceptible improvement in the physique of our pupils.

We see among them fewer narrow chests, crooked spines, and pale faces, than formerly. This improvement is owing, in no small degree, to the measures which have been adopted to improve the hygienic condition of the schools, some of which will be noticed under other heads.

#### GYMNASTICS.

In 1860 a definite movement was made to improve the hygienic condition of the schools, especially with reference to the suppression of overtasking the brains of girls, and the introduction of physical training or gymnastics as a branch of school culture. In my report of September, 1860, the following language is used: "Of the persons born and educated in our cities within the last thirty or forty years, but a small proportion can be said with truth to possess a sound mind in a sound body. We have but to open our eyes to see physical imperfection and degeneracy all around us. Under the present conditions of city life, at home and at school, a child stands a poor chance to enter upon the career of life having a good physical system, a body healthy, strong, well-formed, and of good size." . . . "The principal *remedy which I would suggest is the introduction, into all grades of our schools, of a thorough system of physical training as a part of the school culture. Let a part of the school time of each day be devoted to the practice of calisthenic and gymnastic exercises, in which every pupil shall be required to participate.* The exercises which I would recommend can be practised



without costly apparatus, and without a room set apart for the purpose; they contain all that either sex needs for the perfect development of the body, and are adapted to mixed schools, so that both sexes can perform them together." The necessity of employing a competent special teacher and supervisor of this Board was also urged.

This recommendation was referred to a Special Committee, who submitted a very able and well-considered report on the subject, which is printed with the report of the Board for 1861, recommending that free gymnastics or calisthenics be introduced into all the schools, and made an obligatory branch of education. To accomplish the object in view, it was recommended that a Standing Committee on Physical Training be appointed, to have the general supervision of the sanitary provisions and arrangements of the schools, and with authority "to appoint and nominate to the Board a suitably qualified person to aid and instruct the teachers in the training of their pupils in physical exercises; and that the teachers in all the public schools be required to devote a part of each school session to physical exercises, not exceeding half an hour, and not less than a quarter of an hour."

It was not until 1864 that this plan was fully carried out. It was opposed on various grounds: it would rob more useful studies of the time they needed, — it would cost too much, — a special teacher was unnecessary. In the mean time, the rule requiring the exercises had been promptly adopted, which, if not effective for the purpose intended, served to illustrate



the difference between a thing *ordered* and a thing *done*, for the order was little observed.

Prof. L. B. Munroe, an able and accomplished teacher, was finally appointed, who combined *vocal* culture with physical, and he performed most valuable service for several years. But his influence and labors were far more valuable and effective in promoting progress in vocal culture and in elocution, than in gymnastics and physical culture. He prepared an excellent manual of vocal and physical culture, which was adopted by the Board, and placed in the hands of all the teachers. So that, although all that was intended in this department has not been accomplished, much has been done. Many teachers faithfully and efficiently carry out the requirements in respect to gymnastic exercises, to the great advantage of the pupils. The all-important point has been gained of securing a general *recognition of gymnastics as a branch of school culture*. It remains to be fully provided for and developed.

After witnessing the methods, means and results of gymnastic training in European schools, I am more than ever anxious that it should receive greater attention in America. In Vienna, every modern school-house has its gymnasium, and every school, one or more gymnastic teachers, — *one hundred and ten* special teachers of this branch being employed in the public schools of the city. Probably it will be found practicable to reduce this number very materially when the regular teachers shall have been trained in gymnastics in the Normal Schools. When the importance of physical education comes to be appreci-

ated here as it should be, probably it will be thought expedient to set apart one of the rooms in each of the large school buildings for gymnastics. In our existing Grammar and Primary School buildings, one of the school-rooms would very well answer the purpose for a gymnasium. The fact, that in the plans recently prepared for the Latin and English High School buildings, liberal provisions were made for a gymnasium for each school, is an encouraging indication of progress in the right direction.

During the last year a lady thoroughly accomplished, theoretically and practically, in the excellent Swedish system, was employed in the Girls' High School. It seems highly desirable that she should be employed to teach and supervise this system in all the High Schools for girls.

#### MILITARY DRILL.

The exigencies of the war turned public attention to the importance of physical and military education. The drafts brought to light a melancholy array of physical disabilities, and the hospitals exhibited mortifying records of disability from exhaustion and disease, although the sanitary regulations of the army were remarkably complete. And it was painfully evident, at the opening of the conflict, that want of training in military tactics, among our brave volunteers, was an immense disadvantage. The result was a general conviction in the public mind in favor of gymnastics and military drill as branches of education. This conviction helped on the above-stated action in

respect to physical training, and led to the introduction of military drill into the schools. The subject was formally brought before the Board by a petition, headed by Edward Everett, praying that instruction in military drill might be forthwith introduced into the public schools for boys. In December, 1863, the Special Committee to whom it — the petition — was referred, reported unanimously in favor of the plan, and recommended that the experiment be tried in the Latin and English High Schools, and in the Dwight and Eliot Grammar Schools. The recommendation was adopted early in 1864, and immediately went into operation, under the charge of a newly created Standing Committee on Gymnastics and Military Drill. The charge of vocal culture was subsequently added to the functions of the committee. As the result of the experiment, during the first few months, it was decided to discontinue the drill in the Grammar Schools, but to retain it in the High Schools for boys.

During the ten years that have since elapsed there has been constant progress in this branch. The standing committee is authorized to provide a suitable place and arms for drilling, including belts and swords for officers, and to appoint a drill-master. The time occupied in drill is not to exceed two hours each week. The military organization of the High Schools now comprises upwards of 1,100 boys, including the pupils of the Free Latin School in Roxbury, five battalions and twenty-three companies. There is an annual exhibition of the proficiency of each battalion, which never fails to draw a crowd



of interested spectators. In connection with the buildings to be erected for the Latin and English High Schools, it is proposed to provide a spacious hall, with necessary appurtenances, for military drill.

To say nothing of the value of this instruction as a means for the preservation of public order and for the national defence, as an educational instrumentality, in promoting physical, moral and intellectual culture, it has been signally beneficial. It has proved a valuable, though, perhaps, not a perfect, system of gymnastics; it has developed a more manly spirit in the boys, invigorated their intellects both directly and indirectly, and made them more graceful and gentlemanly in their bearing.

#### HIGH PRESSURE.

By this I mean excessive tasks, excessive stimulation, by emulation or other means, and excessive nervous excitement. These evils are quite prevalent in the higher grades of public schools in America. They affect girls much more injuriously than boys. This high pressure was introduced into the Boston schools, in 1845, by means of the competitive examinations inaugurated by the educational reformers of that day. These examinations were long ago abandoned, but other causes tended to keep up the evil they originated here. It has been a hard evil to combat, but I am happy to say that it has been greatly mitigated in Boston. The abolition of the medal system contributed in some degree to this object. The new Grammar-school programme, where it is rightly understood



and faithfully observed, works to the same end. As high pressure is the result of no single cause, so there is no single remedy for this evil. It will gradually disappear, as better ideas of education prevail. The sensational cases now and then circulated in the newspapers, of impossible lessons required by teachers, are either misrepresentations or rare exceptions of error of judgment on the part of teachers, which no supervision or system of regulations could be expected to provide against.

There has never been any just cause of complaint on account of overtasking the pupils of the Primary Schools. They have no home lessons, and the study required of them in schools is generally of a sufficiently mild type. It is very well understood that children of tender age are to be *taught* rather than set to learn tasks to be recited. Nearly twenty years ago a stringent rule was adopted, prohibiting out-of-school lessons to the girls in Grammar Schools, and limiting the home work, assigned to the boys, to one hour a day. More recently this rule was made still more stringent by forbidding the assigning of out-of-school lessons on Saturday, and the exacting of any recitation on the opening of school on Monday morning. But the main point gained has been in securing a better observance of the old rule. Teachers have justified their violation of the rule on the plea of necessity; but it is safe to say that a capable teacher has rarely suffered here in consequence of conscientiously regarding the health of his pupils, in the matter of imposing tasks. Good *teaching* makes school tasks light.

## EMULATION MEDALS AND DIPLOMAS.

The taste for external distinction is perhaps too deeply rooted in human nature to be wholly eradicated by education. It is difficult to conceive how to manage a system of schools, without any regard to rank and distinction, based on intellectual attainments; for there must be examinations, at least for purposes of classification and promotion; and the examination determines the rank; the rank necessitates discrimination; and distinction, in some form, follows inevitably. But the aim, in all stages of education, should be to turn the minds of students as much as possible from the love of excelling to the love of excellence; to accustom them as early as possible to work from a sense of duty, to study from a love of learning, or to gratify their parents and teachers.

Our educational reformers of 1845 made an effort to do away with emulation by abolishing the medals, of which six only were given to the graduates of each school, nominally as the result of a competitive examination, but really, in many cases, on the ground of preference by the masters. They met with partial success, but the advocates of emulation ultimately prevailed, and not only restored the medals, but largely increased the number awarded, and at the same time instituted the diploma, to be awarded, on a competitive examination, to a corresponding number of pupils in each of the lower classes of the Grammar Schools, which proved an unwise experiment. But in recent years more enlightened views prevailed, and although it was not an easy matter to get rid of this competitive system of medals and diplomas, it was at :

length swept away from the Grammar Schools, the Franklin medal being left in the English High and Latin Schools, as it was decided to be illegal to wholly dispense with it.

In place of the discarded competitive medals and diplomas a graduating diploma was instituted. To this diploma all the pupils of the Grammar and High Schools are entitled, who pass a minimum examination on the studies of the graduating class. The principle on which this diploma is awarded is radically different from that which governed the distribution of the medals and the former diploma. The number of the latter being limited, the recipients must be determined by a *competitive* examination; the number of the former is not limited, the recipient being determined by a *pass* examination. This graduating diploma has proved a success. It has a strong tendency to induce pupils to make sacrifices to complete the course of study. The stimulus it affords is altogether healthy. Its substitution for the competitive system has tended to produce a higher average scholarship, while it has removed an injurious stimulus from that class of pupils who least needed the distinction of a medal to secure their application to study. It was first awarded to girls in 1867, and to boys in 1868. The whole number awarded to Grammar-school pupils at the end of the last school year was 1,196; to High-school pupils, 457; total, 1,653.

The following table shows the number of diplomas which have been awarded to the pupils of each Grammar School, with the exception of the schools in the recently annexed districts, which are included in the table for 1874, in another place: —

	1867.		1868.		1869.		1870.		1871.		1872.		1873.		1874.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Adams . . . . .	15	21	11	2	12	11	9	16	18	23	14	14	6	18	11	
Andrew . . . . .															5	
Bigelow . . . . .			22	16	21	25	24		34		36		34		31	
Bowditch . . . . .	15		16		13		16		13		18		30		15	
Bowdoin . . . . .	26		26		29		33		26		30		29		34	
Boylston . . . . .			21		23						9	10	10	10		
Brimmer . . . . .			39		33		34		37		40		44		36	
Chapman . . . . .	16	20	14	9	19	14	12	14	14	1	20	12	19	11	7	
Comins . . . . .			9	14	7	17	18	22	23	22	19	25	28	17	21	20
Dearborn . . . . .			15	13	8	10	12	12	15	16	19	14	11	15	20	14
Dudley . . . . .			17		17		17		23		14		22		18	
Dwight . . . . .			31		28		42		35		44		32		39	
Eliot . . . . .			22		29		21		19		22		28		34	
Everett . . . . .	37		30		40		46		53		41		38		47	
Everett, Dor. . . . .							3	11	7	11	4	5	6	6	5	7
Franklin . . . . .	26		28		34		31		37		33		34		37	
Gaston . . . . .																22
Gibson . . . . .							3	4	2	6	2	2	1	1	3	7
Hancock . . . . .	24		23		13		21		25		30		17		24	
Harris . . . . .							9	6	3	5	16	6	6	12	5	9
Lawrence . . . . .			6		24		27		31		41		44		37	
Lewis . . . . .							13	27	18	21	16	23	14	27	25	18
Lincoln . . . . .	11	18	10	16	19	14	18	25	20	26	22	21	27	23		
Lyman . . . . .	5	10	4	7	8	10	6	15	9	12	11	18	5	17	11	
Mather . . . . .							5	4	4	5	1	5	5	12	8	15
Mayhew . . . . .			15		16		8		16		17		10		26	
Minot . . . . .							4	1	4	2	4	3	10	6	7	4
Norcross . . . . .				5		16		19		31		42		48		30
Phillips . . . . .			16		15		13		17		17		14		28	
Prescott . . . . .	9	8	10	15	10	10	10	17	13	20	14	18	22	16	15	
Quincy . . . . .			16		16		25		13		22		24		24	
Rice . . . . .					16		24		41		29		31		38	
Sherwin . . . . .											12	7	15	17	14	14
Shurtleff . . . . .								30		30		34		33		38
Stoughton . . . . .							7	7	5	7	3	4	4	11	8	2
Tileston . . . . .							2	4	5	5	3	3	6	4	4	
Washington . . . . .			13		14		24		15		11		11		13	
Wells . . . . .	33		27		25		22		24		18		25		18	
Winthrop . . . . .	22		26		24		22		32		32		35		42	
Totals . . . . .	239	302	290	299	331	377	415	436	468	469	480	471	533	521	479	



## RELATIVE STANDARD.

We are told, now and then, that the pupils of the present day do not learn so much as their fathers and mothers did. However true this may be of other localities, it is quite certain that it does not apply to Boston. Although we have not the data for an exact comparison of the standard of scholarship of the pupils of the present time with that of 1856, we have data enough to show that the average standard has been greatly raised. If any one will go to the City Hall and inspect the examination papers made by the pupils of the first class of the Grammar Schools in 1845, and then go to the Grammar Schools and see what sort of examination papers are now made, and on what subjects, he will get some idea of the advancement which has been made.

But there is another method of arriving at a correct general judgment respecting this matter. In the first place, if we look at the requirements of the study-plans or programmes of the several grades of schools, we shall find that the standard has not been lowered. On the contrary, additional subjects of instruction have been introduced in all the grades. Then, if we compare the relative numbers in the grades, we find that in the upper grades the percentage of increase is vastly greater than that in the lower grades.

The following are the percentages of the increase of pupils in the several grades of schools since 1856:—

High Schools . . .	300 per cent. increase.
Grammar Schools . . .	123 “ “
Primary Schools . . .	50 “ “

It will be found, too, that in each grade of schools the percentage of increase in the upper classes very considerably exceeds that in the lower classes. And then, again, it is well known by those conversant with the condition of the schools, that the lower grades are much better instructed than they were in former years, especially since the Grammar masters have acted as the real principals of their districts.

The inference from these facts as to the advance in the average standard of attainments among our pupils is obvious enough.

In estimating the results of a system of schools, it signifies little to be able to point to a few remarkable specimens of work, or to a few brilliant scholars. What we want to be assured of is that the mass of the pupils, the rank and file, are all kept up to a fair standard of excellence.

#### VOCAL CULTURE.

I have already mentioned the fact that the able instructor, who was appointed to aid in promoting physical culture and training, was also, at the same time, made general teacher, or supervisor, of vocal culture, and that his services were more efficacious in promoting the latter than the former. His influence in helping establish gymnastics in the schools was exceedingly valuable. It was to him that I referred, in my report of 1860, in favor of physical training, as the capable teacher who could be obtained for this service. But it was in elocution that he made his memorable mark. He began with private classes

of male teachers in our schools, several years before he was employed in the public service by the Committee, and his influence on the elocutionary culture in our schools has been indirectly exerted ever since his official connection with them ceased. Latterly his place has been supplied by another accomplished teacher of elocution, Prof. M. T. Brown. His services have been devoted mainly to the Grammar and Primary Schools, where his labors have been highly beneficial; but if only one special instructor is employed in this department, it would seem to be best, in the present condition of things, that his time should be given to the High Schools, wholly or chiefly, where departmental instruction is especially appropriate, if not absolutely necessary. This plan would be in harmony with the plan which has been found so signally successful in drawing and music.

Prof. Brown, in his report to the Committee on Vocal Culture, etc., states his methods of supervision and instruction as follows:—

“1. I called together the teachers of the Grammar and Primary Schools, in classes, the teachers of one and sometimes of two districts forming a class, and gave practical lessons, using Munroe’s Manual as the text-book. Each teacher was instructed to introduce the lessons, in their order, into the school. So far as possible, I visited the rooms of the individual teachers, noted the progress, and gave suggestions.

“2. With a few exceptions, I gave a course of from four to twelve lessons to the master’s class of every Grammar School in Boston proper. In most instances not only were the master and his assistants pres-

ent, but often the teachers of the second and third grades. I am happy to report a hearty co-operation of the masters in my efforts, and a very satisfactory progress on the part of the pupils."

Reading and elocution are no novelties in the Boston schools. Many years ago they were regarded with high favor. It is thirty years or more since prizes for declamation have been given to pupils in the Latin and English High Schools, under circumstances calculated to stimulate, in a high degree, their ambition to excel in this art. But, relatively, the progress in vocal culture or expressive reading has been, during the last fifteen or twenty years, much greater in the Grammar and Primary Schools. By means of the sound vocal training introduced into the lower schools, great assistance has been rendered to the musical instruction. And, on the other hand, good musical instruction has reacted in furtherance of good reading. This has been especially noticeable in the Primary Schools.

Through the agencies above named, some of our masters and teachers have become thorough elocutionists, while many others have made great progress in vocal culture, and in elocutionary taste, and thus the standard of attainments in reading has been advanced to an extent which, I confess, I had not conceived possible twenty years ago. Through the instrumentality of vocal training applied to expressive reading, a real culture is now very generally diffused among the pupils of our schools. This culture is physical, intellectual, moral, and æsthetic, and it is altogether refining and elevating. If you have taken an igno-



rant, rude boy, — a veritable “unlicked cub,” — and drilled him up to the reading of a classic piece with expression, you have taken out of him forever a great deal of his barbarism.

In the able report of the Board for 1858, the disagreeable peculiarities of American speech were pointed out, and the importance of a better vocal training in our Primary Schools clearly set forth. “No civilized nation, at the present day, is so deficient in agreeable and finished speech as our own; and as we are by no means a silent people, the defect is extremely conspicuous. . . . An educated Englishman, Frenchman, German, or Italian, who professes to speak his own language, speaks it with a grace, an ease, an elegance, to which most educated Americans make no pretension. . . . The great American nation is the only one, so far as we know, who speak through their noses, and not through their mouths; and this imperfect utterance is as distinguishable and as offensive to a well-educated ear as the brogue of Ireland or the burr of Northumberland. . . . The use of the vocal organs must, in most cases, be gained from the judicious Primary teacher. . . . It is to her that we must look, if she is to supply the want of early home training, for what all classes in America need — *educated speech*. . . . What we want is, *the music of the phrase*, that clear, flowing and decided sound of the whole sentence, which embraces both tone and accent, and which is only to be learned from the precept and example of an accomplished teacher.” Such were the words of the Chairman of the Committee, a cultivated and sagacious gentleman, whose

foreign travels had qualified him to speak with authority on this subject.

To change the habits of a people in such a matter is a slow process, but since the above words were written, this community has taken a long stride towards acquiring that desirable *music of the phrase*,—that *educated speech*. In the Primary Schools the most important part of the work has been done. The brogue, the burr, the nasal twang, and guttural harshness, have all alike yielded to the “precept and example,” and the skilful drill of the teachers,—that of the teachers in the lowest grades having been especially effective. In former years a harsh, unmodulated tone was rather the rule among teachers themselves, of long service, whether of the male or female sex. It is now comparatively rare, especially among female teachers. *Modulated sweetness of tone* is, I believe, the rule, and not the exception. In the Vienna schools, which I visited last year, I was charmed with the *music of speech*; but I soon found it was a characteristic of the people, and I see no reason why, through the influence of school culture, it may not become a characteristic of our own people.

#### THE FIRST STEPS IN READING.

In respect to the initiating of children into the art and mystery of reading,—the teaching of them the elements of the art, the enabling of them to pronounce at sight the words of easy prose or verse,—I found the Primary Schools, on my first inspection of them in 1857, in a deplorable condition. The old-

fashioned method, by A B C syllables and spelling, had been nominally abolished by the abolition of the usual appliances for teaching it, and it had been so much ridiculed that the teachers were very shy in using it in the presence of visitors. The reading-books and charts in the schools were designed for the "word-method," — a method of very limited capabilities, — but they were poorly adapted for the purpose, and the teachers for the most part were quite ignorant of the proper mode of using them. With an inferior method, not understood, with poor appliances, with an excessive number of pupils, as yet unclassified, the teachers were working under an accumulation of disadvantages, — they were struggling in the "Slough of Despond." In recalling the slow and tedious processes by which they brought their pupils up into only semi-fluent reading, I am reminded of what Milton says of an arduous path, —

"Long is the way,  
And hard, that out of hell leads up to light."

All that has been changed, but long and hard has been the road by which the change has been reached. A publishing interest joined hands with old fogyism in interposing obstacles in the way of progress. But, at length, books and appliances for teaching reading phonically were introduced, and the teachers were gradually initiated into the *phonic method*. Then came Dr. Leigh with his "pronouncing type," the result of years of study and labor, a new and valuable instrumentality for facilitating the teaching of the phonic method.

The use of this is now nearly universal in our schools. The phonic method may be taught with ease and success by an expert, without the aid of Leigh's type, but with it the average teacher will teach the first steps of reading with much greater ease and success. In the report of the Board for 1871, the Committee say: "It is a moderate statement that every pupil instructed under this new method saves a year or more of time in preparing for the Grammar School." I should not be inclined to claim so much for the method in itself, valuable as I esteem it to be. With the old appliances and arrangements and teachers, the results would not seem so extraordinary. I have seen remarkable results produced by the use of the old A B C method, in connection with the modern appliances. But, altogether, a great reform in this matter has been achieved. The long and hard way has been made comparatively short and easy. Not but that skill and work are required on the part of the teachers to succeed with the phonic method, but the work and skill are utilized by it, the progress is rapid, and the processes and exercises involve a pleasant intellectual activity on the part of the pupils; they not only readily learn to call words at sight, but the method secures remarkable clearness and distinctness of utterance.

#### PROGRAMMES OF STUDIES.

The first and most essential element of the school programme is an enumeration of the subjects of instruction. This element is contained in the statutes



relating to education, which designate the obligatory and permitted branches of study in the elementary or High Schools. But, with no other guide than this, the teacher is at a loss to know what to aim at in the several branches taught. For example, if "history" is required without any qualification, how does the teacher know what to undertake, where to begin, or where to end? "The world is all before him where to choose." If the text-books of the several subjects are prescribed, something like definiteness is given to the task of the teacher and pupil. Perhaps a perfect text-book might be a sufficient guide; but text-books as they exist are not such guides as are needed. It is the object of the programme to supply this want, to map out the ground, to furnish a plan of work. To this end the programme must not only indicate the studies to be pursued, but it must also prescribe the *order* of their arrangement, and determine the several *stages of progress, classes or grades*. Nor is this all. The programme must present in outline, but with clearness and distinctness, the *standard of attainments* to be aimed at in each branch, and in each class or grade. The text-book may contain too much or too little, and its arrangement may not be the best for the purpose in view; the programme should, by implication at least, indicate the use to be made of the text-books.

The programme is not expected to prescribe methods of teaching, and yet it has a bearing upon methods. It should tell the teacher the essential results to be aimed at, without insisting upon any particular mode of reaching those results. It should

guide the efforts of the teacher without putting him into a strait-jacket. A good programme is a great help to teachers and pupils. The first question the teacher naturally asks is, "What am I expected to do?" The programme is the answer.

Does a teacher, who feels confident in his ideas, say: "I do not like to be trammelled with requirements of a programme; I have my own plans, and I wish to work them out; I must have freedom, or I can do nothing"? The programme is not intended to tyrannize over the teacher. It is designed to combine liberty with law and order. It must be presumed that the programme is the production of the most competent experts, — that it is the embodiment of the best available pedagogical science touching the subject, and, therefore, that its authority is on the whole better than that of any individual teacher. To make a programme is a purely pedagogical task. To perform it successfully requires a thorough knowledge of the best things that have been thought and said and done in this department of education.

In a system of schools, in a great organization of many schools, of different grades and classes, for a vast school population where pupils pass from class to class, and from grade to grade, or from school to school, a programme becomes a necessity, as a means of classification, without which chaos would reign, and the time and strength of pupils and teachers be frittered away in conflicting aims and efforts. In such an organization the programme is necessarily an element of immense importance. It is not itself the power which carries on the work, but it is the medium

by which the power is made effective. A good programme is not a substitute for good teachers, but it is necessary as a means of rendering their labors fruitful.

In the matter of programmes Germany has for a long time taken the lead, and at the present time furnishes the best models in all grades of institutions. In France little attention has been paid to programmes for elementary education, and the programmes for the lyceums or colleges are overloaded with authoritative details. In this country the subject has recently attracted considerable attention, but I believe no State educational authority has, as yet, undertaken to deal with it. Several of the larger cities have, within a few years, made considerable progress in reforming their programmes.

In this reform Boston cannot claim to have taken the initiative, but it was entered upon here with the advantage of the experiments which had been tried in some other cities, and, in respect to our elementary school at least, the result has been a wonderful change for the better. This change has been referred to in reports as simply an *improvement*, but it has amounted to a substantial *reform*, and I am rather inclined to think that it deserves to be called a *revolution*.

#### PRIMARY-SCHOOL PROGRAMME.

This reform, in respect to programmes, was commenced at the foundation, in the Primary Schools. A rudimentary programme had been adopted at the time of the transfer of these schools to the present

Board, in 1855, but it contained little more than a list of the text-books to be used in each class. The new classification, which began in 1857, rendered a definite programme for each class imperative, and it was at length supplied in 1863. It was prepared with great care, indicating the use to be made of slates, tablets and books, and the standard to be aimed at in each class. Then, for the first time, "oral lessons" were made obligatory by the introduction of a progressive course of Object Teaching, or lessons on objects, beginning with the exercise of the senses and the perceptive faculties, and rising finally to the exercise of the reasoning faculty, or sense of relation, as it has been called, in view of the nature of its earliest operations. Previously to this there had been more or less of oral teaching, but while it was not authoritatively required, and there was no course laid down, progress in it was extremely slow. The adoption of this programme was of so much importance as to constitute an era in the history of the Primary Schools. Its beneficial effects were soon apparent, and they have gone on increasing ever since. It gives definiteness of aim to the teachers which they did not before have, promotes unity and harmony of effort on the part of teachers of different classes, and tends to secure uniformity of progress in corresponding classes in different parts of the city, while it affords at once a standard and guide in making examinations for promotion.



## GRAMMAR-SCHOOL PROGRAMME.

The reform of the Grammar-school Programme was a task far more difficult and far more important than that of the Primary Schools. The first formal programme for the elementary schools in Boston [Grammar Schools, Primary Schools not having been established] was adopted in town-meeting five-and-eighty years ago, and it provided "that in those schools the children of both sexes be taught writing and also arithmetic in the various branches [of it] usually taught in town-schools, including vulgar and decimal fractions, — to spell, accent and read both prose and verse, and also be instructed in English grammar and composition." This was an advance on previous requirements, and it was objected to by the conservatives on the ground that reading in the upper class would occupy time which ought to be employed on writing and arithmetic.

Gradually, additional text-books were adopted, and subjects of instruction were introduced until, in 1867, there were seventeen text-books prescribed for use, besides writing and drawing books, and six subjects were required to be taught, for which no text-books were assigned, namely, composition, declamation, book-keeping by single entry, natural philosophy, physiology, and physical geography, — the whole number of subjects enumerated, exclusive of physical exercises and the use of the dictionary, being fifteen.

There was no such thing as a programme of studies, in the proper sense of the term. The text-books and subjects of instruction for each of the four classes into which the schools were divided, were indicated, and

nothing more. In respect to the subjects for which text-books were assigned, the teachers, by implication, were expected to teach all between the covers of the books, in course, while, in respect to the other subjects, there was no hint or guide as to the course to be pursued, or the goal to be reached. The consequence was, the teachers and pupils were staggering under burdens too heavy for their strength; in many cases, they were kept in motion without making satisfactory progress. The results were disproportionate to the efforts. There was an enormous waste of time and energy.

For a long period I was thoroughly convinced as to the cause of the difficulty and the only effectual remedy. The difficulty was not, as many supposed, in the number of the subjects of instruction; no one of them could be spared. It was in the want of a proper arrangement, co-ordination and *limitation* of the subjects, and an indication of the objects to be aimed at in each branch. A different handling of the subjects was what was wanted. I knew well that, considering the circumstances, to bring about the needed reform would be an extremely difficult task, and that, if engaged in prematurely, the result would be a failure. Other measures must precede it to render it successful. But the moment came at last for making steps towards this improvement. For a year and a half it was the chief topic of discussion and contention, and the new programme was finally adopted at the close of the year 1868. I think none of us then connected with the schools fully appreciated the value and importance of that action of the

Board. My space is too limited to allow a full description of its character; but its working justifies the assertion, that in proportion as it has been comprehended and carried out by the teachers, the Grammar-school instruction has been reformed.

It is based on the pedagogical principle that general notions and essential practical requirements are the first things to be attended to, and then, further on, exactness in detail and the discussion of principles. For example, in arithmetic, during the earlier part of the course, practical operations are to be chiefly attended to; and in the latter part, the demonstration of the principles involved. Mental arithmetic is to be used as strictly auxiliary to written at each step of the course, from the beginning to the end. Spelling and penmanship are to occupy much time in the early part of the course, and little in the last part of it.

The course is so formed as to emancipate the teachers from the text-book routine and the burden of text-book details. Where text-books are referred to, a rational mode of using them is indicated. It is calculated to afford the means of remedying the almost universal evil, in American schools, of substituting the setting the tasks and the hearing of lessons for real teaching. Another important feature in this study plan, is adaptation to meet the wants, as far as practicable, both of those pupils who complete the course, and of those—the more numerous class—who drop out at different stages of the course; and to this end, the aim was to make each of its steps complete in itself, and at the same time a fit preparation for the succeeding studies. It changed the



number of classes from four to six, intending that a class should require, on the average, a year of study. A programme ought to fix the time, per week, to be devoted to each branch; but this element was omitted, because it was believed that the time was not come for carrying it into operation. It was feared that by attempting too much the whole project would be defeated.

Since the adoption of this programme, I have studied the most approved courses of study in foreign countries, where the science is vastly more advanced than it is in this country, and I am gratified to find that our programme for elementary instruction is so nearly up to the standard of best existing models, both in respect to the subjects of study and the aims proposed in each. We built better than we knew.

But a good programme does not of itself insure good instruction. It is only a means, and so the voting of this into use by the Board did not by any means give it immediate effect. But few teachers were prepared for it. How could they have been, except by a miracle? The change was spoken of only as an "improvement." It was, in fact, a very radical reform. It must take years to develop all its capabilities. To the uninitiated it may seem a simple thing. But to enter fully into the spirit of the new course, and carry it out successfully, required, on the part of the teachers, the most careful study and the exercise of high skill. And, what was more difficult, it required the conquering of prejudices and the change of long-established habits,—prejudices and habits for which the possessors were not at all to



blame. Patience and time were required. During the five years since elapsed great progress has been made. The teaching power has been rendered vastly more effective. The average attainments of the pupils, especially in the lower classes, have been greatly advanced. There is much less cramming, there is much less teaching of useless details. There is much greater harmony and unity of effort on the part of the teachers. The teachers are no longer slaves to the text-books. The teaching is more practical. In some classes the results are at least a hundred per cent. better than they were under the old requirements. But more time yet is required to produce all the good aimed at in this reform. All the schools have done much towards carrying out its provisions; some have done admirably. But perhaps no one has, as yet, done all that might be done to realize its benefits. Still, on the whole, the results have been very satisfactory.

#### HIGH-SCHOOL PROGRAMMES.

No two of our High Schools have the same course of study. Within the past few years much thought and labor have been bestowed upon the improvement of the curriculum of the Latin School, with a view to introduce into that institution a broader and more liberal culture. The course of study has been greatly modified, and, no doubt, in many respects improved. Probably further modifications will be found necessary. The function of an institution must be definitely determined before the work of framing a pro-

gramme for it is undertaken. If the main function of this school is to fit boys for admission to the highest college or university, it will be found desirable to adapt its course of study, as far as practicable, to this specific object. Courses might also be provided for post-graduates, who desire to pursue their studies here in preference to entering college.

The programme of the English High School has been materially improved in several respects, especially by the introduction of natural history and English literature. The course in the Girls' High School has undergone several considerable changes. A few years ago the requirements in natural science were perhaps unduly increased; more recently the various subjects of instruction have been readjusted, so as to give greater prominence to linguistic and literary culture, and allow the pupils some option as to their studies. The course, as it now stands, is no doubt, an improvement. The courses in the Roxbury and Dorchester High Schools have also undergone some beneficial changes. The other High Schools remain the same, in respect to programmes, as when they came into the system, except that the Charlestown School has ceased to retain its class in the classics preparing for college. Although it may be said that the programmes of the High Schools are on the whole much better than they were in former years, yet they are not altogether up to the standard of excellence which has been attained in the best secondary schools in foreign countries.

## DUTIES OF GRAMMAR-SCHOOL MASTERS.

The Primary Schools, from the time of their establishment in 1818 down to 1856, had been conducted on what we call "the ungraded plan;" that is, the school taught by each teacher was a separate and independent organization. The course of instruction was divided into six steps or classes, but each teacher had all the six classes in her room at the same time. She was fitting a class for the Grammar School, teaching a class of abcdarians, and carrying on the intermediate stages of the course simultaneously. This arrangement necessitated a great waste of teaching power. It was gradually changed by the substitution of what is known as "the graded plan," which assigns to each teacher, so far as circumstances will permit, only one class or grade of pupils. This arrangement requires the promotion of pupils, every six months, from one primary teacher to another. Hence the Primary Schools comprised in a group—six being the standard number for a group—came to have an organic connection with each other. This made it necessary that some one should be charged with the responsibility of supervising the group with reference to the admission of pupils, their proper classification, and their qualifications for promotion, from class to class, and to the Grammar Schools.

At the same time that the problem of providing the supervision required by the changed relations of the Primary Schools presented itself, it had begun to be understood that a change in the supervision of the Grammar Schools was also imperatively

demand, in consequence of the change in their organization, described in the introductory paragraphs of this report, whereby the "single-headed" plan, with a *large* number of pupils distributed in separate rooms, was substituted for the "double-headed" system, where the master had a comparatively small number of pupils, who were mostly in one room, and constantly under his eye. It was found that whereas, under the old regime, a master had not much above an average of two hundred pupils to supervise, he had come to have nearly an average of seven hundred, distributed with their teachers into from ten to eighteen separate rooms, where they were out of his sight, as he was chiefly occupied in teaching the graduating class in his own room. In consequence of this arrangement, the labors of the subordinate teachers were often misdirected and conflicting in their aims, and the pupils came up to the upper class so imperfectly qualified as to require extraordinary efforts on the part of pupils and master to fit them for the High Schools. Under this state of things, "high pressure" in the graduating class seemed to the master a necessity from which he could not escape. The more the master exerted himself to remedy the deficiency of the pupils in the graduating class, by devoting himself exclusively to their instruction, the more he was perpetuating the evil, by neglecting the lower classes. In the mean time the great mass of the pupils, who left school without reaching the upper class, received little or no benefit from the master's superior experience and ability to teach, and the backwardness of the lower classes, in comparison with the



graduates, was a standing subject of criticism and complaint.

In looking over the whole field, and considering the relations and wants of both Grammar and Primary Schools, it was thought that one comprehensive and simple provision would remedy, in both grades of schools, the evils here referred to, and greatly promote the unity, harmony, and efficiency of the whole system. The idea of this provision was simply to relieve the master from the necessity of constant teaching in one class, and require him to exercise the proper functions of a master throughout his district, both in the Grammar School and in the Primary Schools grouped with it. The plan is thus stated in my report for 1864: —

“My plan for accomplishing the object is very simple, and it involves no additional expense. It is this: In each school for boys, let the sub-master take what is now the master’s class, the usher take the sub-master’s class, and the [master’s] head assistant take the usher’s, thus leaving the master free to divide his time among all the rooms, and manage the general affairs of the school. In the girls’ schools, the only change requisite would be for the masters to give up [mainly] the instruction of their first divisions to their head assistants. With this arrangement, I have no doubt that the average excellence of our Grammar Schools would be greatly elevated. Much of the master’s work now in the upper class consists in correcting errors, or supplying defects, which, under the proposed arrangement, he would be able to prevent in the lower divisions. Then let the masters have the same jurisdiction over the Primary Schools in their respective districts which they have over the Grammar Schools. *Each master thus becomes the real Principal of all the schools in his district.*”

In the last sentence above quoted the substance of the plan is comprised. It was a long time under the consideration of the Board. It was referred to a special committee, of which Rev. Dr. Waterston was chairman, who submitted a masterly report in its favor, and supported it in the Board with great persistency and ability. It was finally adopted as it now stands, in the following words:—

“The masters of the Grammar Schools shall perform the duties of principal, both in the Grammar and Primary Schools of their respective districts, apportioning their time among the various classes, in such manner as shall secure the best interests, as far as possible, of each pupil throughout all the grades, under the direction of the District Committee.”

The last clause, which was added as an amendment to the original order, gives the District Committees authority to regulate the apportionment of the master's time among the departments of his district; and consequently some of the masters are still required to give a certain specified amount of time to the first class. But this important action of the Board soon went into effect, substantially, in accordance with the original suggestion, in nearly all the districts. From the first, its results have been growing more and more satisfactory.

A glance at the statistics of the Grammar and Primary Schools, at the time of its adoption, shows how large a field of labor was assigned to each master. It appears that at that time the average number of pupils to a master was 1,281, and the average number of teachers 26.

It was not to be expected that every master would be found at once perfectly qualified for this new and enlarged sphere of labor. But they have made constant progress in this respect.

This measure has unified the system and greatly increased its strength and efficiency. Without it the new programme would have proved little better than so much waste paper. Each master is now not merely a teacher of one small class; *he is the training master and real director of all the classes in his district.* If he does his duty, he teaches more or less in every class, to show how they should be handled, and so aids and directs the teachers in carrying out the programmes, that their labors may, as far as possible, contribute to the accomplishment of the desired objects.

#### SEWING.

A recent article on education in the "Atlantic Monthly" speaks of sewing as having been lately made a part of the course in girls' schools in Boston, "by the quiet perseverance for many years of a small knot of Boston ladies." Very "quiet" and very much secluded too, that little band of ladies must have been all these long years, since this is the first intimation of its existence that has come to my knowledge. It had been frequently stated by newspaper contributors that next to nothing was done in sewing in our schools. As nobody contradicted the statement, it seemed to be accepted as correct. A committee of very intelligent ladies from the Woman's Education

Society, thinking it worth while to ascertain the *facts* in the case, called on me to make some inquiry about it, and to see if there was any objection to their visiting the schools to satisfy themselves in regard to the matter by personal observation. Their proposition was cordially assented to. Some excellent suggestions are contained in the report of their inspection to the society which they represented, at the close of which the following language is used:—

“In conclusion, we feel greatly encouraged to find the children so well taught, the teachers so much interested, and so convinced of the importance of the instruction, and the Superintendent so favorable to the extension of sewing to all the classes, as is recommended in the excellent report of Dr. Lothrop.” This took place two years ago.

The fact is that sewing was introduced into the Grammar Schools *twenty-one years* ago, that is, the district committees were permitted to introduce it into the fourth or lowest class of their respective schools, this class then comprising rather less than one third of the Grammar-school pupils, and in 1856 this branch was actually taught in all the girls' schools but one. But it is true that until within the last six or seven years this branch did not receive much encouragement, and it was in a backward state. Everything cannot be done at once. After too long delay, the time arrived for taking hold of this subject in earnest. The exhibition of the needle-work of the pupils in an industrial school which had been set up and carried on by Mrs. Dr. Batchelder, tended to excite an interest in this branch of instruction.



The Bigelow School took the lead in showing what might be accomplished even under the old requirements. In giving an account of what had been done in this school, in my report for 1869, the following language was used:—

“It was the force of public opinion, and a very good public opinion too, which caused the introduction of sewing, in opposition to the general wishes of the teachers; and, for one, I frankly confess that I hope public opinion will go much further in this direction; I will even go so far as to say, that I should like to see the arts and mysteries of needle-work taught in all the grades of our schools for girls, from the lowest class in the Primary School to the highest in the Girls’ High and Normal.”

From that time, by the combined operation of several favoring influences, progress in sewing has been constantly advancing. Among these influences the chief has been a growing conviction in the public mind of the importance of industrial education. The results of a sewing-school which Mrs. Hemenway supported, as presented in an exhibition of hand-work of the pupils, had a beneficial effect. Meetings of sewing-teachers were held, at which the object to be aimed at in this branch of instruction and the methods to be pursued were discussed. At length the Board took a step towards the promotion of it by making it *obligatory in every girls’ school*,—it had been kept out of one or two at times,—and by extending it to the three lower of the six classes, comprising about two-thirds of the pupils in this grade of schools. In the mean time, exhibitions of needle-work

were every year increasing, and wherever they were held, a new interest in sewing was created. Last year they were held at many schools on the day of the annual school exhibition.

At the request of the Committee on the Winthrop School the Board voted, about a year ago, to allow sewing to be taught in *all* the classes of that school,—the upper class to be taught also cutting and fitting. The master and his assistants heartily co-operated in making the experiment, and the special teacher of this branch proved admirably qualified for the undertaking. Before the end of the school year a number of the pupils in the upper class had cut and made dresses for themselves. Altogether the experiment showed the most gratifying results, and the carrying out of this plan in all the girls' schools is now evidently only a question of time. Already the example of the Winthrop School has been followed, since the beginning of the present school year, by the Gaston School. The time is come when, probably, there would be no opposition in the Board to a general order permitting the same thing to be done in all girls' Grammar Schools. The extension of instruction in this branch need not involve an increase of expense, as the regular teachers might be required to assist the special teachers.

The modern doctrine of "brain-building" teaches that the exercise of the muscles is a necessary means of developing the brain. This doctrine affords a pedagogical reason for female hand-work in school, in reinforcement of the practical considerations which have led to its introduction.

## SCHOOL CENSUS.

There is no school age definitely prescribed by the statutes of the Commonwealth. The school age has been by some assumed to be from five to fifteen years of age, from the fact that the law requires the annual enumeration of persons between those ages as a basis for the distribution of the income of the State School Fund. At any rate, this enumeration furnishes the only authoritative data for determining the number of children who ought to be in school. In the German States and in Austria the school age is from six to fourteen. In some countries boys are required to continue attendance at supplementary schools for a few hours each week, until seventeen years of age.

Until the last session of the Legislature the law required the assessors to make this school enumeration. Up to 1863 the census in Boston had been taken in connection with directory work or the military enumeration, and was found to be wholly unreliable; and no report or record of it was furnished the School Board, except the bare statement in figures, of what purported to be the aggregate number. From that time the management of this business has been left to the Superintendent of Schools, with the exception of contracting with a census-taker. Great care has been taken to render the enumeration correct and reliable. Each year a register for each ward is prepared, in which is recorded the location of each family, with the number of children belonging to each, between five



and fifteen, attending public or private school, or not attending at all. By means of such a register the accuracy of the work of each assistant census-taker can be at once tested. The aggregate number of persons in the city in May last, between the ages of five and fifteen years, as ascertained in the manner above described, was 56,684.

At the last session of the Legislature the legal provision in regard to taking the school census was materially changed. This duty has been transferred from the Assessors to the School Committees, and the *names and ages* of the individual children, between five and fifteen years, are to be taken. The text of the new Act is as follows:—

“SECTION 1. The School Committees shall, annually, in the month of May, ascertain, or cause to be ascertained, the names and ages of all persons belonging to their respective towns and cities, on the first day of May, between the ages of five and fifteen years, and make a record thereof.

“SECT. 2. The School Committee shall, annually, on or before the last day of the following April, certify, under oath, the numbers so ascertained and recorded, and also the sum raised by such city or town for the support of schools during the preceding year, including only wages and board of teachers, fuel for the schools, and care of fires and school-rooms, and they shall transmit such certificate to the Secretary of the Board of Education.”

[The form of certificate is also prescribed.]

“*Approved, June 4, 1874.*”

It is obvious that the cost of taking the census under this new provision will be considerably increased, as the *names and ages* of the children are all to be registered; but this method will doubtless have



the effect to render the results of the enumeration more accurate. In addition to the names and ages of the children, the residences might easily be recorded. Such a register would be of use to the truant officers in performing their duties in respect to the execution of the other laws, besides the so-called truant laws, relating to school attendance, especially if provision were also made for keeping a record of the changes of residence.

#### TRUANCY AND COMPULSORY EDUCATION.

The regulations prescribing the duties of the Superintendent of Schools requires that "he shall make investigations as to the number and condition of the children of the city who are not attending the public schools, and shall endeavor to ascertain the reasons, and to suggest and apply the remedies." In the performance of this important duty, which has occupied much of my time, I have submitted three special reports on the subject, giving a detailed account of the history and administration of our public acts, municipal ordinances and school regulations, respecting truants and absentees from school, down to 1871.

Previously to the passage of the first act "concerning truant children and absentees from school," in 1850, truancy and absenteeism were the most serious evils our school system had to contend with; but public sentiment was slow in coming to recognize the necessity of coercion as a remedy. Owing to this reluctance to resort to compulsion, the defects in the act,

as first passed, and the persistent ruling of the justice having the jurisdiction under it, in favor of the delinquents, it was not until 1854 that the truant officers, three in number, who were not appointed until 1852, began to work with effect. During the next eight or nine years, although their labors were highly beneficial in promoting school attendance, the law, as interpreted by the justices having jurisdiction under it, allowed them to reach only absentees who absented themselves from school contrary to the authority and wishes of their parents, and were technically denominated truants. There was still a class of idle children in the streets whom the law did not touch. They were not only growing up in ignorance themselves, but they were promoters of truancy by enticing other children from school. At length, in 1863, after much effort, the law was amended so as to render it applicable to this class of children. This was an important step of progress, and it greatly enhanced the value of the truant officers' labors. But their number was too small for the work to be done. On the annexation of Roxbury, the truant districts were rearranged, and the number of officers increased to eight. On the annexation of Dorchester two more were added, and since the annexation of Charlestown, West Roxbury and Brighton the number of officers has been raised to fourteen.

The truant officers were appointed by the Mayor and Aldermen, and they were not at all responsible to the School Board for the performance of their duties. Their reports in writing, at first quarterly and afterwards weekly, were sent in to the Board of

Aldermen, and duplicates were sent to the office of the Superintendent. Once a month they met the Superintendent at his office for consultation and advice as to the manner of discharging their duties. In fact, the virtual superintendence of this branch of service was, from the first, by common consent and courtesy, not by authority, in my hands.

At the session of the Legislature of 1873 the truant law was so modified as to give the School Committee authority to appoint and fix the salaries of the truant officers, and to superintend and direct their work. After this change in the truant law the officers were required to meet the Superintendent weekly at his office, and to bring at the same time detailed reports in writing of their doings during the preceding week.

The following is a tabular summary of the cases investigated under the new arrangement, from Nov. 1, 1873, to February 28, 1874. It will be observed that some officers reported many more cases than others. But owing to the difference of territory in the districts, and the different modes of reporting, the figures in the table do not accurately represent the relative amount of work done. An examination of the reports of the truant officers will show that they perform a large amount of work. Besides the reports here tabulated, they make detailed reports of the complaints made before the truant justices, and the disposition of the same.

SUPERINTENDENT'S REPORT.

OFFICERS.	DISTRICTS.	FOR THE WEEK ENDING.																	
		1878.						1874.											
		Nov. 1.	Nov. 8.	Nov. 15.	Nov. 22.	Nov. 29.	Dec. 6.	Dec. 13.	Dec. 20.	Dec. 27.	Jan. 3.	Jan. 10.	Jan. 17.	Jan. 24.	Jan. 31.	Feb. 7.	Feb. 14.	Feb. 21.	Feb. 28.
Chase Cole . . . . .	North . . . . .	89	63	52	55	7	30	28	50	. . .	29	35	52	43	62	40	57	27	45
C. E. Turner . . . . .	East Boston . . . . .	35	38	30	19	3	20	33	17	. . .	. . .	20	23	30	13	22	19	10	13
George M. Felch . . . . .	Central . . . . .	40	42	24	22	7	30	27	25	. . .	9	25	19	24	19	22	24	26	29
J. T. Beers . . . . .	Southern . . . . .	38	42	43	38	7	42	27	34	. . .	27	37	34	24	22	29	24	23	23
Phineas Bates . . . . .	South Boston . . . . .	41	37	31	26	8	28	37	26	. . .	14	27	42	33	28	19	22	19	17
A. M. Leavitt* . . . . .	South . . . . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	18	22
Samuel McIntosh . . . . .	Roxbury, East District . . . . .	31	44	41	31	10	23	33	34	. . .	. . .	38	18	29	20	29	32	25	. . .
E. F. Mecuen . . . . .	Roxbury, West District . . . . .	50	49	48	31	11	33	32	45	. . .	40	45	38	40	27	30	36	24	32
Jeremiah M. Swett . . . . .	Dorchester, Northern District . . . . .	23	22	27	33	2	24	20	19	. . .	12	25	19	21	24	14	14	7	20
James P. Leeds . . . . .	Dorchester, Southern District . . . . .	33	40	29	35	7	28	30	42	. . .	13	25	31	27	26	30	29	25	28
	Totals . . . . .	380	377	325	290	62	264	297	292	. . .	144	278	276	271	231	235	257	204	229

\* This officer was off duty on account of sickness, and his duties were performed, as far as practicable, by the officers in the adjacent districts.



The four officers for the lately annexed sections did not enter upon their duties until after the period comprised in the above table.

This system, which originated in Boston, and had been gradually developed and perfected here by a series of experiments, before being adopted elsewhere, has not only furnished a model for the imitation of other American cities, but has attracted much attention in foreign countries, especially in England. It was strongly recommended in a paper read at the recent Social Science Congress at Glasgow. It has become an indispensable element of our system of schools. It is not a substitute for other means of securing school attendance, such as parental authority, the attractiveness of the schools, and the moral influence and tact of the teachers, but as a supplement to other appliances. Indeed, the moral influence of the truant officers, in their intercourse with parents and children while in the discharge of their duties, has, I think, been no less beneficial in promoting attendance, than the exercise of their legal authority in the execution of the truant law. They have contributed largely to the development of the sentiment among the more ignorant class of parents and their children, that absence from school on the part of children, except for good cause, is not only a disgrace, but a crime.

A truant officer ought to be a man of energy and pluck, combined with gentleness of manner and speech; he ought to be a man of high-toned morality and of conscientious fidelity; and he ought to have a

heart full of humanity. The present corps of officers answer very well, on the whole, to these requisites.

Besides the truant and absentee law, there are the laws respecting neglected children, the employment of children in manufactories, and the attendance of children a certain number of weeks in the year, whose complete execution will require some new provisions. The registering of the children of the school age, referred to under another head, is one of them. Still, the attendance at school in this city is remarkably good. So far as I have been able to discover, substantially all the children attend either public or private schools for a longer or shorter period. But no doubt it is desirable that a very considerable proportion of them should continue their schooling longer than they now do.

We have one truant officer to about 22,000 inhabitants. In the larger cities of England there is one "Visitor" to look after absentees, to 16,000 inhabitants; but these visitors keep registers of the "school able" children in their respective districts, and make house-to-house visits to see if they are in school.

#### A GOOD PRECEDENT.

The Boston school system has not suffered very much from useless or mischievous innovations, adopted without due consideration. It has generally retained what advantage it has gained. The school authorities have, on the whole, obeyed very well the injunction to "*hold fast to that which is good.*" In other words, they have been sufficiently conservative. They have even been accused sometimes with being a little

given to self-complacency in regard to school matters. And, no doubt, our school system is really something to be proud of. Competent judges, both in other parts of the country and on the other side of the water, agree in highly commending our public schools. Edward Everett, in a carefully prepared address, delivered fourteen years ago, at the dedication of the Everett school-house, said: "I really do not think we habitually overpraise the common schools of Boston. Not that they are perfect—nothing human is perfect—but I must think it as liberal, comprehensive and efficient a system as the imperfection of human affairs admits." This is perhaps rather too strong language, but it is now considerably nearer the truth than when it was uttered. Still, if we are in advance of some other cities, we cannot maintain our position except by continued efforts for improvement. Instead of resting in our supposed pre-eminence with perfect security, it is especially important to guard against that self-conceit which comes from a narrow, provincial misconception of the value of one's own things and the things of others. A provincial, local pre-eminence is one thing; a national or international pre-eminence is another thing. In these modern times the world moves, and to keep pace with it something more than a self-complacent conservatism is requisite. To stand still is to fall behind.

Among the means of improvement and progress nothing is so useful as the study of other schools and systems. The man who knows only one school, or one system, is not qualified to pronounce a sound

opinion on its merits. It is only by *comparison* that we arrive at a true estimate of the character of a school system. I cannot help thinking that Boston has been rather too much inclined to be indifferent to what is doing elsewhere to promote education. In times past we have suffered from this fault. If we would unlearn old prejudices and learn new excellences, we must go beyond the smoke of our chimneys.

With such thoughts in my mind, I cannot omit to mention in this historical sketch one important thing that has been done to enlarge the circle of our educational vision, and to profit by the experience of other communities. I refer to the visit to the principal Atlantic cities, in the spring of 1866, by a delegation from the School Board and City Council, including the Mayor of the city and Superintendent of Schools. This delegation occupied about two weeks in examining the systems of schools in New York, Philadelphia, Baltimore and Washington. On their return, the Rev. Dr. Lothrop, Dr. Upham and the Superintendent were appointed a committee to report to the School Board the proceedings and conclusions of the delegation. An able and elaborate report on the subject was drawn up by the chairman, Dr. Lothrop, and printed, containing many important facts, suggestions and conclusions, from which we have derived no little profit. Although the chief significance of this movement consists in the precedent it set for seeking information beyond the circle of our own experience, and in thus inaugurating a new departure in favor of progress, some of the conclusions embodied in the report were of such



practical value, and are so pertinent to the present demands of our system, that I must make room for a condensed summary of them.

1. The importance of *full and adequate powers* in the body of men, whether School Committee or Board of Education, having the care and management of a school system.

2. The importance and advantage of *regular and systematic examinations* of the public schools by a corps of examiners or superintendents, composed of *professional educators*, thoroughly competent for the work.

3. The importance of arranging the programme of studies by designating the subjects to be learned, and the objects to be aimed at, rather than by merely naming the text-books to be used.

4. That there is an advantage in combining the use of the hall for the frequent assembling of the whole school, as is done in New York, with our larger and more commodious class-rooms.

5. That the plan of scattering the Primary Schools in various parts of the Grammar School districts is better than the plan of centralizing them in great masses, as is done in some cities.

6. That our plan of putting the Primary teachers on the same footing as the Grammar School teachers, is better than that of paying the latter higher salaries than the former.

7. That there is in our schools need of more *teaching*, and less of *giving tasks* to be learned, and recited memoriter.

8. That it might be well, in view of the experience

of other cities, to make the experiment of furnishing the pupils with free text-books.

9. That we need a more thorough and systematic examination of teachers by a competent board of examiners.

The spirit of this precedent has been followed in two or three other cases worthy of notice in this connection.

Soon after the return of this delegation, Rev. R. C. Waterston, D.D., an active and influential member of the Board, made an extensive tour, unofficially, visiting not only the principal Atlantic cities, but also the chief cities of the Western States, for the purpose of inspecting the different school systems. In the annual report of the Board for that year, which, as chairman of the committee on the subject, he drew up, he gave a very instructive and interesting account of his observations.

On the invitation of the Special Committee, appointed several years ago to examine into and report upon the High-School education of boys, a large number of learned and experienced educators presented their views on the organization, aims and methods of higher education. Several valuable pedagogical papers were elicited by the inquiry.

In the regulations prescribing the duties of the Superintendent, it is enjoined upon him to 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 of this city. In accordance with the spirit of this requirement, the Board, unanimously, granted

me leave of absence to visit the Vienna Exposition, and make a tour in Europe for the purpose of educational observation and inquiry. As one practical benefit resulting from this visit, I venture to mention that information in regard to improvements in school architecture thus obtained, was at once accepted, and applied in the plans which have been made for the buildings for the Latin and English High Schools.

These facts afford good precedents, and they show that at least a beginning has been made in learning profitable lessons from the experiences of other places.

#### SCHOOL ACCOMMODATIONS.

Having studied this subject assiduously for more than five-and-twenty years, therefore, it occurs to me that I may venture to express some opinions about it without being accused of presumption, especially if I inform the reader that he is to understand that I insert here and there, mentally, the Baconian qualification, "*Nisi me forte fallo.*"

I begin, then, by saying that our school-houses are, to a certain extent, our glory and our shame. It is extremely creditable to the city that so much money has been expended on school lots, buildings and furniture, provided that the money has been expended honestly; and, so far as I know, it has been expended honestly. And then its school accommodations are, in my opinion, more ample, commodious and pleasant, on the whole, than those of any other large city in the world; and if this is a fact, it is, of course, a very creditable one.

But, on the other hand, there are in our school edifices, as they stand to-day, numerous mistakes, defects and faults in matters relating to convenience, health, safety and taste, which might have been avoided, or which ought to have been avoided. The same money might have given us much better school-houses, both in respect to utility and beauty. Much less money might have given us buildings just as good, not only for all practical purposes, but also in respect to architectural effect. And these facts are not creditable to us.

In saying this, I cast no blame on any individual or any official. The evil has resulted from the system. If there had been during the last twenty years a competent architect in the employ of the city, wholly devoted to this department, and if the School Committee had been invested by law with a veto power in regard to all plans, the result would have been far better than what we now see. Yet there has been marked progress, on the whole, in our school architecture, the main points of which I propose to mention.

The Boston Grammar School-house of forty years ago was a two-story edifice, each story containing one hall or school-room, with seats for about one hundred and eighty pupils. These halls were wholly destitute of such appendages or conveniences as recitation-rooms, clothes-rooms, closets and blackboards. Of this type was the *old* Mayhew School-house, at the *corner* of Chardon and Hawkins streets, which was occupied until 1846.

The first modification of this type consisted chiefly



in the addition of a third story, the two upper stories being appropriated to the two halls for the Grammar School as before, and the lowest story to a ward room, or to Primary Schools. An illustration of this modified type was found in the old Wells School-house, which was the model school-house in Boston in 1838, and which was demolished to make room for a new one in 1868. The first important step of progress consisted in the addition of two recitation-rooms, of moderate dimensions, to each of the two large halls or school-rooms. This improvement was first introduced about the year 1840. This plan was the standard until 1848, and most of the old buildings were enlarged so as to conform to it. In 1848 the Quincy School-house was erected. This building was not a modification of what had preceded it, either here or elsewhere, so far as I know. *It was a NEW type.* It was a radical innovation. The main features of this building, which was destroyed by fire in 1858, were these:—

1. It was large. Up to this time a Grammar School with four hundred pupils was considered very large. This building had six hundred and sixty seats in its school-rooms, exclusive of the hall.

2. It contained a separate school-room for each teacher, twelve in all, and, of course, recitation-rooms were not needed.

3. It contained a hall large enough to seat, comfortably, all the pupils that could be accommodated in its school-rooms, and even more.

4. It contained a clothes-room attached to each school-room.

5. It contained a separate desk and chair for each pupil, this being probably the first Grammar School-house, here or elsewhere, so far as I know, into which this feature was introduced.

6. It was four stories high — the first of this height — the hall covering the *whole* of the fourth story.

All the Grammar School-houses since built in this city are of *this type*. Modifications and improvements, more or less important, have been from time to time introduced, *but the type has not been changed*.

The first modification was introduced in building the Winthrop School-house in 1855, consisting of an increase of the number of school-rooms to fourteen by cutting off two-fifths of the hall. This was a step backwards. The rooms thus gained were too near the sky for ordinary school purposes, and the hall was rendered too small in proportion to the size of the school-house, and the number of school-rooms was too great for a Grammar School with one series of grades, *i. e.* without parallel classes.

Efforts were made, for a long time without success, to limit the height of buildings to three stories, the number of school-rooms to ten or twelve, and to provide a larger hall. At length, in 1865, two of the desired improvements were secured in the erection of the Prescott School-house, as it was not carried above three stories high, and was provided with a sufficiently spacious hall. But it exceeded in size all the preceding buildings, with one exception, having *sixteen* school-rooms. After this there were three built, of which the Norcross is an example, with the essential features of the Quincy plan, various minor improve-

ments being added. Thus the ground lost in 1855 was recovered, with some additional gain. The Rice building followed, in 1868. This was an improvement in all respects but one. Here was the final and decisive triumph of the three-story plan over the four-story, which had held its ground against reason and common sense for twenty years. The particular in which it is not quite up to the standard is that of provision for light, which, in some of the rooms, is not all that it should be. But, on the whole, this building, considering its economy, convenience and comely but unpretentious architectural character, indicates, I am inclined to think, our high-water mark, up to this time, in Grammar-School architecture. Other edifices, since erected, are somewhat grander in their proportions, and are furnished with more luxurious appointments in some respects, but it is doubtful if any one of them is, taken for all in all, preferable.

But the greatest improvement has been made in the Primary School-houses. In 1856 we had not more than three or four respectable buildings for this grade of schools. The first Primary School-house was a wooden edifice, built in 1831, containing one school-room ( $18 \times 25$ ), a wood-room and two entries, and costing four hundred and sixty-eight dollars. From that time down to 1860 there was no recognized ideal standard, or model plan, to which the buildings were made to conform, as far as circumstances would permit, and each structure represented the notion, and in some cases the whim even, of the committee which happened to be in power at the time of its erection.



In that year, the Superintendent of Schools, in conjunction with an experienced architect, prepared several model plans of Primary School-houses, with accompanying mechanical and architectural descriptions, adapted to the organization of our Primary Schools, and embodying the recent improvements in school architecture. These plans, with a report on the subject by the Superintendent, were laid before the City Council by the Chairman of the Committee on Public Instruction, at whose request they were prepared.

The essential features of the plans recommended were as follows:—

1. That the Primary-School buildings should, as a rule, contain six school-rooms. Such a building would accommodate six schools, one of each of the six classes which constitute a complete series or set, or what we *should* call one completely organized and classified Primary School.

This was to be the ideal standard, departures from it being allowed to meet the special wants of particular localities.

2. That each room should be at least twenty-eight feet square, and thirteen feet high, and should have a clothes-room attached, accessible both from the entry and the school-room.

3. That the arrangements should be such that the pupils as seated should face a blank wall, and that the light should be admitted on the *left* side of the pupil, in preference to the right.

But the report was not up to the best ideas of the



present day, on the subject of lighting school-rooms, which require the light to be on the *left side only*.

The first building erected in accordance with these recommendations was built on Fort Hill in 1864, and subsequently taken down and rebuilt in Fayette street. Every Primary School since erected has been a good building. But the tendency seems to be to make the building too large; — with *twelve* rooms, instead of *six* or *three*. This appears to me to be a grave mistake. Primary buildings should not be larger than the grading requires. The buildings, for the good of the pupils, and for economy too, had better contain under six rooms rather than over. Some Primary buildings have lately been erected on a scale of cost, considering the number of pupils to be accommodated, which seems to be uncalled for.

In 1856 the Primary pupils were seated in movable arm-chairs, without any desks before them, and without any suitable place to keep their books and slates. Without desks the profitable use of slates was out of the question. As the use of slates was deemed essential, an attempt was soon made to supply the Primary Schools with single desks and chairs. On the part of the City Council there was determined and persevering opposition to this requirement, and it was only after four or five years of persistent efforts that this desirable object was fully accomplished.

In High-School architecture we have not as yet achieved any marked success. Only two High-School buildings have been erected since the erection of the Bedford-street edifice in 1844. One of these was for the Dorchester High School, which was

planned, if not contracted for, before annexation took place. This is, on the whole, a good school-house, but its plan is susceptible of improvement. The Girls' High-School building, which was finished in 1870, is a very large and costly structure, containing some admirable features. It is a good piece of work in respect to its mechanical execution. Perhaps it is as good as any High-School edifice in the country; but so great an architectural undertaking ought to have been more thoroughly studied. We might have had a better thing without any greater expense.

It is certainly not a fact to be proud of that two of our three great central High Schools, the Latin, and the English High, have for years suffered severely for the want of adequate accommodations. It is to be hoped that when buildings are erected for these important institutions, which have been of such incalculable value to this community, they will be constructed with the utmost care.

I wish I could say that our school-houses were all well ventilated. We have yet much to learn about this matter. Perhaps it would be more to the purpose to say that the best existing knowledge among us on this subject has not yet been, to any great extent, brought into use. But the pupils, on the whole, do not suffer very badly in this respect, as the teachers take much more pains than they used to do to change the air in their school-rooms.

In the matter of school furniture we have made progress. All our pupils are now furnished with a single desk and chair of excellent pattern and work-

manship, and of suitable sizes for the most part. In respect to adaptation of size, perhaps, some more attention is needed. It would be a real improvement if each pupil were furnished with a foot-rest.

Horace Mann, in his report on Foreign Education, which was printed in 1844, in speaking of school-houses, says, "With the exception of the magnificent private establishments in England and France, I have seen scarcely a school-house in Europe worthy to be compared even with the second-rate class of our own. . . . In Prussia, and in the other States of Germany, which I visited, the school-houses were of a very humble character."

Going over the same ground, after the lapse of thirty years, I found a very different state of things. It is quite certain that no American city of a hundred thousand inhabitants can compare with Leipzie, in respect to school edifices. I brought home with me the plans of a building for an elementary school in a small town in Saxony, which quite surpasses any American Grammar School-house within my knowledge.

The following paragraphs relating to school architecture are quoted from a paper read by me at the meeting of Superintendents of Education, held at Washington last January: —

"Within the last few years, in American cities, both large and small, money has been expended freely for the erection of school-houses, both for elementary and higher grades; and, in respect to school furniture, there is no country which can bear a comparison with our own. But in many important elements of school architecture we are now greatly surpassed by

both Northern and Southern Germany. The best school edifices within my knowledge are in Vienna, and probably the day is very distant when any American city will be able to boast of a school edifice equal to that of the Academic Gymnasium in that city. German pedagogists have arrived, after many years of experiments and observations, at a plan for school-rooms which is supposed to combine the desirable qualities in the highest possible degree; the shape of the room is oblong, the windows being on one side only, and that at the left of the pupils as seated, and extending to the ceiling of the room. The teacher's platform extends entirely across one end.

"In all the leading cities of Germany, all the school-rooms in the recently erected school edifices have been constructed in accordance with this plan. The new buildings in Vienna combine in the highest degree the requisites of taste, convenience, health, and safety. They are more costly than American school-houses, for the reason that they are constructed with a view to greater durability, and are substantially fire-proof, all the steps of the stairs being made of stone, the corridors being laid with marble tiles, or with a concrete as durable as marble, and even more beautiful. The walls are very thick, and the plastering is laid on without laths, and afterwards covered with a mellow tint.

"The excellence of these buildings, both in a pedagogical and architectural point of view, is owing to the fact that they have been designed under the combined direction of the highest official architects and pedagogists, who possess the highest existing qualifi-



cations for this particular service. Almost everything done in America, in the way of building school-houses, is done in a hap-hazard manner. So that very many American school-houses, costly as they have been, and of pretentious architectural style as not a few of them are, are dangerous fire-traps, with imperfect ventilation, and with lighting which disregards the physiology of vision. They are too frequently mere architectural botches, standing as monuments of bad carpentry and bad masonry, and embodying the ignorance and whims of the building authorities. Exception should be made, perhaps, in regard to some of the best buildings. But the best specimens of modern German school-houses, in the essential elements of excellence, are superior to our best. What is especially needed now for the improvement of American school architecture, is a publication on the subject, giving the plans and descriptions of the best German school edifices."

The following statistics show the increase in school-houses and lots during the last eighteen years:—

In 1856 the whole number of school-houses was 88, which, with the lots, had *cost* about \$1,092,000, or \$57.90 for each pupil belonging. The lots comprised 521,441 square feet, or 21.9 square feet for each pupil belonging.

In 1874 the whole number of school-houses is 153, and the present *valuation*, with the lots, exclusive of the houses and lots in the recently annexed districts (Charlestown, West Roxbury, and Brighton), is \$6,772,400. The *cost* was considerably less than this. This *valuation* gives \$181.19 per pupil belonging.

The lots comprise 1,603,604 square feet, exclusive of the recently annexed districts, or 45.5 square feet per pupil belonging.

#### MEETINGS OF TEACHERS.

In my first [quarterly] report, May, 1857, relating chiefly to the Primary Schools, among the means of improvement suggested was the following:—

“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.”

The favor with which this suggestion was received by the Board encouraged me to proceed at once 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. The following plan was adopted:—

“To hold a meeting of the [Primary] teachers in each district, at one of the school-rooms, the school occupying the room where the teachers are assembled, being retained in session for the purpose of illustrating methods; 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.”

Within the first quarter after the suggestion was made, meetings were held in twelve of the then

eighteen districts. So gratifying were the results, that it was proposed to hold one in each district as often as once in each quarter. But the amount of labor involved rendered this impracticable.

In giving an account of these meetings in my second report, it was recommended, as a means of giving these meetings still greater efficiency and of saving time, that two or three times during the year the Primary Schools should be dismissed for half a day, and the teachers be requested to assemble in a general meeting for the purpose of receiving suggestions from the Superintendent, and witnessing illustrations of the theory and practice of teaching. In accordance with this suggestion the Board adopted a regulation permitting the Superintendent to dismiss the Primary School for this purpose *one day in each quarter*, which was afterwards amended by restricting the dismissals to half a day each quarter. These general meetings, attended by all the Primary teachers and many members of the Committee, were so evidently profitable, that upon a recommendation of a similar provision for general meetings of the Grammar-school teachers, the Board voted to allow this grade of schools to be dismissed for the purpose one half-day in each half-year, not, however, without considerable opposition from the extreme conservatives.

The general meetings of both grades of teachers have continued to be held by the Superintendent, but with decreasing frequency, on account of the increasing pressure of other duties. The usual course has been to make a circuit of visits to one of the grades, and then call a meeting of the teachers in order to



present to them collectively the results of the observations made,—what had met with approbation, and what had not.

When the masters were made principals of their districts, the Superintendent, that he might have time for other work, turned over to them the management of the district Primary meetings, only engaging to attend them when practicable, on their invitation. Some of the masters have kept them up, to the great advantage of the schools.

But the best medium through which the Superintendent has exerted a direct influence upon the management and instruction of the schools, has been the Monthly Meetings of the Grammar masters at the hall of the Common Council. From the time "whereof the memory of man runneth not to the contrary," the Grammar masters have been associated in a club, holding social evening meetings, once in each month, formerly, at their houses, in turn, and latterly at Parker's Hotel, where professional matters are discussed over a modest supper, with no "flowing bowl," but with no little "flow of soul." When their duties were extended to the supervision of the Primary Schools, the Superintendent thought it would be useful for the masters to meet him at the City Hall, to consult about the discharge of these new duties, as he had for ten years given much attention to the instruction and management of this grade of schools. To economize the time of the masters and secure a full attendance, the meetings were held during the hour and a half preceding the social meetings above mentioned. This experiment resulted in the regular



Monthly Meetings, which have been held for six or seven years in the Common Council chamber, under the direction of the Superintendent, who has presided and for the most part laid out the business, sending to each master previous notice of the principal subjects to be considered. He has from time to time brought forward such matters as have seemed to him most important to be discussed, not only presenting his own views and suggestions, but securing from individual masters many carefully prepared papers on subjects in which they were specially proficient. Here every master was free to contribute for the general good his best thoughts on any matter relating to the advancement of the best interests of the schools, within their sphere of duties; and thus a wise suggestion, or a good hint, as to methods of teaching, discipline or management, presented at one of these meetings of the heads of the schools, might be speedily communicated through them to their subordinate teachers, and be put in practice throughout all the schools. Very naturally the topics discussed at the City Hall would be continued over the supper table, and prolonged after the removal of the cloth. No doubt these formal business meetings, in connection with the freer social gatherings, have contributed largely to the advancement of the interests of our schools.

At one of the recent meetings, one of the oldest and most meritorious of the masters, who has done honor to his profession, Mr. Joshua Bates, in an address to his associates, said, "I feel that it is the duty, as well as the privilege, of every Boston master to

sustain this association, and to take part in its proceedings and deliberations. I pity that master who, for reasons best known to himself, absents himself from these pleasant and profitable meetings. They are the life of our profession; and here we gather, in friendly consultation, fresh enthusiasm, and profitable suggestions for the month to come. From whatever else you deprive me, cut me not off from these monthly gatherings; and you will not while these eyes can see the way and these feet can tread the path to the meetings at the City Hall and to a seat at the festive board."

#### ANNUAL REPORTS.

It is not uncommon for flippant ignorance to speak disparagingly of school reports, and yet by far the greater portion of the valuable educational writing produced in this country is to be found in the local and State School reports. The Educational reports of Horace Mann, which have done so much for the profit and good name, at home and abroad, of this Commonwealth, and which are much coveted by intelligent educators, were, at the time of their issue, often sneered at and denounced, and even the paltry expense of their printing was sometimes grudgingly allowed. But if one would seriously study our education; if he would understand the history and present condition of our systems of instruction; if he would know what has been done and what is doing for the promotion of culture among the people, through the instrumentality of institutions of learning, — he must go to the educational reports.,

Boston may fairly claim, I think, to have contributed a respectable share, through her school reports, to the general fund of educational literature. The numerous and constant calls for the Boston School Reports from foreign countries, as well as from all parts of our own, seems to indicate that they have more than a local interest or value. In saying this, I wish to disclaim any special credit for my own contributions to these documents, comprising forty or more regular and special reports and numerous other papers, besides the statistics which have been mostly, until within a few years, the work of my hands. In these publications it has been my aim to say true and useful, rather than flattering things, and always with a view to practical ends.

The first formal report on the condition of the schools was printed in 1845. Previously, some special reports were printed, one of the most notable of which was one drawn up by the late Chief Justice Shaw, in 1830, recommending the abolition of the "double-headed" system already described, and the separation of the sexes in school. The reports issued previously to 1857 were valuable as able educational essays, containing valuable ideas and suggestions, and also as repositories of information about the condition, progress and working of the school system, but they were issued in pamphlet form, and so have mostly disappeared, it being now difficult to procure single copies of them. In that year a new era in regard to the annual reports was inaugurated. Dr. Lothrop being for that year Chairman of the Committee on the subject, prepared an elaborate historical report,

with which other interesting documents were printed, the whole making a handsome octavo volume. An edition of 12,500 copies was printed; the greater portion in paper covers, was distributed by the police to the dwellings throughout the city. From that time the Board has issued an annual volume, similar in form, as its report, much pains having been taken each year to make it more and more valuable in its statistical and other information. The following excellent summary of the series of regular reports, down to 1867, is quoted from the Annual Report for that year by Hon. T. C. Amory.

“For several years subsequent to 1845, distinct committees were annually appointed to examine, in May and June, the Writing and Grammar Schools, to ascertain their condition, and the ability and faithfulness of the masters, and to report thereon. It is to be regretted that many of these reports are now nearly out of print, as they are full of information and rich in suggestion. Those of Professor Parsons, in 1845, on the Grammar, and of Mr. Brigham on the Writing Schools; of Judge Loring, in 1846, on the Grammar, of Rev. Charles Brooks, on the Writing Schools; of Mr. George B. Emerson, in 1847, on the Grammar, and Hon. Joseph M. Wightman on the Writing Schools, — are all documents of a high order.

“In 1848 the Board concluded to appoint the same committee for the examination of both Writing and Grammar departments. The report of that year, drawn up by Mr. John Codman, urged, with great force, the improvement of our school system, so that the wealthier citizens, who contributed most largely



to the support of the schools, should be induced to prefer them to private tuition for their own children.

"In 1849 the same gentleman, again called upon to prepare the report, pointed out many defects in the existing system of public instruction. That of Hon. Francis Brinley, in 1850; of Rev. Hubbard Winslow, in 1851; of Mr. Eaton, in 1852; of Samuel W. Bates, in 1853; of Mr. Russell, in 1854, complete the old series, closing with the former organization of the Board. In May, 1851, Mr. Nathan Bishop was elected Superintendent of the Public Schools, and his reports in 1851, 1852, 1853, 1854, were published and distributed among the citizens. It is not possible, of course, were it desirable, to particularize the merits of these able documents, which discuss in turn nearly every topic connected with the administration of the department.

"Under the revised city charter of 1854 the School Committee was reorganized under its present triennial tenure. Its first report, setting forth the new arrangement, prepared by the present Mayor elect, was published with that of Mr. Bishop, the Superintendent. In 1856, the second was from Mr. Cudworth, a member of our own sub-committee. That of Dr. Lothrop, in 1857, presents an historical and statistical account of the schools from the earliest periods. In 1858 Mr. Francis E. Parker enumerates, with much force, the objects to be aimed at in popular education, and advocates adhering to the time-honored custom of distributing medals; Dr. Stockbridge, in 1859, states, with equal earnestness, why they should be discontinued. The report of Mr.

Thomas Dawes, in 1860, enlarges upon the qualifications and examinations of teachers; that of Mr. Burroughs, in 1861, specifies the studies in the High Schools, and advocates the selection of teachers from the Normal; and that of Mr. Tuxbury, in 1862, is peculiarly suggestive on the subject of discipline and moral training. Dr. Brewer,—the close, now at hand, of whose long and devoted services in the cause of popular education in this city cannot be too deeply deplored,—in 1863, strenuously advocated the classification of the primaries,—an improvement on the old system but partially carried out,—presented an historical sketch of the change from the double-headed system in the Grammar Schools, and argued the propriety of vesting in the Board the control of the appropriations for the schools. Dr. Upham, in 1864, records the recent foundation of the Training School in connection with the High and Normal, the introduction into the schools of the military drill and vocal gymnastics, and of musical instruction in the primaries, and comments on the high-pressure system in the upper classes. Judge Wright, in 1865, dilated upon the elevating tendencies of sound moral and intellectual training with peculiar eloquence. While the last, in 1866, of Dr. Waterston, embracing a comparative view of the progress of popular education in Europe and in all parts of our own country, with its amplitudes of information, masterly grasp and interesting details, is one of the most valuable documents this Board, or any other educational association, has ever given to the public.

“In thus indicating, for the convenience of future

reference, the labors of our predecessors by the names of their respective chairmen, it will be understood that these reports, if drawn up by them, proceeded jointly from themselves and their associates. The topics mentioned as enlarged upon have been kept duly subordinate to the main object, which was to present a comprehensive statement of the existing condition of the schools and the changes that had occurred during the year preceding. The annual reports of the three High Schools furnish full and explicit information as to them; and others on specific subjects, such as those of Dr. Upham on music, and of Judge Wright on vagrant children, have been added from time to time to the annual volumes.

“These documents contain also the reports of the present Superintendent [Mr. John D. Philbrick], formerly quarterly, now semi-annual, which take a wide and methodical range over the whole field of popular education, treating with a thorough knowledge of the standard authorities, and the ripe fruits of a life-long experience, whatever concerns the instruction, discipline, or government of the schools. These reports, replete with philosophic thought and practical suggestions, exhibit the working of many improvements, the success of which has warranted their permanent adoption, as also the failure of various experiments that have been tested and abandoned. They should be carefully studied by all of us who wish to discharge our trust to the best of our ability.”

The report for 1867, from which the above is quoted, is one of the most scholarly and comprehen-



sive of the series, treating, in a spirit of broad and enlightened liberality, a great variety of topics. Dr. Calvin G. Page, in 1868, reviews educational progress abroad, and recommends the reservation by the "city fathers" of public grounds sufficiently large for playgrounds, for children of both sexes, in each section of the city. In the report for 1869 Dr. John P. Ordway advocates the prohibition of corporal punishment, citing many authorities against the practice. Loring Lothrop, Esq., in 1870, discusses a variety of topics in an able and practical manner, and especially urges the establishment of a separate and independent Normal School. F. H. Underwood, Esq., in 1871, reviews, in a lively style, the instruction in the several grades of schools, setting in a strong light the advantages of Dr. Leigh's method of teaching the first steps of reading, and recommending important improvements in our High School instruction. In 1871 Rev. James Reed endorses the action of the Board in separating the Normal School from the Girls' High, recommends the appointment of Assistant Superintendents, and urges the importance of reforming our system of examining teachers. In 1873 Joseph Willard, Esq., argues in favor of the appointment of Assistant Superintendents to secure a proper examination of the schools, expressing the opinion that the Board is invested with authority by the city charter to make such appointments; recommends a change in the City Charter so as to give the School Board greater power in regard to the erection of school-houses; urges the importance of greater attention to school hygiene, and the necessity of a reorganization



of the Board. The forthcoming report for 1874 is to be prepared by W. T. Adams, Esq., whose large experience in connection with our school system, and well-known ability, justify the expectation of a very valuable document from his pen.

Mr. Amory says that it will be understood that these reports, if drawn up by the chairmen, as thus indicated for convenience, "proceeded jointly from themselves and their associates." So far as they bear the signatures of those associates on the committees, they carry the authority of their names; but, from personal knowledge of the matter, I deem it just to say that these able reports have been almost exclusively the work, in substance and form, of the chairmen named.

The seventeen volumes issued since 1856 contain special reports too numerous to be individually characterized or enumerated here, each volume usually containing one at least of marked value.

There is a provision in the statutes of the Commonwealth requiring the School Committee of each city and town to make a detailed report of the condition of the schools, and "to cause said report to be printed *for the use of the inhabitants.*" In compliance with the spirit of this provision, it was the custom of the Board to print a large number of copies of their annual report, for general distribution among the citizens. From 1853 to 1865 the number of copies annually printed and distributed through the police varied from 12,000 to 14,000. In the latter year the number of copies was reduced to 4,000, and the next year a regulation was adopted limiting the number to

2,500, not to be distributed as before, but to be delivered, so long as they lasted, to such citizens as took pains to call for them at the City Hall.

This change has saved some expense, but its effect has been to keep the mass of the people of the city in comparative ignorance of the condition and administration of the school system. I think the lack, among the people, of the information which the reports would have afforded has had an injurious effect on the interests of education in this community.

#### EXAMINATIONS.

It is universally agreed, among educational authorities, that judicious and regular examinations are highly important, if not absolutely essential, means of securing the continued efficiency and progress of schools. It is through such examinations only that good teachers get the credit that belongs to them, and that incompetent and unfaithful ones can be effectually detected and exposed. Good teachers have nothing to fear, but everything to hope, from the *judicious* examination of their pupils. The expectation of a judicious examination affords a healthful stimulus to both teachers and pupils. Indeed, the value of such examinations as an element in school economy can hardly be over-estimated. In this particular it must be owned that our school system has never been strong. I am inclined to think that, among the existing deficiencies of our system, the most serious is the lack of requisite provisions for examinations.

It is certainly a remarkable fact that the School Board does not possess authoritative and reliable information in respect to the standing of a single class in any one school in the system, from the lowest forms of the Primary Schools to the graduating classes of the High Schools.

In this matter some other cities have set us worthy examples. At the office of the Board of Education of the city of New York one may find a record of the standing of every class of pupils in the public schools, based on an examination made by a competent expert. This report is expressed in the terms of an established formula, and is solely for the private use of the Board. There is a provision in our regulations requiring the various committees on the school to examine them quarterly. This provision, never at all adequate as a means of securing the kind of examinations required, is every year more and more disregarded. It is believed that most of the members of the Board best qualified for this service have come to the conclusion that it ought to be done here, as it is done in New York, by paid experts. Anybody who can read, can examine a school, after a fashion, where the teaching consists of nothing more than the asking of the questions set down in the book, and the hearing of answers recited memoriter from an assigned text. But the proper examination of a class which *has been intelligently taught the subjects of instruction*, instead of being required to memorize the text-books in course, requires the knowledge and skill of men who make the business a profession.

When the office of Superintendent of Schools was



established, this duty was not assigned to him, probably because even then it was deemed impossible for one man to perform this service, besides his other duties. If at that time, when the whole number of teachers did not exceed four hundred, it was deemed impracticable for one Superintendent to do the work of examining all the schools, how much more impracticable is it now that the number of teachers has been trebled, and the other duties have increased in a similar ratio! The Superintendent has, under these circumstances, been obliged to substitute *inspections* of the schools for examinations; that is, visits for the purpose of examining into their general condition and management, and observing the methods of teaching and governing, and giving advice. However desirable and valuable such inspections may be, they ought not to be accepted as a substitute for regular examinations.

The examinations by the masters of their schools, for the purposes of promotions and for the graduation diplomas, are valuable so far as they go; but they do not and cannot afford the Board the authoritative information they need; for, to a certain extent, the results of those examinations are judgments of men on their own merits.

Early in 1871 a Special Committee, appointed to consider and report on the expediency of a change in the rights, duties, etc., of the School Board, submitted in print an able report on the subject, recommending the appointment of *three assistant superintendents*, charged with the duty, in conjunction with the Superintendent, of examining the schools twice a year, and expressing the opinion that ample authority



for appointing such officers was conferred by the city charter. The recommendation, which was not adopted by the Board, was presented in the following clear and judicious manner: —

“In the first place, it is well known that, although the regulations require a quarterly examination of all the schools by members of the Board, such examinations are not made with the system, skill, thoroughness, and unity of aim and design which the interests of the schools demand. While every member of the Board cannot fail to recognize the fact that judicious examinations, at regular and appropriate intervals, are essential to the best working of any school system, it is equally evident that this service is not likely to be more satisfactorily performed than it now is, except by the employment of some new instrumentality. The Superintendent, as required by the regulations, ‘visits as often as his other duties will permit,’ and thus exerts a highly beneficial influence on the working of the system; but he is not required or expected to make regular examinations of all the schools, — a task which would be quite impossible for one man, even though he had no other duties to perform.

“Your Committee, therefore, in view of these facts, and as the most practicable means of securing the efficient and faithful instruction of all the pupils in all our schools, in accordance with the letter and spirit of the courses of study prescribed for the several grades, recommend the appointment by the Board of three competent persons, with the title of Assistant Superintendent, whose duty it shall be, in conjunction with the Superintendent, to make an examination of all the schools at least twice in each year, the results of which shall be submitted to the Board in detail by the Superintendent. The adoption of this plan would relieve the members of the Board from the onerous duty of personally conducting the examinations, thus affording them more time for the general inspection of the operations of the schools, and for the transaction of the legitimate business of the Board, and of the various standing committees.

“The authority to appoint and fix the salary of such officers is amply provided for in the fifty-fifth section of the City Charter in

the following language: 'They (the School Committee) may choose a Secretary, and such subordinate officers as they may deem expedient, and shall define their duties and fix their respective salaries.'

As to the power, there is more than one precedent unquestioned, namely, the appointment of supervisors of music, drawing, and vocal culture, of an auditing clerk, with assistants, and clerk to Superintendent, who is an assistant in office-work.

So far as there has been opposition on the part of teachers to providing for examinations, it has arisen, I think, mainly from a misapprehension of the object proposed. When a general examination of the schools is spoken of, they imagine that it is intended to revive the comparative examinations of twenty-five or thirty years ago, which were so objectionable. But something very different is contemplated in the plan suggested.

#### TEACHERS.

In the management of educational affairs the chief problem is to secure good teachers. All other parts of the business are of secondary importance. It is through the immediate agency of teachers that all other educational provisions and appliances are put to use for the attainment of the desired ends. Hence, the principal test of the merits of a school system is found in the character and qualifications of the teachers in its service.

Among the causes which have operated to secure good teachers for the Boston schools, the following I reckon as the principal: —

1. The comparatively liberal salaries paid. The rate of salaries here is as high at least as in any city in the country, and is considerably higher than in other cities and towns in New England,—more than enough higher to balance the difference in the cost of living, especially when it is considered how practicable it is for Boston teachers to occupy suburban residences. Hence, on the score of compensation, Boston can compete successfully for New England public-school teachers.

2. Again, a residence in Boston or the immediate vicinity is generally preferred by New England teachers to that of other parts of the country. At least, this is what hundreds, perhaps thousands, have told me, in applying for situations here. Hence, on the score of residence, Boston can successfully compete for New England public-school teachers.

3. New England is remarkable, in comparison with other parts of the country, for the number and character of its institutions for higher education,—high schools, academies, normal schools, and colleges. And consequently in New England there is a large supply of comparatively well-educated teachers for Boston to draw upon.

Owing mainly to these three favoring causes, Boston has in her service a comparatively good corps of teachers. Many of them are teachers of great merit. And because this is so, there are those perhaps who think that nothing more need be done to strengthen and improve the teaching force,—that the results prove that the system in respect to teachers is satisfactory.

For my part I cannot concur in this opinion. I do not think it can be said with truth that our *system* is so well calculated as it might be to secure good teachers. Suppose the three factors in this problem, already mentioned, to continue in the future as favorable as they have been in the past, an improvement *in the provisions of our system* relating to teachers would tend to make our present teachers better, and gradually fill future vacancies with better qualified persons than those hitherto attracted to the service.

The improvement to which I refer consists of the three following elements:—

1. More adequate provisions for the professional education and training of teachers, of which I shall speak more particularly under the head of the Normal School.

2. More adequate provisions for the examining and testing the qualifications of teachers. I have to confess that I do not know one large city in this country or any other, where the provisions for examining teachers are so inadequate. Where we ought to have examinations, they are dispensed with; and where we ought not to have them, they are sometimes insisted on; and probably it would not be far from the fact to say that as a rule they are not of the right sort. The salaries we pay would attract very competent teachers, who do not now present themselves as candidates, on account of our system, or want of system, of examination. Repeated efforts have been made, without success, to reform this part of our school economy.

3. A change in the tenure of office. While teach-



ers should be subjected to the proper tests, examinations and probations, before they are confirmed as permanent teachers, when once so installed in office, they should not be subject to summary removal, at the end of each year, without any warning, and without any opportunity to meet any charge made against them. The situation of a large proportion of the subordinate teachers, in respect to the tenure of office, is very trying. The case of the principal teachers is, perhaps, still more trying. The effect of the existing provisions for the annual election of teachers upon the spirit and character of the teachers is not salutary. The honor of a position is always reckoned as an ingredient of the compensation for services rendered. What dignity or honor is associated with a position held as a means of livelihood, from which the incumbent is liable to be removed at the end of the year without any fault, or the charge of a fault? Everybody knows that it is the tenure of office, and not the high salary, that attracts legal talent to the judicial bench. So, in our colleges, able professors are secured, not by the salaries alone, which are notoriously low, but by the dignity and honor which the tenure of office gives to the situation. The able and learned professors in the Massachusetts Institute of Technology receive as salary only \$2,500 a year. Such men could not be induced to engage in our public-school service for the same compensation, even where the *teaching* is in all respects as desirable.

## AUDITING DEPARTMENT.

The Auditing Department of the school system, under the direction of the Standing Committee on Accounts, was created about seven years ago. The clerical staff of the department consists of an Auditing Clerk and three assistants, who are appointed, and whose salaries are fixed by the Committee on Accounts. The office of Auditing Clerk has been ably filled, ever since its creation, by the present incumbent, Mr. Geo. A. Smith. This officer, with his assistants, under the direction of the Committee on Accounts, purchases and delivers to the schools all authorized supplies, including text-books, record and blank books, apparatus and stationery, keeps an account of all expenditures, audits all bills, and makes out all pay-rolls. The operations of this department, which have come to be very important, considering the large expenditures of the system, and the amount of the purchases made, have been fully set forth in detail in six Annual Reports from the Committee on Accounts, containing much matter of interest to those who wish to be informed as to the particulars of the expenses of the schools.

Previously to the creation of this department the pay-rolls were prepared and the bills were audited by the City Auditor, and the Board kept no record of the expenses of the system.

## MORALS AND MANNERS.

The school ought not to be expected to be wholly, or even mainly, responsible for the moral tone of the

community. The moral character of a child is more influenced by the atmosphere of his home than it can be by his school. Nevertheless, the school may do much to shape the moral character of its pupils, and every true teacher is more solicitous about the moral principles than the intellectual attainments of his pupils. But if the atmosphere of the world outside the school is impure, and the moral tone of the homes is low, the effect of the best moral training in the school is, to a great extent, neutralized.

Our school regulations require that "instruction in good morals shall be daily given in each of the schools, and the principles of truth and virtue faithfully inculcated upon all suitable occasions." In the programme of the Primary Schools moral instruction is not set down as a separate subject for instruction, except in requiring the "repetition of verses and maxims," meaning verses of poetry and moral maxims. In the programme of the Grammar Schools the specific requirement under this head is, "Morals and manners, by anecdotes, examples, and precepts, and by amplifying and applying the hints and suggestions relating to those topics contained in the reading lessons." In the High Schools, moral philosophy is a distinct branch of instruction.

But whatever the requirements in respect to teaching morals or manners, the results will depend mainly upon the character of each individual teacher. The truly conscientious, high-toned, religious-minded teacher will not fail to exert upon his pupils a salutary moral influence. He will create a healthy moral atmosphere in his school, which will insensibly instil

right feelings and principles into the minds and hearts of his pupils.

I have been delighted to find evidence of such an atmosphere in very many of our schools. I have no doubt the moral atmosphere of the schools is better than that of a very large majority of the homes; for in our American homes, as Bishop Fraser truly says, "parental authority is brief, weak, and lessening;" and, where this is the case, the moral tone of the atmosphere of the home is not what it should be.

I wish the teachers could be more encouraged by the school authorities in their efforts to inculcate good morals and good manners. In respect to good manners, in the restricted sense, as meaning politeness or urbanity, there seems to be an improvement, in these recent years, in the schools; yet there is room for much more improvement in this direction. Urbanity in a teacher is an element of great power, and it is not by the precepts of the teacher, but by his example, that this quality is acquired by the pupils. In one of the last Grammar Schools I visited, I was greatly struck by the urbanity of the master in his intercourse with his pupils. He was a teacher of many years' experience, and he had not always been thus urbane in manner and voice. He had evidently been *growing* urbane as he grew old. It was beautiful. I wish every teacher would try to find out the real meaning of urbanity,—its beauty and its utility.



## DISCIPLINE.

Discipline comprises the condition of schools in respect to order and obedience, and the motives used to control the pupils,—in restraining them from wrong-doing and inciting them to the performance of their duties. And, therefore, discipline is inseparably connected with the moral training and good manners. During the last thirty years various influences or causes have contributed to improve the discipline in our schools. It is a very different thing now from what it was twenty-five or thirty years ago. The relation between the pupils and teachers is much more cordial and kindly. The chief obstacle the teachers have to contend with in the matter of discipline is laxity of home government. Pupils who come from well-regulated homes seldom give the teachers trouble. Teachers ought to study school government as an art. Here is where the teacher finds scope for the exercise of the finest qualities of the head and the heart, and all the graces and accomplishments of good-breeding.

The question of forbidding altogether the use of corporal punishment has been much discussed. Two special reports on the subject, and one annual report already mentioned, have been printed. As the result of these discussions, several important modifications of the rules relating to the matter have been adopted, with a view to restrict the use of the rod; and recently it has been banished from the High Schools, where it was but seldom resorted to, and where it certainly can be dispensed with without detriment to the schools. The regulations on this subject are now

very strict and explicit, with a view to prevent all abuse and excess. The experiments elsewhere in prohibiting all resort to corporal punishment have not, thus far, seemed to be so successful as to justify the trial here. But if the use of the rod should in the future continue to go out of use as it has in the past twenty years, by the operation of indirect causes, there will, at no distant day, be little occasion to legislate directly against it. Germany, the foremost educational country, has often been erroneously cited as a successful example of the abolition of the use of corporal punishment in schools; it has not yet been abolished in any of the German States.

#### BOOKS OF REFERENCE.

In a school above the Primary grade hardly anything in the way of equipments or appliances is of more importance than a choice library of books of reference. Such a library is not only necessary as a means of information to supplement and elucidate the matter in the text-books, but it is extremely useful as a means of initiating the pupils into the independent use of books for the purpose of investigating a subject of study, whether scientific or literary.

Accordingly, within a few years our schools have been liberally supplied with valuable Reference Libraries. In the High Schools the collections are quite extensive. The Grammar-school set comprises all that is essential of a general nature for that grade. It is desirable that there should be a small additional collection of choice pedagogical books for the use of the teachers. A list of the Grammar-school reference

books is found in the Annual Report for 1873, page 158.

#### CRITICISM.

As a means of promoting the interests of education among us, nothing would be more beneficial to all concerned than sound criticism. By sound criticism I mean the judgment of competent, disinterested educators, who, without any pet theories to bolster up, or any favorite scheme to advocate, having tried to find out the truth about the system, to see things as in themselves they really are, blame where they must and praise where they can. Some good people among us, who have a notion that things might be better than they are, or fearing lest the managers of the schools, and the teachers, may be too well satisfied with what they are doing, and so relax their efforts for progress, deem it their duty to find fault vigorously, in a general way, without any discriminating judgments, founded on the facts as they really are; or, if particulars are held up for disapprobation, they are almost invariably exceptional occurrences, affording no ground for general inferences.

Indiscriminate blame and indiscriminate praise are alike mischievous. But discriminating criticism, pointing out what is good and what is objectionable, is invaluable, and much to be desired. Our schools seldom receive the benefit of this sort of treatment. No doubt there is honest disposition enough among the friends of education in the community to afford it. But there seems to be a want of the requisite preparation for this valuable service. The fact is that education is little *studied* in this country, and hence



the current notions about it are superficial and too frequently erroneous. And ardent friends of education, sometimes, mistake their strong feelings on the subject for sound convictions.

The true critic is the best helper of the reformer; for he helps him to distinguish intelligently between what is good and what is bad, so that, in remedying evils, he may not blindly destroy the good, and so make an innovation without achieving a substantial reform.

Foreign educators are becoming more and more interested in American education; but as yet there have been written but few productions on the subject by foreign authors which have a practical value for us. About twenty years ago Mr. Silgiström, an eminent Swedish educationist, wrote an able book on American education; but it is rather obsolete now, so great have been the changes since, in respect to the actual state of educational matters in this country. He carried home with him the idea of our single desk and chair for pupils, which was reproduced in a modified form in the beautiful Swedish model school-house at the Vienna exposition. M. C. Hippeau, of France, published a book on American education, a few years ago, and it is mainly through this work that our system is known on the continent. Calling one morning at a Normal School in Vienna, I found the principal, an eminent educational author, engaged in translating M. Hippeau's book into German. He immediately turned to the portion relating to the Boston schools, and inquired if the account was correct. I felt obliged to tell him that



I thought the learned Frenchman seemed to me to give to the American educational system, as represented in his book mainly by New York and Boston, more credit than it deserved. He mentions, I think, only one defect in the Boston system, and that is the complicated machinery of the administration resulting from the organization of the Committee.\*

James H. Rigg, D.D., a prominent member of the London School Board, has recently published a book on "National Education," in which a long chapter is devoted to "School Education in the United States." The author did not visit America until after the book was written.† This writer is disposed to think the New York and Boston schools are exceptionally good for American schools. He says, "It has been customary for persons to take the model schools of Boston and New York as examples of the United States' national system; whereas they are quite exceptional, and only serve to illustrate the enlightenment and liberality of public educationists in these two cities." And again, "The model schools, indeed, which I might almost call the show schools, of the great cities, such as New York and Boston, are undoubtedly superior in their appointments, and are probably equal, in the quality of their teaching, to the best public schools which as yet have been established in England. It is the worthy ambition of these great and public-spirited towns to have the best schools in the

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\* "Les rouages de l'administration des affaires sont trop multipliés, et plus d'un conflit peut naître entre les divers comités ayant quelquefois des attributions analogues."—p. 21.

† In accordance with the famous advice, "Not to read a book before reviewing it."

world, and no pains or expense is spared to make their schools such."

But candor obliges me to say that I do not highly value the opinions of this writer in respect to American education, although he is a prominent clergyman of the Wesleyan connection, and the principal of a large Normal College in London, for his mind is apparently not of a judicial cast, and his work is eminently polemic in tone and purpose, being intended as an argument in favor of his peculiar notions as to what an English national system of schools should be. Besides, he does not speak from personal observation. The above quotation is about all he says in favor of American schools. His chapter is made up, for the most part, of a wonderful conglomeration of erroneous statements and wrong inferences. Still, mixed in with his errors, there are some wholesome truths about the evils resulting from excessive decentralization in the matter of administration, the want of a thoroughly independent and intelligent inspection such as England can justly boast of, the deficiency in provisions for the training and examining of teachers, and the meagre wages of country teachers.

Bishop Fraser's Report to the Houses of Parliament, which is not unknown here, completes the list of the foreign publications on our schools of any considerable length. And this is by far the best survey of our educational system which has appeared, either at home or abroad. The writer was eminently fitted for the task, by his learning, educational experience, acuteness of perception, practical common sense, and judicial balance of mind. He studied faithfully on

the ground, and thoroughly examined the best sources of information. His mission was to find out the truth. His statements of facts are very reliable, and his judgments, so far as they go, are generally very sound; but, unfortunately, he was not reporting for our benefit, and so he reported what he thought would be useful to his own country rather than what was most needed by us. But the opinions he does express are, for this reason, so much the more worthy of our regard.

He did Boston a real service in his favorable opinion of our English High School, which has been frequently quoted. This he singled out as the model school in America for England to copy. Boston had not known how to value this school. Even in the School Board a member had just then characterized the incomparable principal, Thomas Sherwin, as a "fossil." I had written an extended report on the school, to call especial attention to its merits, which attracted no attention here, although Bishop Fraser printed it entire in his report. Groundless complaints against the school had led the community to undervalue it. The endorsement of it by a foreign authority of the first order created a reaction in public opinion, and, by means of the co-operation of other causes, the school has since grown to quite unexpected proportions.

He notes several other elements of excellence in the Boston system, and some defects, which the people ought to know; but I have not room here to quote him at length. What is more interesting to me, and perhaps more useful for us, is his general summing



up of his conclusions on American education in general, which is full of valuable hints and suggestions. Here evidently every word is weighed, and finds justification in what he observed, or obtained from good authorities. I must make room for a few sentences from it, although it is not quite fair to take the naked statements of opinions without the accompanying qualifications:—

“1. The system is in perfect harmony with the other institutions of the country. It is democratic, equal, free. . . . The school, in very harmony with other institutions, is exposed to the same corrupting influences. 2. The system exactly answers the wants of the people; their wants, I mean, *as they understand them themselves*. . . . What ought to be the school's greatest source of strength—the fact that its destinies are in the hands of those who are to profit directly by its advantages—proves, under the influence of selfish or sordid motives, in too many cases to be its principal element of weakness. 3. The system is a cheap system. . . . The economy results from the principle of grading, and from the number of children of equal attainments in the same class who can be taught by the same teacher as though they were but one. . . . What is gained in cheapness is almost lost again in thoroughness. 4. The spirit of work produced under the system, both in teachers and pupils, and the discipline of the schools, are both high. . . . The teachers are kept up to the full tension of their strength; sometimes, indeed, the tension is too great for their strength. . . . Continued idleness, again, in a pupil . . . would not



be tolerated in an American school. . . . Discipline, too, is nearly perfect in the best schools, but it is of a kind . . . which, even by many Americans, is considered too repressive and mechanical."

Of the aggregate results of the system, he says, "There exists in America a general diffusion of intelligence rather than any high culture or profound erudition. . . . I think our best teachers are better (perhaps because more regularly educated) than their best; but our worst teachers are incomparably worse . . . than anything I saw or can conceive of being tolerated among them. . . . Liveliness and energy, hiding perhaps a multitude of other sins [defects?] seem to be inherent qualities [of American teachers]. . . . The proper functions of a sound system of education are to quicken the observation, strengthen the memory, discipline the reason, cultivate the taste. . . . The American schools devote themselves too exclusively to the two former views; the latter two receive much less attention than they deserve. . . . The programme of these schools, particularly in the higher grades, is too wide and multifarious. In nothing did the managers of the Boston schools seem to me to give greater evidence of good sense and wisdom than in the manifest desire they showed to contract these programmes into narrower limits, and to attach more importance to sound methods than to showy but superficial results."

He thinks the great defect in American taste "is its apparent incompetency to appreciate the beauty of simplicity," and he thinks the schools somewhat

to blame for this. In the more advanced reading books, "extracts from writers of the modern sensational school are far too numerous; . . . and the limited extent to which an acquaintance with the great literary monuments of Greece and Rome is carried in American schools, acts unfavorably upon the literary culture of the people themselves. The intellectual tone of the schools is high; the moral tone, though perhaps a little too self-conscious, is not unhealthy; but another tone, which, for want of a better name, I must call the religious tone, one misses, and misses with regret." He has "grave doubts" of the effects "of the theory and practice adopted in America on the subject of the education of girls."

Here is certainly much food for thought.

#### SPECIAL SCHOOLS.

In 1856 there was in this city no provision of any description for education at the public expense, besides the Primary, Grammar and High Schools, which we designated as "regular" schools. We have now, in addition to the regular schools, twenty others, comprised in six kinds, which we call "special schools," namely, eleven Elementary Evening Schools, one Evening High School, four Evening Drawing Schools, one Kindergarten School, two Schools for Licensed Minors, and one Deaf-mute School. The Evening Schools are permitted by the statutes of the Commonwealth; the Evening Drawing Schools are required. For the Deaf-mute, the Kindergarten and

Licensed Minors' Schools there is no express legal provision.

But the principle has been well established by judicial decisions that a municipality may go beyond the requirements of the law in making provisions for schools, and that the legal *power* is not restricted to the legal *obligation*. Horace Mann, in commenting on the Massachusetts school system, says: "It is now decided by the highest judicial tribunal in the Commonwealth, that the statute only expresses the minimum of time and of quality below which the schools shall never be suffered to fall; but that it allows any town to rise as high above this lowest limit, as, in its discretion, fairly and honestly exercised, it may deem best. This conclusion was deemed to be a fair inference from the language of the law, confirmed by long usage, and demanded by the necessities of a republican government."

These special schools have been gradually established only after a very careful consideration by the Board, and they are all serving an important purpose in supplementing the means of education provided in the regular schools.

The aggregate expense of carrying on these schools last year, as stated in the Report of the Committee on Accounts, was \$62,495.74.

#### ELEMENTARY EVENING SCHOOLS.

This class of school is designed for the instruction of such persons as have not acquired a competent education, and yet are unable to avail themselves of

the advantages of the day schools. The need of such schools in this city was observed many years ago, especially by persons engaged in charitable works among the indigent classes; and, to meet this want, free Evening Schools for very elementary instruction were opened under the auspices of two or three charitable or religious organizations. These schools deserve to be mentioned and remembered with respect and commendation, for they were carried on by self-sacrificing and benevolent persons, and they were sources of much good. But they were inadequate as a permanent provision for the purpose in view. This being clearly visible to some minds, the question of setting up Evening Schools at the public expense, and of engrafting them upon the municipal system of public instruction, began to be agitated very early in the period under consideration. But those persons in authority who aimed rather to narrow the limits of public education than to enlarge them, objected that municipal corporations had no legal right to provide schools for teaching the elementary branches to pupils above fifteen years of age. The schools above mentioned, however, were subsidized by the city to the extent of the proceeds of the City Hay-scales, amounting to about \$1,200 a year, aid from this source being deemed allowable, as it was not drawn from taxation. But in 1857 an act was passed permitting the establishment of schools, other than those already required by law, for persons over fifteen years of age, thus wholly disposing of the legal objection.

At length, in 1868, the City Council was in-



duced to make an appropriation of \$5,000 for the Evening Schools. The Standing Committee, appointed by the Board to take charge of this new enterprise, prepared the requisite regulations, and opened nine schools for teaching the elementary branches, with 44 teachers and an enrolment of 1,566 pupils. During every subsequent year this department of our system has increased in efficiency and usefulness. Its success has fully justified the wisdom of creating it. Still, I do not consider that the most economical and efficient plan of conducting these schools has yet been adopted. In my judgment it was a mistake to prohibit the teachers in the day schools from employment in these schools, They need a better classification, so as to render it practicable to replace individual instruction by class teaching. To accomplish this, different accommodations are requisite. Then, facilities should be afforded for a higher range of instruction.

But the main point has been gained. The schools exist, and they will in due time be made to compare in excellence with the day schools. In this movement we have started in the line of improvement which has been adopted in the most advanced foreign countries, where youths of both sexes are required by law to attend Evening or Sunday schools for a longer or shorter period, after completing the ordinary course of elementary education in the common schools. -

The following table contains the summary of the statistical reports of the several Elementary Evening

Schools which were in operation from Oct., 1873, to March 1, 1874 (inclusive), not reckoning the schools in Charlestown and West Roxbury:—

SCHOOLS.	No. of Sessions.	Whole No. Registered.	Average No. Belonging.	Average Attendance.			Average No. of Teacher's Instructing Pupil.	Av. No. Pupils to a Teacher excluding Principals.
				Males.	Females.	Totals.		
				Anderson street . . . . .	114	325		
Broadway, South Boston . . . . .	112	636	185	101	..	101	10	11
Cabot street . . . . .	120	290	200	96	34	130	13	11
Chambers street . . . . .	94	305	219	73	31	104	9	14
Eustis street . . . . .	98	128	90	41	..	41	5	10
Harrison avenue . . . . .	114	430	283	102	54	156	13	13
Old Franklin . . . . .	113	263	133	77	32	109	11	11
Reed's Hall . . . . .	121	524	133	68	17	85	7	14
Warrenton Street . . . . .	74	335	159	48	39	87	8	12
North Bennet street . . . . .	122	380	137	88	..	88	10	10
Dorchester High School . . . . .	91	205	122	64	11	75	8	11
Totals . . . . .	1,173	3,824	1,770	840	250	1,090	104	12

#### EVENING HIGH SCHOOL.

Boston needed a public Evening High School quite as much as Elementary Evening Schools; and, in the autumn of 1869, such an one was opened as an experiment. From the outset it was eminently successful. The growth and prosperity of this school have been gratifying in the highest degree. Pupils of both sexes are admitted. The course of study comprises both technical and liberal branches of education. New branches are added to the curriculum as they

are desired by the students. It has been managed with increasing ability and efficiency from the time of its opening. I never visited a school in the city that afforded me more satisfaction than this, and in none is the public money expended to better advantage. Last winter it occupied the whole of the large school-house in South street, a good building, but very unsuitably located. This institution well deserves a good building, centrally located for its exclusive use. Perhaps at no distant time one of the centrally located school-houses can be given up to it. With the proper accommodations and its present good management, it would probably have a regular attendance of a *thousand pupils*. I know not one argument for the support of a day High School in this city, on a liberal scale, that is not equally forcible in favor of the liberal maintenance of this useful institution.

Originally this school was placed in charge of two associate Principals, Messrs. Anderson and Woolson, masters in the English High School, who organized it on a judicious plan, and ably conducted it for two years. The management of the present Principal, Mr. W. Nichols, merits high commendation.

The following was the programme of studies in the Evening High School, for the session of 1873-4:—

N. B. — Applicants are directed to select their studies from the following list, and to study carefully (1) and make themselves fully acquainted with the directions at the end.

STUDY.	HOOR.	DAYS.
Elementary Book-Keeping, Div. I. . . . . (2)	7-8	Mon., Wed., Friday.
“ “ “ II. . . . .	7-8	“ “ “
“ “ “ III. . . . .	8-9	“ “ “
“ “ “ IV. . . . .	8-9	“ “ “
“ “ “ V. . . . .	7-8	Tuesday and Thursday.
“ “ “ VI. . . . .	8-9	“ “ “
Advanced “ . . . . . (3)	7-8	“ “ “
English Literature . . . . .	7-8	Mon., Wed., Friday.
Elementary Arithmetic, Div. I. . . . . (4)	7-8	“ “ “
“ “ “ II. . . . .	8-9	“ “ “
“ “ “ III. . . . .	8-9	Tuesday and Thursday.
Elementary Grammar and Composition, Div. I. . . . .	7-8	Mon., Wed., Friday.
“ “ “ “ II. . . . .	7-8	Tuesday and Thursday.
Advanced “ “ “ . . . . .	8-9	Mon., Wed., Friday.
Elementary French, Div. I. . . . .	7-8	“ “ “
“ “ “ II. . . . .	8-9	“ “ “
“ Latin . . . . .	8-9	Tuesday and Thursday.
Penmanship, Div. I. . . . . (5)	7-8	Mon., Wed., Friday.
“ “ II. . . . .	8-9	“ “ “
“ “ III. . . . .	7-8	Tuesday and Thursday.
“ “ IV. . . . .	8-9	“ “ “
Elementary German, Div. I. . . . .	7-8	Mon., Wed., Friday.
“ “ “ II. . . . .	8-9	“ “ “
Advanced “ . . . . . (6)	7-8	Tuesday and Thursday.
“ French . . . . . (7)	8-9	“ “ “
Geometry . . . . .	8-9	Mon., Wed., Friday.
Commercial Arithmetic . . . . .	7-8	Tuesday and Thursday.
Elementary Algebra . . . . .	8-9	“ “ “
Short-Hand Writing . . . . .	7-8	“ “ “
Physical and Political Geography . . . . .	7-8	“ “ “
History, Natural Philosophy . . . . .	7-8	(8)
Advanced Algebra, Advanced Latin . . . . .		
Elocution, and Spelling . . . . .	7-8	(5)
Geometrical Drawing . . . . .		
“ “ “ . . . . . (9)	7-8	Monday and Friday.
“ “ “ . . . . .	8-9	“ “ “
Architectural and Mechanical Drawing . . . . .	7-9	Tuesday and Thursday.

- (1) Applicants, in choosing their studies, will be careful to see that they do not conflict; for instance, — it would be impossible for a student to take both Geometry and advanced Grammar, as both come from 8-9 on Monday, Wednesday, and Friday. Scholars are expected to be present only at the times of their recitations.
- (2) The separation of the classes into divisions is for convenience of instruction simply, the course of study being the same for all divisions of each class.
- (3) Some acquaintance with Book-Keeping by double entry is necessary for entrance to this class.
- (4) The class will commence at Vulgar Fractions, and a thorough knowledge of the four fundamental operations is required for admission.
- (5) The classes in Penmanship and Drawing are open only to scholars pursuing other studies at the school.
- (6) A knowledge of the elements of German Grammar, and ability to translate easy German prose, with the help of the dictionary, are requisite for admission to this class.
- (7) A knowledge of the elements of French Grammar, and ability to translate simple French prose with the help of the dictionary, are required.
- (8) Classes in these studies will be formed if a sufficient number of pupils apply, and the hours of recitation will be announced when the classes are formed.
- (9) These classes are arranged subject to the approval of the Drawing Committee.

Applicants are directed to preserve this paper, and bring it with them when they come to join their classes. No one will be allowed to join his class without showing this paper.



The following table shows the statistics of the Evening High School, for the past year:—

1873-74.	No. of Sessions	Average No. Belonging.	Average Attendance.			Average No. of Teachers.	Average No. of Pupils to a Teacher.
			Males.	Females.	Total.		
October, 1873 . . . . .	18	1,580	375	215	590	12	55
November, 1873 . . . . .	17	1,500	314	224	538	12	54
December, 1873 . . . . .	20	1,470	261	152	413	11	39
January, 1874 . . . . .	22	1,100	217	106	323	10	34
February, 1874 . . . . .	19	60	187	102	289	9	31
March, 1874 . . . . .	22	470	125	86	211	7	28
Totals . . . . .	118	7,030	1,479	855	2,334	61	241
Averages . . . . .		1,171	246	148	394	10	40

Whole number registered since the opening of the school, 2,420.

#### EVENING DRAWING SCHOOLS.

The following is the provision of the act approved May 16, 1870, under which these schools were established:—

“Any city, or town, may, and every city, or town, having more than ten thousand inhabitants, shall, annually make provision for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age, either in day or evening schools, under the direction of the School Committee.”

The terms “industrial or mechanical” as applied to drawing in the above act, are understood to comprise all those branches of drawing which are appli-

cable to productive or industrial arts, and to all trades, crafts and professions which require artistic or constructive skill.

The act is very indefinite in its requirements, and there is no way of enforcing compliance with it, except through the process of indictment; but, judging from the past, the authorities of this city are not likely to need the pressure of compulsion to induce them to make ample provision for instruction in a department of education so obviously useful and practical.

From the time of the organization of the first classes, in the autumn of 1870, this department of drawing has made constant and very satisfactory progress. Drawing rooms have been secured and fitted up, copies, models, and instruments provided, the programme systematized, and the subjects of instruction increased.

Last winter there were four schools carried on from November till May; one occupying two rooms and a large hall in the Appleton-street building, under a principal teacher and two assistants; one with similar accommodations in the Tennyson-street building, under the instruction of a principal and four assistants; one in connection with the Evening High School in South street, instructed by two teachers with the rank of assistants; and one in the Dorchester High School building, instructed by two teachers with the rank of assistants. Besides these schools, Charlestown, at the time of annexation in January, had two industrial drawing schools, with 112 pupils belonging, and an average attendance of 70.

The subjects taught were Freehand, Model,

Memory, Geometry, Perspective, Geometrical, Machine, Architectural, Building, Construction and Ship-drafting.

At the end of the courses in the classes, exclusive of Charlestown, 117 pupils were examined, nearly all of whom passed in at least one subject.

The total expense of these schools during the last year was \$11,060.17.

The following table shows the summary of the statistical reports of the Evening Drawing Schools, which were in operation from November, 1873, to May, 1874, exclusive of the South-street school.

SCHOOLS.	Number of Sessions.	Whole Number Registered.	Average Number Belonging.	AVERAGE ATTENDANCE.			Average Number of Teachers inc. Principal.	Av. No. Pupils to a Teacher exc. Principal.
				Males.	Females.	Total.		
Tennyson street . . . . .	111	278	178	65	. . . . .	65	4	22
Appleton street . . . . .	107	185	171	65	7	72	3	36
Dorchester . . . . .	108	128	74	30	7	37	2	18
Totals . . . . .	326	591	423	160	14	174	9	20

#### KINDERGARTEN SCHOOL.

The experimental Kindergarten School, in Somerset street, has been in operation about four years. Miss E. P. Peabody, who is the foremost advocate of the Froebel system in this country, was chiefly instrumental in inducing the committee to make the experiment. The average number of pupils attending it has been about twenty. The cost of carrying

it on last year was \$1,010.39. The present teacher of this school is admirably qualified for the peculiar training which it requires.

The Kindergarten training is designed for children from three to seven years of age, and it does not include the use of books, or reading, or writing, in any form. The instruction is all oral. It is calculated especially to stimulate the pupils to self-activity. Its aim is to produce a harmonious development of all the powers and faculties of the child, physical, mental and spiritual. The self-activity of the pupils is largely promoted by systematized plays, and by a variety of delicate handwork, calling into exercise the artistic taste, the inventive powers, the mechanical ingenuity, the faculty of observation, and the patience, of the pupils.

The earnest advocates of the system urge its adoption as a permanent part of our system of schools, and the immediate establishment of Kindergarten Schools in all parts of the city. I have to own that while I think the system contains many invaluable elements, which I am anxious to see applied universally in the first stages of school education, I am not yet prepared to recommend so radical a step as that proposed. But I am quite confident that it would be well to increase the experimental schools to three or four, at once, locating some of them among the poorest classes of children. The present school is mostly composed of children from well-to-do families.

This system has been considerably spread in different countries of Europe through the labors



of its originator, F. Froebel, and the Baroness Marenholtz-Bülow, a lady of great energy and ability, who has devoted herself to the continuation of his work. But it has not yet in its entirety received the sanction of the real pedagogical authority of Germany. It is more in favor in Austria than in Germany. I was informed, while in Prussia last autumn, that the official pedagogical conference which had just been held in Berlin, composed of about twenty of the leading educators of the kingdom, declined to recommend its adoption by the government, at present, as an element of the public-school system. My own opinion is that, whether it shall be judged best or not to substitute the Kindergarten in all its integrity for the lower classes of our Primary Schools, much of the spirit, aims and methods of the system may, with advantage, be introduced into our Primary Schools.

#### LICENSED MINORS' SCHOOLS.

These schools, which have now been in successful operation for several years, one in North Margin street and the other in East-street place, are a sort of half-time schools for the benefit of shoeblacks and newsboys, who are a part of the day occupied in their calling. The average attendance in both schools last year was fifty-eight, each being taught by a female teacher. The cost of carrying them on last year was \$2,285.39. License is granted to bootblacks and newsboys, only on condition that they attend school. Some attend the Grammar Schools,

where they are obliged to be present both morning and evening sessions. But some choose to attend the Licensed Minors' Schools, as there they are required to attend only one session of two hours daily, the bootblacks alternating with the newsboys. The revocation of their licenses is the penalty for non-attendance. These schools have done much good and deserve encouragement.

#### DEAF-MUTE SCHOOL.

Among the recent events connected with the development and extension of our school system, the establishment of this school, which was opened November 10, 1869, must be reckoned one of the most interesting and important. It is believed to be the first in the country for day-pupils, that is, for pupils boarding at home and attending the daily sessions of a school like speaking children, and also the first established by a municipality for the benefit of its inhabitants. The State pays the tuition of those pupils whose parents are in indigent circumstances, at the rate of one hundred and fifty dollars for each non-resident pupil, and one hundred for each resident pupil.

The method of instruction employed is that of *articulation*, the pupils being taught to speak and to read the speech of others from their lips, the sign language not being taught and the manual alphabet only for temporary purposes. Public attention in this country was first drawn to this method by Horace Mann in his report on Foreign Education, in

1844, and the Clark Institute at Northampton, which was opened in 1867, was the first American deaf-mute institution where it was exclusively employed.

In 1871 a great improvement of the method was introduced into the Boston school. This consisted in the application of "visible speech," — a system of representing all sounds and their relations by symbolic forms, — by Prof. A. Graham, a son of the inventor of the system, Prof. A. Melville Bell, of London, as a means of securing distinct articulation. A single previous experiment in the use of this instrumentality had been made by the younger Prof. Bell, with a small private class in England. The application of "visible speech" in teaching deaf-mutes is, undoubtedly, a great step of progress in this department of instruction.

This school has, thus far, succeeded even beyond the expectations of those who took the most active part in its establishment; and its present condition is, in all respects but one, extremely satisfactory, and that is, the want of proper accommodations. Its location is central and convenient of access, but the rooms it occupies, at No. 11 Pemberton square, are wholly inadequate.

At the beginning of the present school year the number of pupils was sixty-three. The teaching staff last year consisted of seven ladies, namely, a principal and six assistants. The cost for the year, including the tuition paid by the State, was \$8,474.74.

A full account of the history, organization, and method of instruction of the school is contained in a

report by Dr. George F. Bigelow, the former chairman of the Committee on the Schools, and was printed with the annual report of the Board for 1873.

#### PRIMARY SCHOOLS.

I have already spoken of the abolition of the old Primary School Committee, which had the control of this grade of schools from its establishment, in 1818, until 1855, as a step of progress. This Board accomplished a noble mission; but in the later years of its existence the natural conservatism of a body so constituted was doubtless carried to an extreme. "Having secured to their schools high excellence upon a peculiar system, they were, as a body, slow to see that there might be methods still more excellent than theirs. Having introduced so many improvements in education, they were not ready to recognize the improvements subsequently made by others far in advance of theirs." So that gradually the progress of educational improvement, apparently without their consciousness, "changed their place from the van to the rear of the educational host."

The loyal and admiring historian of this Committee, who had been for many years one of its most efficient members and officers, claims, as its distinguishing merits, "its eminent conservatism," and its "being the exponent of the principle of *diffusion* of power," instead of "the doctrine of *centralization*, initiated by Mr. Mann, . . . with the idea that economy, progress, and complete success in the administration of our schools, were to be attained by making our whole



educational system a 'unit,' and placing it under the supervision of a 'Superintendent of Public Schools.'” This allusion to Horace Mann as having initiated “the doctrine of centralization,” is accounted for by the fact, probably known to but few now, that as long ago as 1838, soon after entering upon his great work of promoting popular education, he suggested to the proper authorities “that a suitable person be engaged to visit regularly all the Primary Schools [of Boston]; to give the present teachers such assistance as they may desire in the discharge of their duties, and to hold himself ready to instruct and qualify a class of those persons who may desire to prepare themselves for the office of teachers.” In this suggestion Mr. Mann was quite ahead of his times, for it comprised the two-fold idea of a superintendency and a normal training school, before such a school had been established in America, and before a Superintendent of Education, except himself, had been appointed.

The Primary Schools were established for children from four to seven years of age, the original programme being as follows:—

“That the pupils in each of these schools shall be arranged in four classes, viz.: Those who read in the Testament shall be in the *First Class*; those in easy reading, in the *Second Class*; those who spell in two or more syllables, in the *Third Class*; those learning their letters and monosyllables, in the *Fourth Class*; and that the books be the *same* in every school, for each pupil *hereafter* entering.” “A card, a small spelling-book [Kelley’s], and the New Testament were the books originally used.” After eight years,

an "Easy Reader" was introduced. From this beginning valuable improvements were gradually introduced. In 1826 instruction in the elementary combinations of numbers was introduced into the upper class, and, in 1833, into the other classes; the lowest class being required to count to 100. Sewing was, to some extent, taught for a time. About the year 1830 a little object teaching found its way into a few schools, but the Committee objected to this innovation, as interfering with what should be considered as of primary importance in those schools, "viz., correct reading and thorough spelling." In fact, reading, spelling, and the memorizing of "abbreviations," punctuation, and the elementary arithmetical tables, constituted all that was seriously attempted in these schools, while under the old régime.

The transfer to the new Board took place in January, 1855. My first circuit of visits was made in 1857. The condition of these schools at that time was described in my early reports. The accommodations were generally, judged by the present standard, poor in respect to light, air, play-grounds, out-buildings, ventilation, the size of rooms, heating, furniture, and, indeed, in almost every particular that could be named. The school-rooms were excessively crowded, each teacher having an average of upwards of sixty pupils. The percentage of attendance was low, and truancy was rife. The principle of gradation had not been introduced, and each teacher had six classes. There were no desks for the use of slates, the pupils being seated in movable arm-chairs, which, in their day, were consid-

ered a great improvement; no tablets of any value, and few blackboards. The school-books were objectionable, and there was no programme, in the proper sense of the word. There was no systematic teaching of writing, drawing, music, object lessons, gymnastics, or phonic analysis. In numbers little or nothing was taught beyond the mechanical memorizing of the elementary tables. And, although the efforts of the teachers were concentrated principally upon reading and spelling, the pupils were very deficient in these branches, judged by the present standard. In my first report I did not venture to describe in detail all the defects observed, but some notion of the state of things may be gathered from the following language taken from my first report: "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 pupils to right *habits* of thought, feeling, and action. . . . 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, namely, 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 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.

"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 procure some reasonable degree of stillness.

"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."

In that report important measures of reform were suggested, and steps were immediately taken to secure their adoption. From that time until the present these schools have been steadily advancing in excellence.

After these schools had been only six or seven years under the present system of "centralization" the late Prof. Alpheus Crosby, an educational expert of the first order, speaking from personal knowledge



of both the old state of things and the new, in an article on the subject in the "Massachusetts Teacher" for 1863, says, "*The result has been a series of improvements in the accommodations, organization and methods of these schools, so important as to merit the name of a REVOLUTION.* We should account it a misfortune to other cities and towns, not to know the present condition of the Boston Primary Schools; especially if they knew the state of these schools a few years ago, and *then* considered them, as many supposed from the educational renown of our metropolis they must be, models for this class of schools." This was said more than ten years ago, and the progress in developing good results since that time has been, I am inclined to think, even greater than it was during the few years immediately preceding it.

It would require a volume to set forth fully what has been done during eighteen years to improve these schools in respect to accommodations, teachers, classification, the course of study, text-books, hygiene, provisions and methods of teaching, examinations and apparatus. I have already spoken of several of these points in the preceding pages.

I will mention here only one or two branches of instruction. Fifteen or sixteen years ago, writing, although mentioned among the branches of instruction, was deemed by the teachers impracticable. To prove its practicability I taught a Primary School a course of lessons in it. Senator Boutwell, then Secretary of the Board of Education, described the results in his annual Report. Writing on slates is now universal, and much of it of excellent quality. Last winter Miss

Wyman's class in the Appleton-street School wrote on slates well enough for any first class in a Grammar School.

The standard in reading has been so far advanced that what in former times was called good for a first class would now hardly pass muster in a third class. Even in the third class now it is not uncommon to find fluent reading, with distinct articulation, and a pleasant modulation of the voice. In arithmetic not even in the very poorest school is the standard so low as it was formerly in the very best schools. The combinations of numbers are rendered intelligible by concrete examples and visible illustrations, instead of the mere learning to recite the tables by a dead pull of the memory.

By means of the proper grading of these schools, by the introduction of the desks, slates, tablets, improved text-books, and a rational programme, by the use of better methods of instruction, by the reduction of the number of pupils to a teacher, and the exclusion of children from four to five years of age,—by these and other means the teaching power of the teachers to teach and the learning power of the pupils to learn have been more than doubled. And there has been in the Primary Schools, so far as I know, nothing of what is called "high pressure." There have been no home lessons.

In my address to the Committee on Teachers, last autumn, on Foreign Education, I was made, by some of the newspaper reports, to say that our Primary Schools were very inferior to what was found abroad. I meant to say no such thing. I have never seen a

better set of Primary Schools, take them together. What I did mean to say was, that I saw a trained master instruct a class of young children in a model school in Vienna more skilfully than I had ever seen any other teacher handle one. But, as a whole, the Primary classes of pupils there cannot bear a comparison with our own. The following statistics show the growth of these schools and the improvement in attendance:—

In 1856 there were 205 Primary Schools, each having one teacher, and the number of pupils was 12,585, or 61 to a teacher, and the per cent. of attendance was a little less than 80. By the returns of July, 1874, the whole number of teachers was 416 and the average number of pupils belonging for the year 18,867, or 45 to a teacher; and the per cent. of attendance for the year was a little above 90.

The classes at the end of the year were as follows:—

Classes.	No. July 31, 1874.	Per cent.
First class . . . . .	2,985	.16
Second class . . . . .	2,942	.15
Third class. . . . .	2,949	.15
Fourth class. . . . .	2,763	.15
Fifth class . . . . .	3,293	.17
Sixth class . . . . .	4,176	.22

The ages of the pupils at the end of the school year were as follows:—

Ages.	No. July 31, 1874.	Per cent.
Five years of age . . . . .	2,974	.16
Six years of age . . . . .	4,342	.23
Seven years of age . . . . .	4,636	.24
Eight years of age . . . . .	3,708	.19
Nine years of age and over . . . . .	3,448	.18

The following table shows the number of Primary pupils in each district, and the *average number of pupils to a school or teacher, during the half-year ending July 31, 1874*: —

DISTRICTS.	No. of Schools.	Av. whole No. of Pupils.	No. of Pupils to a School.	DISTRICTS.	No. of Schools.	Av. whole No. of Pupils.	No. of Pupils to a School.
Adams . . . . .	9	382	42.4	Lawrence . .	18	825	45.8
Andrew . . . . .	8	382	47.7	Lewis . . . . .	11	468	42.5
Bennett . . . . .	4	212	42.5	Lincoln . . . . .	7	359	51.3
Bigelow . . . . .	14	654	46.7	Lyman . . . . .	8	378	47.2
Bowditch . . . . .	13	596	45.6	Mather . . . . .	3	169	56.3
Bowdoin . . . . .	10	414	41.4	Mayhew . . . . .	7	240	34.3
Brimmer . . . . .	10	397	39.7	Minot . . . . .	4	184	46.0
Bunker Hill . . . . .	10	463	46.3	Mt. Vernon . . . . .	4	119	29.7
Central . . . . .	5	194	38.8	Norcross . . . . .	7	313	44.7
Chapman . . . . .	12	534	44.5	Phillips . . . . .	7	255	36.4
Comins . . . . .	19	826	43.5	Prescott . . . . .	10	507	50.7
Dearborn . . . . .	18	857	47.6	Prescott, Ch. . . . .	10	547	54.7
Dwight . . . . .	6	270	45.0	Quincy . . . . .	7	309	48.4
Eliot . . . . .	16	614	38.4	Rice . . . . .	15	640	42.7
Everett . . . . .	13	550	42.3	Sherwin . . . . .	14	656	46.8
Everett, Dor. . . . .	4	162	40.5	Shurtleff . . . . .	6	342	57.0
Florence . . . . .	4	142	35.5	Stoughton . . . . .	4	149	37.2
Franklin . . . . .	6	281	46.8	Tileston . . . . .	1	24	24.0
Gaston . . . . .	6	319	53.2	Warren . . . . .	7	325	46.4
Gibson . . . . .	3	117	39.0	Washington . . . . .	8	309	38.6
Hancock . . . . .	19	774	40.7	Wells . . . . .	12	505	42.1
Harris . . . . .	3	115	38.3	Winthrop . . . . .	7	277	39.6
Harvard, Ch. . . . .	8	321	40.1	Winth'p, Ch. . . . .	8	422	52.7
Harvard, Br. . . . .	5	238	47.6				
Hillside . . . . .	6	270	45.0	Totals . . . . .	416	18,433	44.3



The following table shows the number of Primary pupils in each district promoted to the Grammar Schools, July, 1874, and the average number of promotions to each school in the respective districts:—

DISTRICTS.	No. of Schools.	Sent to Gr. School.	No. to a School.	DISTRICTS.	No. of Schools.	Sent to Gr. School.	No. to a School.
Adams.....	9	62	6.9	Lawrence....	18	122	6.8
Andrew .....	8	49	6.1	Lewis .....	11	78	7.1
Bennett .....	4	43	10.7	Lincoln.....	7	47	6.7
Bigelow.....	14	102	7.3	Lyman .....	8	66	8.2
Bowditch .....	13	90	6.9	Mather .....	3	28	9.3
Bowdoin .....	10	61	6.1	Mayhew .....	7	42	6.0
Brimmer .....	10	78	7.8	Minot .....	4	30	7.5
Bunker Hill...	10	65	6.5	Mt. Vernon..	4	25	6.2
Central .....	5	26	5.2	Norcross.....	7	59	8.4
Chapman.....	12	67	5.6	Phillips .....	7	35	5.0
Comins .....	19	108	5.7	Prescott .....	10	64	6.4
Dearborn .....	18	112	6.2	Prescott, Ch..	10	63	6.3
Dwight .....	6	46	7.7	Quincy .....	7	37	5.3
Eliot.....	16	87	5.4	Rice.....	15	100	6.7
Everett .....	13	89	6.8	Sherwin .....	14	82	5.8
Everett, Dor..	4	24	6.0	Shurtleff....	6	56	9.3
Florence .....	4	33	8.2	Stoughton ...	4	45	11.2
Franklin .....	6	37	6.1	Tileston .....	1	..	..
Gaston .....	6	48	8.0	Warren.....	7	63	9.0
Gibson.....	3	28	9.3	Washington ..	8	41	5.1
Hancock .....	19	84	4.4	Wells .....	12	78	6.5
Harris .....	3	20	6.7	Winthrop ....	7	51	7.3
Harvard, Ch..	8	42	5.2	Winthrop, Ch.	8	37	4.6
Harvard, Br..	5	66	13.2	Total .....	416	2,761	6.6
Hillside .....	6	45	7.5				

## GRAMMAR SCHOOLS.

The main object of these schools is to complete the elementary stage of education which is begun in the Primary Schools. The line of demarcation between our Primary and Grammar Schools is an arbitrary one, which has been adopted merely for the sake of convenience in organization and management. The course of study comprises those subjects of instruction which are deemed essential for all children, without regard to their social condition or their future occupations. It is the minimum education to which every child is supposed to be entitled, as a preparation for usefulness in the community where his lot is cast. It is designed to afford that elementary knowledge and skill which every citizen needs, wherever his calling may be. It is the completion of the common-school education.

Until within twenty-five or thirty years the age of pupils attending these schools was limited, none being admitted under seven, and boys not being allowed to continue their attendance after the termination of the school-year following the completion of their fourteenth year. Girls were permitted to attend until sixteen years of age, as there was no Girls' High School to which they could go after leaving the Grammar Schools. Latterly there have been no rules in force prescribing the age of Grammar-school pupils. But the course is intended to comprise about six years. So that, entering when from eight to nine years of age, pupils would graduate when from fourteen to fifteen years of age.

In 1856 there were 18 schools, with 214 teachers and 10,675 pupils; in 1874 there were 49 schools, with 605 teachers, and 23,863 pupils.

The improvements which have been introduced into these schools are more recent than that of the Primary Schools, but they are scarcely less important.

The evidence of progress, as shown in the number of pupils fitted for the High Schools, is somewhat remarkable. For the purpose of comparison, I take the old city proper as it was before annexation began. The existing High Schools in the old territory, namely, the Latin, English High, and Girls' High, were the High Schools for the same territory in 1856. I omit the Latin School from the account, as the requirements for admission to that school are no test of the standing or efficiency of the Grammar Schools. The state of the case as to admissions to the other two schools in 1856, as stated by their respective committees, was as follows: The Report on the English High School says, —“*Sixty-seven* have joined the school, all of whom but one came from the public Grammar Schools of the city. The Committee deem it a matter of regret that so small a number of young lads who aim to reach, ultimately, some of the higher positions of mechanical or commercial life, should avail themselves of the opportunities which the English High School affords for a thorough education.” The Report of the Girls' High and Normal School says: “*Sixty-one* were admitted, seven were rejected, and seven were allowed a re-examination. . . . The examination, although in some respects satisfactory,

showed a want of familiarity with the preparatory studies, on the part of the pupils from many of the schools, which calls for the attention of the Board."

Thus it appears that only 128 pupils were admitted to these schools from the Grammar Schools *and all other sources*. This year the number admitted to those two schools was 553, of whom 409 were from the Grammar Schools alone, *of the old territory*, an increase of *two hundred and twenty-seven per cent.*, while the increase in the number of pupils in the Grammar Schools furnishing these pupils has been only *thirty-six per cent.* That is, the ratio of the increase in the number of the pupils sent to the High Schools from the Grammar Schools, in the old territory of Boston, has been *more than six times* that of the increase in the number of pupils in those Grammar Schools.

We have not the requisite data for an exact comparison of the standard of scholarship of the pupils admitted to the High Schools now, with that of those admitted in 1856. The Grammar and High Schools have never been so co-ordinated as to require for admission to the latter an examination in all the branches taught in the former. So that these examinations have been only partial tests of the work of the Grammar Schools. But, to say the least, there is no evidence within my knowledge that there has been any deterioration in the attainments in the more narrow and technical sphere of the entrance examination of the High Schools; while, on the other hand, there is no doubt that in real, substantial *culture*,—in the ele-



ments of a rounded education, — there has been no little progress.

However, the improvement which has taken place in the Grammar Schools is not to be looked for, merely or chiefly, in the upper or graduating class. In former times too much attention, relatively, had been bestowed upon this class, which only a part of the pupils reach, to the neglect of the mass of the pupils in the lower classes. In my early reports the attention of the Committee and teachers was repeatedly called to the inexcusable disparity between the condition and standing of the first class, which was rather the show-class of the schools, and the lower classes, where the masses of the pupils were not getting satisfactory training. In this respect, a great change for the better has resulted from various reformatory measures which have been adopted, especially those relating to the duties of the masters and the programme of studies already described. There is now generally a fair gradation in respect both to the age and attainments of the pupils, from the lowest class to the highest, instead of the former contrast between the performances of the first class and those of the lowest grades.

As general statements about such matters are apt to be very unsatisfactory, I must make room for a sample or two from the programmes, as a means of illustration. The following was the programme, in 1856, for the *fourth* class, then the lowest, comprising about *one third* of all the pupils in this grade of schools: —

“No. 1. Swan's Spelling Book. 2. Tower's Gradual Reader. 3. Writing [choice of copy-book left to Master and District Committee]. 4. Robinson's Elementary Arithmetic. 5. Drawing in Bartholomew's, No. 1.”

I suppose that the younger generation of teachers and educators will find it hard to believe that this narrow and meagre curriculum represents all that was ever attempted in the classes composing one third of the Grammar-school pupils, and that those pupils were kept on such a bill of fare for one or two years, and sometimes even longer. But in practice, even these limited requirements were but imperfectly complied with. The drill in spelling was usually confined to oral exercises on a few pages of the speller. Writing was “limited to a page or two a week, upon the elementary principles of the art” [one of my earlier reports]. The pupils of this class usually could not write a sentence from dictation upon the slate, not being taught capital letters or joining-hand. The drawing was the next thing to nothing. The text-book in arithmetic was very elementary, properly a primary book, and the exercises in it being mostly mental; almost nothing was done in ciphering. There was no geography and no singing. After the introduction of geography, this is what was said in my report for 1861: “In some of the divisions no attention whatever was paid to geography; in some, *nothing* was done in written arithmetic; in some there was no writing, and in many there was no drawing. . . . Some teachers required the pupils to commit to memory the words of the questions in arithmetic, so as to recite without any book, and without the reading of the questions by the teacher.

. . . Penmanship was, on the whole, better than at the previous examination, still there were some divisions writing with *pencil instead of pens.*"

One reason why the standard here was so low, was that the pupils came from the Primary Schools so poorly fitted for more advanced work. The individual teachers were not to blame; they could not get out of that miserable routine without help from the administrative authorities.

If one would comprehend the reform that has been wrought, let him read the above, and then go into the poorest Grammar School he can find in Boston, and remain one day and see what is doing in the corresponding grade. At the end of the day he will probably say to himself,—the world does move. But let him now devote a day to an average school, and the contrast, with the picture of "the school as it was," will surprise him not a little. Finally, let him give one more day to the *best* school he can find, where the reformatory measures and influences have had free course from the beginning, with no obstructions of any kind to hinder progress, and he will find something to think of.

To save my readers the trouble of turning to the rules and regulations, to see what is now required in the lowest class of the Grammar Schools, I quote the present programme for the *sixth* class [new classification], comprising one *fourth* of the pupils, whereas the number in the old fourth class comprised one *third*. The list of text-books is omitted.

"*Reading.* — The Fourth Reader, all the pieces; special attention to fluency of utterance, distinctness of articulation, correctness of



pronunciation, and the points and marks of punctuation; practice on the exercises in the introduction; the spelling and defining lessons to be omitted.

*Spelling.* — Through the spelling-book, omitting the exercises for writing, each lesson being *read* by the class before it is given out for study; a sentence from the reading lesson written daily from dictation.

*Writing.* — Three writing-books, numbers one, two and three, with analysis of letters.

*Arithmetic.* — Written arithmetic through the operations of the ground rules and reduction, with simple practical questions, involving small numbers; mental arithmetic carried along in connection with written, the same topic in both being taught at the same time [sections first and second].

*Geography.* — Reading half through the Primary text-book with conversational illustrations, rudiments of map-drawing, showing how geographical objects are represented by symbols, taking as subjects for practice the school-room, the school-yard, the Common, the Public Garden, and the outline map of the State, the globe, and to illustrate the form, magnitude and rotation of the earth, the position of the axes, poles, zones and principal circles.

*Grammar.* — Oral instruction in distinguishing the noun; the adjective, and articles; exercises in correcting common grammatical errors; practice in the use of capitals.

*Composition.* — Letter-writing on the slate once a week.

*Morals and Manners.* — By anecdotes, examples, and precepts, and by amplifying and applying the hints and suggestions relating to those topics contained in the reading lessons.

*Vocal Music.* — Musical notation, singing, and exercises on the music charts, fifteen minutes each day, under the general direction of the Director of Music for the class. [See page 40.]

*Vocal and Physical.* — Exercises as contained in Munroe's Manual, ten minutes each session.

*Drawing.* — Lines and angles and plain geometrical figures. [See page 51. for the present requirement.]

*Oral Instruction.* — Weights and measures, and articles of clothing and food. Conversations on the reading lessons as follows:— Lessons 7, 11, 26, 42, 43, 44, 51, 52, and 58."



These requirements are substantially complied with in the best schools in less time, as the statistics show, than was devoted to the old programme. It is all because the teachers have gone into "the skill business" under a new order of things. They now have a better chance to *teach* in the proper sense of the word.

I have taken one class as a sample. Perhaps there has been an equally great change in the other classes, except the two upper. The chief difficulty in carrying out the programme has been, and is now, perhaps, the notion, on the part of the teachers, that they must do much more than a fair interpretation of its meaning requires. Judicious examinations by experts would remedy this evil.

The classification of the pupils at the close was as follows: —

Classes.	No. July 31, 1874.	Per cent.
First class (highest) . . . . .	1,532	.07
Second class . . . . .	2,365	.10
Third class . . . . .	3,084	.14
Fourth class . . . . .	3,941	.18
Fifth class . . . . .	5,077	.23
Sixth class . . . . .	6,181	.28

Ages.	No. July 31, 1874.	Per cent.
Under eight . . . . .	135	.006
Eight years . . . . .	1,093	.05
Nine years . . . . .	2,627	.11
Ten years . . . . .	3,314	.15
Eleven years . . . . .	3,718	.17
Twelve years . . . . .	3,705	.17
Thirteen years . . . . .	3,289	.15
Fourteen years . . . . .	2,380	.11
Fifteen years and over . . . . .	1,919	.08

The average number of pupils to a teacher (not counting the master's head-assistant), in each school, for the half-year ending July 31, 1874.

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams.....	12	487	44.3	Hillside ....	7	179	29.8
Andrew.....	9	375	46.1	Lawrence ..	19	912	50.7
Bennett ....	9	256	32.0	Lewis.....	15	724	51.6
Bigelow.....	16	749	49.3	Lincoln ....	12	548	49.8
Bowditch....	10	379	42.1	Lyman .....	14	635	48.8
Bowdoin.....	11	453	45.3	Mather ....	8	264	37.8
Brimmer...	13	592	49.3	Mayhew....	11	414	41.4
Bunker Hill.	14	622	47.8	Minot .....	5	182	45.5
Central .....	7	264	44.0	Mt. Vernon	3	100	50.0
Chapman....	12	548	49.0	Norcross....	16	711	47.4
Comins.....	21	54	47.7	Phillips ....	13	565	47.1
Dearborn....	18	838	49.7	Prescott....	14	649	49.9
Dudley.....	7	255	42.5	Prescott, Ch.	11	475	47.5
Dwight.....	13	591	49.2	Quincy.....	14	690	53.1
Eliot.....	16	682	45.5	Rice .....	15	689	49.2
Everett.....	15	690	46.0	Sherwin....	20	894	47.1
Everett, Dor.	7	248	41.3	Shurtleff...	15	692	49.4
Florence....	3	105	52.5	Stoughton..	6	189	37.8
Franklin....	15	700	50.0	Tileston....	3	78	39.0
Gaston .....	10	388	43.1	Warren ....	14	613	47.1
Gibson .....	6	174	34.8	Washington	8	302	43.1
Hancock....	18	583	34.3	Wells.....	10	433	48.1
Harris .....	6	210	42.0	Winthrop...	19	897	49.8
Harvard, Ch.	14	586	45.1	Wint'p, Ch.	13	496	41.8
Harvard, Br.	7	205	34.2	Totals.....	574	24,265	46.2

The following table shows the number of scholars who received the diploma of graduation, at the close of the schools for the year, in July, 1874, in each Grammar School:—

SCHOOLS.	Boys.	Girls.	Total.	SCHOOLS.	Boys.	Girls.	Total.
Adams .....	18	11	29	Harvard, Br..	2	3	5
Andrew.....	5	..	5	Hillside.....	..	9	9
Bennet .....	6	12	18	Lewis.....	25	18	43
Bigelow .....	31	..	31	Lincoln .....	28	..	28
Bowditch .....	..	15	15	Lyman.....	17	11	28
Bowdoin .....	..	34	34	Mather .....	8	15	23
Brimmer .....	36	..	36	Mayhew .....	26	..	26
Bunker Hill...	11	8	19	Minot.....	7	4	11
Central .....	11	..	11	Mt. Vernon..	3	6	9
Chapman .....	11	7	18	Norcross .....	..	30	30
Comins .....	21	20	41	Phillips .....	28	..	28
Dearborn .....	20	14	34	Prescott.....	16	15	31
Dudley .....	..	18	18	Prescott, Ch..	11	24	35
Dwight .....	39	..	39	Quincy .....	24	..	24
Eliot .....	34	..	34	Rice .....	38	..	38
Everett .....	..	47	47	Sherwin .....	14	14	27
Everett, Dor...	5	7	12	Shurtleff.....	..	38	38
Florence.....	..	4	4	Stoughton....	8	2	10
Franklin .....	..	37	37	Tileston.....	4	..	4
Gaston .....	..	22	22	Warren.....	18	19	37
Gibson .....	3	7	10	Washington ..	13	..	13
Hancock.....	..	24	24	Wells.....	..	18	18
Harris .....	5	9	14	Winthrop ....	..	42	42
Lawrence .....	37	..	37	Winthrop, Ch.	14	10	24
Harvard, Ch...	20	15	35	Totals.....	617	589	1206

## HIGH SCHOOLS.

In 1856 there were three High Schools, with 518 pupils and 17 teachers, against nine, including the Normal, with 2,072 pupils and 98 teachers in 1874.

In addition to these, in the Roxbury District, there is the ancient "Roxbury Latin-Grammar School," an admirable, *free*, endowed classical school, with upwards of a hundred pupils.

The *increase* in the number of High-school pupils during the past eighteen years has been precisely *three hundred* per cent. Much of this increase is due to annexation. But the increase in the High-school pupils in the old city proper has been very remarkable. I have already shown that the number sent up by the Grammar Schools of the "old city" to the English High and Girls' High Schools had increased two hundred per cent., the number actually sent up having been more than trebled. The average number of pupils belonging last year to these two schools and the Latin School, which are now, as they were eighteen years ago, the only High Schools of the "old city," and which still draw their pupils almost wholly from the old territory, was 1,370, against 518 in 1856, showing an *increase* of about *one hundred and seventy per cent.*

The following table shows the number of pupils admitted to each High School at the beginning of the present school year, with their average ages:—



SCHOOLS.	Boys.	Girls.	Total.	Average Age.
Latin . . . . .	203	. .	203	13.50
English High . . . . .	279	. .	279	14.11
Girls' High . . . . .	. .	274	274	16.20
Roxbury . . . . .	66	38	104	15.45
Dorchester . . . . .	23	18	41	15.15
Charlestown . . . . .	37	51	88	14.50
West Roxbury . . . . .	4	15	19	15.15
Brighton . . . . .	9	17	26	15.15
Totals . . . . .	621	413	1,034	Av. 14.90

The Normal School, being designed for the professional training of teachers and not receiving pupils from the Grammar Schools, a High-school education being requisite for admission, is not included in the above table.

The average, as represented above, 14.90, is not the true average, as will be readily seen, because the number of pupils in the respective schools differs and the data are composed of averages obtained in the same way, as shown in the tables which follow.

It appears that the whole number admitted to the eight High Schools was 1,034,—621 boys and 413 girls.

The number of pupils in the High Schools is about *five per cent.* of the number in the other day schools; but this is evidently not the true proportion of the pupils who receive a High-school education. By comparing the number of pupils promoted from the Primary Schools with the number admitted to the High Schools, we get the nearest approximation to the proportion of pupils who take some part of a

High-school course. It is found from this comparison that the ratio is *a little less than one to five*; that is, the number admitted to the High Schools the last year was 18.7 per cent. of the number of pupils promoted from the Primary Schools to the Grammar Schools.

Besides the Normal School, we have five distinct types of High Schools, namely, the Latin, a classical school, for boys only; the English High, with a course of higher English and modern languages for boys only; the Girls' High, for girls only, with a course comprising Latin, as well as modern languages and higher English; the Roxbury High, a mixed school, with a course similar to that of the Girls' High; and the Dorchester, Charlestown, West Roxbury, and Brighton mixed schools, each having both a classical and a non-classical course. These are the schools which the city of Boston maintains, at the public expense, for the purpose of furnishing free *secondary instruction*,—that instruction which constitutes the first stage of a liberal education, coming between elementary instruction, comprising the branches of knowledge deemed indispensable to all children, on the one hand, and superior instruction, the higher and finishing stage of a liberal education given by colleges and universities, on the other.

I regard it as a fortunate circumstance that these secondary schools are so various in respect to organization, course of study, and purpose. In a small community, where only one High School can be maintained, of course that one school must try to meet all the demands for secondary education in that

community. It must have different courses, to suit both the classical and non-classical students, as well as those desiring only a partial course, and, besides, it must accommodate itself to the wants of both sexes as far as possible.

But it is self-evident that the fewer the functions of an educational institution, the more efficiently and successfully those functions will be performed. Hence we find that, in populous and cultivated communities, the progress of education is advanced, not merely by multiplying the *number* of schools, but by multiplying the *kinds* also, as in this way the complex demands of modern civilization for different lines of secondary and superior education are more completely and more economically met. As a rule, it is better to have different schools for different courses of study, leading to different destinations, rather than to multiply different courses in the same institution. In foreign countries, where education is most thoroughly organized, this principle is applied to elementary instruction as well as the higher grades; for the course of elementary instruction best suited to the pupil who terminates his schooling at fourteen years of age, would not be the best for one who is destined to study until twenty-one years of age. It is simply the principle of the division of labor applied to education.

Another mode of applying this principle is that of departmental instruction, where each teacher teaches a single branch, or a group of branches closely related to each other. The departmental system is desirable in secondary schools, but when carried be-

yond the limit of moderation, what is gained in efficiency of teaching is lost in discipline and moral training. The Girls' High School furnishes a good example of the judicious application of the departmental system. In the English High School it has not been applied to any great extent. In the future development of this school it will probably be found desirable to effect a partial substitution of the departmental system for the existing class system, — the system which requires each teacher to teach all the branches studied by the class, except such specialties as drawing, music, and French pronunciation. But the change should be made gradually and with caution.

Thanks to annexation, we may now, with reason, congratulate ourselves on having so many and so good High Schools. But complacency in view of our High-school system is allowable only by comparison with the existing American standard of public secondary instruction, which standard, with respect to the education of boys, is far below that of some foreign countries. In Vienna, whose population exceeds that of Philadelphia, but is considerably less than that of New York, there are sixteen public schools for the secondary education of boys. In respect to equipment, including apparatus and libraries, they are vastly superior to the first-class American High Schools. In one of the youngest of these, which is not yet provided with a building for its use, the apparatus, none of which is for show, but all for use, has cost 26,000 gulden, a sum more than equivalent to the same number of dollars expended here.



The tuition is not gratuitous, but it is very cheap. The aggregate number of professors in these schools is 373, and the total number of their pupils is not less than 5,500, a number at least equal to that of the whole number of boys receiving secondary education in the public High Schools of the fifteen largest cities in America. And this vast city system of secondary education is mainly of recent creation.

There are some among us, perhaps, who think that no education should be provided at the public expense, beyond the indispensable branches of elementary instruction. But in fact liberal provision for higher education is essential as a means of securing the prosperity of elementary education. The common school is always feeble and inefficient where high schools, academies and colleges are wanting. Educational science teaches that educational improvement works from the top downward, and not from the bottom upward. It was, therefore, with the wisest foresight that the Prussian government, in undertaking the regeneration of the State through education, after the crushing defeat of Jena, began by the establishment of the great Frederick William University at Berlin. Since Sadowa, Austria is following this example, of developing, strengthening, and liberalizing the higher education, not only for its own sake, but as a means of promoting general intelligence through the common schools. Our own history affords a striking illustration of this principle. Harvard College was, for a long period, the main-spring of the success of the common schools of Massachusetts.

If our High Schools are not yet all we would desire,

one of the chief causes of their imperfection is to be found in the weakness and imperfection in the training afforded by the colleges whence the teachers are drawn. Among the Professors in American colleges there is a lamentable lack of pedagogical science. How few there are among them who are even moderately learned in the science and art of education! Their methods of teaching are too generally antiquated and unfruitful. And yet they are the only models that our High-school teachers have to work from, at the beginning of their career.

Annexation seems to have determined the course of the future development of our High-school system. It is pretty evident that the existing schools in the outlying districts will not be abolished, but that, on the contrary, similar ones will, at no distant day, be established at East Boston and South Boston. The three great central schools will, for a time, afford some special advantages, to which pupils from the whole city may have access. And with the increase of population, the other schools will be gradually developed, and ultimately, perhaps, subdivided, instead of carrying on different courses. The Boston and Roxbury Latin Schools might, for some time to come, do the main parts of the work of preparing boys for college. The Girls' High School can finish the fitting of girls for college. The English High School in its fourth year's course can afford a higher scientific and technical training. In connection with some existing school, or in a separate school, provision will need to be made for fitting boys for the Institute of Technology, and there is already need of a high commercial school.

The following table shows the classification of the High Schools at the close of the school year: —

SCHOOLS.	Advanced.	CLASSES.						Totals.
		First.	Second.	Third.	Fourth.	Fifth.	Sixth.	
Normal .....		55						55
Latin .....			28		37	34	44	143
English High .....	10	115	157	228				510
Girls' High .....	25	136	164	202				527
Roxbury High.....	7	57	42	82				188
Dorchester High ..	11	26	33	49				119
Charlestown High ..		22	43	40	101			206
W. Roxbury High ..		7	22	18	32			79
Brighton High .....		2	16	8	23			49
Totals .....	53	420	505	627	193	34	44	1,876
Percentage .....	.02-9	.22-4	.26-9	.33-4	.10-3	.01-8	.02-3	.....

The following table shows the number of regular teachers, the average number of pupils, and the average number of pupils to a regular teacher, in each of the High Schools, during the half-year ending July 31, 1874: —

SCHOOLS.	No. of Reg. Teachers.	Average No. of pupils.	Avg'e No. of pupils to a Reg. Tchr.
Normal . . . . .	3	60	20.0
Latin . . . . .	10	175	17.5
English High . . . . .	18	526	29.2
Girls' High and Normal . . . . .	24	577	24.0
Roxbury High . . . . .	7	192	27.4
Dorchester High . . . . .	5	111	22.2
Charlestown High . . . . .	8	221	27.6
West Roxbury High . . . . .	4	84	21.0
Brighton High . . . . .	3	53	17.7
Totals . . . . .	82	1,999	24.4

The following table shows the number of scholars who received the diplomas of graduation at the close of the school-year, in each of the High Schools: —

SCHOOLS.	Boys.	Girls.	Total.
Normal . . . . .	....	54	54
Latin . . . . .	23	....	23
English High . . . . .	111	....	111
Girls' High	{ Regular Course . . . . .	113	113
	{ Regular and Extra . . . . .	22	22
Roxbury High . . . . .	28	29	57
Dorchester High . . . . .	12	18	30
Charlestown High . . . . .	16	22	38
West Roxbury High . . . . .	....	7	7
Brighton High . . . . .	....	2	2
Totals . . . . .	190	267	457



## "THE BOSTON NORMAL SCHOOL."

A Normal School for qualifying female teachers for the public schools of the city was established in 1852, and located in the old Adams Grammar School-house in Mason street. It was furnished with a model school, or a school of practice and observation, composed of boys of the Grammar-school grade, which was accommodated in the same building. Its sole purpose was that of imparting a professional training to young ladies intending to become teachers. This school had been in operation but a short time, when a petition, numerously signed by citizens of Boston, was sent up to the School Board, praying for the establishment of a High School for girls. To meet the want set forth in this petition, the Board, not deeming it expedient to establish a new school, modified the plan and organization of the Normal School, by extending its course of study from two to three years, adding to the programme other branches not necessary as studies preparatory to teaching in the common schools, and gave the institution the name of the "Girls' High and Normal School;" and very soon the practising school was discontinued. This new arrangement was an improvement in respect to provision for general education of a higher grade for girls; but it was a retrograde step in respect to the professional training of teachers. The Normal features of the school were pretty soon quite overshadowed by the High-school characteristics. To remedy this evil, in 1864, a Training Department was organized in Somerset street, in connection with a

Practising School of the Primary grade, with the special object of qualifying teachers for the Primary Schools. This was a real Primary Normal School, and for several years it accomplished a very useful work. This was a practical return to the original plan of Normal School. But, in 1870, this department was removed to the new building in West Newton street, occupied by the Girls' High and Normal School.

The next year after this change took place the committee on the school, in speaking of its results, say : "That branch, since it has been under the same roof with the rest of the school, has almost lost its independent distinctive and professional character." Finally, on the recommendation of a special committee on the subject, of which Mr. Loring Lothrop was chairman, on the 14th of May, 1872, it was voted unanimously by the Board to establish a separate training school, to be known as *The Boston Normal School*, with the purpose of furnishing "an opportunity for such young women as wish to become teachers, to receive a thorough course of distinct professional instruction." The school went into operation in September, 1872, and the Girls' High and Normal School dropped its normal character and name, and has since been known as the Girls' High School. The question having been raised by the City Council as to the legal right of the city to maintain a Normal School, the Legislature passed an act, approved April 15, 1874, ratifying what had been done in establishing the school, and conferring on the School Board the same power to maintain and con-

tinue the school as they had to maintain and continue the other public schools of the city. A complete and exhaustive documentary history of the doings in connection with this school, of which I give here only the briefest sketch, is contained in a special Report prepared by Mr. Charles Hutchins, Chairman of the Committee on the School, and printed with the Report of the Board for 1873.

Thus, after so many efforts and experiments, Boston has finally succeeded in securing, for the second time, a separate and independent Normal School; an institution designed to benefit, in a high degree, the public schools of the city. But it is not yet properly provided for. It has no school of practice, and without a school of practice a Normal School can only partially accomplish its objects. Nor will it have a fair chance to prove its capacity for usefulness so long as untrained teachers without experience are put on the same footing as those who are trained, in respect to the first employment in our schools. No doubt very talented girls, with only a High-school education, often do well, but, with an added Normal training, they would do much better. Usually the trained teacher, of whatever native ability and general education, would be worth, during the first year of service, twice as much as the same teacher would be worth without any special training. Besides, trained teachers, as a rule, are more likely to continue to improve than untrained teachers.

This school, which has an able corps of teachers, admits pupils who are competent to pass an examination on the ordinary High-school studies. The

course is, at present, only one year. The average number belonging last year was sixty-six. The number of pupils graduated at the close of the year was fifty-four.

## LATIN SCHOOL.

The following table shows the number and average age of boys admitted to the Latin School from each Grammar School, and also the number admitted from other sources, during the year ending September, 1874:—

SCHOOLS.	No. Admitted.	Average Age.	SCHOOLS.	No. Admitted.	Average Age.
Bigelow .....	2	14.7	Mayhew .....	2	13.4
Brimmer .....	20	11.7	Phillips.....	18	14.7
Chapman.....	3	12.2	Prescott .....	2	15.3
Dwight .....	3	12.8	Quincy .....	2	14.7
Eliot .....	7	13.6	Rice .....	10	12.2
Lawrence.....	2	13.6	Sherwin .....	1	15.
Lincoln .....	8	13.1	Other sources ...	120	13.7
Lyman .....	3	13.8	Totals.....	203	13.5

Of those above admitted, 21 were diploma scholars.

Of those who were admitted, there were,—

Between eight and nine, . . . . .	3
Between nine and ten, . . . . .	10
Between ten and eleven, . . . . .	21
Between eleven and twelve, . . . . .	29
Between twelve and thirteen, . . . . .	28



Between thirteen and fourteen, . . . . .	23
Between fourteen and fifteen, . . . . .	28
Between fifteen and sixteen, . . . . .	24
Between sixteen and seventeen, . . . . .	16
Over seventeen, . . . . .	21
	203

## ENGLISH HIGH SCHOOL.

The following table shows the number and average age of the pupils admitted into the English High School, from Grammar Schools and from other sources, and joined the school at the beginning of the school year, September, 1873:—

SCHOOLS.	No. joined	Average Age.	SCHOOLS.	No. joined.	Average Age.
Adams . . . . .	6	15.3	Lyman . . . . .	5	14.11
Andrew . . . . .	4	14.10	Mather . . . . .	3	15.3
Bigelow . . . . .	17	15.3	Mayhew . . . . .	12	14.6
Brimmer . . . . .	22	15.0	Minot . . . . .	2	14.3
Chapman . . . . .	7	14.11	Phillips . . . . .	21	15.5
Comins . . . . .	2	14.7	Prescott . . . . .	12	15.8
Dearborn . . . . .	1	14.5	Prescott, Ch. . . . .	2	14.8
Dwight . . . . .	24	15.3	Quincy . . . . .	16	13.9
Eliot . . . . .	16	14.7	Rice . . . . .	32	15.1
Harris . . . . .	1	15.4	Stoughton . . . . .	4	15.1
Harvard, Ch. . . . .	7	15.3	Tileston . . . . .	1	14.8
Lawrence . . . . .	23	14.1	Other sources	13	15.1
Lewis . . . . .	7	15.7			
Lincoln . . . . .	19	14.8	Totals . . . . .	279	14.11

Of those who were admitted, there were,—

Between twelve and thirteen years,	. . . . .	13
Between thirteen and fourteen,	. . . . .	53
Between fourteen and fifteen,	. . . . .	75
Between fifteen and sixteen,	. . . . .	74
Between sixteen and seventeen,	. . . . .	57
Between seventeen and eighteen,	. . . . .	6
Between eighteen and nineteen,	. . . . .	1
		279

### GIRLS' HIGH SCHOOL.

The following table shows the number and average age of pupils who joined the Girls' High School, from each Grammar School, and from other sources, and entered upon the course of study in the fall of 1874:—

SCHOOLS.	No. joined.	Average Age.	SCHOOLS.	No. joined.	Average Age.
Adam# . . . . .	4	18.8	Harvard . . . . .	1	15.
Bennett . . . . .	1	16.3	Lewis . . . . .	8	15.8
Bowditch . . . . .	5	15.6	Lyman . . . . .	3	15.7
Bowdoin . . . . .	15	15.8	Mather . . . . .	3	15.4
Chapman . . . . .	2	16.	Norcross . . . . .	20	15.3
Comins . . . . .	3	14.9	Prescott . . . . .	7	15.8
Dearborn . . . . .	7	16.3	Shurtleff . . . . .	19	15.8
Dudley . . . . .	3	15.4	Stoughton . . . . .	2	15.8
Everett . . . . .	30	16.1	Weils . . . . .	13	15.5
Everett, Dor. . . . .	3	15.6	Winthrop . . . . .	23	15.5
Franklin . . . . .	22	16.3	Roxbury High.	1	16.3
Gaston . . . . .	12	15.8	W. Rox. High.	1	16.8
Gibson . . . . .	3	15.7	Other sources..	55	17.8
Hancock . . . . .	8	15.9	Totals . . . . .	274	16.2

Of those admitted, there were,—

Between fourteen and fifteen, . . .	37
Between fifteen and sixteen, . . .	101
Between sixteen and seventeen, . . .	85
Between seventeen and eighteen, . . .	29
Between eighteen and nineteen, . . .	11
Over nineteen, . . .	11

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### ROXBURY HIGH SCHOOL.

The following table shows the number and average age of the pupils admitted to the Roxbury High School, from Grammar Schools, and from other sources, and also the number of those who joined the school and entered upon the course of study, in the fall of 1874:—

SCHOOLS.	Admitted.		Joined.		Average Age.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Comins.....	12	4	12	4	14.5	15.9
Dearborn .....	10	2	9	2	15.6	16.10
Dudley.....	..	10	..	10	....	15.9
Dwight.....	3	..	3	..	14.2	....
English High .....	2	..	2	..	17.4	....
Everett, Dor. ....	..	2	..	2	....	13.4
Latin .....	1	..	1	..	15.9	....
Lewis .....	11	5	11	5	16.1	16.2
Rice .....	1	..	1	..	14.9	....
Sherwin .....	8	9	8	9	15.5	15.7
Washington.....	10	..	10	..	14.11	....
Other sources .....	9	6	9	6	15.8	15.8
Totals.....	67	38	66	38	15.2	15.7

Of those who joined the school, there were, —

Between thirteen and fourteen years, . . .	11
Between fourteen and fifteen, . . .	27
Between fifteen and sixteen, . . .	35
Between sixteen and seventeen, . . .	22
Between seventeen and eighteen, . . .	9

---

104

DORCHESTER HIGH SCHOOL.

The following table shows the number and average age of the pupils admitted to the Dorchester High School, from Grammar Schools and other sources, and joined the school and entered upon the course of study in the fall of 1874: —

SCHOOLS.	Admitted.		Average Age.	
	Boys.	Girls.	Years.	Months.
Mather.....	1	8	14	7
Harris.....	3	3	14	9
Everett.....	3	..	15	8
Stoughton.....	3	1	14	7
Gibson.....	1	1	13	4
Minot.....	4	1	16	..
Shurtleff.....	..	1	16	..
English High.....	3	..	15	..
Girls' High.....	..	1	16	..
Roxbury High.....	1	..	16	11
Roxbury Latin.....	1	..	14	2
Dearborn.....	1	..	15	11
Other sources.....	2	2	14	9
Totals.....	23	18	15	2



Of those admitted, there were, —

Between twelve and thirteen,	.	.	1
Between thirteen and fourteen,	.	.	3
Between fourteen and fifteen,	.	.	13
Between fifteen and sixteen,	.	.	10
Between sixteen and seventeen,	.	.	14
			41

### CHARLESTOWN HIGH SCHOOL.

The following table shows the number and average age of the pupils admitted to the Charlestown High School from Grammar Schools, and from other sources, and also the number of those who joined the school and entered upon the course of study in the fall of 1874: —

SCHOOLS.	Admitted.		Joined.		Average Age.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Bunker Hill.....	11	8	6	5	15.3	14.10
Harvard.....	18	16	7	12	14.11	14.2
Prescott, Ch.....	11	24	3	15	14.10	14.11
Warren.....	18	19	12	9	15.0	15.5
Winthrop, Ch.....	15	10	9	6	14.0	14.10
Other sources.....	..	4	..	4	....	14.6
Totals... ..	73	81	37	51	14.9	14.11

Of those who joined, there were, —

Between twelve and thirteen years,	.	1
Between thirteen and fourteen,	.	18
Between fourteen and fifteen,	.	29

Between fifteen and sixteen, . . . .	25
Between sixteen and seventeen, . . . .	13
Between seventeen and eighteen, . . . .	2
	88

## WEST ROXBURY HIGH SCHOOL.

The following table shows the number and average age of the pupils who joined the West Roxbury High School from each Grammar School, and from other sources, and entered upon the course of study in the fall of 1874: —

SCHOOLS.	No. joined.		Average Age.	
	Boys.	Girls.	Boys.	Girls.
Central.....	1	....	14.	....
Hillside.....	....	6	....	15.5
Florence.....	....	4	....	13.
Mt. Vernon.....	2	4	15.6	15.
Other sources .....	1	1	16.	16.
Totals .....	4	15	15.5	14.8

Of the number that joined, 17 were diploma scholars.

Of those who joined there were, —

Between eleven and twelve, . . . .	1
Between twelve and thirteen, . . . .	1
Between thirteen and fourteen, . . . .	2
Between fourteen and fifteen, . . . .	5
Between fifteen and sixteen, . . . .	5
Between sixteen and seventeen, . . . .	3
Between seventeen and eighteen, . . . .	2
	19

## BRIGHTON HIGH SCHOOL.

The following table shows the number and average age of pupils who joined the Brighton High School from the Grammar Schools and other sources, and entered upon the course of study in the fall of 1874:—

SCHOOLS.	No. joined.		Average Age.	
	Boys.	Girls.	Boys.	Girls.
Bennett.....	6	10	14.9	14.10
Harvard .....	2	4	14.9	15.5
Other sources .....	1	3	15.8	15.4
Totals .....	9	17	15.1	15.2†

22 of the above were diploma scholars from Boston Grammar Schools, June, 1874.

Of those who joined the school, there were, —

Between twelve and thirteen years, . . .	1
Between thirteen and fourteen years, . . .	5
Between fourteen and fifteen years, . . .	6
Between fifteen and sixteen years, . . .	9
Between sixteen and seventeen years, . . .	3
Between seventeen and eighteen years, . . .	2
Between eighteen and nineteen years, . . .	0
	26

## PRIVATE SCHOOLS.

While it should be the aim to make the public schools, which are supported at the common charge, good enough in respect to the accommodations and

the quality of instruction, for the children of all classes in the community, it is not to be expected that there will be no demand, in a large and wealthy city, for private schools. Private schools have been required in all past times, and are likely to be in the future, to meet the wants of parents, who, from social considerations or from their peculiar views of elevation, prefer private tuition for their children. In proportion to the number of children educated in private schools, it is important to the community that those schools should be efficient. In most foreign countries the teachers of private schools must give evidence to the proper authorities of their qualifications to teach what they profess. With us the only guaranty of the character of private-school instruction consists in the reputation of the teachers who conduct them, which is determined by the patronage and the success of their pupils, where their standing is tested by comparison. Our public schools are maintained on so liberal a scale, and their influence so largely predominates, that the private schools exert no appreciable effect upon their character. But, on the other hand, the character of the private schools is determined to great extent by the public schools. As the public schools have advanced, the private schools have found it necessary to advance their own standards, or run the risk of losing their patronage. So that the patrons of private schools derive an indirect advantage from the advancement of the public schools.

The following table shows the number of pupils in private schools as compared with those in the public schools at different periods:—



YEARS.	Population of City.	Public Schools.		Private Schools.	
		Pupils belonging.	Current Expenses.	Pupils belonging.	Amount of Tuition.
1817 . . . . .	40,000	2,365	*\$26,000	4,132	\$49,154
1830 . . . . .	60,000	7,430	52,500	4,013	107,702
1856 . . . . .	160,503	23,763	231,406	4,231	164,800
1873 . . . . .	250,701	35,930	1,292,472	3,887	250,964

In the above table I have included the years 1817 and 1830, because they are the only years so far back for which I have authentic statistics of the private schools. The numbers of pupils in private schools for the years 1856 and 1873 are taken from the official returns of the Secretary of the School Committee to the State Board of Education. It appears that while the population of the city from 1856 to 1873 increased 55 per cent., and the pupils in the public schools increased 51 per cent., the number of pupils in the private schools actually decreased. In the above enumeration of private schools is included the tuition-paying schools, excepting Commercial "Colleges," whether incorporated or not, below the college grade. Besides these there are *free* sectarian (Catholic) schools, containing about 5,000 pupils, of whom about 4,000 are between five and fifteen years of age. The increase of the schools of this kind since 1856 accounts for the falling off of the public-school pupils as compared with the population for this period.

## CONCLUSION.

Having now presented the principal facts relating to the growth, development and progress of our school system during the period of my superintendency, in retiring from this position to which so many of my best years have been devoted, I trust that a few words touching my official aims and motives may not be deemed inappropriate. On the first pages of my first Report I submitted a carefully prepared general statement of the Principles and Aims with which I entered upon my duties, and that statement I now take the liberty to transfer to these last pages of my final Report, as the truest expression I am able to give of the spirit in which I have endeavored to work:—

“ 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 pre-eminence 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 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 co-operate 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."

Of the many deficiencies in my performance of the duties of my office, I am but too conscious; whether I have been in any degree successful must be left to



the impartial decision of such persons as know, or may hereafter inquire into, the facts of this period of our educational history.

My resignation was prompted by the conviction, confirmed by the best medical advice, that for the complete restoration of my health, which had become impaired by the continuous pressure of so many years of uninterrupted and wearing labor, a considerable period of absolute rest was indispensable.

For upwards of thirty years — all but four in this city — I had occupied, without the intermission of a day, various positions of service in connection with public schools, — as principal teacher or superintendent, excepting one year in the English High School, — every one of these positions requiring more than ordinary exertions. During all this period outside gratuitous labors in the cause of education, in different capacities, had been growing on my hands. Still I reckon my studies, outside labors, and experiences in other situations, as but preparatory, or auxiliary, to the performance of the duties of the office which the penning of these lines brings to a close. Here my professional career has been run. It was the career of my choice and my highest ambition. My heart has been in it. It has afforded me the desired opportunity for making my humble contribution to the general welfare. I am thankful for it. I shall never cease to be grateful to all who have co-operated with me in my efforts to make the Boston Public Schools the best in the world.

That the future prosperity of our noble system of public education, the source of so many blessings at

home and of so much credit abroad, may greatly exceed the past, is my earnest wish and hope. To this end I wish that every citizen might comprehend and adopt the saying of a statesman and philosopher, — “ *The first people is that which has the best schools; if it is not the first to-day, it will be to-morrow.*” And I will venture to say that I ask no ill thing for the cause, when, on parting from this place, I pray that whomsoever you choose to succeed me, he may resemble me in uprightness of intentions and surpass me in abilities.

JOHN D. PHILBRICK,

*Superintendent of the Public Schools of Boston from  
Dec. 22, 1856, to Sept. 1, 1874.*

SEPTEMBER, 1874.

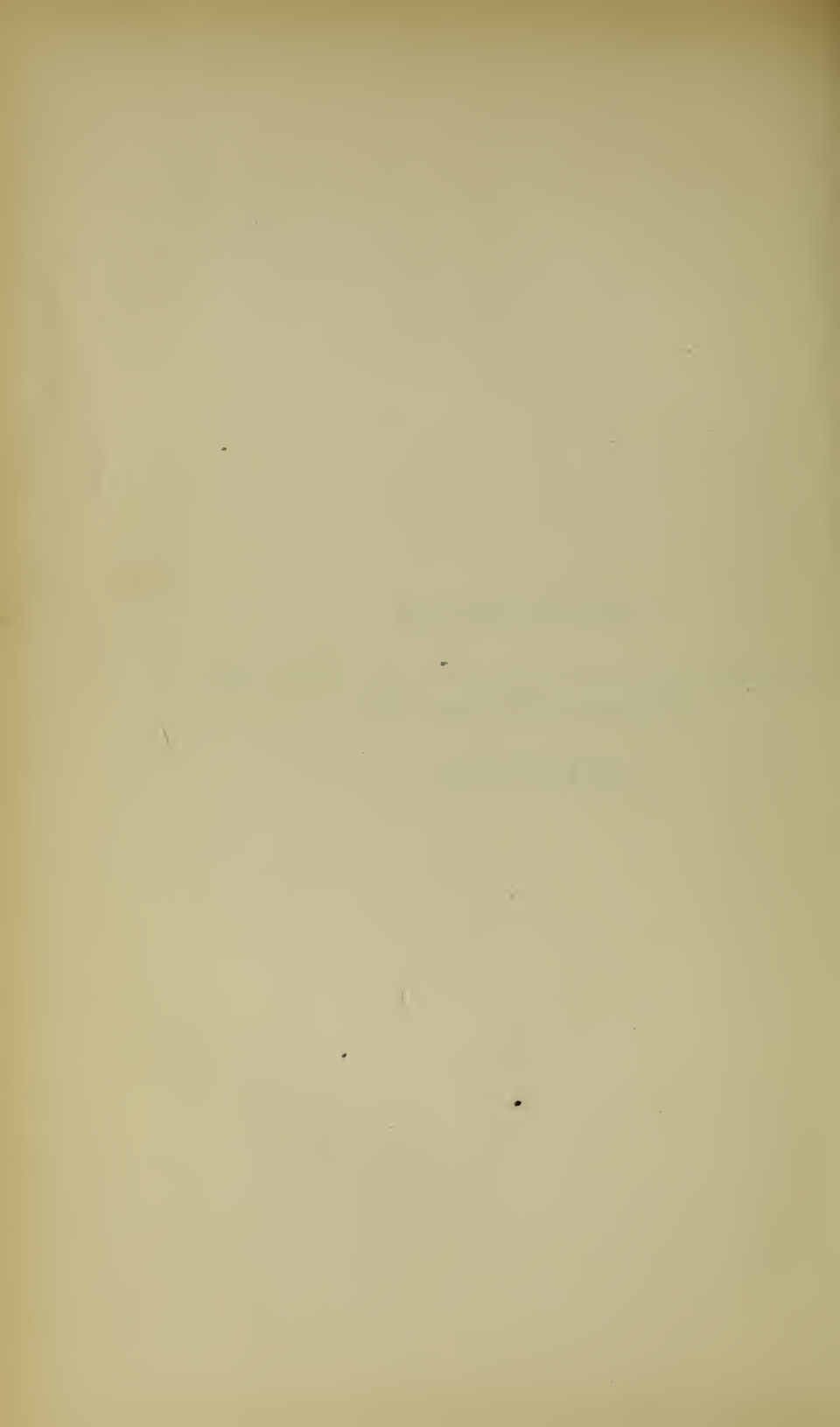


# STATISTICS

ACCOMPANYING THE SEMI-ANNUAL REPORTS OF THE SUPERINTENDENT  
OF SCHOOLS FOR THE SCHOOL YEAR

1873-1874.





# STATISTICS OF THE SCHOOLS.

## TEACHERS.

*Tables showing the number of teachers of each sex, in the different grades of schools, July 31, 1874.*

### REGULAR TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Latin School . . . . .	10	. . .	10
English High School . . . . .	18	. . .	18
Girls' High School . . . . .	1	23	24
Normal School . . . . .	1	2	3
Roxbury High School . . . . .	1	6	7
Dorchester High School . . . . .	1	4	5
Charlestown High School . . . . .	3	5	8
West Roxbury High School . . . . .	2	2	4
Brighton High School . . . . .	1	2	3
Grammar Schools . . . . .	85	489	574
Primary Schools . . . . .	. . .	416	416
Licensed Minors' School . . . . .	. . .	2	2
Deaf-Mute School . . . . .	. . .	7	7
Evening Drawing-Schools . . . . .	10	1	11
Evening Schools . . . . .	42	106	148
Kindergarten School . . . . .	. . .	1	1
Totals . . . . .	175	1,066	1,241

### SPECIAL TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Vocal and Physical Culture . . . . .	1	. . .	1
Military Drill: High Schools . . . . .	1	. . .	1
Drawing: High and Grammar Schools . . . . .	6	4	10
French: High Schools . . . . .	4	1	5
German: High Schools . . . . .	2	. . .	2
Music: High, Grammar and Primary . . . . .	7	1	8
Sewing: Grammar Schools . . . . .	. . .	21	21
Totals . . . . .	21	27	48

## HIGH SCHOOLS.

*Abstract of Semi-Annual Returns, January 31, 1874.*

SCHOOLS.	Admitted.	Discharged.	Average whole number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head Masters.	Masters.	Sub-Masters.	H. Assistants.	Assistants.
			Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Latin . . . . .	62	19	191	. . .	191	185	. .	185	6	96.0	1	9	. . .	. . .	
English High . . . . .	247	43	559	. . .	559	544	. .	544	15	97.1	1	5	12	. . .	
Girls' High . . . . .	374	91	. . .	620	620	. .	576	576	44	92.8	1	. . .	7	16	
Normal . . . . .	84	21	. . .	66	66	. .	61	61	5	93.0	1	. . .	1	1	
Roxbury High . . . . .	111	19	99	107	206	96	104	200	6	97.0	1	. . .	1	5	
Dorchester High . . . . .	126	8	42	74	116	39	67	106	10	91.8	1	. . .	1	3	
Charlestown High . . . . .	. . .	. . .	106	136	242	100	126	235	7	97.0	1	1	1	2	3
West Roxbury High . . . . .	. . .	. . .	30	59	89	30	56	86	3	97.0	1	1	. . .	2	
Brighton High . . . . .	. . .	. . .	27	28	55	26	27	53	2	96.0	1	. . .	1	1	
Totals . . . . .	1004	201	1054	1090	2144	1029	1017	2046	98	95.8	9	16	13	13	32

## HIGH SCHOOLS.

*Abstract of Semi-Annual Returns, July 31, 1874.*

SCHOOLS.	Average whole number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head Masters.	Masters.	Sub-Masters.	H. Assistants.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Latin . . . . .	175	. . .	175	167	. .	167	8	95.0	1	9	. . .	. . .	
English High . . . . .	526	. . .	526	512	. .	512	14	97.3	1	5	12	. . .	
Girls' High . . . . .	. . .	577	577	. .	527	527	50	91.4	1	. . .	7	16	
Normal . . . . .	. . .	60	60	. .	56	56	4	93.0	1	. . .	1	1	
Roxbury High . . . . .	92	100	192	88	97	185	7	97.0	1	. . .	1	5	
Dorchester High . . . . .	41	70	111	38	61	99	12	89.5	1	. . .	1	3	
Charlestown High . . . . .	94	127	221	90	120	210	11	94.9	1	1	1	2	3
West Roxbury High . . . . .	28	56	84	26	54	80	4	96.4	1	1	. . .	2	
Brighton High . . . . .	27	26	53	26	25	51	2	97.0	1	. . .	. . .	2	
Totals . . . . .	983	1016	1999	947	940	1887	112	94.4	9	16	13	12	32

*Number of Boys admitted to the English High School from the Grammar Schools during the years 1845-1873.*

Schools.	1845.	1846.	1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	1871.	1872.	1873.
Adams . . . . .	10	10	7	9	9	5	11	11	0	0	0	0	1	2	7	5	3	1	7	2	7	8	4	18	1	11	12	14	5
Bigelow . . . . .	4	1	2	5	7	4	3	4	5	6	7	8	9	15	10	9	5	3	6	4	13	13	19	16	21	24	39	32	25
Boylston . . . . .	5	2	4	4	1	3	0	2	2	1	1	0	0	0	3	4	3	0	2	4	9	2	4	14	2	0	0	9	7
Brimmer . . . . .	2	3	7	4	10	11	5	11	8	10	16	10	19	13	19	25	19	18	18	15	28	24	33	27	21	24	29	27	34
Chapman . . . . .	..	..	..	..	0	0	3	1	3	3	3	2	1	3	2	5	5	1	3	6	3	4	12	17	9	14	8	6	5
Dwight . . . . .	0	0	1	4	2	3	4	3	4	3	3	5	1	7	5	9	13	20	14	45	34	35	33	23	27	38	35	62	25
Elliot . . . . .	9	6	9	2	6	2	0	4	9	9	9	7	8	4	3	4	4	3	8	6	8	13	8	9	20	11	14	21	14
Latin . . . . .	1	2	6	4	0	0	0	4	3	5	5	2	8	2	1	0	6	6	2	4	3	3	2	3	1	7	2	2	1
Lawrence . . . . .	..	..	..	..	..	..	..	..	..	..	..	0	0	0	6	4	2	5	1	2	1	7	5	6	14	18	24	22	19
Lincoln . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	0	6	3	4	3	6	3	8	5	17	15	18	23	24	18
Lyman . . . . .	3	5	4	..	6	1	2	0	4	3	2	1	0	0	2	2	2	0	0	0	1	5	7	6	6	7	11	10	12
Mayhew . . . . .	9	3	4	8	6	11	8	11	14	7	3	6	13	6	9	7	6	5	6	9	8	15	11	7	10	5	9	12	4
Phillips . . . . .	4	10	10	12	8	9	7	7	7	6	6	3	5	8	7	9	9	13	2	13	7	13	7	9	10	10	16	15	21
Prescott . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	9	6	7	14	19	11
Quincy . . . . .	..	..	0	2	3	10	8	11	12	4	11	8	18	14	8	9	6	8	11	7	16	16	10	12	12	15	7	18	21
Ice . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	10	18	26	35	50	30



## GRAMMAR SCHOOLS.

*Abstract of Semi-Annual Returns, January 31, 1874.*

SCHOOLS.	Admitted.	Discharged.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	Masters' Ass'ts.	H. Assistants.	Assistants.	Sew'g Teachers.
			Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Adams . . .	506	46	317	155	472	298	145	443	29	93.9	1	1	1	1	6	5	1
Andrew . . .	450	74	318	71	389	303	65	368	21	95.0	1		1	1	6		
Bennett . . .			136	129	265	128	121	249	16	94.0	1				1	7	
Bigelow . . .	217	92	601		691	600		660	31	95.5	1	1	1	1	1	10	
Bowditch . .	198	223		373	373		353	353	20	94.4	1			1	2	6	1
Bowdoin . . .	232	209		452	452		424	424	28	93.0	1			1	2	7	1
Brimmer . . .	287	259	572		572	543		543	29	94.9	1	1	1	1	1	9	
Bunker Hill .			275	299	574	253	287	540	34	94.0	1	1		1		10	
Central . . .				281	281		265	265	16	94.3	1				1	5	
Chapman . . .	577	40	235	261	497	227	248	475	22	96.0	1	1		1	3	6	1
Comins . . .	221	129	443	434	882	423	401	824	58	94.0	1	1		2	3	11	1
Dearborn . . .	453	387	424	392	816	397	363	757	59	93.0	1	1		1	3	11	1
Dudley . . .	113	81		244	244		227	227	17	93.0	*1			1	1	4	1
Dwight . . .	412	153	506		596	560		569	27	95.0	1	1	1	1	1	8	
Eliot . . . .	292	244	652		653	612		613	40	94.2	1	1	1	1	1	11	
Everett . . .	459	277		697	697		663	663	34	95.2	1			1	2	10	1
Everett, Dor.	169	180	131	118	249	124	109	233	16	93.7	1			1	5	1	
Florence . . .			63	46	109	58	42	100	9	93.0	1				1	5	
Franklin . . .	572	480		691	691		642	642	49	93.0	1			1	3	10	1
Gaston . . .	107	105		365	365		341	341	24	93.0	1			1	1	6	1
Gibson . . .	55	11	91	81	172	84	73	157	15	91.3	1				2	3	
Hancock . . .	239	318		587	587		557	557	30	95.0	1			1	4	12	1
Harris . . .	96	47	99	101	200	93	92	185	15	92.1	1				1	4	
Harvard, Ch.			303	270	573	282	261	543	30	94.0	1	1		1		11	
Harvard, Br.			116	99	215	105	90	195	20	90.7	1				1	5	

\* Female Principal.

GRAMMAR SCHOOLS. — *Continued.*

SCHOOLS.	Admitted.	Discharged.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	Masters' Ass'ts.	H. Assistants.	Assistants.	Sew'g Teach'rs.
			Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Hillside . . . . .				180	180		164	164	16	91.3	1			1	5		
Lawrence . . . . .	409	340	856		856	829		829	27	96.8	1	1	2	1	1	12	
Lewis . . . . .	357	301	354	315	669	337	296	633	36	94.6	1	1		1	2	9	
Lincoln . . . . .	109	115	513		513	487		487	26	95.0	1	1	1		2	6	
Lyman . . . . .	345	280	424	198	622	404	190	594	23	95.2	1	1		1	2	9	
Mather . . . . .	113	54	137	114	251	128	101	229	22	91.2	1				1	6	
Mayhew . . . . .	197	207	335		335	362		322	23	94.0	1	1	1	1	1	6	
Minot . . . . .	88	57	82	100	182	76	85	164	18	90.0	1				1	3	
Mt. Vernon . . . . .			51	56	107	47	51	98	9	92.4	1					2	
Norcross . . . . .	396	368		703	703		679	679	24	97.0	1			1	2	11	
Phillips . . . . .	126	147	530		530	493		493	37	93.0	1	1	1	1	1	8	
Prescott . . . . .	361	304	337	308	645	319	292	611	34	95.0	1	1		1	3	8	
Prescott, Ch. . . . .			216	234	450	207	226	433	17	96.0	1	1				8	
Quincy . . . . .	448	291	660		660	628		628	32	95.1	1	1	1	1	1	9	
Rice . . . . .	486	287	662		662	630		630	32	95.1	1	1	1	1		11	
Sherwin . . . . .	608	529	433	395	828	414	371	785	43	94.7	1	1		1	3	13	
Shurtleff . . . . .	243	228		691	691		639	639	52	92.1	1			1	3	10	
Stoughton . . . . .	14	10	88	86	174	80	76	156	18	89.3	1				1	4	
Tileston . . . . .	19	21	42	39	81	39	36	75	6	92.8	1					2	
Warren . . . . .			290	314	604	276	299	575	29	95.0	1	1		1		11	
Washington . . . . .	319	42	276		276	266		266	10	96.0	1	1		1	1	3	
Wells . . . . .	256	229		411	411		393	333	18	95.6	1			1	2	6	
Winthrop . . . . .	1,054	791		873	873		778	778	95	89.0	1			1	4	13	
Winthrop, [Ch. . . . .			250	243	493	225	242	467	26	95.0	1	1		1		10	
<b>Totals</b>	<b>11,613</b>	<b>7856</b>	<b>12,055</b>	<b>11,406</b>	<b>23,461</b>	<b>11,407</b>	<b>10,687</b>	<b>22,094</b>	<b>1367</b>	<b>94.1</b>	<b>49</b>	<b>24</b>	<b>11</b>	<b>36</b>	<b>72</b>	<b>372</b>	<b>20</b>

## GRAMMAR SCHOOLS.

*Abstract of Semi-Annual Returns, July 31, 1874.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	Masters' Ass'ts.	H. Assistants.	Assistants.	Sew'g Teachers.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Adams . . . . .	326	161	487	304	150	454	33	92.9	1	1	1	1	3	6	1
Andrew . . . . .	307	68	375	296	64	360	15	96.0	1	1	1	1	1	5	1
Bennett . . . . .	133	123	256	126	116	242	14	94.5	1	.	.	.	.	8	.
Bigelow . . . . .	749	.	749	712	.	712	37	95.0	1	1	1	1	1	11	.
Bowditch . . . . .	.	379	379	.	356	356	23	94.0	1	.	.	1	2	6	1
Bowdoin . . . . .	.	453	453	.	417	417	36	92.0	1	.	.	1	2	7	1
Brimmer . . . . .	592	.	592	561	.	561	31	94.7	1	1	1	1	1	8	.
Bunker Hill . . . . .	305	317	622	288	294	582	40	94.0	1	1	1	1	.	11	.
Central . . . . .	264	.	264	248	.	248	16	94.0	1	.	.	.	.	6	.
Chapman . . . . .	271	277	548	257	259	516	32	94.5	1	1	1	1	3	6	1
Comins . . . . .	498	456	954	463	423	886	68	93.3	1	1	.	2	3	14	1
Dearborn . . . . .	451	387	838	415	356	771	67	92.0	1	1	1	1	3	12	1
Dudley . . . . .	.	255	255	.	236	236	19	92.0	*1	.	.	1	1	4	1
Dwight . . . . .	591	.	591	563	.	563	28	95.2	1	1	1	1	1	8	.
Eliot . . . . .	682	.	682	637	.	637	45	93.2	1	1	1	1	1	11	.
Everett . . . . .	.	690	690	.	650	650	40	94.3	1	.	.	1	3	10	1
Everett, Dor. . . . .	136	112	248	129	101	230	18	92.7	1	.	.	.	1	5	.
Florence . . . . .	57	48	105	53	44	97	8	92.0	1	.	.	.	.	2	.
Franklin . . . . .	.	700	700	.	648	648	52	92.6	1	.	.	1	3	10	1
Gaston . . . . .	.	388	388	.	360	360	28	93.0	1	.	.	1	1	7	1
Gibson . . . . .	94	80	174	86	70	156	18	89.3	1	.	.	.	2	3	.
Hancock . . . . .	.	583	583	.	553	553	30	94.2	1	.	.	1	4	12	1
Harris . . . . .	101	109	210	95	98	193	17	91.9	1	.	.	.	1	4	.
Harvard, Ch. . . . .	314	272	586	297	256	553	33	94.2	1	1	.	1	.	11	.
Harvard, Br. . . . .	110	95	205	100	87	187	18	91.2	1	.	.	.	.	6	.

\* Female Principal.

GRAMMAR SCHOOLS. — *Continued.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	Masters' Ass'ts.	H. Assistants.	Assistants.	Sew'g Teach'rs.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Hillside . . . . .	. . .	179	179	. . .	164	164	15	91.4	1	. . .	. . .	1	5	.	
Lawrence . . . . .	912	. . .	912	883	. . .	883	29	96.8	1	1	2	1	1	13	.
Lewis . . . . .	380	344	724	359	316	675	49	94.1	1	1	. . .	1	2	10	1
Lincoln . . . . .	548	. . .	548	523	. . .	523	25	97.3	1	1	. . .	2	7	.	
Lyman . . . . .	427	208	635	407	199	606	29	95.4	1	1	. . .	1	2	9	1
Mather . . . . .	131	133	264	121	114	235	29	88.0	1	. . .	. . .	1	6	1	.
Mayhew . . . . .	414	. . .	414	385	. . .	385	29	93.0	1	1	1	1	1	6	.
Minot . . . . .	81	101	182	76	91	167	15	91.0	1	. . .	. . .	1	3	.	
Mt. Vernon . . . . .	48	52	100	45	47	92	8	91.5	1	. . .	. . .	. . .	2	.	
Norcross . . . . .	. . .	711	711	. . .	682	682	29	95.8	1	. . .	1	2	12	1	
Phillips . . . . .	565	. . .	565	519	. . .	519	46	92.0	1	1	1	1	1	8	.
Prescott . . . . .	344	305	649	323	235	608	41	94.0	1	1	. . .	1	3	8	1
Prescott, Ch. . . . .	233	242	475	223	231	454	21	96.0	1	1	. . .	1	8	.	
Quincy . . . . .	690	. . .	690	656	. . .	656	34	95.0	1	1	1	1	1	9	.
Rice . . . . .	689	. . .	689	650	. . .	650	39	94.2	1	1	1	. . .	11	.	
Sherwin . . . . .	456	438	894	433	414	847	47	94.6	1	1	. . .	1	3	14	1
Shurtleff . . . . .	. . .	692	692	. . .	633	633	59	91.0	1	. . .	1	3	10	1	
Stoughton . . . . .	95	94	189	86	84	170	19	90.0	1	. . .	. . .	1	4	.	
Tileston . . . . .	39	39	78	36	35	71	7	91.4	1	. . .	. . .	. . .	2	.	
Warren . . . . .	306	307	613	289	288	577	36	94.0	1	1	. . .	1	11	.	
Washington . . . . .	302	. . .	302	293	. . .	293	9	97.0	1	1	. . .	1	1	4	.
Wells . . . . .	. . .	433	433	. . .	412	412	21	95.0	1	. . .	1	2	6	1	
Winthrop . . . . .	. . .	897	897	. . .	808	808	89	89.9	1	. . .	1	4	13	1	
Winthrop, Ch. . . . .	246	250	496	231	231	462	34	93.0	1	1	. . .	1	10	.	
Totals . . . . .	12,887	11,378	24,265	12,168	10,572	22,740	1525	93.7	49	25	11	36	69	384	21



## GRAMMAR SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each Grammar School, January 31, 1874.

SCHOOLS.	SCHOOLS.											Fifteen years and over.				
	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole number.	Under eight yrs.	Eight years.	Nine years.	Ten years.		Eleven years.	Twelve years.	Thirteen years.	Fourteen years.
Adams . . . . .	36	41	101	93	100	93	474	. . .	4	33	82	74	103	73	53	47
Andrew . . . . .	9	37	53	55	51	108	403	13	66	86	54	41	39	53	23	21
Bennet . . . . .	21	41	51	62	49	55	270	1	5	19	45	34	51	53	41	30
Bigelow . . . . .	43	45	106	113	218	183	703	1	45	106	133	102	122	91	79	29
Bowditch . . . . .	28	36	38	44	81	130	337	1	20	35	51	92	62	53	31	12
Bowdoin . . . . .	48	44	98	98	101	82	471	3	14	42	63	80	77	70	61	61
Brimmer . . . . .	39	86	95	95	141	127	533	2	22	74	83	108	89	89	81	35
Bunker Hill . . . . .	23	61	65	191	151	95	586	3	26	73	81	109	109	97	60	28
Central . . . . .	43	44	44	41	53	55	230	. . .	4	27	33	39	61	55	35	21
Chapman . . . . .	22	60	99	104	87	140	512	2	15	43	70	80	76	75	75	62
Comins . . . . .	49	92	127	163	239	212	832	. . .	22	127	172	167	153	133	80	23
Dearborn . . . . .	73	84	97	102	216	237	809	1	15	73	129	155	139	135	102	59
Dudley . . . . .	18	32	53	34	34	69	249	2	11	22	37	31	48	33	27	29
Dwight . . . . .	46	89	106	101	102	152	596	4	29	63	77	97	102	106	68	50
Eliot . . . . .	39	86	88	93	177	163	651	3	46	77	115	136	125	94	37	18
Everett . . . . .	53	94	99	140	152	162	700	1	18	67	97	89	111	107	115	95
Everett, Dor. . . . .	14	17	41	44	50	86	232	. . .	6	26	32	44	51	43	29	21
Florence . . . . .	20	13	23	14	20	25	115	. . .	1	6	20	18	24	18	16	12
Franklin . . . . .	37	99	94	87	156	207	680	1	19	45	89	125	102	115	93	91
Gaston . . . . .	36	52	80	69	67	70	373	1	9	29	60	53	69	71	43	33



GRAMMAR SCHOOLS.  
 Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each Grammar School, July 31, 1874.

SCHOOLS.	SCHOOLS.															
	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole number.	Under eight yrs.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years and over.
Adams . . . . .	32	28	73	77	123	90	423	. . .	12	34	62	72	69	78	57	39
Andrew . . . . .	8	27	39	41	55	197	367	8	44	80	72	46	47	37	20	13
Bennett . . . . .	20	36	42	53	42	54	247	1	1	14	42	34	45	51	31	25
Bigelow . . . . .	36	44	93	213	161	207	754	3	67	119	126	130	119	86	58	46
Bowditch . . . . .	24	38	40	40	84	137	363	1	17	48	52	78	56	62	33	16
Bowdoin . . . . .	47	43	92	92	91	101	466	1	13	36	60	69	85	72	57	73
Brimmer . . . . .	36	89	98	98	107	163	591	5	28	67	86	120	74	93	77	41
Bunker Hill . . . . .	22	49	88	125	144	157	585	3	29	73	92	92	114	92	54	36
Central . . . . .	41	48	36	41	52	31	249	. . .	4	21	23	40	56	45	43	17
Chapman . . . . .	20	55	108	104	104	163	554	4	26	54	68	75	80	90	84	73
Comins . . . . .	48	92	133	207	275	132	892	7	61	103	144	135	157	133	90	62
Dearborn . . . . .	64	75	86	97	204	235	762	2	28	57	126	151	129	113	87	69
Dudley . . . . .	18	15	29	33	39	86	220	4	8	27	30	33	33	29	24	32
Dwight . . . . .	40	80	79	103	94	143	539	. . .	19	53	79	94	88	99	62	45
Eliot . . . . .	38	73	75	80	179	173	618	5	45	86	111	111	129	81	32	18
Everett . . . . .	44	79	76	103	117	129	548	1	20	48	64	93	84	76	86	76
Everett, Dor. . . . .	12	17	36	29	42	80	216	. . .	2	19	31	53	39	32	21	19
Florence . . . . .	13	14	18	8	16	22	91	. . .	. . .	8	9	16	28	12	19	4
Franklin . . . . .	37	91	78	80	130	179	595	1	16	67	78	99	84	91	71	88
Gaston . . . . .	35	47	83	50	77	79	371	3	6	26	55	59	60	80	49	40

Hancock	24	63	68	119	126	142	542	4	40	77	88	73	110	75	39	30
Harris	13	32	40	44	49	27	205	...	14	28	32	31	35	38	19	8
Harvard, Ch.	23	63	66	97	146	157	562	7	35	59	63	73	89	91	75	70
Harvard, Br.	9	28	23	30	67	37	164	...	9	24	25	33	41	17	16	29
Hillside	23	29	20	26	28	34	179	...	6	11	23	27	30	23	22	18
Lawrence	38	75	84	171	185	247	800	7	32	130	160	136	145	106	54	30
Lewis	71	95	137	101	105	159	603	2	16	71	85	120	100	107	76	91
Lincoln	41	44	47	97	136	167	532	4	28	56	70	106	92	79	61	30
Lyman	44	46	61	124	141	162	578	2	27	52	69	99	93	87	78	50
Mather	23	27	7	69	73	79	278	7	26	42	37	37	44	29	41	15
Mayhew	26	29	36	80	106	86	363	1	16	47	71	60	45	53	42	28
Minot	12	34	24	28	54	46	168	...	11	25	27	27	28	32	25	23
Mount Vernon	19	9	16	15	13	26	98	1	...	6	17	15	17	13	17	12
Norcross	58	83	43	69	75	246	574	5	28	68	71	104	94	86	79	41
Phillips	37	90	122	97	99	82	527	...	24	34	91	92	87	71	41	37
Prescott	34	37	89	92	90	242	584	4	19	56	71	114	95	87	61	77
Prescott, Ch.	35	43	75	196	101	105	465	...	39	52	69	76	99	69	53	35
Quincy	35	45	121	95	169	175	639	4	49	101	129	128	89	88	33	18
Rice	33	35	57	63	114	137	444	1	24	75	75	72	65	59	40	33
Sherwin	50	63	83	88	227	291	802	2	31	100	125	138	145	121	71	69
Shurtleff	39	39	72	80	170	197	597	7	22	69	95	100	90	93	69	70
Stoughton	14	14	28	44	46	49	195	2	3	25	25	27	34	34	24	21
Tilston	4	8	9	17	17	25	80	6	6	9	5	10	14	13	9	9
Warren	37	89	86	93	142	143	587	2	29	63	66	91	108	99	67	62
Washington	30	36	40	72	52	56	286	...	21	49	63	44	45	35	24	5
Wells	19	24	35	85	132	91	396	4	17	46	59	54	75	49	47	45
Winthrop	46	81	93	169	135	233	757	9	61	105	97	125	103	98	72	82
Winthrop, Ch.	35	33	62	70	117	133	455	2	17	52	65	83	39	65	65	17
Totals	1,532	2,365	3,084	3,941	5,077	6,181	22,180	135	1,063	2,627	3,314	3,718	3,705	3,289	2,380	1,919



## PRIMARY SCHOOLS.

*Abstract of Semi-Annual Returns, January 31, 1874.*

DISTRICTS.	Schools.	Average whole number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 yrs.	Over 8 yrs.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams . . . .	9	309	112	421	285	102	387	34	92.4	225	197	422
Andrew . . . .	8	237	154	391	213	135	348	43	88.8	296	93	389
Bennett . . . .	4	92	76	168	82	67	149	19	88.3	107	69	176
Bigelow . . . .	14	394	300	694	371	275	646	48	93.1	445	261	706
Bowditch . . . .	13	333	301	634	307	275	582	52	91.3	375	256	631
Bowdoin . . . .	10	201	220	421	183	106	379	42	89.6	319	142	461
Brimmer . . . .	11	220	214	434	201	193	394	40	90.5	277	131	458
Bunker Hill . .	10	249	271	520	223	243	466	54	89.0	295	242	537
Central . . . .	5	133	50	183	123	42	165	18	88.6	102	86	188
Chapman . . . .	11	332	218	550	301	196	497	53	90.4	361	194	555
Comins . . . .	19	506	453	959	467	405	872	87	90.7	552	369	921
Dearborn . . . .	18	470	404	874	417	342	759	115	86.9	492	376	868
Dwight . . . .	6	151	164	315	143	150	293	22	92.7	198	125	323
Eliot . . . . .	16	429	213	642	398	195	593	49	92.2	388	253	641
Everett . . . .	12	347	282	629	319	255	574	55	89.9	357	250	607
Everett, Dor. .	4	98	71	169	86	61	147	22	86.5	95	67	162
Florence . . . .	4	60	65	125	54	52	206	19	84.0	56	69	125
Franklin . . . .	6	155	137	292	144	123	267	25	91.0	170	127	297
Gaston . . . .	6	174	158	332	164	148	312	20	93.5	162	163	325
Gibson . . . .	3	62	71	133	56	62	118	15	88.8	69	64	133
Hancock . . . .	19	365	419	784	349	386	735	49	93.4	513	264	782
Harris . . . . .	3	61	64	125	54	54	108	17	86.0	68	53	121
Harvard, Ch. .	8	181	162	343	162	136	288	55	84.0	238	138	376
Harvard, Br. .	5	111	101	212	99	90	189	23	88.4	143	74	217

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	Schools.	Average whole number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 yrs.	Whole number at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hillside . . . .	6	169	103	272	158	88	246	26	90.5	146	124	270
Lawrence . . . .	18	751	130	881	721	124	845	36	95.9	555	359	894
Lewis . . . . .	11	301	245	546	274	215	489	57	89.2	325	236	561
Lincoln . . . . .	7	244	118	362	222	105	327	35	90.3	205	169	374
Lyman . . . . .	8	226	139	365	213	127	340	25	91.8	234	145	379
Mather . . . . .	3	72	91	163	65	75	138	25	84.1	114	65	179
Mayhew . . . . .	7	187	73	260	170	64	234	26	88.0	146	135	281
Minot . . . . .	4	94	74	168	86	62	148	20	87.9	114	59	173
Mount Vernon .	4	48	58	106	43	50	93	13	87.3	51	58	109
Norcross . . . .	8	.. .	399	399	.. .	379	379	20	94.6	180	235	415
Phillips . . . . .	7	141	110	251	122	97	219	32	85.9	150	123	273
Prescott . . . . .	10	293	248	541	268	222	490	51	90.4	276	239	515
Prescott, Ch. . .	10	283	295	578	254	231	515	63	89.0	352	188	570
Quincy . . . . .	7	193	154	347	180	141	321	26	92.3	221	121	342
Rice . . . . .	14	312	315	627	289	277	566	61	89.5	399	247	646
Sherwin . . . . .	14	359	338	697	335	314	649	48	92.2	450	261	711
Shurtleff . . . .	6	164	155	319	152	141	293	28	91.3	184	140	324
Stoughton . . . .	4	73	57	130	66	48	114	16	87.2	90	47	137
Tileston . . . . .	1	8	8	16	8	7	15	1	91.4	15	5	27
Warren . . . . .	7	166	189	355	144	164	308	47	87.0	182	150	332
Washington . . .	8	168	162	330	156	143	299	31	90.4	222	114	336
Wells . . . . .	12	246	275	521	226	232	478	43	91.5	332	202	534
Winthrop . . . .	7	143	152	295	131	140	271	24	91.4	217	88	305
Winthrop, Ch. . .	7	219	203	422	186	173	359	63	85.0	310	109	419
<b>Totals . . . . .</b>	<b>414</b>	<b>10,530</b>	<b>8,776</b>	<b>19,301</b>	<b>9,658</b>	<b>7,852</b>	<b>17,510</b>	<b>1,791</b>	<b>90.7</b>	<b>11,788</b>	<b>7,732</b>	<b>19,520</b>

## PRIMARY SCHOOLS.

*Abstract of Semi-Annual Returns, July 31, 1874.*

DISTRICTS.	Schools.	Average whole number.			Average Attendance.			Average Absenc.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 yrs.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams . . . .	9	255	97	382	266	88	354	28	92.7	213	162	375
Andrew . . . .	8	230	152	382	208	137	345	37	90.3	289	124	413
Bennet . . . .	4	112	100	212	104	88	192	20	90.5	116	92	208
Bigelow . . . .	14	378	276	654	350	250	600	54	91.7	465	200	665
Bowditch . . . .	13	304	289	593	279	267	546	47	92.1	397	228	625
Bowdoin . . . .	10	189	225	414	172	201	373	41	90.1	276	150	426
Brimmer . . . .	10	207	190	397	187	176	363	34	91.4	253	145	398
Bunker Hill . . . .	10	233	230	463	206	201	407	56	87.9	305	174	479
Central . . . .	5	138	56	194	128	51	179	15	92.3	108	89	197
Chapman . . . .	12	316	218	534	287	194	481	53	90.0	318	206	524
Comins . . . .	19	436	390	826	392	344	736	90	89.1	571	287	858
Dearborn . . . .	18	453	404	857	407	339	746	111	87.0	515	378	893
Dwight . . . .	6	132	138	270	119	123	242	28	89.6	200	114	314
Eliot . . . . .	16	408	206	614	380	189	569	45	92.6	410	226	636
Everett . . . .	13	297	253	550	271	231	502	48	90.1	378	227	605
Everett, Dor. . . .	4	91	71	162	76	59	135	27	83.3	90	74	164
Florence . . . .	4	69	73	142	62	65	127	15	89.4	85	75	160
Franklin . . . .	6	150	131	281	138	117	255	26	91.0	164	102	266
Gaston . . . .	6	161	158	319	151	149	300	19	94.0	180	147	327
Gibson . . . .	3	57	60	117	51	51	102	15	87.2	79	54	133
Hancock . . . .	19	347	427	774	326	401	727	47	93.9	540	263	803
Harris . . . . .	3	57	58	115	51	50	101	14	87.8	85	51	136
Harvard, Ch. . . .	8	169	152	321	146	129	275	46	85.7	240	142	382
Harvard, Br. . . .	5	120	118	238	105	104	209	29	87.8	155	110	265

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS..	Schools.	Average whole number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 yrs.	Whole number at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hillside . . . .	6	158	112	270	139	98	237	33	87.4	139	130	269
Lawrence . . . .	18	703	122	825	678	114	792	33	96.0	513	332	845
Lewis . . . . .	11	262	208	468	236	182	418	50	89.3	333	183	516
Lincoln . . . . .	7	249	110	359	225	96	321	33	89.4	215	158	373
Lyman . . . . .	8	231	147	378	215	133	348	30	92.1	243	149	392
Mather . . . . .	3	85	84	169	72	69	141	28	83.5	137	70	207
Mayhew . . . . .	7	170	70	240	151	61	212	28	88.1	142	119	262
Mfnot . . . . .	4	100	84	184	90	72	162	22	88.1	117	45	162
Mount Vernon .	4	54	65	119	51	59	110	9	92.4	66	66	132
Norcross . . . .	7	. . .	313	313	. . .	300	300	13	95.8	172	151	323
Phillips . . . . .	7	144	111	255	127	100	227	28	89.8	150	120	270
Prescott . . . . .	10	284	223	507	262	199	461	46	90.9	278	223	501
Prescott, Ch. .	10	282	265	547	256	234	490	57	89.9	418	166	584
Quincy . . . . .	7	186	158	339	171	142	313	26	92.3	242	102	344
Rice . . . . .	15	315	325	640	283	287	570	70	89.0	335	219	554
Sherwin . . . . .	14	342	314	656	317	293	610	46	93.1	424	244	668
Shurtleff . . . .	6	158	184	342	144	168	312	30	91.2	208	139	347
Stoughton . . . .	4	82	67	149	75	59	134	15	89.9	169	68	177
Tileston . . . . .	1	13	11	24	12	10	22	2	92.0	28	9	37
Warren . . . . .	7	179	155	325	148	136	284	41	87.3	196	149	345
Washington . . .	8	147	162	309	138	145	281	28	90.9	213	104	317
Wells . . . . .	12	246	259	505	230	237	467	38	92.4	336	186	522
Winthrop . . . .	7	140	137	277	125	123	248	29	89.5	191	79	270
Winthrop, Ch.	8	239	183	422	208	156	364	58	86.2	296	134	430
Totals . . . . .	416	10,099	8,334	18,433	9,213	7,477	16,690	1,743	90.5	11,943	7,165	19,108



## PRIMARY SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each District, January 31, 1874.

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. Jan. 31, 1874.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Adams . . .	78	39	54	99	52	100	422	62	72	91	109	88
Andrew . . .	56	55	57	47	45	123	389	84	118	94	60	33
Bennett . . .	47	44	35	18	22	10	176	27	40	40	33	33
Bigelow . . .	111	114	110	92	99	180	706	113	183	149	157	104
Bowditch . .	106	95	97	80	93	160	631	100	119	156	142	114
Bowdoin . .	62	80	45	68	57	149	461	77	102	121	83	73
Brimmer . .	74	70	72	55	72	115	458	63	98	116	108	73
Bunker Hill .	101	85	93	46	53	154	537	68	102	125	109	133
Central . . .	33	43	34	33	40	. .	188	19	54	29	46	40
Chapman . .	72	55	64	82	109	173	555	90	127	144	131	63
Comins . . .	153	124	105	163	110	266	921	127	226	199	199	170
Dearborn . .	143	139	130	153	119	174	868	107	188	197	183	193
Dwight . . .	47	62	51	53	55	55	323	23	76	94	52	73
Eliot . . . .	92	92	101	102	92	162	641	73	150	160	134	119
Everett . . .	85	73	95	101	97	156	607	90	121	146	151	99
Everett, Dor.	21	22	21	44	11	43	162	36	30	29	31	36
Florence . .	44	37	11	18	15	. .	125	13	25	18	33	36
Franklin . .	54	45	55	40	46	57	297	36	75	59	75	52
Gaston . . .	50	46	60	58	50	61	325	25	53	84	85	73
Gibson . . .	27	28	22	13	21	22	133	14	18	37	26	33
Hancock . .	95	105	113	135	136	198	732	143	180	195	136	123
Harris . . .	19	22	23	16	19	22	121	23	26	19	23	25
Harvard, Ch.	54	63	46	48	113	52	376	72	84	82	57	81
Harvard, Br.	56	55	106	. .	. .	. .	217	41	53	51	31	41
Hillside . . .	102	79	22	40	12	15	270	32	63	51	63	61

PRIMARY SCHOOLS. *Continued.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. Jan. 31, 1874.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Lawrence . .	139	128	141	119	129	238	894	110	204	221	204	155
Lewis . . . .	89	82	97	72	80	141	561	57	116	152	138	98
Lincoln . . .	31	40	30	65	57	151	374	50	70	85	92	77
Lyman . . . .	65	57	53	48	43	113	379	43	85	106	106	39
Mather . . . .	31	18	28	31	34	37	179	15	47	52	32	33
Mayhew . . .	50	45	45	37	43	61	281	45	49	52	58	77
Minot . . . .	40	27	32	25	26	23	173	25	39	50	35	24
Mt. Vernon .	38	26	34	11	..	..	109	14	19	18	23	35
Norcross . .	87	76	49	53	64	86	415	21	87	72	75	160
Phillips . . .	37	53	66	33	28	51	273	46	50	54	46	77
Prescott . . .	65	84	67	76	95	123	515	52	106	118	112	127
Prescott, Ch.	84	92	96	80	96	122	570	87	138	157	141	47
Quincy . . . .	43	44	54	43	48	110	342	61	93	76	72	40
Rice . . . . .	71	100	100	108	90	177	646	110	138	151	140	107
Sherwin . . .	87	85	81	86	133	236	711	118	166	166	144	117
Shurtleff . .	50	52	54	59	55	54	224	28	80	76	88	52
Stoughton . .	24	17	21	..	22	53	137	31	25	34	27	20
Tileston . . .	8	6	6	..	..	..	20	3	9	3	3	2
Warren . . . .	67	68	35	80	23	59	332	44	66	72	60	90
Washington .	52	67	44	26	93	54	336	41	88	90	66	48
Wells . . . . .	61	71	73	79	107	123	534	89	141	120	109	75
Winthrop . .	53	33	39	45	47	88	305	52	68	97	62	26
Winthrop, Ch.	47	49	74	66	76	107	419	77	137	96	62	47
Totals . . . .	3,131	2,992	2,946	2,856	2,930	4,665	19,520	2,790	4,404	4,604	4,162	3,560

## PRIMARY SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each District, July 31, 1874.

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. July 31, 1874.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Adams . . .	70	30	90	39	54	92	375	44	83	86	84	78
Andrew . . .	51	54	40	54	100	105	413	64	117	108	76	48
Bennett . . .	55	25	30	54	10	25	208	32	43	41	41	51
Bigelow . . .	104	105	91	97	155	113	665	104	189	172	114	86
Bowditch . .	103	95	88	87	99	153	625	115	141	141	116	112
Bowdoin . .	57	83	55	64	55	112	426	66	96	114	78	72
Brimmer . .	71	65	63	43	70	86	308	60	83	105	86	59
Bunker Hill .	78	73	79	67	73	104	479	86	99	120	74	100
Central . . .	36	38	37	34	31	21	197	21	40	47	37	52
Chapman . .	85	72	78	83	88	118	524	84	121	113	123	83
Comins . . .	103	95	157	103	155	210	558	129	224	218	166	121
Dearborn . .	137	173	120	107	123	228	893	131	188	196	184	194
Dwight . . .	48	51	49	51	50	65	314	42	70	88	57	57
Eliot . . . .	87	99	98	78	113	161	636	102	150	158	121	105
Everett . . .	88	83	88	98	97	146	605	85	129	164	110	117
Everett, Dor.	24	20	24	23	35	38	164	25	41	24	32	42
Florence . .	30	34	19	37	15	25	160	31	29	25	26	49
Franklin . .	45	45	40	35	47	54	266	29	63	72	55	47
Gaston . . .	51	55	53	58	54	56	227	30	64	86	82	65
Gibson . . .	28	18	17	18	14	38	133	23	20	36	23	31
Hancock . .	90	124	109	143	133	204	803	173	191	176	130	133
Harris . . . .	20	21	19	18	21	37	136	25	31	29	27	54
Harvard, Ch.	54	63	48	47	101	60	382	72	99	69	66	76
Harvard, Br.	66	80	97	22	. .	. .	265	46	51	58	58	52
Hillside . . .	68	51	56	45	49	. .	269	28	57	54	52	78

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No., July 31, 1874.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Lawrence . .	124	132	125	109	174	181	845	134	166	213	162	170
Lewis . . . .	78	86	73	83	80	116	516	67	115	151	93	90
Lincoln . . .	47	25	58	52	61	129	373	39	89	87	69	89
Lyman . . . .	74	49	48	50	51	120	392	49	95	99	86	63
Mather . . . .	28	25	27	30	23	59	207	37	51	49	33	32
Mayhew . . .	47	47	42	35	33	58	262	39	43	55	41	79
Minot . . . .	24	36	26	34	20	22	162	25	42	50	24	21
Mt. Vernon .	39	36	36	21	. .	. .	132	20	23	18	26	40
Norcross . .	59	43	56	48	59	53	323	27	50	95	62	89
Phillips . . .	50	56	50	33	31	59	279	54	49	56	42	78
Prescott . . .	64	55	84	91	96	111	501	50	95	133	101	122
Prescott, Ch.	73	107	83	96	104	116	534	98	145	175	113	53
Quincy . . . .	43	49	43	50	107	47	344	54	102	86	60	42
Rice . . . . .	90	76	89	59	103	132	554	108	113	114	113	106
Sherwin . . .	85	67	83	94	142	197	668	125	133	161	152	92
Shurtleff . .	57	55	53	53	53	66	347	34	82	96	87	43
Stoughton . .	49	19	24	16	17	52	177	26	47	36	36	32
Tileston . . .	. .	20	7	10	. .	. .	37	9	13	6	4	5
Warren . . . .	65	64	41	63	46	61	345	55	67	74	61	83
Washington .	56	69	36	40	83	33	317	46	74	93	72	32
Wells . . . . .	78	70	70	83	99	122	522	83	133	121	104	76
Winthrop . .	51	30	32	35	41	61	270	53	82	56	56	23
Winthrp, Ch.	40	58	100	63	73	96	430	95	89	112	88	46
Totals . . . .	2,985	2,942	2,949	2,763	3,233	4,176	19,108	2,974	4,342	4,636	3,703	3,443





## SCHOOL CENSUS.

Table showing the number of children in each Ward between five and fifteen years of age, and the number at school, May, 1874, as reported by the census-taker.

WARDS.	Children between 5 and 15.	Attending Public Schools.	Attending Private Schools.
1	5,430	3,933	820
2	4,404	2,880	780
3	1,879	1,461	201
4	1,789	465	164
5	1,305	1,056	20
6	1,407	812	335
7	6,720	4,809	732
8	1,308	1,064	91
9	2,180	1,634	238
10	2,201	1,741	185
11	2,917	2,019	534
12	5,612	4,329	525
13	2,130	1,793	64
14	2,798	2,066	302
15	4,158	3,193	361
16	2,718	2,343	145
17	1,951	1,415	265
19	973	827	31
20	1,278	1,111	8
21	2,004	1,711	35
22	2,022	1,775	12
Thompson's Island	100	....	100
Deer Island	300	300	....
Totals	56,684	42,737	6,048

The following Table shows the number of persons in the city between the ages of five and fifteen, in the month of May, for ten years, and also the amount received by the city, in each year, from the State School Fund:—

YEARS.	Persons between Five and Fifteen Years of Age.	Proportion of Income from School Fund.
1865 .....	34,902	\$6,750 44
1866 .....	35,225	8,082 08
1867 .....	36,030	5,310 30
1868 .....	43,109	11,545 13
1869 .....	42,624	8,171 38
1870 .....	46,301	7,226 79
1871 .....	45,970	12,015 14
1872 .....	46,144	9,363 24
1873 .....	48,001	8,920 19
1874 .....	56,684	8,597 14

The following Table shows the average whole number, the average attendance and the per cent. of attendance, of the PUBLIC DAY SCHOOLS, of all grades, for ten years. ending July, 1874:—

YEARS.	Average Whole Number.	Average Attendance.	Per Cent.
1864-65 .....	27,095	25,001	93.0
1865-66 .....	27,723	25,809	93.5
1866-67 .....	28,126	26,265	94.0
1867-68 .....	32,885	30,399	92.7
1868-69 .....	33,535	31,126	93.3
1869-70 .....	35,164	32,463	92.3
1870-71 .....	36,174	33,464	92.5
1871-72 .....	36,234	33,502	92.4
1872-73 .....	35,930	33,143	90.9
1873-74 .....	44,942	41,613	92.6

The following Table shows the aggregate of the average whole number and attendance of the pupils of the HIGH SCHOOLS, for ten years, ending July, 1874:—

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1864-65 .....	740	712	96.1
1865-66 .....	776	751	96.2
1866-67 .....	873	845	96.7
1867-68 .....	1,050	977	95.7
1868-69 .....	1,064	1,025	95.7
1869-70 .....	1,283	1,230	95.9
1870-71 .....	1,501	1,430	95.2
1871-72 .....	1,640	1,553	93.8
1872-73 .....	1,745	1,648	92.9
1873-74 .....	2,072	1,967	94.9

The following Table shows the aggregate of the average whole number and attendance of the GRAMMAR SCHOOLS, for ten years, ending July, 1874:—

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1864-65 .....	13,915	13,110	93.8
1865-66 .....	14,394	13,620	94.2
1866-67 .....	14,849	14,026	94.1
1867-68 .....	17,450	16,362	93.3
1868-69 .....	18,043	16,963	93.9
1869-70 .....	19,028	17,807	93.2
1870-71 .....	19,565	18,312	92.3
1871-72 .....	19,760	18,500	92.8
1872-73 .....	19,267	17,973	93.2
1873-74 .....	23,863	22,417	93.9



The following Table shows the aggregate of the average whole number and attendance of the pupils of the PRIMARY SCHOOLS, for ten years, ending July, 1874 :-

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1864-65 .....	12,440	11,179	89.1
1865-66 .....	12,553	11,438	90.3
1866-67 .....	12,405	11,393	91.1
1867-68 .....	14,385	13,060	89.3
1868-69 .....	14,384	13,101	90.4
1869-70 .....	14,739	13,330	90.4
1870-71 .....	14,977	13,614	89.4
1871-72 .....	14,716	13,351	89.8
1872-73 .....	14,790	13,418	90.0
1873-74 .....	18,867	17,100	90.6

The following Table shows the number of PRIMARY SCHOOLS, the average number, and the average attendance to a school, for ten years, ending July, 1874.

YEARS.	Schools and Teachers.	Average No. to a School.	Average Attend. to a School.
1864-65 .....	257	48.4	43.5
1865-66 .....	256	49.0	44.7
1866-67 .....	259	47.8	43.0
1867-68 .....	303	47.4	43.1
1868-69 .....	307	46.8	42.6
1869-70 .....	323	45.9	41.2
1870-71 .....	327	45.8	41.6
1871-72 .....	325	43.9	39.8
1872-73 .....	340	43.5	39.4
1873-74 .....	416	45.3	41.1

## ORDINARY EXPENDITURES.

*Annual Expenditures for the Public Schools of Boston for the last twenty financial years, ending 30th of April, in each year, exclusive of the cost of the school-houses; also the average whole number of scholars for each school year ending July, 1874.*

Financial Year.	No. of Schola's.	Salaries of Teachers.	Rate per Scholar.	Incidental Expenses.	Rate per Scholar.	Total Rate per Scholar.
1854-55..	23,439	\$222,970 41	\$9.51	\$62,950 50	\$2.66	\$12.17
1855-56..	23,749	224,026 22	9.43	67,380 06	2.84	12.27
1856-57..	24,231	225,730 57	9.32	72,037 71	2.97	12.29
1857-58..	24,732	258,445 34	10.45	86,849 27	3.51	13.96
1858-59..	25,453	268,668 27	10.56	86,098 21	3.38	13.94
1859-60..	25,328	277,683 46	10.96	95,985 15	3.79	14.75
1860-61..	26,488	286,835 93	10.82	111,446 31	4.21	15.03
1861-62..	27,081	300,181 28	11.08	108,245 06	4.00	15.08
1862-63..	27,051	310,632 43	11.50	115,641 97	4.27	15.77
1863-64..	26,960	324,698 51	12.04	140,712 56	4.85	16.89
1864-65..	27,095	372,430 84	13.74	180,734 00	6.67	20.41
1865-66..	27,723	403,300 82	14.54	172,520 76	6.22	20.77
1866-67..	28,126	492,796 66	17.52	186,908 85	6.64	24.16
1867-68*.	32,885	548,615 90	18.61	224,090 51	7.60	26.21
1868-69..	†35,406	719,628 04	20.32	263,048 96	7.43	27.75
1869-70*.	38,414	720,960 65	19 40	226,451 95	6.09	25.49
1870-71..	38,220	816,344 66	21.36	315,254 70	8.25	29.61
1871-72..	38,706	863,658 81	22.31	352,920 84	9.12	31.43
1872-73..	38,815	929,852 41	23.96	362,620 50	9.34	33.30
1873-74*.	48,543	1,015,572 72	23.29	403,484 32	9.25	32.54

\* Expense of annexed reckoned for four months.

† Evening School pupils included after this year.

## TOTAL EXPENDITURES.

*Table showing the net TOTAL expenses of the city, for Education, for twenty years, from May 1, 1854, to April 30, 1874, inclusive.*

Financial Year.	Salaries of Teachers.	Incidental Expenses.	Cost of School-houses.	Total Expenditure.
1854-55.....	\$222,970 41	\$62,350 50	\$103,814 73	\$389,135 64
1855-56.....	224,026 22	67,380 06	149,732 80	411,139 08
1856-57.....	225,730 57	72,037 71	51,299 26	349,067 54
1857-58.....	258,445 34	86,849 27	225,000 00	570,294 61
1858-59.....	268,668 27	86,098 21	105,186 42	459,952 90
1859-60.....	277,683 46	95,985 15	144,202 67	517,871 28
1860-61.....	286,835 93	111,446 31	230,267 04	628,549 28
1861-62.....	300,181 28	108,245 06	166,181 50	574,567 84
1862-63.....	310,632 43	115,641 97	107,812 74	534,087 14
1863-64.....	324,698 51	140,712 56	5,870 87	471,281 94
1864-65.....	372,430 84	180,734 00	90,609 84	643,774 68
1865-66.....	403,300 82	172,520 76	200,532 64	776,375 22
1866-67.....	492,796 66	186,908 85	101,575 09	781,280 60
1867-68.....	548,615 90	224,090 51	188,790 80	961,497 51
1868-69.....	719,628 04	263,048 96	346,610 78	1,329,287 78
1869-70.....	720,960 65	266,451 95	612,337 86	1,599,750 46
1870-71.....	816,344 66	315,254 70	443,679 71	1,575,279 07
1871-72.....	863,653 81	352,920 84	97,800 68	1,314,380 33
1872-73.....	929,852 41	362,620 50	454,230 34	1,746,70 25
1873-74*.....	1,015,572 72	403,484 32	446,663 25	1,865,720 29

\* Expense of Wards 17, 19, 20, 21, 22, only from January 1, 1874, to April 30.

REPORT  
OF  
SCHOOL COMMITTEE  
ON  
DRAWING.





## REPORT.

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The following report, now respectfully submitted by the Drawing Committée, contains the record of instruction in Drawing given the public schools during the past year. Although the term opened under certain disadvantages, hereafter referred to, it entered upon an efficient state of progress so soon as these were removed, and closed with the annual exhibition, whose decided superiority to all previous displays of the kind was widely and warmly acknowledged. It had been hoped by those most interested in the progress of the pupils that, when the September term commenced, the schools would have been supplied with the new text-books, prepared by the General Supervisor with special reference to their needs. The use of these books was not however authorized by the School Board until so late in the year that the systematic course laid down in them could not be immediately entered upon.

In the mean time the work done was of a desultory character in some of the schools, while in others little or none was accomplished. The regular time allotted for Drawing was taken up with other studies, the intention being to make up for it after the text-books had been allowed. This plan where followed, though

quite unobjectionable, inasmuch as it was merely an exchange to be eventually equalized, was in so far to be regretted that it gave opportunity for superficial and wilfully hypercritical observers to assert, that more than the legitimate time had been taken for Drawing in certain schools during the year. Such is not the case, as we have shown above; a debt had been incurred to Drawing, which was legitimately paid during the latter part of the term.

In connection with this matter, it may be well to state that the Drawing Committee, being fully alive to the importance of a strict observance of the time allotted for Drawing in the public schools, now issues monthly papers which the head-masters are requested to fill up. One of the questions which they have to answer is, "How much time has been given to Drawing in your school during the past month?" If, in any case, an answer shows that more than the authorized time has been used, notice is immediately taken of it, and a recurrence of such infringement of the rule is prevented.

Occasional visits paid to the schools, by members of the Drawing Committee, by the General Supervisor, and by the Special Instructors, act as a further restraint upon the possible tendency of any one master or masters to allow his pupils to take more time for Drawing than they should do. Each member of the committee undertakes to visit a certain number of schools, in order that he may be able to make a verbal report, and answer any questions concerning them at the meetings of the committee; the Supervisor keeps himself fully informed about the work done in

the schools collectively, and the Special Instructors, over and above their regular lessons in the High Schools, supervise the Grammar Schools so far as their limited time will allow. By these various means an efficient watch is kept up, and the committee is fully informed of the condition of matters connected with Drawing in the schools.

The programme of instructions issued for 1873-4 has been adhered to in every particular. The report of last year showed that, owing to the want of compasses in the High and Grammar Schools, the committee had not been able to introduce the important study of Practical Geometry, enjoined by the programme of 1872-3. Since its publication the compasses have been supplied to a limited extent, and the study has been satisfactorily prosecuted. When first introduced, geometry was taught with instruments in all the classes of the Grammar Schools, but it was afterwards thought better to allow instruments to be used in the three upper classes only, because the number of sets (50) supplied to each school was inadequate, and because the instruments were of so excellent a quality that it seemed a pity to put them into the hands of very young children, who could well afford to wait until cheaper, equally serviceable sets were provided. The two lower classes were therefore directed, like the classes in the Primary Schools, to work out geometrical problems by hand and rule, — a course which would prepare them for the proper use of instruments after promotion, and at the same time would contribute in no small degree to the formation of habits of accuracy and precision.



The programme of instruction prepared by the Supervisor designates the text-books which are to be used in the several classes. In a carefully graduated system of instruction, such as his, the absolute fitness of each book to a special class of scholars depends upon the degree of efficiency which such class is supposed to have attained, through study of the book or books allotted to the class or classes below it. If these have not been studied, difficulties supervene which are not contemplated. If the child attempts to run before he has learned to walk, he is sure to fall. The same fate must be shared by pupils of upper classes, who use advanced books without having passed through those of a lower grade.

It is self-evident that we must wait a few years until scholars in the High School come to their work fully prepared for it by the course of instruction which they have undergone in the Primary and Grammar Schools, before we can test the value of Mr. Walter Smith's system, and pronounce upon its absolute merits. It has already accomplished enough, under very imperfect conditions, to warrant the belief that it will eventually obtain the approval of all competent and unprejudiced judges. Processes of education can no more be forced by our impatience than processes of nature. We must be content to wait for results until the time comes when they may lawfully be expected. First the seed, then the plant, then the ear, then the full corn in the ear. We might as well expect to turn a boy into a man by clothing with the "toga virilis," as to suddenly mature the wits of young children by putting advanced books into

their hands. The abnormal stage through which we are at present passing, in regard to Drawing, is the consequence of our having been obliged to fit a new and graduated system of instruction upon an old and graduated system of schools. If we recognize the stage as transitional, we shall not come to hasty conclusions; and, knowing that time will make all as it should be, shall suspend our judgment for the present.

Those persons who are so far behind the present age as to look upon Drawing as an accomplishment, may, nay will doubtless, consider the annual expense of teaching it in the public schools as extravagant; and from their point of view we most heartily agree with them. We, however, as heartily disagree with them from our point of view, and do not fear condemnatory verdict from the men who know how important the study of Drawing is to the advance of the best interests of a great manufacturing State like Massachusetts. Many of the children in her public schools must hereafter win their daily bread by trades and professions which demand an elementary knowledge of the arts of design, while the artisans and mechanics who avail themselves of the opportunities for instruction in free-hand and instrumental Drawing, so freely offered to them in the evening schools of the city, acquire a knowledge which will double the value of their labor in the market. With these material advantages, which all can appreciate, the study of Drawing unites others, both physical and ethical. Into the first category enter those advantages to the body which are procured by the ex-

change of studies or labors of a dryer or more fatiguing nature, for an attractive employment, which, by freshening the mental powers, induces a more healthy physical condition. Into the second category enter those advantages to the moral nature which arise from the eminently refining influences of art upon all who are in any degree led to study it. Such study superinduces a love of nature, and the pleasure derivable from it, as from art, which as Emerson admirably says is "nature passed through the alembic of man," is of the purest and most elevating character.

Most people walk through the world as do those "who have eyes and see not;" for "sight is a faculty, seeing an art." The myriad beauties which lie around them are hidden from their sight, and they are thus deprived of infinite sources of enjoyment which the study of form and color in nature and in art would reveal to them. From these premises we draw the conclusion that few studies offer such various advantages to the young as that of art, since it promotes their physical, moral and intellectual growth, and at the same time increases their material prosperity. The study of art can be pursued to but a very limited degree in the public schools; but even this, if thorough as far as it goes, will enable the student to continue it, if he have leisure and inclination to do so, with a hope of success which he could not have, had he not been well grounded in the elementary branches.

If, then, we give due weight to the above-mentioned reasons why Drawing should be made a branch



of public education, and know that to teach it under the present system costs the city about two mills a day for each scholar, we shall hardly consider the total expenditure extravagant. This, for the year 1873-74, including both day and evening schools, has been \$31,835.52, exclusive of drawing-books furnished to the children; — \$17,685.34 of this amount was absorbed by the salaries of teachers. A portion of it was spent in the purchase of permanent material, which will be available for a long period, such as the Primary School cards, which ought to last for ten years to come, the manuals and the instruments used for geometrical drawing. The sum of \$424.93 was paid back to the city, by the pupils attending the free evening drawing classes, for paper, pencils, etc., which they had purchased during the winter. While the other free evening schools supported by the city have cost \$24,096.04, the free evening drawing schools have cost but \$9,649.19. This is certainly not a large proportion for the maintenance of four schools, which furnish very valuable instruction to a class of persons whose advancement is so important to the Commonwealth.

There is, in point of fact, but one branch of study pursued in the public schools which offers a fair comparison with that of Drawing, as bearing upon the question of relative expenditure. This is Music, which, like it, is stigmatized by some persons as an accomplishment, and therefore objectionable. Of the two, Drawing should meet with most favor, as being the more important branch of public education, on account of its bearing upon industry. We heartily



advocate the study of both branches, and therefore cannot be suspected of any invidious motives when we point out that in expenditure for permanent material it has cost much more to establish the study of Music than it can possibly cost to successfully introduce Drawing in all the schools. Something like \$40,000 has been expended for grand, semi-grand, and square pianos, while about \$13,000 has been paid for music charts. The annual festival is also conducted at an expense of some \$3,000, while only \$500 is asked for the exhibition of Drawing.

The salaries of the Supervisor and his seven assistants are estimated at \$19,300, while the amount asked for the Supervisor of Drawing and his seven assistants is only \$15,000.

We would not point to these figures to draw a comparison to the injury of the study of Music, for we feel a just pride in our splendid system; we only ask the indulgence of the Board in our endeavor to establish the study of Drawing with equal success.

The sum total required for Drawing is increased by the expenses attendant in the evening drawing schools, to which Music has no corresponding charge.

Persons who are inclined to cavil at the increase of expenditure for Drawing, observable during the past year, would do well to remember that schools have been multiplied, pupils have increased, that three new wards have been added to the city, and that a large amount of permanent material has been purchased.

In managing the evening schools we have endeavored to practise economy as far as it was consistent

with their well-being. Thus, for example, instead of having two principals at the Appleton-street school, as had been the case in previous years, but one was allowed, making a saving in money of \$720, and a great gain in the efficiency of the administration under so competent a person as Mr. Bartlett. Mr. Ward, assisted by Messrs. Young, Jepson and Johnson (who divided the four evenings a week between them, as Mr. Jepson had charge of the Dorchester classes two evenings in the week), and Mr. Frisbee (who instructed the ship-draughting class), managed the large classes at Tennyson street; and Mr. Damon directed the South-street class, though with only an assistant's salary, which seems hardly just, as he is a most efficient instructor, and his class is one of the best in the city. He was assisted by Mr. Mudge, who gave general satisfaction. In his annual report, Mr. Damon draws attention to the excellence of Mr. Walter Smith's geometrical course. He says, "All the students have recognized the value of a knowledge of the problems contained in it, and have frequently acknowledged a saving of hours of time, in laying out some part of their day's work by the application of one or more of these problems." In Mr. Ward's report of his winter's work at Tennyson street, he strongly and justly sets forth the necessity of providing the students with solid models. Hitherto a few only have been borrowed from the Institute of Technology; otherwise the students have been restricted to flat copies. This is not sufficient, as Mr. Ward shows in the following passage of his report:—

"Most of the students are practical men, who wish

to be so instructed that they can make drawings of any implements or machinery they may have occasion to use; and to be able to do this, two things are necessary: first, to know how an object should be drawn; secondly, to acquire the technical skill required to draw it without models; we are at present unable to teach the former of these two essential requisites. Mere ability to copy the drawing of another does not constitute a practical draughtsman, who must be able to draw from the objects themselves, and, finally, to imagine them as the inventor does, so that he may make drawings in full of machines which had never been built. I think it will be apparent, then, that after the student has gone through a course sufficiently long to acquaint him with the use and skilful handling of his instruments, model drawing is essential for his most satisfactory progress."

The conclusions here arrived at are so undeniably just, that it is to be hoped that a small appropriation will be made immediately, sufficient to procure a set of models such as are prepared by mechanical draughtsmen at Darmstadt. This matter of object drawing is one which is also of great importance to the students at the Appleton-street school, who, had it not been for private exertion last winter, would have had no large casts of statues or bas-reliefs to draw from. A few of the best casts from statues should be purchased for this school, and added to the small collection belonging to the city.

While the evening schools at present in operation need to be better equipped, the growth of the city will necessitate the opening of other schools during



the ensuing winter. Charlestown puts in her claim, which cannot be disregarded, and an earnest appeal has been made to the Drawing Committee, through the East Boston Trade Association, for an Evening School there, where mechanics are ready to avail themselves of such a privilege. Application has also been made by the School Committee of the Board of Directors of Public Institutions, for aid in their project of giving instruction in Industrial Drawing at Deer Island. It would hardly seem necessary to commend the plan, for every one will acknowledge that, by giving the class of persons confined there the opportunity for such instruction, we shall add tenfold to the probabilities of their becoming useful and valuable citizens when they are released. Boys and girls who know how to use their eyes and hands usefully are so much the less likely to use them harmfully. The only really dangerous classes are the ignorant and the idle.

During the past winter the General Supervisor, assisted by the Special Instructors, has given normal instruction, at Tennyson street and Appleton street, in perspective, model drawing and design. This is a most important work, as it is only by making the teachers of the public schools thoroughly competent for their task, that their pupils can reap all the advantages contemplated under the present system. Normal instruction has been further given to the teachers of the Primary, Grammar and High Schools by the General Supervisor, in the form of special lectures delivered at the Girls' High School. Examinations of both teachers and pupils were held in the spring, shortly



before the annual exhibition, which took place in the month of June, at Horticultural Hall. The masters had been previously requested to select and send ten per cent. of the regular work done in their schools to the Hall, and to assist in arranging as much of it as possible in the spaces allotted to each school, designated by its name. This was done, and both masters and teachers attended in large numbers to assist in a work of no little labor, and worked with unflagging zeal during the short time given for preparation. Only the legitimate work of each school was admitted, and the exhibition consequently offered to the great numbers of persons, who visited it, an opportunity of judging as to the real condition of the Drawing Department, and of estimating the remarkable proficiency attained by many of the pupils in free-hand, model, memory, dictation and geometric Drawing, as well as in original design.

In concluding this report, it may be well to say that we have endeavored in the past, as we shall endeavor in the future, to conduct the affairs of the department under our charge upon the soundest as well as upon the most economical principles. Every year sees the teachers of the public schools better able to give instruction in the elementary branches of Drawing, and the desired end of throwing the burden of art instruction into their hands is thus being gradually approached. When that time comes it will be possible to reduce the staff of special instructors in some degree, provided that those who continue in office have over them an efficient and highly competent head,

such as they now have in Mr. Walter Smith, whose invaluable services it is hoped may long be retained.

In behalf of the Committee,

CHARLES C. PERKINS,  
*Chairman.*



REPORT OF THE COMMITTEE  
ON  
SCHOOL FOR DEAF MUTES.





## R E P O R T.

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The Committee on the School for Deaf Mutes present the following report:—

Sept., 1873, number belonging,	. .	boys, 21
“ “ “ “	. .	girls, 29
		— 50

Feb., 1874, number belonging,	. .	boys, 24
“ “ “ “	. .	girls, 34
		— 58

Sept., 1874, number belonging,	. .	boys, 30
“ “ “ “	. .	girls, 33
		— 63

In January, 1874, Miss Alice M. Jordan and Miss Mary N. Williams were appointed teachers in this school.

In presenting this report of the School for Deaf Mutes, the committee call attention to certain remarks made in the first report of this school, in January, 1870, in order to show that those who labored so earnestly for its establishment were not mistaken in their views.

The school, at the date of that report, consisted of twenty-five pupils, and the writer says: "By a careful estimate from statistics at hand the time seems not far distant when the school will consist of not less than seventy scholars, who can board at home, to the great joy of their families."

At the beginning of the year 1873 there were fifty pupils ; in February, 1874, fifty-eight, and at the opening of the present year, sixty-three. It is now believed that during the coming year the number "will consist of not less than seventy," as the names of several applicants from Boston and vicinity have been sent to the Principal.

The committee say with confidence that the school has accomplished all that its most earnest friends could reasonably expect, and would further state that, to meet the just demands of the parents and friends of deaf children, it is desirable to establish day schools for them in every large city, so that they can be at home, rather than be sent to boarding-schools, where they are shut out from the influence of home life, which goes far to encourage them in their daily work in the school-room.

The committee are happy to state that Boston took the initiatory step in establishing the first school of this kind in this country, and trust that, when its success is more generally known, other cities will adopt a similar course. The School Board of Erie, Pennsylvania, has just opened a day school for deaf mutes, and we hope soon to hear of many others that have followed the example of Boston in her liberality

in educating her children, more especially the unfortunate.

That deaf children can go to and from school with nearly the same freedom from danger that their *hearing* brothers and sisters enjoy, is demonstrated by the fact that during the five years since the establishment of this school accidents to the pupils have been almost unknown. Many of them live at long distances from the school, and go to and from it without difficulty.

Of the condition of these children when admitted to the school, few, except those intimately associated with them, can have any idea. Of course, in regard to a knowledge of spoken or written language, they are no more advanced than infants of a few months old. Gestures are their only means of communicating their wants or understanding the wishes of others concerning them. The consequent difficulties under which the poor children labor cannot be fully realized.

The unhappy results of their condition are too often shown in sullen looks and violent exhibitions of temper. To give to them a common means of communication with the hearing and speaking world, and thus in a measure to lighten their burden, is one of the prime objects of our school.

Many persons infer from the meagre and false ideas of uneducated deaf children that they do not possess average mental capacity, and cannot, therefore, receive much instruction. One of our own pupils remarked that she did not like the term deaf mute, because she thought that to many persons it was synonymous with idiot. On the other hand, there are



those who believe that the loss of one sense stimulates the others to greater action. Both of these extreme notions are wrong. The simple fact is this, that, in the majority of cases, if the child could hear, it would be found equal to the other members of its family.

A prominent educator of deaf mutes has said, "The first five or six years in a deaf-mute's school life must be mainly devoted to the study of language, — to obtaining the key that unlocks to him the stores of human learning as contained in books."

The method of teaching articulation by means of Visible Speech, which was introduced into this school by Prof. A. Graham Bell, in April, 1871, has been successfully used, and with the most satisfactory results. To him and to his father, Prof. A. Melville Bell, the inventor of this thoroughly scientific system, is due the most grateful consideration for bringing forward that which promises to be the greatest blessing to those unfortunates who are deprived of one of the senses which conduces most largely to human happiness. The continued interest in our school manifested by Prof. A. Graham Bell is most gratefully appreciated by the committee.

Since the adoption of the system of Visible Speech by our school, it has been introduced into the Clarke Institution at Northampton, the American Asylum at Hartford, Conn., the Jacksonville Institution, Ill., the National College for Deaf Mutes at Washington, and St. Mary's Institution, Buffalo, New York.

The labor of teaching is greater and more wearing than by the sign system. No one who has not

witnessed the work can anticipate or appreciate the difference in the two methods.

The teacher must give close and constant attention and be ever on the alert to detect mistakes in the articulation of the pupils, and to represent accurately, by means of the symbols, the sounds which the children do give, as well as those which it is desired they should utter. Great patience and enthusiasm on the part of the teacher are necessary, besides the possession of peculiar qualifications in addition to those required in teaching other pupils. She also needs a knowledge of Vocal Physiology, as well as an accurate ear. The necessity of frequent repetition renders the instruction wearisome to both pupil and teacher, and requires tact on the part of the latter to keep up the interest of the children in what to them is too often mere drudgery. They cannot of course appreciate the future benefits to result from it. To many teachers success in this work would be unknown.

The principal of this school, Miss Sarah Fuller, has labored with great faithfulness and earnestness, and has exhibited great executive ability in the management of the school, and has won the entire confidence of the committee by her superior qualifications as a teacher of deaf mutes.

They wish to speak of the head assistant, Miss Annie E. Bond, as deserving the highest commendation of the committee as a devoted and successful teacher in her department.

The assistants have discharged the duties imposed upon them in a highly satisfactory manner.

It has been the object of the committee in stating something of the condition and the difficulties of deaf children, to excite a greater interest in their claims upon us, and to impress upon the Board the importance of giving to them every means of education possible.

Without this education and the mental discipline attendant upon it, there is danger that some of them may become, not simply burdensome, but dangerous members of the community.

The rapid increase in numbers in this school since its organization prompts the committee to remind the Board that the immediate wants of the school demand better school-room accommodation; and, without going into particulars concerning the cramped and limited room for classification and other necessary conveniences, the committee offer the following order.

For the Committee,

IRA ALLEN, *Chairman.*

IN SCHOOL COMMITTEE, October, 1874.

*Ordered,* That the City Council be and hereby are requested to furnish more and better accommodation for the School for Deaf Mutes, now taught in rooms at No. 11 Pemberton square, said rooms not having sufficient capacity to accommodate properly the present wants of the school the present school year, and ask its reference to the Committee on School Houses and School Sections.

REPORT OF THE COMMITTEE  
ON  
VOCAL AND PHYSICAL CULTURE  
AND  
MILITARY DRILL.





## R E P O R T .

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The Committee on Vocal and Physical Culture and Military Drill respectfully report: —

For the military drill your committee are pleased to be able to state that the past year has been one of complete success. No word of complaint from pupil or parents, but a unanimous expression from all, teachers included, that the drill is of very great benefit to the scholars. The excellent discipline of the schools is largely attributed to the influence of the drill, and the vigorous, healthy exercise has a very beneficial effect upon the physique of the scholar. The organization after annexation consists of five battalions of twenty-one companies, comprising over eleven hundred boys. No accident and no sickness on account of the drill is known to have occurred, and no wilful disobedience to the orders of the instructor or officers. The arms are generally in good condition. The parades and drills have been much before the public, and witnesses can judge of the efficiency in drill and discipline displayed, and also of the usefulness of this branch of education.

In vocal culture the services of Professor Moses

T. Brown were secured for six months, that being the time required by the rules of the Board. The field of labor is a very large one, and the impossibility of any one teacher going over the whole ground faithfully must be apparent to all. Your committee feel that Mr. Brown has accomplished as much as is possible for any one man to accomplish. Perhaps your committee can do no better than to present, in connection with this report, the statement and views of Mr. Brown, which are, in his own words, as follows:—

TO LUCIUS SLADE, *Chairman Committee on Vocal and Physical Culture, etc.*:—

MY DEAR SIR: I beg leave to report, through you, to the Committee on Physical and Vocal Culture, that upon accepting the position of special teacher of these branches of study in the Boston schools, I found my field of labor greatly enlarged by the addition of the new territory of Charlestown and Brighton, while no assistant had been granted me by the committee.

It seemed to me evident that no one teacher could meet the requirements of the position, with any hope of direct personal influence with the pupils of the various schools; and that the best service one could render would be as a general superintendent or director in all the schools of the city, working mainly through the teachers.

Hence, at your suggestion, I adopted the following methods of supervision and instruction:—

1. I called together the teachers of the Grammar

and Primary schools, in classes, the teachers of one and sometimes two districts forming a class, and gave practical lessons, using Monroe's Manual as the text-book. Each teacher was instructed to introduce the lessons, in their order, into the school. So far as possible, I visited the rooms of the individual teachers, noted the progress, and gave suggestions.

2. With a few exceptions, I gave a course of from four to twelve lessons to the master's class of every Grammar School in Boston proper. In most instances not only were the master and his assistants present, but often the teachers of the second and third grades. I am happy to report a hearty co-operation of the masters in my efforts, and a very satisfactory progress on the part of the pupils.

3. I gave a course of lessons in elocution in the Latin, English High, and Roxbury High Schools. In neither of these schools is elocution taught as a part of the school curriculum. Here are some hundreds of the youth of the city, a large proportion of whom are destined in their professional careers to become speakers or readers; and yet no systematical and regular instruction is given in the art of using the voice! I will add, that the whole subject of action and gesture is left to the chance suggestion of some one of the teachers, or, more likely, to the conceit of the pupil.

Reading, as an exercise, seems to have no place in these schools, or, if named in the "Course of Study," it has become an exercise only honored by a practical non-observance. I am forced so to conclude, from the fact that, acting under your instructions, I called



upon the principal of the Girls' High and Normal School, and proposed to give one lesson each week in vocal culture and reading. He courteously informed me that while he admitted the importance of the subjects, the crowded course of study gave no place for my lessons. It is my conviction that the art of reading our English classics with expression is rarely well illustrated in our high schools.

Permit me to urge a further consideration in favor of more thorough instruction in vocal culture. The art of the orator or reader rests upon the same foundation as that of the singer. Music, illustrative reading, and declamation have the same root. In each the *ear* controls. With a correct ear for musical intervals, the inflections and cadences of expressive speech are readily apprehended. It is noticeable among pupils that the best trained ear for nice musical distinctions becomes the best reader of emotional language.

Now, in no other schools in the country is there given so thorough musical instruction as in the schools of Boston. And the result of this steady appeal to the ear is very marked, in an improved quality of voice. It has already nearly banished from our schools the "nasal twang" once our reproach, and softened the harsh, throaty quality so noticeable in the average New Englander. Your committee will pardon the suggestion that, if it be wise to employ four or five teachers to lay such an excellent foundation for a good musical voice, it is no less wise to add to this culture that of a correct and expressive use of the voice in reading and speaking.

In conclusion, let me remind your committee of what must be apparent to each member, that the amount of work required to be done to give a fair prominence to this branch in your schools demands the appointment of one or more assistants.

The only hostility the present Superintendent of Physical and Vocal Culture has met has come from the impossibility of meeting the demands of teachers to visit and teach in their schools. Hoping the suggestions of this report may receive your consideration,

I am, yours truly,

MOSES T. BROWN.

Your committee would suggest that unless the rules of the Board are changed from what they now are in this branch of education they would most cheerfully recommend Mr. Brown as teacher for the present season. Mr. Brown's instruction is almost exclusively in elocution; he, as well as your committee, believing that Professor Monroe's manual affords the teachers all the instruction needed in that direction, and it lies with the committees of the schools to see to it that teachers follow those directions, as is required by the rules of the Board. Your committee are of the opinion that masters as well as all teachers should be qualified to instruct in Physical Culture and Elocution without the aid of special instruction therein. Your committee believe that if any instruction is especially needed in these branches much more should be done than is possible for one person to do. Of that, the Board must instruct the

committee, if any change is thought advisable. From last year's experience many suggestions have been presented to the committee, and some change from last year's programme will be made to make the instruction more efficient, if possible, than it has been heretofore; and any suggestions from members of the Board will be gladly received and duly considered by the committee.

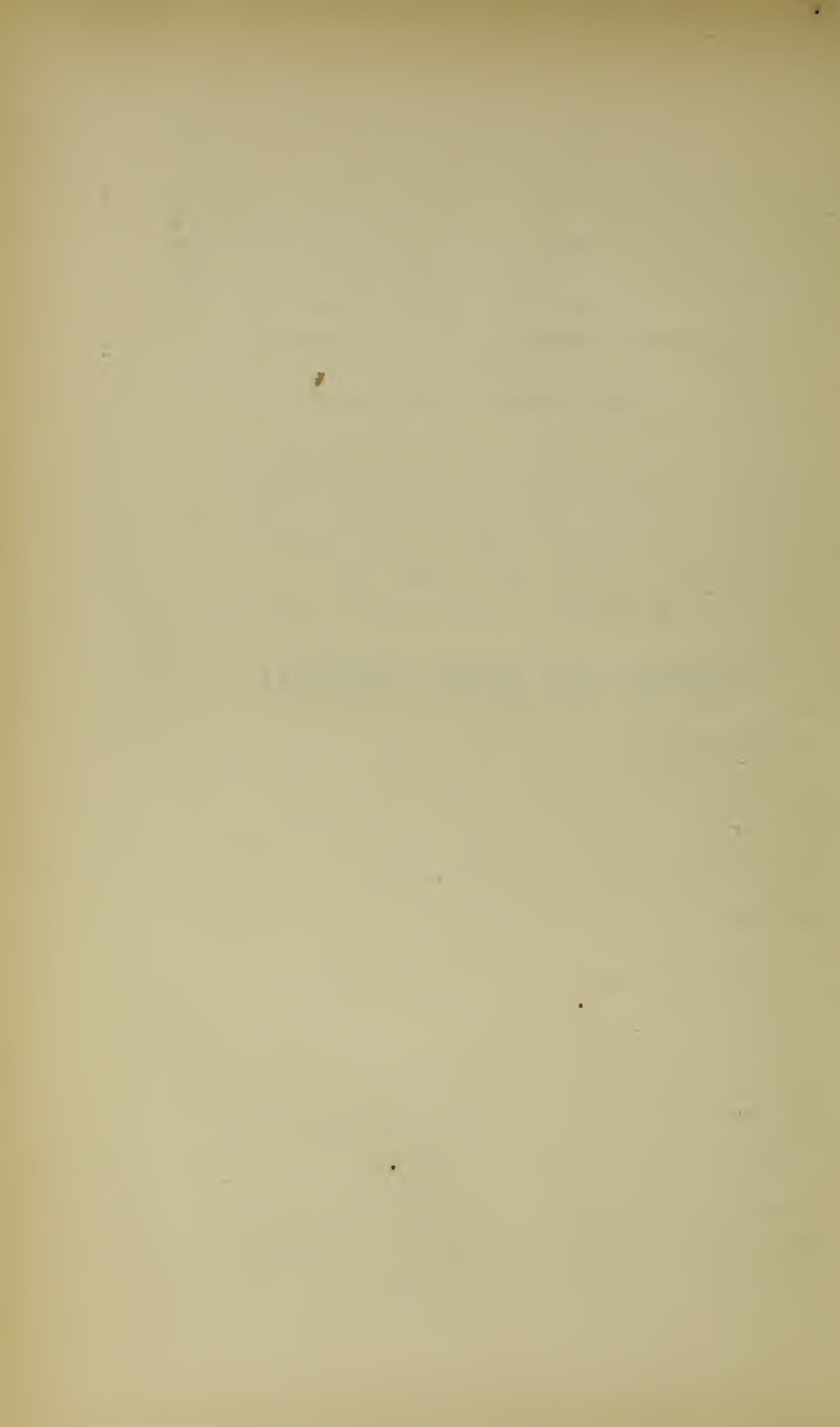
In conclusion, your committee nominate to this Board Mr. Moses T. Brown, as Instructor of Vocal and Physical Culture, for six months' service as is required by the rules of the Board. Salary to be twenty-five hundred dollars for the term.

For the Committee,

LUCIUS SLADE,  
*Chairman*

ADDRESS AND SCHOOL FESTIVAL.





ADDRESS OF HON. HENRY L. PIERCE

TO THE SCHOOL COMMITTEE,

IN RESPONSE TO A VOTE OF THANKS.

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At an adjourned meeting of the School Committee, held on the twenty-fourth day of November, 1873, Mr. Moody Merrill offered the following resolution:—

*Whereas*, His Honor Henry L. Pierce has resigned his office as Mayor of this city, and will not again meet with this Board as its presiding officer, therefore,

*Resolved*, That the thanks of this Board be presented to His Honor, Mayor Pierce, President of the School Committee, for the able, impartial and common-sense manner in which he has presided at the meetings during the year, and for the uniform courtesy and kindness which he has extended, at all times, to the members of the Board.

Mr. Moody Merrill and Dr. John P. Ordway spoke in favor of the resolution.

The Secretary of the Board put the motion on the adoption of the resolution, which passed by a unanimous vote, the members rising in their places.

Mayor Pierce responded as follows:—

*Gentlemen of the School Committee*: I desire to return you my grateful thanks for the kind words which you have expressed in your resolution, and in the remarks which have been made. My

connection with the committee has been most pleasant and agreeable, and I have listened with a great deal of interest and attention to the course of proceedings which has been had since I had the honor of presiding over your deliberations. I wish I could have brought to this position more experience and knowledge than I was able to bring; and that, even after I had come here, I could have found more time to inform myself as to the matters which have come before you, and in relation to the duties of the chair. But you have been very kind and considerate in relation to all my defects. I return you, again, my most sincere and grateful thanks, and I shall bear with me from this place the kindest personal recollection of you all.

## ANNUAL SCHOOL FESTIVAL.

1874.

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The Annual School Festival was held in Music Hall, on the afternoon of Thursday, July 2d, under the direction of the following Special Committee, appointed for the purpose, viz., Messrs. Henry P. Shattuck, David W. Foster, George D. Ricker, George F. Emery, Francis H. Underwood, Joseph D. Fallon, William H. Finney and Dan S. Smalley.

Invitations were extended to the City Council and heads of departments, the School Committee, the teachers of the Public Schools, the medal scholars, and all the pupils of the High and Grammar Schools who received the graduating diploma at the recent annual exhibitions of the schools. State officials and distinguished citizens were also present.

The following description of the decoration of the hall, and the exercises, is copied from the "Boston Daily Globe": —

"The Festival, yesterday, brought the school year to a happy close, and it was eminently fitting that the school days of so many should terminate with this 'feast of flowers,' and that their last recollection should cluster around such an occasion as this school festival.



“The Music Hall never presented a more beautiful spectacle than it did yesterday. The floral decorations were on a most elaborate scale, and the hall resembled a perfect bower of fragrance and brilliant colors. The stage was covered with flowers, and a glance showed that there was an ample supply to provide every graduate with a bouquet. In the centre of the stage was a large monument of flowers fourteen feet high and four feet wide at the base; on the summit of the column rested a large stuffed American Eagle, surrounded by the stars and stripes. This monument contained 650 of the 1,700 bouquets that were to be distributed among the children. On the right and left of this central shaft were floral shields, four feet by six in dimensions; each of which contained 250 bouquets, arranged in a similar manner to those on the central shaft; next came stars, four feet by nine, and contained 200 bouquets each; while beyond these and forming the end pieces were large diamonds four feet by five, containing the remainder of the floral tribute; small American flags waved from the top of each of these architectural devices. The front of the stage was prettily faced with a deep border of kalmia wreathing, and a magnificent selection of hot-house plants, three feet in height and comprising many rare varieties, was arranged in a circle behind; the space in front of the organ was also filled with pot-plants in great profusion, and the chandeliers on either side were covered with green. Eight large ropes of kalmia latifolia, extended from the corners and sides of the hall, and were brought together and fastened in the centre of the ceiling, from which hung a large basket of elegant flowers. The balconies were trimmed with festoons of kalmia, caught up with bunches of ferns, and from each balcony hung sixteen large globes, composed of beautiful flowers, — calla lilies, pinks, roses and deutzia gracilis. The flowers were from the conservatory of Mr. William Doogue, who superintended the display. The balconies and at least one-half of the lower floor had been reserved for the schools, leaving only a small space as standing room for the spectators, and this was filled with a closely-packed throng, long before the time announced for the exercises to begin. Shortly after three o'clock, the scholars began to file into their places, and soon the hall presented a brilliant appearance, lit up by bright forms and youthful faces.

“ ‘ In they streamed,  
 Among the columns pacing, staid and still,  
 By twos and threes, till all, from end to end,  
 With beauties, every shade of brown and fair,  
 In colors gayer than the morning mist,  
 The long hall glittered like a bed of flowers.’

“ At the time announced for the opening of the brief exercises, the Mayor, the Hon. Samuel C. Cobb, with the Committee of Arrangements, and members of the City Government, School Committee and Board of Education, entered the hall and took their seats upon the platform.

“ Dr. Henry P. Shattuck, Chairman of the Committee, came forward and presented the Rev. R. G. Seymour, Chaplain of the House of Representatives, who offered a prayer, in which he commended to God the young souls gathered there.

“ Dr. Shattuck, in behalf of the committee then read the address of welcome, in which he spoke of the increased attendance at their gatherings, the need of some different arrangement for the future, and the probability that this festival would be the last of its kind. The address reads as follows : —

“ ‘ *Friends, Associates and Graduates*: It becomes my very pleasant duty, on behalf of the Boston School Committee, to welcome you all to our annual school festival, complimentary to our high and grammar school graduates. The closing exercises of another year of school work, another year of study and thought, and, judging from the great array of smiling faces which we see around the hall, of pupils who have honorably completed their course of study in the various schools and received their diplomas, the year's work has brought forth good fruit in great abundance.

“ ‘ We have gathered together to-day to celebrate the happy results of our labor and success. We meet with happy hearts, with mutual congratulations, to enjoy for one brief hour the friendly associations of the past year, which must then be severed by the most of us.

“ ‘ To our graduating pupils, in behalf of the committee, I express our congratulations and best wishes for your future welfare, and remember that although most of you leave the schools forever after

to-day, that your education is not by any means finished, for an education means the study of a lifetime, and what you have accomplished as pupils in schools is but the stepping stone to fit you to start upon your education of life, and the one who continues the longest and best a student makes the most valuable position in the world. Let your aims always be to fit yourselves as best you can for an honorable position in life. Let Perseverance and Industry be your motto, and that success may attend you is the wish of your committee.

“ ‘To those of you who are to enter other institutions of learning, we sincerely wish you success, and trust you may all perform the duties and labors of those institutions as well as you have performed those in the schools from which you have now graduated, and that you may complete the course in as creditable a manner as you have the present one.

“ ‘These festivals were established very many years ago, and used to be held in Faneuil Hall until 1858, when they were made more of a musical exhibition and were then held in this hall until 1868, when the importance of the musical instruction was considered so great that the School Board concluded to establish a separate music festival, and since that time all musical exercises by the pupils themselves were omitted from the annual festival.

“ ‘The number of graduates five years ago was only from 800 to 900, but this year from various reasons, principally on account of annexations, the number is actually doubled, and we have over 1,600 graduating pupils from the various High and Grammar Schools.

“ ‘The very rapidly increasing number of pupils, the decreasing room for accommodating the number, as well as from the school districts in the suburban localities being so far from a common centre, it seems to me that this form of a festival must very soon be abolished, if in fact this one itself is not the last of the kind; and whether any other festival or festivals will be established to take its place is a matter for future consideration.

“ ‘Very probably the entire form of management of our Public Schools will in a very few years be entirely changed, and some different board will take the place of the present School Board, and I think it will be for the advantage of the schools, as in my opinion the School Board has outgrown its size as much as the number of



graduates has outgrown their numbers for this form of a festival. I had expected and hoped to have with us to-day Gen. John Eaton, United States Commissioner on Education, but late last evening I received a telegram that he could not be with us to-day.'

"After some music by the Germania Band, Prof. B. F. Tweed, Superintendent of the Charlestown schools, was introduced, who made a few remarks appropriate to the occasion, speaking of that other exhibition that lasts all through man's earthly career and closes but with life itself.

"He was followed by the Mayor, who said:—

"After all the wise and good things that have been said to you, nothing remains for me, my young friends, but to bid you go on your way rejoicing. I congratulate those of you whose school days are now closed on your entrance upon another stage of your education in the world school of practical life. I trust you have well prepared yourselves for it by faithful study and good conduct in the schools you are leaving. I congratulate the rest of you on the respite you are now to have from study and school discipline. "All work and no play," says the old adage, "makes Jack a dull boy." I trust it is right, as it is certainly most agreeable, for me to presume that you have done your whole duty during the ten months of term-time, and that you are, therefore, well entitled to the relaxation and rest of a long vacation. I hope you will thoroughly enjoy it, and that when the summer heat is over we shall see you returning refreshed and strengthened, healthy and happy, eager and resolved to do your best to make the next school campaign successful and brilliant.

"In dismissing you, it is my privilege to present to each of you, in the city's behalf, a slight but significant token of the affectionate interest we feel in your well-being and well-doing. Your numbers are happily so large that it is physically impossible for me alone to place a bouquet in every hand separately. I must deny myself that pleasure, and call upon the gentlemen of the committee to assist me in the distribution.'

"The presentation of bouquets to the members of the graduating classes by the Mayor and members of the committee was next in order, and soon the long line was streaming across the stage and busy hands were at work demolishing the monument, stars and



shields and stripping them of their floral burdens. The bouquets were then placed in the hands of the Mayor and gentlemen who distributed them to the expectant scholars. The Public Latin School led the procession, with the tall and rugged form of its old head-master at the head; the English High came next, and the Girls' High and Normal Schools followed with a long line of fine-looking young lady graduates; the High Schools of the outlying districts next appeared, and the Grammar Schools closed the long array, that appeared almost interminable. The pupils came from the right balcony and passed across the stage from right to left.

“During the presentation of the bouquets, the band gave some well-rendered selections, and at its close a collation was furnished to the scholars and teachers in the balconies; at Bumstead Hall and at Wesleyan Hall. The collation over, the seats were removed and the floor cleared for dancing. There was a mingling of friends and acquaintances, with the congratulations over success, and many indulged in the pleasures of the dance. The festivities were kept up till a late hour. Slowly, however, the crowded throng became thinned, and finally only the echoes of light laughter and gentle whisperings remained in the darkened and deserted hall.”

FRANKLIN MEDALS,  
LAWRENCE PRIZES,  
AND  
DIPLOMAS OF GRADUATION.



# FRANKLIN MEDALS.

1874.

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## LATIN SCHOOL.

Willis Boyd Allen,  
Edward Browne Hunt,  
Webster Kelley,  
Isaac Barney Mills,  
Thomas Russell.

## ENGLISH HIGH SCHOOL.

Charles W. Blodgett,  
Abraham P. Spitz,  
Frank G. Powell,  
Abner Kingman,

Herbert Foltz,  
Albert A. Munsell,  
Herbert Damon,  
Henry Shoninger,  
William J. Ham,  
Arthur J. Knowles,  
Robert F. Crosbie,  
William S. Leavitt,  
Mark Stone,  
Percy E. Walbridge,  
John J. Porter,  
Frederic W. Hobbs,  
Albert E. Cotton.



# LAWRENCE PRIZES.

1874.

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## LATIN SCHOOL.

DECLAMATION. — *First Prize*. — John T. Bowen. — *Second Prizes*. — Willis B. Allen, Charles H. Vinton. — *Third Prizes*. — John O'Dowd, William W. Coolidge.

*Exemplary Conduct and Fidelity*. — Willis B. Allen, Owen B. Sanders, Edward A. Robinson, Philip T. Buckley.

*Exemplary Conduct and Punctuality*. — Frank B. Patten, Edward B. Hunt, George W. Merrill, Webster Kelley, George G. Sears, Benjamin P. Clark, Isaac B. Mills.

*Scholarship and Fidelity*. — Edward E. Brady.

*Excellence in Classical Department*. — Willis B. Allen, Webster Kelley, John T. Bowen, Charles S. Lane, Benjamin P. Clark, James W. Bowen.

*Excellence in Modern Department*. — Edward B. Hunt, Willis B. Allen, William B. West, Lott Mansfield, Benjamin P. Clark, Thomas C. Batchelder.

## PRIZES FOR SPECIAL SUBJECTS.

*Latin Essay*. (Second Prize). — Willis B. Allen.

*Translation into Greek*. — Webster Kelley.

*English Essay*. — John S. Mitchell.

*Translation from French*. — George W. Ross.

*Poetical Translation from Virgil's Æneid*. — Frank B. Patten.

*Translation from Cæsar*. — Edward S. Hawes.

*Translation from Quintus Curtius*. — Benjamin P. Clark.

*Best Specimen of Penmanship*. — Joseph Meinrath.

*Best Specimen of Drawing*. — Isaac B. Mills.

## ENGLISH HIGH SCHOOL.

DECLAMATION. — *First Prizes*. — Harry H. Upham, Chandler R. Clifford, Benjamin J. Bowen. — *Second Prizes*. — Charles F. Fowle, William T. Miller. — *Third Prizes*. — William T. Cosgrove, James N. Emmons.

COMPOSITION. — *First Prizes.* — Edward O. Rockwood, Philip Morrison. — *Second Prizes.* — Charles W. Blodgett, Eben H. Gay, Arthur F. Means, Albert F. Lunt.

LITERARY. — *First Prizes.* — William R. Lapham, George E. Allen, William H. Pickering, Edward M. Farnsworth, Eben H. Gay, Philip Morrison, William T. Cosgrove, Eugene F. Hartshorn, John H. Child, George A. Smith, Edward O. Rockwood, Charles W. Millett, Jacob M. Spitz, Frank H. Clapp, George L. Gifford. — *Second Prizes.* — Herbert E. Small, Henry Schlimper, Howard K. Burgess, George Nickerson, Joseph M. Hobbs, Lawrence Mayo, Charles H. Bailey, Charles H. Falardo, Charles A. Grimmons.

SCIENTIFIC. — *First Prizes.* — Alfred Dykes, John L. Hennessey, Timothy A. Gallivan, John Belamy, William P. Chase, Bradlee Whidden, Fred. R. Loring, James A. Bouvé, George A. Parsons, Harry P. Parkerson, Charles H. Brown. — *Second Prizes.* — Michael J. McCarthy, William C. Cherrington, Kendall L. Achorn, Joseph M. Gibbons, Frank H. Doolittle, William L. Underwood, Jacob Levi.

## SPECIAL.

GENERAL EXCELLENCE AND DEPARTMENT. — *First Class.* — Charles R. Tarbox, Thomas G. Farren, Thomas F. Phillips, Washington Snelling, Parker N. Bailey, Alfred W. Brown, Edward J. Ellis, Nathan H. Glover, Duncan Russell, John B. Coleman, William J. Murphy, Albert F. Lunt, William A. Wigley, Louis A. Murphy, Leon G. Lincoln, Walter K. Watkins. — *Second Class.* — Howard S. Davenport, James Boyd, Edward T. Currier, Henry A. Cutter, Henry S. Allen, Edwin C. Miller, Ariel Meinrath, Alfred Spear, Henry A. Sullivan. — *Third Class.* — Samuel B. Doggett, Henry W. Langley, William B. Luce, Edward H. Green, Peter F. Gartland, Charles F. Lovejoy, James A. Bond, Albert D. Coombs, John W. Keyes, Terrence McSweeney, Herbert Fitzgerald, Frank D. Griffin, Edmond A. Whittier, John F. Sullivan, Edward W. Pearson, Francis H. Leonard, Charles J. Davis.

# DIPLOMAS OF GRADUATION.

1874.

## NORMAL SCHOOL.

Jennie Abbott,  
Sarah Louise Adams,  
Cora I. Ashley,  
Ella Baker,  
Carrie L. Baker,  
Nathalia Bent,  
Delia Brigham,  
Anna J. Bradley,  
Mary Bradley,  
Julia Challis,  
Ella L. Chittenden,  
Mary E. Conley,  
Mary E. Copeland,  
Annie M. Crozier,  
Alice M. Cushing,  
Lucy R. Cutter,  
Maria L. Dean,  
Melissa M. Dale,  
Marcella E. Donegan,  
Annie E. Drew,  
Clara Edwards,  
Kate E. Fitzgerald,  
Sarah M. Graham,  
Ellen E. Harrington,  
Carrie W. Haydn,  
Silence A. Hill,  
M. Ava Holbrook,  
Emma L. Holbrook,  
Emily E. Hildreth,  
Florence A. Howe,  
Lucy E. Johnson,  
Hattie A. Littlefield,

Mary E. Mann,  
Nellie C. McDermott,  
Annie M. Mitchell,  
Mary E. Mulliken,  
Elizabeth D. Mulrey,  
Eliza R. Noyes,  
Helen M. Noyes,  
Emma C. Olmstead,  
Amanda Pickering,  
Mary B. Powers,  
Helen E. Ramsay,  
Margaret F. Riley,  
Marietta D. Shepherd,  
Annabel Stetson,  
Catherine S. Summers,  
Persis I. Swett,  
Ella F. Soule,  
Emma C. Talpey,  
Emmeline E. Tórrey,  
Mary E. Towle,  
Laura E. Viles,  
Ellen L. Wallace.

## LATIN SCHOOL.

Willis Boyd Allen,  
Edvardus Brady,  
Benjamin Humphrey Dorr,  
Harrison Dunham,  
Edvardus Browne Hunt,  
Herbertus Jaques,  
Webster Kelley,  
Ricardus Walley Lodge,  
Willis Brooks McMichael,

Carolus Evardus Miller,  
 Isaacus Barney Mills,  
 Johannes Singleton Mitchell,  
 Theodorus Randolph Murray,  
 Fredericus Obed Dickerson,  
 Herbertus Goodridge Nickerson,  
 Johannes O'Dowd,  
 Georgius Whitney Ross,  
 Thomas Russell,  
 Orren Burnham Sanders,  
 Thornton Howard Simmons,  
 David Bates Tower,  
 Carolus Henricus Vinton,  
 Henricus Wheeler.

## ENGLISH HIGH SCHOOL.

George E. Allen,  
 Frank A. Bachelder,  
 Parker N. Bailey,  
 John Bellamy,  
 Everett T. Bennet,  
 Charles W. Blodgett,  
 William A. Blodgett,  
 George W. Boynton,  
 Alfred W. Brown,  
 Charles G. Brown,  
 William F. Brown,  
 Richard Burke, Jr.,  
 Oscar Chandler,  
 William P. Chase,  
 John B. Coleman,  
 George B. Conant,  
 Henry T. Converse,  
 William T. Cosgrave,  
 Albert E. Cotton,  
 Nelson F. Cowin,  
 Robert F. Crosbie,  
 Edward H. Crosby,  
 William H. Croston,  
 Herbert Damon,  
 David P. Donald,  
 John H. Duran,  
 Alfred Dykes, Jr.,  
 Edward J. Ellis,  
 James N. Emmons,  
 John Fabyan,

Edward M. Farnsworth,  
 Thomas G. Farren,  
 Clarence R. Fillebrown,  
 Herbert Foltz,  
 John F. Frame,  
 James P. Frost,  
 Frank H. Frye,  
 George S. T. Fuller,  
 Timothy A. Gallivan,  
 John E. Galvin,  
 Eben H. Gay,  
 James R. Geary,  
 Nathan H. Glover,  
 George A. Goodwin,  
 Chester Guild, Jr.,  
 Henry A. Guinzburg,  
 Robert J. Haley,  
 William J. Ham,  
 Timothy F. Harrigan,  
 Eugene F. Hartshorn,  
 Robert S. Hawthorne,  
 James B. Hayes,  
 John L. Hennessy,  
 Frank A. Heyer,  
 Walter B. Hill,  
 Fred. W. Hobbs,  
 Charles S. Johnson,  
 Henry A. Johnson,  
 John D. Kelliher,  
 Abner Kingman, Jr.,  
 Edward R. Kingsbury,  
 Arthur J. Knowles,  
 William R. Lapham,  
 William S. Leavitt,  
 Leon G. Lincoln,  
 Albert F. Lunt,  
 Thomas J. McCarthy,  
 Arthur F. Means,  
 Frank L. Miller,  
 Philip Morrison,  
 William F. Morse,  
 Albert H. Munsell,  
 Louis A. Murphy,  
 William J. Murphy,  
 William A. Neilson,  
 Archibald S. Nickerson,  
 Arthur C. Patten,



Charles F. Paul,  
 William S. Phelps, Jr.,  
 Thomas F. Phillips,  
 William H. Pickering,  
 Benjamin Pope, Jr.,  
 Harry G. Porter,  
 John I. Porter,  
 Frank G. Powell,  
 Walter A. Power,  
 Daniel L. Prendergast,  
 Fred. W. Ripley,  
 Franklin F. Roundy,  
 Duncan Russell,  
 Joseph W. Sanders,  
 Millard C. Seavy,  
 John Shepard, Jr.,  
 Henry Shoninger,  
 Julius P. Skillings,  
 Washington Snelling, Jr.,  
 Abraham P. Spitz,  
 Eben C. Stanwood,  
 Mark Stone,  
 Charles R. Tarbox,  
 Charles F. Fowle,  
 Percy E. Walbridge,  
 Guy C. Walker,  
 Ernest E. Wallingford,  
 Walter K. Watkins,  
 Bradlee Whidden,  
 Henry A. Whitney,  
 Charles N. Whitten,  
 William A. Wigley,  
 Jesse S. Wiley,  
 Edward E. Williams,

#### GIRLS' HIGH SCHOOL.

##### FIFTH YEAR'S CLASS.

Eliza Lillias Page.

##### FOURTH YEAR'S CLASS.

Jessie S. Aldrich,  
 Mary E. Anderson,  
 Maria F. A. Carr,  
 Cora E. Dike,  
 Carrie M. Egerton,  
 Amanda C. Ellison,

Mabel F. Hines,  
 Minnie L. Hobart,  
 L. Gertude Howes,  
 Adelaide A. Jacobs,  
 Margaret A. Knox,  
 Frances E. Leahy,  
 Julia D. Marliave,  
 Cressy McKay,  
 Ida C. Merriam,  
 Eliza W. Noyes,  
 L. L. Smith,  
 Helen C. Steele,  
 Ellen A. Stone,  
 Ida F. Taylor,  
 Esther M. Young.

##### THIRD YEAR'S CLASS.

Ellen M. Abbott,  
 Georgiana Allen,  
 Mary Emma Ames,  
 Martha L. Andrews,  
 Valetta I. Bailey,  
 Frances E. Ball,  
 Minnie F. Bell,  
 Florence J. Bigelow,  
 Elizabeth F. Billings,  
 Minnie L. Blodgett,  
 Clara H. Booth,  
 Margaret C. M. Brawley,  
 Sarah A. Brown,  
 Mary L. Browning,  
 Helen Eugenia Bruce,  
 Josephine A. Buckman,  
 Emma W. Bumstead,  
 Helen Burgess,  
 Jennie M. Carney,  
 Lizzie S. Chadbourne,  
 Emma E. Chase,  
 Jennie A. Cheney,  
 Emma M. Cleary,  
 Anne A. Clifford,  
 Ada F. Cline,  
 Alicia I. Collison,  
 L. L. Cooke,  
 Mary E. Coursey,  
 Flora I. Crooke,  
 Frances F. Cullen,

M. T. Cunningham,  
 S. W. Curtis,  
 Gertrude Darling,  
 Alice G. Dolbeare,  
 C. M. Dudley,  
 Sarah B. Ellithorpe,  
 Rebecca F. English,  
 Julia A. Evans,  
 Mary E. Flynn,  
 Mary E. Foster,  
 Lizzie M. Fuller,  
 Emma L. Gale,  
 Katharine W. George,  
 S. E. Geyer,  
 Florence E. Guinness,  
 Emma C. Gogin,  
 Mary A. Goodwin,  
 Annie C. Gott,  
 Sarah A. Gray,  
 Eleanor A. Hall,  
 C. A. Harlow,  
 Lelia R. Haydn,  
 Alice F. Haynes,  
 Clara Hersey,  
 Louie H. Hinckley,  
 Belle B. Hinman,  
 Evvie T. Holmes,  
 Mary E. Ide,  
 Mary F. Jones,  
 Mary E. Josselyn,  
 Jennie J. Kendall,  
 Ella F. Lanning,  
 Emma F. Leland,  
 Cora E. Leonard,  
 Mary S. Locke,  
 Florence H. Logan,  
 L. I. Mackie,  
 Marietta R. Mann,  
 L. McBride,  
 Sarah J. McLaughlin,  
 Lucy J. Mellen,  
 Evelyn E. Morse,  
 Lucy M. Morse,  
 Jennie Mullaly,  
 Katie A. T. Murtagh,  
 Rose E. Nann,  
 Alice P. Nowell,

Mary L. Ordway,  
 Sarah A. Overend,  
 Alice W. Palmer,  
 J. K. Parrott,  
 F. G. Patten,  
 Alice C. Phalon,  
 Caroline E. Pierce,  
 Mary E. Pitcher,  
 F. K. Plummer,  
 Mary A. Plummer,  
 Mary D. Priest,  
 Sarah H. Robbins,  
 Ella A. Ross,  
 Mary E. Schafer,  
 Effie D. Sherman,  
 Sophia A. Shute,  
 J. M. Snow,  
 L. F. Stevens,  
 Julia Stone,  
 Winella U. Stratton,  
 Alma E. Strout,  
 Sarah Stumpf,  
 L. B. W. Sutherland,  
 Mary E. Symonds,  
 Grace G. Tenney,  
 Mary A. Titcomb,  
 Mary E. Titus,  
 Mary J. Vinal,  
 Mary Ward,  
 Annie W. Weston,  
 M. Emma Weston,  
 L. D. Whidden,  
 Annie A. White,  
 Marcella G. White,  
 Florence A. Whiton,  
 Martha F. Wright.

## ROXBURY HIGH SCHOOL.

*Boys.*

Harry Franklin Adams,  
 Charles Frederick Bardenhoff,  
 William Frederick Berry,  
 Louis L'Ecluse Browne,  
 William Robert Cordingley,  
 John Edward Costello,  
 Joseph Isaac Engel,

William Augustus Faxon,  
 William Parker Fowle,  
 William Gray,  
 Edward Carroll Hodges,  
 Joseph Barnard Holbrook,  
 William Cooper Hunneman,  
 Henry Dudley Klous,  
 George Henry Lang,  
 Clarence Jenness Libby,  
 John Francis Lockney,  
 George Ellis Munroe,  
 Charles Edward Parry,  
 Freeman Gill Rice,  
 Frank Rumrill,  
 James Francis Ryan,  
 Frank Edward Ryerson,  
 Michael James Scanlan,  
 George Stephen Stockwell,  
 Arthur Howard White,  
 Samuel Williams.

*Girls.*

Elizabeth Ellen Aull,  
 Mary Heywood Bean,  
 Ellen Hadley Bowdlear,  
 Elizabeth Cotter,  
 Carrie Walker Curtis,  
 Mary Emma Deane,  
 Agnes Dibblee,  
 Eliza Theresa Grand,  
 Lydia Jane Hart,  
 Katharine Haynes,  
 Mary Kellock Hewitt,  
 Ellen Willietta Leavitt,  
 Emma Louise Merrill,  
 Josephine Russell Morrill,  
 Harriet Davenport Mulliken,  
 Julia Mary Murphy,  
 Fannie Louise O'Connell,  
 Abbie Durant Parker,  
 Mary Olive Pike,  
 Lucretia Pishon,  
 Francena Ella Rider,  
 Margaret Barbara Scarlett,  
 Emma Cora Shaw,  
 Ella Jeannie Shedd,  
 Addie Martha Smith,

Salome Anthony Waite,  
 Abbie Elizabeth White.

## DORCHESTER HIGH SCHOOL.

## CLASSICAL COURSE.

Harold Chessman Childs.

## FOUR YEARS' COURSE.

*Boys.*

Walter Miles Baynton,  
 Arthur Elliot Sproul,  
 Willie Gardner White.

*Girls.*

Lillian Howard Horton,  
 Edith Lee Preston,  
 Elizabeth Benson Mann.

## THREE YEARS' COURSE.

*Boys.*

William B. Allbright,  
 Charles Henry Bent,  
 Henry Chadbourn,  
 Edward Augustus Hemmenway,  
 Joseph Kirk,  
 William Brown Perrin,  
 James Leavitt Robinson,  
 Charles Augustus Ufford.

*Girls.*

Abby Ella Barlow,  
 Ageones Alvira Brooks,  
 Harriet Maria Cook,  
 Elizabeth Caroline Edwards,  
 Emma Martha Estabrooks,  
 Mary Emma Goodale,  
 Louisa Eliza Hersey,  
 Elizabeth Carroll Hills,  
 Eleanor Hayes Merriam,  
 Minnie Louisa Nichols,  
 Annie Freeman Ordway,  
 Clara Porter,  
 Ida Thankful Spargo,  
 Mary Jane Whitney,  
 Julia Bartlett Worsley.

## CHARLESTOWN HIGH SCHOOL.

## FOUR YEARS' COURSE.

*Boys.*

Albert C. Aldrich,  
 Arthur P. Currier,  
 Philip J. Doherty,  
 Howard F. Doane,  
 Frank F. Murdock,  
 Edwin D. Libley,  
 George E. Sturtevant.

*Girls.*

Josephine E. Copeland,  
 Persis A. Dodge,  
 Anne P. Edmands,  
 Hattie A. Fogg,  
 Ida M. Gale,  
 Lydia E. Happeny,  
 Abby S. Hapgood,  
 Matilda H. S. Lombard,  
 Jennie A. Lothrop,  
 Sarazetta I. M. Mallard,  
 Effie C. Melvin,  
 Addie F. Taylor,  
 Flotella M. Tibbetts,  
 Maria L. Turner,  
 Cora A. Wiley.

## THREE YEARS' COURSE.

Henry E. Ballew,  
 John F. Deahy,  
 Albert S. Happeny,  
 Asa L. L. Hatch,  
 Arthur J. Merriam,  
 Charles D. Sawin,  
 Samuel E. Sawyer,  
 Edward O. Smith,  
 Charles W. Talpey.

*Girls.*

Susie J. Chapman,  
 Amoritta E. Esilman,  
 Martha C. Estee,  
 Annie L. Murphy,

Nellie H. Parker,  
 Mary E. Perkins,  
 Minnie J. Potts.

## WEST ROXBURY HIGH SCHOOL.

Jessie C. Dennett,  
 Mary E. Driscoll,  
 Mary A. McLaughlin,  
 Fannie I. Nutter,  
 Maggie E. Winton,  
 F. Addie Witherbee,  
 Anna Isabel Wright.

## BRIGHTON HIGH SCHOOL.

Emma Swazey Davis,  
 Eva Maria Ross.

## ADAMS SCHOOL.

*Boys.*

John G. Allen,  
 Charles G. Bencker,  
 Frank B. Converse,  
 James H. Cullen,  
 William J. Doherty,  
 Henry N. Greeley,  
 Frank A. Harwood,  
 Frank Huckins,  
 Frederick R. King,  
 Thomas A. Lambert,  
 Cornelius J. McCarthy,  
 J. Howard Thompson,  
 Robert W. Wilson.

*Girls.*

Fidelia A. Adams,  
 Nellie Bennett,  
 Ida P. Brown,  
 Marion E. Close,  
 Emma J. Ferguson,  
 Nellie L. Fowle,  
 Florence E. N. Levenseler,  
 Mariella Metcalf,  
 Nellie P. Norcross,



Emily T. Parker,  
 Laura B. Sears,  
 Jennie H. Skillings,  
 Amelia R. Vives,  
 Annie F. Washburn,  
 Barbara A. Wiegand,  
 Vina A. Wiley.

#### ANDREW SCHOOL.

Joseph A. W. Goodspeed,  
 Arthur O. Orne,  
 Robert M. Smith,  
 George A. Stewart,  
 James William Ring.

#### BENNETT SCHOOL.

##### *Boys.*

John Dunlavy,  
 Robert Hooker,  
 Louis Jackson,  
 Edward P. Mulstoon,  
 Herbert Osborn,  
 Edgar P. Rice.

##### *Girls.*

Sarah R. Brock,  
 Lizzie J. Chapman,  
 Katie Dunphy,  
 Katie Derrick,  
 Julie R. Elton,  
 Mary E. Faxon,  
 Mary L. Gooch,  
 Wilhelmina Harding,  
 Susan E. Flynn,  
 Sarah E. Murphy,  
 Annie L. Phelan,  
 Lillian B. Ricker,  
 Lillie A. Walker.

#### BIGELOW SCHOOL.

Forrest R. Austin,  
 Edward M. Baker,  
 Charles A. Baker,  
 James J. Clifford,  
 Charles H. B. Dalrymple,  
 George P. Dane,

Cornelius J. Driscoll,  
 Clarence E. Foss,  
 Wilbur S. Fisk,  
 Walter H. French,  
 George R. Gardner,  
 Stanton I. Hanson,  
 John A. Hasselbrook,  
 Thomas J. Hurley,  
 Henry F. Langley,  
 Chalmers H. Libbey,  
 Frank E. Marston,  
 Fred W. McConnell,  
 Edward E. Morse,  
 James H. Murphy,  
 John P. C. Neal,  
 Augustus Nickerson,  
 Matthew H. Nihill,  
 Walter D. Parks,  
 Henry J. George,  
 Daniel T. Hinckley,  
 Joseph Kohler, Jr.,  
 Francis A. Shea,  
 Frank P. Stengel,  
 George W Taylor,  
 Edward B. Wheeler.

#### BOWDITCH SCHOOL.

Maria B. Brennan,  
 Margaret J. Crilley,  
 Mary E. Dennis,  
 Mary F. Doyle,  
 Ellen T. Driscoll,  
 Jesse C. Duganne,  
 Mary E. Ford,  
 Catherine E. Harrington,  
 Ellen F. Hegarty,  
 Emma J. Kieley,  
 Annie E. Linnehan,  
 Mary A. C. Murphy,  
 Elizabeth M. Patterson,  
 Elizabeth Scheinfeldt,  
 Margaret B. Sweeney.

#### BOWDOIN SCHOOL.

Hattie L. Ballou,  
 Maude M. Benson,

Marie E. Boniface,  
 Florence L. Bragdon,  
 Mary K. Bryant,  
 Harriet M. Clapp,  
 Margaret E. Cogan,  
 Annie E. Churchill,  
 Amelia Collatt,  
 Adelaide B. Crowell,  
 Ida M. Curtis,  
 Alice P. Dole,  
 Sarah W. Dole,  
 Emma A. Edgerly,  
 Norma A. Edgerly,  
 Annie M. Foote,  
 Carrie E. Gove,  
 Ella M. Hadley,  
 Ellen C. Hall,  
 Serena R. Haskins,  
 Olive A. Hoitt,  
 Mary E. Keleher,  
 Alice E. McKirdy,  
 Lizzie L. Moore,  
 Martha O. Paine,  
 Anna C. Randolph,  
 Catherine A. Renton,  
 Grace H. Robinson,  
 Clara B. Robison,  
 Etta F. Smith,  
 M. Etta Thornton,  
 Estelle H. Warner,  
 Bertha B. Wolfe,  
 Emma C. Wright.

## BRIMMER SCHOOL.

James Ayres,  
 Charles H. Barnes,  
 Frank H. Britten,  
 Henry Bugbee,  
 Arthur F. Burnell,  
 John H. Conway,  
 Timothy J. Curtis,  
 George E. Dupee,  
 William W. Fenn,  
 Elmer E. Fields,  
 Thomas F. Gallagher,  
 Louis F. Gray,

Walter D. Hand,  
 George Hoffert,  
 Edwin P. Jaquith,  
 Walter B. Jordan,  
 Thomas A. Lynch,  
 Edward T. Merritt,  
 Frank E. Mills,  
 Frank O'Brien,  
 George H. Page,  
 Frank I. Paradise,  
 Clarence A. Pendleton,  
 Alonzo W. Pollard,  
 Albion S. Pollard,  
 Homan Erfurth Reed,  
 George T. Roberts,  
 Charles Schneider,  
 Victor L. A. Seche,  
 Thomas B. Shea,  
 Gustavus L. Spaulding,  
 Isaac D. Spitz,  
 Gottlieb Sutemeister,  
 Edward L. Underwood,  
 Otis A. Wilson,  
 Harvey T. Wing.

## BUNKER HILL SCHOOL.

*Boys.*

William P. Dolan,  
 James M. Elliott,  
 Marcella S. Field,  
 Horace K. Fowler,  
 Thomas J. Kenney,  
 James Lund,  
 Webster L. Melvin,  
 Thomas F. Murphy,  
 John M. Spear,  
 Woodbury L. Towle,  
 Frank L. Whittemore.

*Girls.*

Mary L. Clark,  
 Nellie A. Fitch,  
 Abbie E. Harley,  
 Evelyn O. Haynes,  
 Edith F. McCandis,  
 Carrie R. Price,

Laura L. Perham,  
Elizabeth J. Riordan,  
Charlotte E. Stone,  
Carrie A. Varney,  
Annie L. Tillson.

## CENTRAL SCHOOL.

*Boys.*

George A. Albro,  
Walter E. Bullard,  
Frank J. Lockwood,  
Prentiss H. Manning,  
Thomas J. McDonald,  
Takeo Mitznoka,  
George W. Richardson,  
Frank A. Richardson,  
Thomas J. Shea,  
William G. Smith,  
Charles P. Weld.

## CHAPMAN SCHOOL.

*Boys.*

Oliver N. Brown,  
George S. Crawley,  
Andrew B. Hussey,  
Fred E. Kendall,  
Robert J. Knox,  
George J. McCarthy,  
A. S. Newman,  
Alfred W. Otis,  
William T. H. Pease,  
Charles W. Phillips,  
Willis P. Ryder.

*Girls.*

Marion F. Adams,  
Lucy H. Crawley,  
Gertrude Hall,  
Cora E. Hopkins,  
Ida McLaren,  
Mary B. Morse,  
Carrie I. Young.

## COMINS SCHOOL.

*Boys.*

Charles H. Arnold,  
Frederick W. Brown,  
James Brandly,  
D. Raymond Campbell,  
Patrick J. Cody,  
William H. Donald,  
Julius Frackers,  
Frank B. Green,  
Charles C. Gibbs,  
George Hendry,  
Edward C. Kelly,  
John J. Kiernan,  
George R. McCarthy,  
Lawrence J. A. McCarty,  
William B. McWeeny,  
James M. Maledy,  
Charles L. Merguire,  
Thomas F. Mullen,  
Herman F. Schmidt,  
Frank P. Sharkey,  
George Sigwart.

*Girls.*

Louise M. Albrecht,  
Wilhelmina Albrecht,  
Maggie S. Bullard,  
Lydia E. Connery,  
Annie T. Clark,  
Mabel A. Drew,  
Maggie E. Finneran,  
Elizabeth A. Finneran,  
Naomi M. Fernald,  
Maggie Flynn,  
Ellen E. Fay,  
Maggie T. Gilligan,  
Johanna Gerrity,  
Katie Hagezcky,  
Katie Mahoney,  
Sarah McNulty,  
Pauline M. Neputh,  
Susie M. Purcell,  
Jennie E. Schraeffel,  
Agnes Seiberlich.

## DEARBORN SCHOOL.

*Boys.*

Alfred Osborn Baker,  
 John Aiken Barker,  
 Walter Ashley Brice,  
 Walter Gay Clark,  
 William Henry Conroy,  
 George Walter Curtis,  
 Robert Draper Gould,  
 William James Graham,  
 Jonathan Howard Hasbrouck,  
 Frank W. Low,  
 John Andrew Magee,  
 George Harvey Mathews,  
 Andrew Flaherty McDermott,  
 Franklin Knights Osgood,  
 John Matthew Park,  
 Harry Clifton Piper,  
 Edwin Walter Shedd,  
 Charles Warren Swan,  
 John Sumner Thomas,  
 Alfred Harris Walker.

*Girls.*

Gertrude Matilda Aull,  
 Mary Jane Austin,  
 Mary Louise Bacon,  
 Josephine Rebecca Cole,  
 Ellen Elizabeth Corcoran,  
 Mary Lucilla Farrington,  
 Louisa Henriette Fries,  
 Ida Hunneman,  
 Nellie Josephine McMorrow,  
 Louisa Augusta Nicholass,  
 Jennie Estella Peterson,  
 Ida May Presby,  
 Lydia Ella Tonkin,  
 Addie Lucina Webster.

## DUDLEY SCHOOL.

Hattie A. Andrews,  
 Sarah O. Batchelder,  
 Annie C. Batchelder,  
 Sarah K. Bates,  
 Helen L. Backup,  
 Caroline D. Bere,

Mary E. Brooks,  
 Louisa A. Devereux,  
 Minnie L. Downey,  
 Lizzie W. Hitchcock,  
 Lillian F. Holland,  
 Catharine A. Keefe,  
 Mary E. Keefe,  
 Nellie I. Lapham,  
 Amelia F. Lindsay,  
 Ellen T. Murray,  
 Mary C. Parker,  
 Arabella L. Whiteland.

## DWIGHT SCHOOL.

Fred G. Adams,  
 Marshall P. Adams,  
 Frank L. Andrews,  
 Arthur P. Ayling,  
 Joseph P. Bassett,  
 Charles I. Bliss,  
 William N. Borden,  
 Arthur F. Currier,  
 George C. Dickson,  
 George E. Doty,  
 Charles W. Dudley,  
 James E. Elms,  
 James W. Fosdick,  
 Alonzo H. Fraser,  
 Thomas E. Ginty,  
 William T. Glidden,  
 Percy S. Grant,  
 Arthur A. Hartshorn,  
 George H. Heilbron,  
 Arthur Howland,  
 James H. Hutchings,  
 Robert L. Ide,  
 Edward P. James,  
 Edward P. Lamb,  
 John J. Levins,  
 Samuel H. Levy,  
 David F. McGilvray,  
 Charles E. Morey,  
 Richard A. Newell,  
 George H. Page,  
 George W. Peabody,  
 Frank B. Reynolds,



Channing Rust,  
 Charles H. Salmon,  
 George F. Spalding,  
 John E. Steere,  
 William A. Stephens,  
 Henry S. White,  
 Eugene H. Wiggin.

## ELIOT SCHOOL.

Myer Anthony,  
 Joseph Balch,  
 Clifton N. Barber,  
 Peter T. Blake,  
 William Busted,  
 Charles E. Clemens,  
 William H. Coggin,  
 Dennis H. Collins,  
 James W. Cotter,  
 Timothy J. Crowley,  
 Chas. J. Cunningham,  
 Chas. J. Dever,  
 Danl. J. Doherty,  
 Chas. J. Dolan,  
 Manuel J. Ferry,  
 Jas. T. Fitzgerald,  
 Owen P. Fitzpatrick,  
 Cornelius B. Flynn,  
 George Gourley,  
 Martin G. Griffin,  
 Alfred T. Hanson,  
 Harry H. Howard,  
 James J. Lawless,  
 William J. Leonard,  
 William J. Lynch,  
 Walter B. Mahan,  
 Charles E. Manchester,  
 David F. Moreland,  
 Charles F. Morse,  
 William S. Murphy,  
 John F. O'Brien,  
 Frank H. O'Connor,  
 Bernard H. Rice,  
 John J. Ryan,  
 Eben R. Scott,  
 John E. Sheehan,  
 Thomas J. Watts.

## EVERETT SCHOOL.

Lizzie C. Adlam,  
 Hattie Viola Arnold,  
 Clara Belle Andrews,  
 Rhoda Maria Baldwin,  
 Alice T. Blanchard,  
 Annie Louise Brewer,  
 Kate Johnson Brigham,  
 Carrie Frances Carruth,  
 May Estelle Cobb,  
 Florence Cobb,  
 May Louise Cragin,  
 Mary Louise Darling,  
 Josephine Davis,  
 Theresa Dowling,  
 Ida B. Driggs,  
 Elizabeth M. Eustis,  
 Louise Marston Farwell,  
 Lucretia M. Gardner,  
 Katie Gertrude Gannett,  
 Elizabeth H. Gould,  
 Carrie E. Gray,  
 Martha W. Hanley,  
 Alice M. Harris,  
 Amy Louise Harrington,  
 Mary F. Hearn,  
 Grace Kennard,  
 Ida Louise Leary,  
 Mary J. Levins,  
 Sarah M. Macomber,  
 Elizabeth Holmes Merrill,  
 Helen W. Mills,  
 Susie Alice Milliken,  
 Isabella Eugenie Nims,  
 Jesse Parsons,  
 Mary Annie Peabody,  
 Emma S. Reeve,  
 Cora Emma Sibley,  
 Lucy J. Smith,  
 Lucy H. Smith,  
 Alice Eaton Stevens,  
 Katie A. Slattery,  
 Carrie D. Walker,  
 Emma S. Whiton,  
 Sarah Elizabeth Wiggin,  
 Marianna Winslow,  
 Edith Gertrude Willard,  
 Mattie L. Young.

EVERETT SCHOOL,  
DORCHESTER.*Boys.*

Charles E. Allen,  
Lawrence F. Connor,  
William L. Hall,  
Hammond V. Hayes,  
Walter E. Hopkins.

*Girls.*

Nellie J. Connor,  
Hattie A. Darling,  
Jessie F. Emery,  
Lillie T. Gray,  
Hattie M. Ware,  
Nellie S. Wheelock,  
Mabel A. Vaughn.

## FLORENCE SCHOOL.

Addie E. Childs,  
Sarah J. Dunn,  
Clara Moffette,  
Marion Seaverns.

## FRANKLIN SCHOOL.

Fannie A. Baldwin,  
Minnie B. Corr,  
S. Addie Dorman,  
Alice G. Egerton,  
Mabel C. Frost,  
Agnes P. Hale,  
Florence A. Kingsbury,  
Mary J. Libbey,  
Carrie L. Pycott,  
Josie F. Reed,  
Carrie P. Ward,  
Mary L. Williams,  
Carrie A. Allen,  
Rebecca H. Bird,  
Sarah J. Bradford,  
Maria G. Brett,  
Anna J. Bridgman,  
Sarah E. Brown,  
Annie L. Busiel,  
Maria A. Coffey,

Annie M. Eaton,  
Mariette Frost,  
Gertrude R. Hatchman,  
Emma E. Hewes,  
Maude G. Hopkins,  
Lily A. Lawrence,  
Carrie M. Lyons,  
Emily G. Morgan,  
Florence A. Perry,  
Carrie F. Plaisted,  
Fannie E. Stone,  
Augusta Summerfield,  
Lucy E. Wentworth,  
Rosa White,  
Nellie A. Willis,  
M. Carrie Willis,  
Minnie Young.

## GASTON SCHOOL.

Clara L. Andrews,  
Clara I. Bowden,  
Ardella Bartlett,  
Euphemia B. Bertram,  
Elizabeth R. Cummings,  
Rachel Christian,  
Fannie H. Culver,  
Adeline W. Eastman,  
Emma R. Goodnough,  
Ida E. Hall,  
Jessie F. Hatch,  
Helena J. Howe,  
Clara H. Meins,  
Lizzie M. McKenzie,  
Lulu A. Proctor,  
Minnie Smallwood,  
Clara A. Sharp,  
Lizzie H. Ventress,  
Marie Lizzie Weston,  
Mary E. Woodburn,  
Mary E. Wilkinson,  
Arabella B. Wood.

## GIBSON SCHOOL.

*Boys.*

William H. Dunlap,

Walter R. Morse,  
Herbert Ames Tucker.

*Girls.*

Emilie Bauch,  
Charlotte P. Clark,  
Annie E. Clarkson,  
Elizabeth S. Jones,  
Mary E. Lapham,  
Elizabeth A. Love,  
Elizabeth B. Sanford.

HANCOCK SCHOOL.

Celia J. Burke,  
Lizzie F. Callahan,  
Bridget F. Cox,  
Mary J. T. Drew,  
Mary E. Flaherty,  
Katie M. F. Fletcher,  
Lavina F. Giberson,  
Annie J. Greer,  
Katie J. Hannigan,  
Sarah E. A. Kelley,  
Mary E. L. Kelley,  
Agnes C. Kidney,  
Ellen G. Kingston,  
Josephine E. Ludlow,  
Bridget T. Magrath,  
Annie G. Marshall,  
Mary L. McCabe,  
Sarah A. McCafferty,  
Ellen M. Maloney,  
Lillie E. Parsons,  
Margaret J. Scanlon,  
Rosie E. Sullivan,  
Emma J. Taylor,  
Juliet F. W. Wren.

HARRIS SCHOOL.

*Boys.*

Edward S. Benedict,  
Edwin J. Lewis,  
Bernard Martin,  
Charles A. McCurdy,  
O. Atherton Shepard.

*Girls.*

Emma E. Buckpitt,  
Alice A. Burditt,  
Rose M. Cutter,  
Mary C. A. Flusk,  
Anna Elizabeth Howe,  
Harriet A. McCurdy,  
Mary M. Smith,  
Annie J. Stackpole,  
Nellie C. Stowell.

HARVARD SCHOOL, CHARLES-  
TOWN.

*Boys.*

Brainard A. Andrews,  
William E. Bray,  
George W. Bunnell,  
George E. Byram,  
Frank A. Carlton,  
Robert C. Claus,  
William F. Cunningham,  
John E. Curry,  
Winthrop L. Hamilton,  
George R. Jacobs,  
Edwin F. Johnson,  
Sylvanus R. Kneeland,  
Edwin B. Manning,  
Herbert E. Murdock,  
Webster Norris,  
George H. R. Preble,  
Wilson R. Richardson,  
James Savage,  
James Walker. Jr.,  
Fred J. Whiting.

*Girls.*

Lizzie C. Calahan,  
Carrie I. Coll,  
Isabel E. Conant,  
Julia A. Dillon,  
Julia E. Harrington,  
Lizzie G. Morse,  
Hattie E. Powers,  
Abbie L. Regan,  
Ellen M. Reilly,  
Maria E. Sullivan,

Mary E. Sweeney,  
Maud M. Turner,  
Mary L. Walker,  
Katie E. Wall,  
Lana J. Wood.

## HARVARD SCHOOL, BRIGHTON.

*Boys.*

Edward N. Dupee,  
Charles H. Read.

*Girls.*

Elizabeth L. Brown,  
Cecilia Kendall,  
Abbie E. Wild,  
Viana F. Wilkins.

## HILLSIDE.

Anna Jane Barton,  
Margaret Helen Buchanan,  
Annie May Hogan,  
Edith Martha Merriam,  
Susie Etta Perkins,  
Hattie Maria Phelps,  
Minnie Louisa Spindler,  
Marion Adelaide Stockman,  
Ella Cora Talbot.

## LAWRENCE SCHOOL.

Thomas W. Buckley,  
Frank V. Coleman,  
Charles J. Collins,  
James J. Connolly,  
John A. Curran,  
Michael J. Duran,  
George H. Ferdinand,  
William H. Glover,  
Charles A. Hoyt,  
Richard T. Hutch,  
Francis D. Kehew,  
Charles A. Kelley,  
John T. J. Kelly,  
William J. Kelly,  
Thomas A. Kennedy,

William J. King,  
Patrick J. Manning,  
James J. McCarthy,  
Timothy J. McCarthy,  
John J. McNamara,  
Murty J. Mullen,  
Joseph J. Murray,  
Jeremiah J. Nunan,  
Joseph B. O'Brien,  
James A. O'Flaherty,  
John J. O'Gorman,  
Dennis J. O'Sullivan,  
Charles A. Peeling,  
Andrew J. Plunkett,  
Alonzo F. Robinson,  
William H. Scully,  
James B. Shortell,  
John J. Stanley,  
Daniel F. Sullivan,  
Bartholomew F. Sullivan,  
Henry J. Walsh,  
Augustus Weiscopf.

## LEWIS SCHOOL.

*Boys.*

Edward Joseph Barrett,  
Andrew Francis Barrett,  
William Jackson Bricknell,  
Charles Glazier Brackett,  
George Albert Burbank,  
William Francis Crowley,  
Albert Thatcher Dow,  
David Graham Hall,  
Frederic Augustus Hodgdon,  
Frederic William Howes,  
Stephen Francis Keenan,  
Jonas Ross Laws,  
Joseph Dwight Nason,  
John Franklin Newton,  
William Prentiss Parker,  
Francis Asbury Perry,  
Samuel Perry,  
Henry Prentiss,  
Charles Spencer Richardson,  
James Edward Rock,  
John William Ryan,



Edward Joseph Sbaughnessy,  
 Frederic Gibbs Stetson,  
 George Henry Weeks,  
 William Robert Wheeler.

*Girls.*

Mary Elizabeth Bell,  
 Susan Jeannette Forrest,  
 Ida Catherine Griffin,  
 Ida Francis Hale,  
 Kate Fullington Higgins,  
 Annie Christina Hudson,  
 Mary Agnes Kenney,  
 Mary Ella Lane,  
 Maggie Teresa Mulcahy,  
 Alice O'Neil,  
 Alma Gardner Paine,  
 Lydia Elizabeth Read,  
 Cora Elizabeth Rice,  
 Carrie Mabel Swett,  
 Labia Crumpton Tedford,  
 Laura Danforth Tedford,  
 Lizzie Augustus Willis,  
 Mary Grace Wilson.

LINCOLN SCHOOL.

Albert E. Brownbill,  
 James A. Blake,  
 William J. Brickley,  
 William H. Branigan,  
 George R. Blinn,  
 Charles B. Cummings,  
 Robert E. Clark,  
 Philip J. Cutter,  
 James V. Divine,  
 Frederic Dunham,  
 Francis H. Downing,  
 William P. Dykes,  
 John J. Morton,  
 Elmer E. Gallagher,  
 Joseph L. Hills,  
 George L. Hutchins,  
 William L. Kelley,  
 George W. McInnis,  
 J. Frederic Meins,  
 William C. C. Matthews,

George P. Morris,  
 Lewis Morris,  
 Edward J. McCarthy,  
 William O'Brien,  
 Sidney M. Parker,  
 Edward B. Spaulding,  
 Louis H. Vincent,  
 Herbert G. White.

LYMAN SCHOOL.

*Boys.*

Thomas A. Barrow,  
 John J. Cadigan,  
 George Hayes,  
 Frank A. Jones,  
 William S. Kenny,  
 James J. Kerrigan,  
 Nathaniel P. McInnis,  
 Arthur A. Snow,  
 Daniel J. Sullivan,  
 Michael N. Sullivan,  
 James H. Taylor,  
 Richard F. Wall,  
 Frank H. Webster,  
 Michael J. Welch.

*Girls.*

Susie P. Chase,  
 Lizzie S. Clive,  
 Emma J. Donaldson,  
 Addie A. Gove,  
 Isabella C. Gradon,  
 Frances F. Lowe,  
 Hattie L. McLane,  
 Mary F. Monahan,  
 Emma J. Niles,  
 Agnes M. Sheeran,  
 Ella J. Smith.

MATHER SCHOOL.

*Boys.*

Louis W. Alexander,  
 James Bacon,  
 William L. Bartlett,  
 Frank W. Dean,  
 Charles E. V. Foster,

Charles E. Hodges,  
Frank P. Roach,  
Charles H. Shepard.

*Girls.*

Edith H. Bailey,  
Lucinda H. Baxter,  
Emma N. Baxter,  
Cora E. Bent,  
Nellie T. Clextton,  
Alice M. Fletcher,  
M. Isabel Gleason,  
Nellie E. Haggerty,  
Mary A. Holleran,  
Katie M. Holleran,  
Lillie F. Jessop,  
Anastasia T. King,  
Carrie A. Shepard,  
E. Grace Sumner,  
Ella M. Webster.

## MAYHEW SCHOOL.

Frederic T. Bradford,  
Joseph F. Brown,  
Robert J. Butler,  
Charles A. Dunan,  
John A. Finnigan,  
James H. Grimes,  
David N. C. Hyams,  
Washington L. Krogman,  
Edward W. Laparle,  
Joseph Lincoln,  
John B. Lynch,  
James M. Mahoney,  
Charles H. Mann,  
Bernard C. McKenney,  
Edward J. McMulkin,  
Frederic G. Moore,  
Daniel P. O'Brien,  
Patrick H. Riley,  
Thomas J. Tansy,  
William J. Tighe,  
Franklin Tompkins,  
Charles Torrey,  
George P. Towle,  
Joseph H. Walle,  
Ralph S. Wentworth,

Henry L. Wilson.

## MINOT SCHOOL.

*Boys.*

George Thomas Cushman,  
Lowell Emerson,  
Horatio Nelson Glover,  
Henry Chenery Richards,  
Patrick Henry Ryan,  
Chester Millard Taylor,  
Albert Sargent West.

*Girls.*

Louisa Butterfield,  
Charlotte Louise Child,  
Martha May Freeman,  
Charlotte Maria Mansir.

## MOUNT VERNON SCHOOL.

*Boys.*

Thomas Francis Lynch,  
William James Noon,  
Armend Billings W. Perkins,

*Girls.*

Bertha Imogene Collicott,  
Minnie Cecilia Hodgman,  
Helen Elizabeth Loveland,  
Alice Sophie Rollins,  
Mary Clapp Richards,  
George French Shaw.

## NORCROSS SCHOOL.

Gertrude A. Blanchard,  
Annie F. Boutell,  
Maggie M. Burke,  
Annie A. Cahir,  
Margaret A. Cochran,  
Agnes M. Cochran,  
Annie G. Collins,  
Mary F. Conway,  
Katie A. Costello,  
Annie B. Cushing,  
Mary E. Darling,  
Katie J. Donovan,  
Ruth E. Gould,

Susie M. Hayes,  
 Alice M. Hennessy,  
 Emma A. M. Lally,  
 Gertrude A. Light,  
 Elizabeth J. McClellan,  
 Carrie A. McClusky,  
 Jennie T. McDonald,  
 Mary L. Merrigan,  
 Ella J. Neal,  
 Sarah B. Pillsbury,  
 Carrie L. Pratt,  
 Maria F. Ramsay,  
 Alma F. Roche,  
 Annie J. Semple,  
 Grace A. Timmins,  
 Teresa A. Usher,  
 Marion E. Webster.

PHILLIPS SCHOOL.

Robert J. Bond,  
 Charles W. Boynton,  
 Charles F. Bruce,  
 Lemuel S. Canning,  
 Wm. O. Comstock, Jr.,  
 Frederick J. Eeles,  
 George W. Evans,  
 George L. Forristall,  
 C. E. French,  
 Arthur F. Going,  
 Charles H. Hayden,  
 Edward P. Ingraham,  
 Edward Johnson,  
 Henry M. Johnson,  
 William T. Johnson,  
 Thomas W. Kelty,  
 Elmore E. Locke,  
 Francis P. Maguire,  
 M. Sylvester Marshall,  
 William T. Moore,  
 Hollis Bowman Page,  
 Joel H. Page,  
 J. Edward Robertson,  
 Albert P. Smith,  
 Alex. P. Seavey,  
 Clair P. Sibley,  
 Cornelius Thomas,  
 William H. Walker.

PRESCOTT SCHOOL.

*Boys.*

Daniel W. Briggs,  
 Frank P. Brooks,  
 Clarence E. Corthell,  
 Thomas A. Curtin,  
 Herbert Drew,  
 Charles E. Foster,  
 Frank E. Harrington,  
 Louis Harrington,  
 William H. Hobson,  
 Frank W. Holmes,  
 Fred R. Kelley,  
 Algernon H. Magune,  
 Daniel J. Shine,  
 Frank A. Small,  
 Samuel Webster,  
 Herbert J. Weeks.

*Girls.*

Victoria M. Bulling,  
 Blanche S. Colby,  
 Lizzie E. Cross,  
 Cora L. D'Arcy,  
 Emma G. Ewell,  
 Martha L. Frame,  
 Hattie J. Hendrick,  
 Laura F. Hodgkins,  
 Mary A. Jenkinson,  
 Louisa Lambirth,  
 Henrietta M. Langell,  
 Mary E. Norton,  
 Emma M. Snelling,  
 Minnie E. Weston,  
 Cornelia I. Woodside.

PRESCOTT SCHOOL, CHARLES-  
 TOWN.

*Boys.*

Timothy Colgan,  
 John Duff,  
 Henry G. Hatch,  
 John F. Hayes,  
 Martin F. Kelley,  
 John Lynch,

Joseph McGarrigle,  
Benjamin Nagle,  
George W. Parker,  
Harry E. Seaver,  
John J. Sullivan.

*Girls.*

Alice E. Bent,  
Annie I. Clark,  
Hannah Callaghan,  
Nellie F. Dickson,  
Edith L. Dill,  
Effie W. Goodnow,  
Ella F. Gould,  
Ellen F. Hadley,  
Virginia S. Hall,  
Jessie E. Junkins,  
Annie S. Josselyn,  
Lizzie E. Lowell,  
Katie L. Murphy,  
Carrie R. Oakes,  
Lizzie A. Pearl,  
Carrie E. Perkins,  
Lottie E. Seavey,  
Mary A. Sheean,  
Mary A. Small,  
Cora J. Stillson,  
Minette D. Stone,  
Mary E. Sullivan,  
Ellen J. Sullivan,  
Sarah J. Welsh.

## QUINCY SCHOOL.

Frank E. Abbott,  
David A. Barry,  
John J. Cahalan,  
John J. Callahan,  
Richard T. Callahan,  
Patrick H. Conway,  
John W. J. Crowley,  
Cornelius H. Donovan,  
Timothy J. Donovan,  
Thomas D. Gleason,  
John T. Hitchcock,  
Joseph C. Jones,  
Michael J. Kelliher,

Francis H. Leonard,  
John J. Linehan,  
David J. Maher,  
John H. Manning,  
Alfred H. Murphy,  
John J. Murphy,  
John H. Newell,  
C. Frederick Peck,  
Wm. Francis Powers,  
John T. Quinn,  
John F. Ryan.

## RICE SCHOOL.

Wendell Phillips Battles,  
Willie L. Benedict,  
Frank W. Bennett,  
Winifred A. Brackett,  
Frank H. Briggs,  
J. Adams Brown,  
John H. Carroll,  
James L. Corr,  
Charles W. Conway,  
George M. Danver,  
William F. Davis, Jr.,  
John F. Eldridge, Jr.,  
Henry G. Fay,  
William P. Farrington,  
Edward H. Finnegan,  
Henry P. Furber,  
Walter P. Gardner,  
Manuel L. Goodhart,  
Horace F. Hill,  
George C. Hoyt,  
Albert R. Kerr,  
Nao Tsgu Kaneko,  
George H. Leatherbee,  
Fred S. Morse,  
Philip Morrill,  
Frank H. Mudge,  
Charles R. Murphy,  
Grant W. Nowell,  
W. F. Paine,  
William A. Reed,  
Edward R. Sanders,  
Nathaniel P. Sherman,  
Walter E. C. Smith,



Moses Summerfield,  
C. Everett Torey,  
Eugene M. Warren,  
James W. White,  
John C. Wild,  
Edward Everett Williams.

#### SHERWIN SCHOOL.

##### *Boys.*

Arthur Stoddard Adams,  
Francis Martin Concannon,  
William Edward Cunningham,  
Cushing Byram Faxon,  
Frank Alfred Hentz,  
James Pierce Hersey,  
George Crowningshield Kingsbury,  
James Thomas Meegan,  
John David O'Connor,  
Daniel Francis O'Connor,  
Forrest Clifton Rivinius,  
Michael John Sheehan,  
Willie Edgar Shaw,  
Antonio John Xavier.

##### *Girls.*

Maggie Elizabeth Brady,  
Ella Woodward Drew,  
Emily Louise French,  
Emma Frances Gallagher,  
Susan Gillies,  
Nellie Gardner Hall,  
Katie Ellen Lyons,  
Alice Gertrude Maguire,  
Harriet Emma McKay,  
Minnie Ann Pratt,  
Harriet Isabella Rich,  
Emma Turner Smith,  
Harriet F. Vincent,  
Louise Antoinette Voisin.

#### SHURTLEFF SCHOOL.

Sarah E. Atkins,  
Nellie T. Barrett,  
Lizzie F. Bartlett,  
Lillie Blaisdell,

Anna E. Bridge,  
Mary J. Brown,  
Florence Cahill,  
Emma F. Clough,  
Josephine S. Cupples,  
Lulu S. Dame,  
Eliza J. Doherty,  
Lucy L. Dolbeare,  
Amy G. Drake,  
Annie S. Dresser,  
Carrie A. Farrell,  
Elizabeth A. Folan,  
Maria A. Folan,  
Ida W. Freeman,  
Addie E. French,  
Adella M. Gilbert,  
Stella A. Hale,  
Evelyn C. Howe,  
Susan J. Holbrook,  
Ella G. Horton,  
Harriet L. Lewis,  
Minnie E. Lord,  
Elvena E. Merrill,  
Susie E. Moore,  
Louis C. Palmer,  
Lillie M. Peck,  
Jennie C. Pollex,  
Margaret F. Reardon,  
Nellie F. Remick,  
Mary F. Savage,  
Clara M. Smith,  
Jennie L. Story,  
Fannie L. Toppan,  
Lucy J. Wait.

#### STOUGHTON SCHOOL.

##### *Boys.*

Edmund Thomas Glover,  
George Leonard Haynes,  
John Lewis Munier,  
George Edgar Pope,  
Abbot Swan Pope,  
William Dean Preston,  
Fred Harris Pope,  
Charles Irving Swain.

*Girls.*

Laura Alice Brooks,  
Jennie Dora Spear.

## TILESTON SCHOOL.

William F. Bird,  
David B. Conness,  
Channing H. Fairbanks,  
Lendo G. Smith.

## WARREN SCHOOL.

*Boys.*

James S. Benn,  
James J. Crowley,  
Charles E. Chapman,  
Frank C. Cutts,  
John E. Davidson,  
Fred W. Holbrook,  
Arthur W. Robinson,  
Fred A. Sawyer,  
Charles F. Seavey,  
Frank A. Smith,  
William H. Smith,  
Edward S. Strand,  
Charles H. Swan,  
Henry C. Todd,  
Frank G. Tomlinson,  
William H. Vivian,  
John P. Whipple,  
Alfred J. Wiggin.

*Girls.*

Laura E. Bickford,  
Mary E. Butler,  
Cora Cutler,  
Mary A. Campbell,  
Grace E. Gassett,  
Nellie F. Knight,  
Julia E. Kelley,  
Hattie Linnell,  
Nellie F. Moody,  
Ella I. Maynard,  
Eunice M. McLoud,  
Maria Naugler,

Clara H. Oakman,  
Lizzie B. Rand,  
Annie E. Smith,  
Annie C. Smith,  
Mary A. Squire,  
Mary E. Shute,  
Grace E. Thompson.

## WASHINGTON SCHOOL.

William Valentine Alexander,  
Augustine Bacon, Jr.,  
Charles Benjamin Coates,  
Charles Austin Danforth,  
Frank Findon,  
Sylvanus Spaulding Goldsmith,  
Nathan Hopkinson,  
Alfred Howard Perkins,  
Walter Everett Rogers,  
Ronald Ardelbert Stuart,  
William Charles Weinz,  
Andrew Francis Whelton,  
Frederic Nathaniel Whitman,  
Ralph Waldo Emerson Wilson.

## WELLS SCHOOL.

Annie E. Biddle,  
Julia E. Blanchard,  
Cassy Clements,  
Susan E. Dame,  
Arackzene G. Fortro,  
Maria D. Hill,  
Hattie M. Johnston,  
Elmah A. Leavitt,  
Ella J. Libby,  
Carrie W. Littlefield,  
Carrie E. Preble,  
Lizzie A. Russell,  
Alice H. Rutledge,  
Annie G. Sprague,  
Fannie E. Starkey,  
Katie E. L. Wells,  
Carrie G. White,  
Eliza J. Wilson,

## WINTHROP SCHOOL.

Nellie M. Allen,  
 Ellen T. Barrett,  
 Cora Blood,  
 Hattie J. Bowker,  
 Emma F. Brackett,  
 Abbie N. Burke,  
 Emma A. Burton,  
 Eliza A. Cassell,  
 Mary A. Cooper,  
 Ella G. Damon,  
 Agnes L. Dodge,  
 Mary E. Dorsche,  
 Mary E. Doyle,  
 Cordelia B. Fenno,  
 Ella F. Fitzgerald,  
 Lizzie J. Fitzgerald,  
 Minnie A. Flagg,  
 Marietta E. Graves,  
 Eloise A. Harney,  
 Mary E. Harriman,  
 Lucy E. Harrington,  
 Vena M. Hichborn,  
 Eugenia Hunt,  
 Ada T. Jennings,  
 Alice F. Jones,  
 Mary E. Libbey,  
 Augusta Louis,  
 Henrietta L. Lowe,  
 Annie T. McAleer,  
 Mary A. McNamara,  
 Adella Mowry,  
 Nina A. Page,  
 Emma B. Perley,  
 Charlotte E. Schneider,  
 Josephine Shea,  
 Mary E. Shea,

Ida Shoninger,  
 Miriam A. Smith,  
 Sara E. Stillings,  
 Elizabeth G. Travis,  
 Maria F. Tufts,  
 Lillian B. Wyman.

WINTHROP SCHOOL,  
CHARLESTOWN.*Boys.*

Garrett J. Barry,  
 Francis E. Bagley,  
 Timothy J. Brinnin,  
 Charles W. Brown,  
 Philip J. Cronin,  
 John P. Clark,  
 Michael J. Doran,  
 Ephraim L. Dodge,  
 Edgar L. Hatch,  
 Eugene H. Hatch,  
 Edward J. Laha,  
 Dennis F. Murphy,  
 Timothy W. Mahoney,  
 William J. Smith.

*Girls.*

Lillie A. Bosworth,  
 C. Bell Colbath,  
 Mary C. Daley,  
 Emma L. Elkins,  
 Amelia A. Groll,  
 Hannah T. Hickey,  
 Katie E. McLaughlin,  
 Lizzie F. Montgomery,  
 Nellie C. Stoddard,  
 Maggie M. Whalen.

# ROSTER

OF THE

## BOSTON SCHOOL REGIMENT.

---

*Colonel.* — W. B. Lawrence. (Latin School.)  
*Lieutenant Colonel.* — W. H. North. (English High School.)

### FIRST BATTALION. — LATIN SCHOOL.

*Major.* — E. Robinson.  
*Adjutant.* — E. W. Shammon.  
*Quartermaster.* — C. P. Nunn.  
*Sergeant Major.* — G. S. Daniels.

#### COMPANY A.

*Captain.* — L. Trull.  
*First Lieutenant.* — A. C. Hayes.  
*Second Lieutenant.* — R. Heard.

#### COMPANY B.

*Captain.* — H. N. Kinney.  
*First Lieutenant.* — C. W. Andrews.  
*Second Lieutenant.* — L. Brett.

#### COMPANY C.

*Captain.* — W. C. Prescott.  
*First Lieutenant.* — H. R. Sargent.  
*Second Lieutenant.* — F. B. Patten.

#### COMPANY D.

*Captain.* — W. W. Coolidge.  
*First Lieutenant.* — E. E. Hayden.  
*Second Lieutenant.* — I. Taft.



## COMPANY E.

*Captain.* — S. Delano.

*First Lieutenant.* — J. G. Morris.

*Second Lieutenant.* — E. W. Newton.

## SECOND BATTALION. — ENGLISH HIGH SCHOOL.

*Major.* — Edward C. Wilde.

*Adjutant.* — Francis S. Allen.

*Quartermaster.* — Edmund R. Grovenor.

*Sergeant Major.* — Fred R. Loring.

## COMPANY A.

*Captain.* — E. C. Miller.

*First Lieutenant.* — C. A. Morse, Jr.

*Second Lieutenant.* — J. M. Gibbons.

## COMPANY B.

*Captain.* — Walter Austin.

*First Lieutenant.* — C. E. Cunningham.

*Second Lieutenant.* — M. T. Denham.

## COMPANY C.

*Captain.* — Nathan D. Clark.

*First Lieutenant.* — Herbert E. Small.

*Second Lieutenant.* — James A. Bouvé.

## COMPANY D.

*Captain.* — G. A. Smith.

*First Lieutenant.* — Geo. W. Bond.

*Second Lieutenant.* — Geo. Adams.

## COMPANY E.

*Captain.* — George B. Mason.

*First Lieutenant.* — Benjamin J. Bowen.

*Second Lieutenant.* — Frank W. Dyer.

## COMPANY F.

*Captain.* — James Boyd.

*First Lieutenant.* — William A. Hopkins.

*Second Lieutenant.* — Howard K. Burgess.

## THIRD BATTALION. — ENGLISH HIGH SCHOOL.

*Major.* — George Nickerson.

*Adjutant.* — William A. Pierce.

*Quartermaster.* — George F. Woodman.

*Sergeant Major.* — F. C. Randall.

## COMPANY A.

*Captain.* — W. A. Earle.

*First Lieutenant.* — Charles H. Utley.

*Second Lieutenant.* — F. F. Taylor.

## COMPANY B.

*Captain.* — William A. Sullivan.

*First Lieutenant.* — Fred H. Lane.

*Second Lieutenant.* — F. P. Taylor.

## COMPANY C.

*Captain.* — Benton Whidden.

*First Lieutenant.* — H. A. Cutler.

*Second Lieutenant.* — Alfred Spear.

## COMPANY D.

*Captain.* — W. A. Brooks.

*First Lieutenant.* — F. F. Baldwin.

*Second Lieutenant.* — Geo. T. Kingman.

## COMPANY E.

*Captain.* — A. K. Bartlett.

*First Lieutenant.* — E. A. Cutler.

*Second Lieutenant.* — W. P. Edmands.

## FOURTH BATTALION.—HIGHLANDS.

*Major.* — A. L. Jacobs (Roxbury High School).

*Adjutant.* — B. Blanchard (Roxbury Latin School).

*Quartermaster.* — J. Kelley (Roxbury High School).

*Sergeant Major.* — George Jackson (Roxbury Latin School).

## COMPANY A.—ROXBURY HIGH SCHOOL.

*Captain.* — C. McDonald.

*First Lieutenant.* — T. Grady.

*Second Lieutenant.* — W. Gay.

## COMPANY B.—DORCHESTER HIGH SCHOOL.

*Captain.* — J. L. Robinson.

*First Lieutenant.* — W. B. Albright.

*Second Lieutenant.* — C. W. Bradley.

## COMPANY C. — ROXBURY HIGH SCHOOL.

*Captain.* — E. Rousemaniere.

*First Lieutenant.* — J. Hutchins.

*Second Lieutenant.* — E. J. Dolan.

## COMPANY D. — ROXBURY LATIN SCHOOL.

*Captain.* — F. Martin.

*First Lieutenant.* — C. Healy.

*Second Lieutenant.* — G. Sergeant.

## COMPANY E. — ROXBURY LATIN SCHOOL.

*Captain.* — L. Hardy.

*First Lieutenant.* — F. Tupper.

*Second Lieutenant.* — C. Driver.

## FIFTH BATTALION. — CHARLESTOWN.

*Major.* — Thomas F. Taff.

*Adjutant.* — W. C. Hunt.

*Sergeant Major.* — J. Robbins.

## COMPANY A.

*Captain.* — George S. Wright.

*First Lieutenant.* — H. A. Bolan.

*Second Lieutenant.* — L. W. Brock.

## COMPANY B.

*Captain.* — J. De Buckananne.

*First Lieutenant.* — George G. Russell.

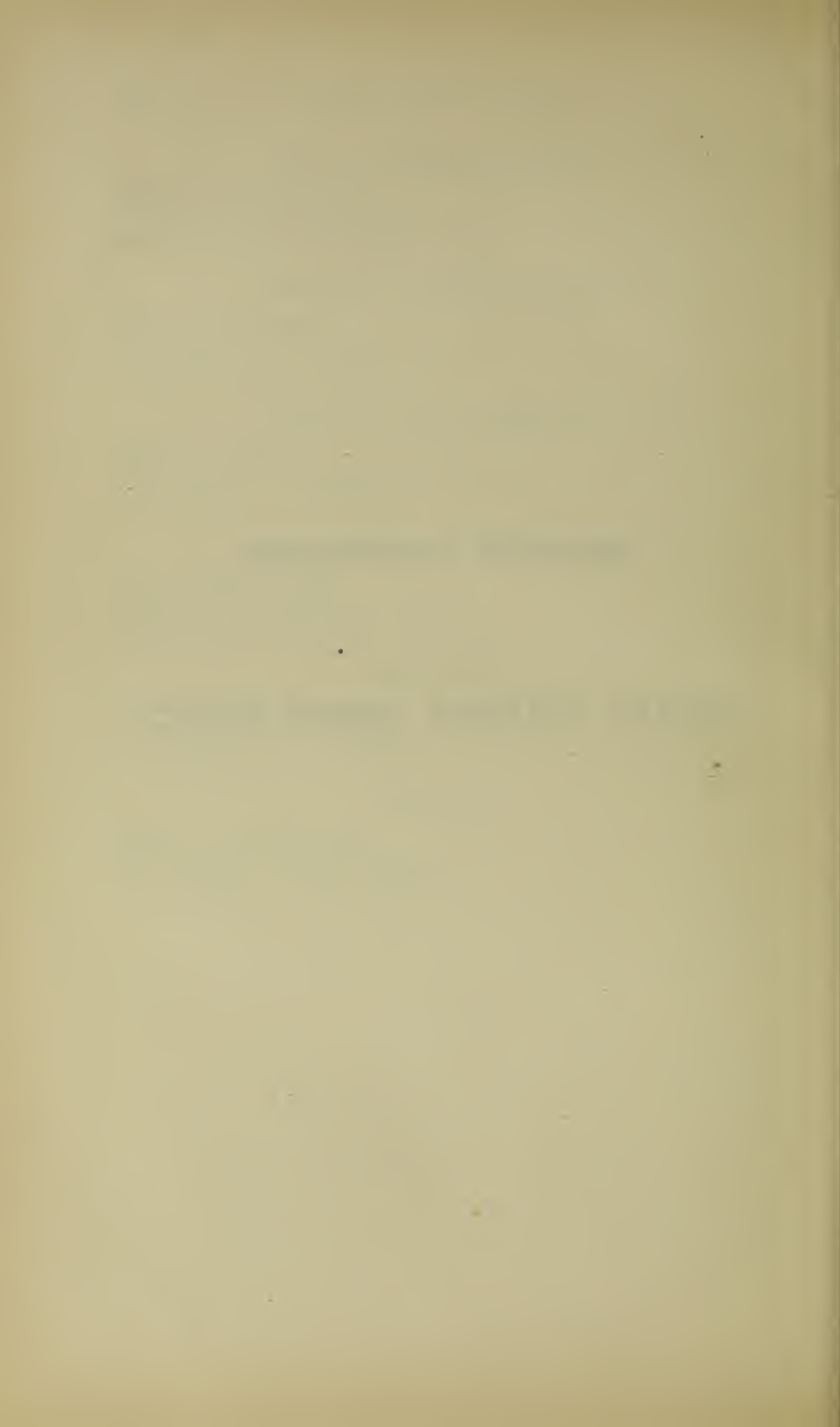
*Second Lieutenant.* — Fred A. Fultz.

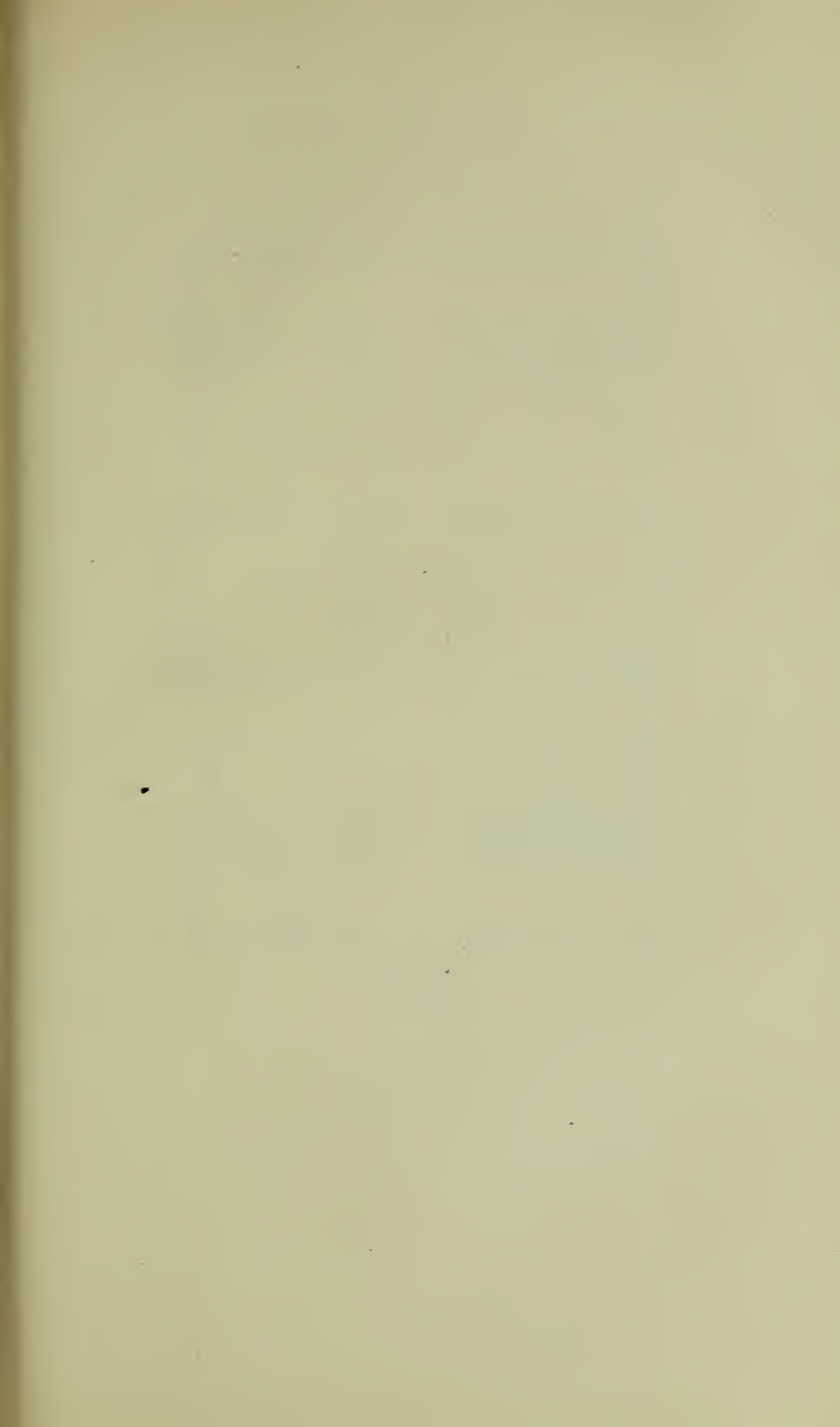
DESCRIPTION AND DEDICATION

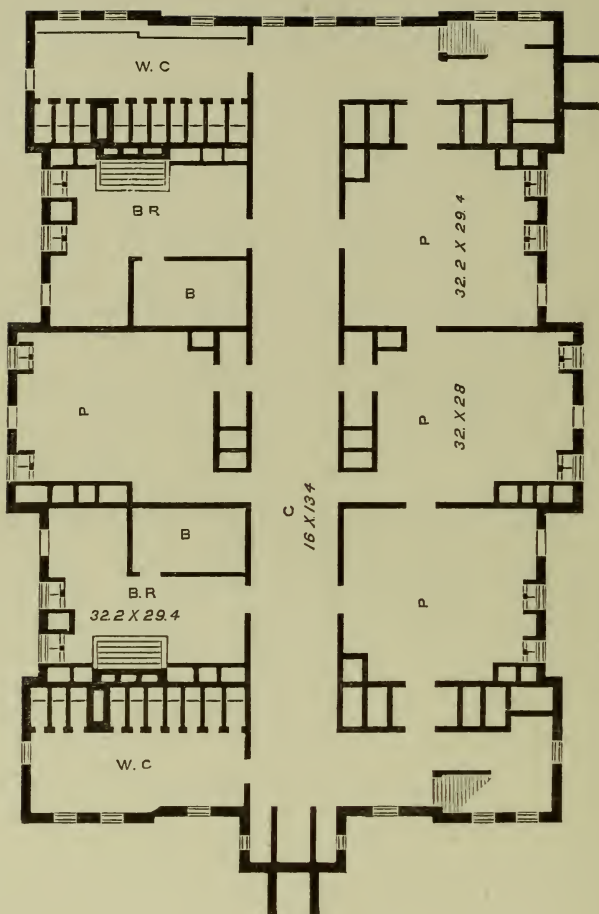
OF THE

DUDLEY GRAMMAR SCHOOL HOUSE.



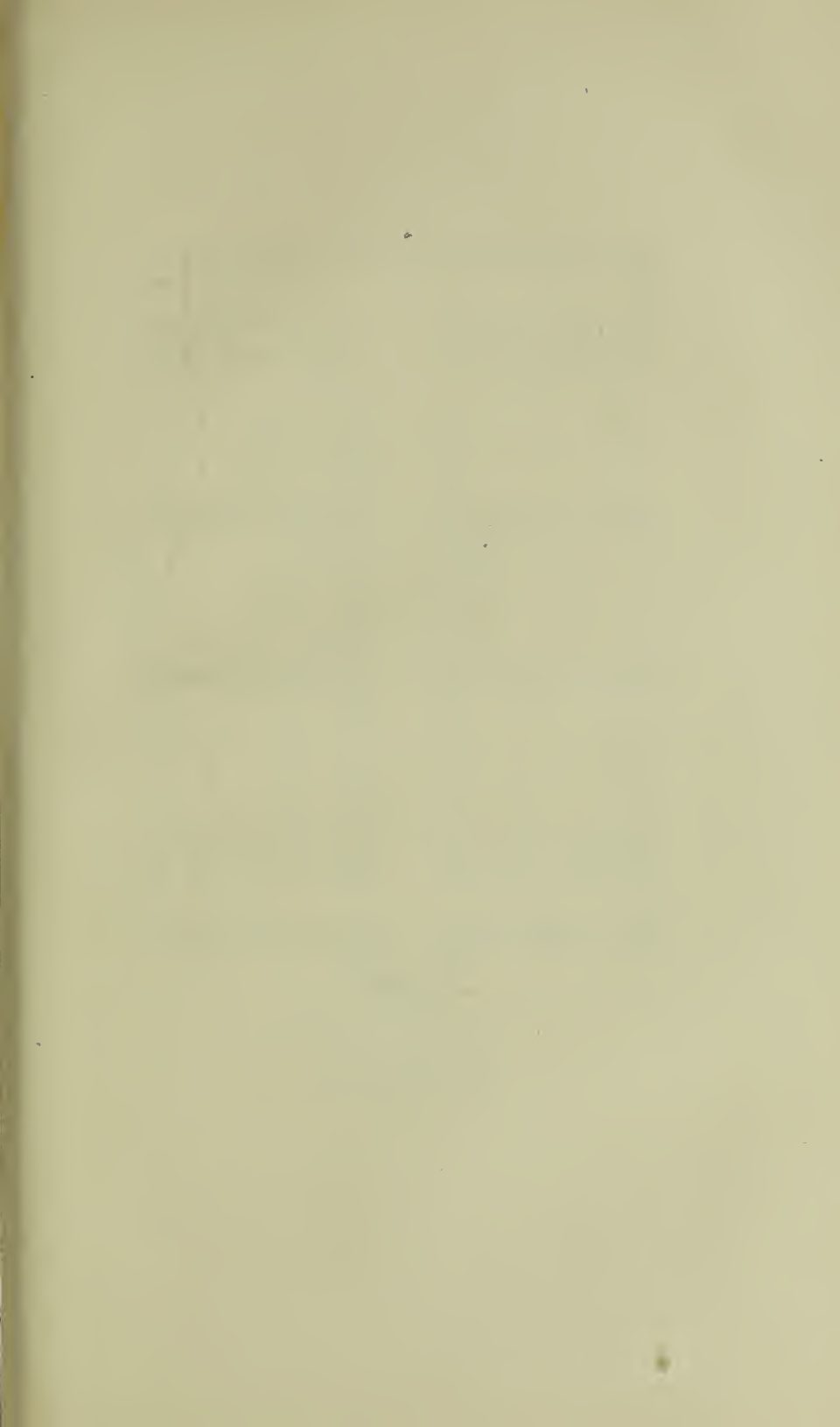






BASEMENT.

- P. Play Room.
- B. R. Boiler Room.
- B. Fuel Room.
- W. C. Water Closets.



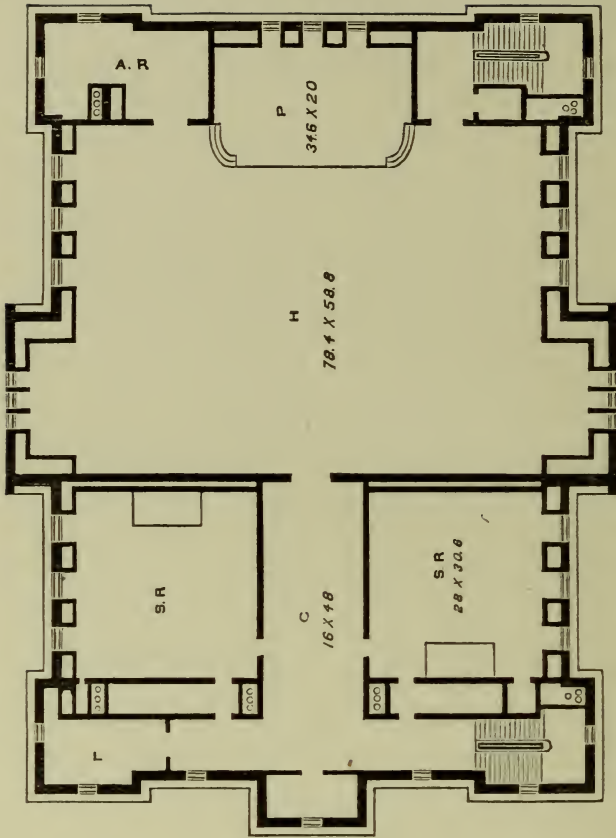




FIRST AND SECOND STORIES.

S. R. School Room.  
 W. Wardrobe.  
 T. R. Teachers' Room.





THIRD STORY.

- H. Exhibition Hall.
- S. R. School Room.
- L. Library.
- A. R. Apparatus Room,

## DUDLEY GRAMMAR SCHOOL-HOUSE.

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### DESCRIPTION.

This commodious and attractive edifice is located on the site of the old City Hall at Roxbury, at the junction of Dudley and Putnam streets. It is of face brick with sandstone trimmings, is two stories above the basement, with a mansard roof, and was designed in the modern gothic style. The plans and specifications were prepared by Louis Weissbein, architect, of this city. A bell tower gives character to the structure, which is finely located and admirably lighted. The lot on which the building is erected contains 26,900 square feet. The extreme length of the building is 138 feet 10 inches, the extreme width is 97 feet 8 inches. The yards are paved; the areas in front of the building form nice grass-plots. There are fourteen large school-rooms, besides the master's office, district committee-room, library, philosophical apparatus-room, and dressing-rooms for the male and female teachers. There are spacious entrances, with two flights of stairs to each story, communicating with halls sixteen feet wide, which extend the whole length of the basement, first and second stories. The halls, corridors, and stairs, being well lighted, give the interior a cheerful and comfortable appearance.



The basement, which is nine and one-half feet in height, contains six brick-floored play-rooms, boiler and coal rooms, and water-closets. There are two separate boiler-rooms constructed with fire-proof walls and ceilings. Currents of hot air, conveyed through metallic pipes, enter the school-rooms through large registers. The other apartments are warmed by steam radiators. The school-rooms, of which there are three on either side of the first and second stories, are twenty-eight feet by thirty-two feet, and are thirteen and one-half feet in height. The rooms are all lighted from one side only, and the fifty-six desks in each room are so arranged that the light enters from the left of the pupils, so that in writing or drawing no shadows are cast by the pupil's hands on their work. This system has been endorsed by the celebrated Dr. Williams of this city, and by the most prominent oculists of Europe. The German government, a few years ago, ordered an examination into this matter, and it was found that out of the twelve thousand school children, the eyes of most of those, receiving light from the left only, were uninjured, while many of the others were impaired.

The remaining two school-rooms are in the mansard story, where is also situated the large and beautiful exhibition hall, capable of seating from eight hundred to one thousand people. The hall is lighted by windows and large skylights; it contains a neat stucco cornice.

The building is one of the most substantial in the city. There is no outside exposed woodwork, as everything above the fire-proof brick cornice is of

copper, galvanized iron or slate. The inside finish is of the very best materials and workmanship. All the windows are constructed for a double run of sashes. The walls of the school-rooms, wardrobes, corridors exhibition hall, and the rakes of stairs are lined with wood to heights varying from three to five feet; the upper floors throughout the building are of the best Southern pine boards.

The method of ventilation is the best known, it being located in hollow walls; by this arrangement the former unsightly ventilating boxes, which project into the room, are entirely avoided.

Another convenience is a system of electrical annunciators and speaking tubes centring in the master's room and connecting with every room in the building.

The work of the contractors was performed in a very satisfactory manner. The contractors were Flint and Davy for the masonry, B. H. Flanders, for the carpentry, and T. S. Clogston & Co., for the steam-heating apparatus.

The building cost, exclusive of lot \$139,993.60. It must be remembered, however, that the house was contracted for soon after the great fire, when building materials and labor commanded a higher price than ever before. At the present time the same building could be erected at a saving of at least forty per cent.

The school-rooms present a cheerful and attractive appearance, many of them being profusely adorned with chromos, heliotypes, and engravings, which were donated, through the influence of the master, by

Messrs. Prang & Co., James R. Osgood & Co., and many others.

#### DEDICATION.

The dedicatory exercises of the new Dudley School-house took place on the 28th of October, 1874. The exercises, under direction of Rev. A. E. Dunning, Chairman of the District, began with a march played on the piano, by J. B. Sharland, Esq., musical director, to which a choir, of one hundred and fifty pupils from the upper classes, entered the hall. An opening hymn, "Thus far the Lord has led me on," was then sung by the choir, assisted by the Boylston Club.

Rev. J. O. Means, D. D., offered the Dedicatory Prayer, after which the children sang "Pleasures of Spring." Alderman Emery then addressed the Mayor, highly commending the architect and builders of the house, and congratulating the committee on the success of their labors. He concluded by delivering the keys to Mayor Cobb. The latter addressed the chairman as follows:—

#### ADDRESS OF MAYOR COBB.

MR. CHAIRMAN, —The agreeable duty falls on me of congratulating you and the committee you represent, upon the completion of this spacious and costly structure, which has been erected by the bounty of the city, and which, from to-day, takes its place among the Grammar Schools of Boston.

The general plan of the building and the manner in which the work appears to have been done, reflect credit alike on all those concerned in its design and construction, and upon the Committee

on Public Buildings, who have supervised the work, and who have been ably seconded by Mr. Tneker, the Superintendent.

The building only awaits now this inaugural service, before its halls are opened to the noble uses for which they have been designed. Could the late Col. Dudley, representative of a name eminent from the earliest times in the annals of Roxbury and the Commonwealth, who, sixty-four years ago, gave for the public use and benefit, the land on which this building stands, be permitted to look upon this scene, he could not feel otherwise than gratified in having his name perpetuated to coming generations in connection with the schools of this metropolis.

And now, Mr. Chairman of the District Committee, in placing in your custody the keys of this building, I do so in the full confidence that so far as it lies in the power of yourself and of your honored associates, it will be your constant endeavor to advance the cause of education, to aid and encourage all who shall avail themselves of the privileges of instruction here, and to prepare the young for that higher sphere of education in the world-school of life, which they will enter when they shall have exhausted the opportunities afforded them here.

#### MR. DUNNING'S ADDRESS.

MR. MAYOR, — I gratefully accept, in behalf of the Committee of the Dudley District, the trust of which these keys are the symbol. It is a matter of much congratulation to us and to the citizens whom we are permitted to represent, that this building was begun and is now completed, while two gentlemen, the Hon. Mr. Gaston and yourself, both so closely identified by residence and associations with the interests of this vicinity, have successively filled the office of Mayor of our city. We regard this elegant structure as an expression, from you and your predecessor, of your hearty appreciation of our needs, and your desire that they should be amply gratified.

When we compare this building with the one which has been made to serve the purpose for so many years, this seems almost extravagant. But when we consider the immense importance of our educational facilities, and how deep an interest in them all our



citizens share, we gladly believe that this building, with its plain but solid woods, its ample rooms, its substantial furnishings, and its superb proportions, stands as an expression of the feeling of our citizens, concerning the education of their children. They would say to the stranger and the passer-by, "This is what grows in Boston soil." They would say to the foreigner who makes his home among us, "This expresses how highly we value education." They would say daily to every child who enters this house, "It is at great cost that we give you this boon, because it is our most precious legacy to you." So viewed, we can but feel that the building itself is a constant educating power.

This city need not be ashamed to be compared with others in respect to her mercantile and commercial enterprise and prosperity. But the eminence which is everywhere conceded to her as a queen among cities is because of her love of learning. The face which Boston turns toward the world, when she speaks, is her educational institutions. It is, therefore, a matter of honor, to which she is wisely sensitive, that they should be beautiful and expressive. This building, sir, will stand as a noble tribute to your administration, to show that during that time the love of learning was greatly honored and fostered.

Then, turning to the Master of the school, he said, —

And now, sir, in the name of the committee of this school, I present these keys to you. You are more thoroughly identified with this structure than most of our citizens know. The convenience and beauty of many of its details are owing largely to your watchful interest. I congratulate you that some of your life and thought are wrought into this now completed building.

But it is no disparagement of the public spirit of our city, to say that its educational system is far from complete. Much that is connected with it is still of the nature of experiment. Some of its methods, we believe, are still to be greatly modified. The motto which you have caused to be placed here, "Seek the Truth," is the most we can claim. We believe, however, that the foundation of this system is securely laid; and we give you these keys,

confident that you are able and determined to build something of your life into its superstructure. If not shown in your own lifetime, it may be in the generation which you help to develop. It is a work worthy of a good man. There is no nobler opportunity, no more loyal, generous sympathy to be found anywhere in such a work, than in our own beloved city. May God be with you, and give you success.

#### ADDRESS OF L. M. CHASE, ESQ.

MR. CHAIRMAN, — In receiving these keys at your hand, I am not unmindful of the honor and responsibility their possession implies. Though I am proud to hold these emblems of the custody of this monument of the liberality and wisdom of our noble old city; though I am supported by a corps of able and devoted associates, and am cheered by the memory of the sympathy, counsel and support of the committee you have the honor to represent, yet above all comes the thought of the mighty interest entrusted to my care. For twenty years I have diligently studied the theory and practice of teaching, but to-day, as never before, I realize the importance and difficulty of my work, and my own short-comings.

What interests are more precious than the minds and souls of our youth? What work calls for higher power and wisdom than their development and improvement? To care for a single child, to prepare him to enter upon the duties of life strong in body, sound in mind, pure in soul, is a great responsibility; but when instead of one there are a thousand, "Who is sufficient for all these things?"

What varied endowments should the teacher combine! To a sound mind, a strong body, a benevolent heart, should be added a liberal culture, a knowledge of the powers and capacity of the intellectual and moral nature, and a mastery of the methods by which all the faculties may be roused to harmonious and vigorous action. Cramming the mind with knowledge and words is not the teacher's highest work, but rather the right direction and development of the whole nature. Every faculty and power should be called forth and exercised, the pupil should be inspired with a

profound love for the beautiful, good and true, an earnest desire to benefit his fellow-man, an insatiable thirst for knowledge and a noble aspiration for perfection that shall continue through life.

Will the parents assembled here accept my heartfelt thanks for many acts of generosity and confidence in the past. I earnestly ask your sympathy, confidence and co-operation in the future. We have alike in view the highest interests of our children. May our labors and counsels never be divided. I believe that many parents rely too much upon the teachers, fine houses, and improved methods to educate their children. These have their value, but they can never take the place of domestic instruction and discipline. More than all others the mother holds the destiny of her children.

There is an increasing tendency to believe that an education can be gained without work on the part of the learner, and that the teacher is a mere labor-saving machine. While the skilful teacher may make the task pleasant, and should remove all unnecessary burdens and render all needed help, we should ever remember mental and moral growth and strength rise only from use and action. The best impulse is from within, not without. The learner should become his own teacher as soon as possible, and feel that the best help is self-help. A great evil of the present time is love of money. With many, wealth is more desired than virtue and goodness, and rubies are better than wisdom. This fatal error has destroyed many a noble people. Let every child learn early that man's highest good consisteth not in what he has, but what he is, and "It shall profit nothing to gain the whole world and lose his own soul."

While each child should be taught the value and use of money, let him understand all the gold in the universe is but filthy dross when compared with a sound body, a disciplined mind and a pure heart. Who does not feel that if one boy should be induced within these walls to lead a life as noble as his whose face looks down from yonder wall, their cost were well repaid? Cheered by the glorious hope that not one alone, but all, shall here be led to noble lives, our fervent supplication should ascend to the Great Teacher for his Spirit to dwell in the hearts of all, to show us our duty and help us to do it.

Mr. Chase's remarks were followed by the Dedicatory Hymn, written by Epes Sargent, Esq.

## DEDICATORY HYMN.

BY EPES SARGENT.

Spirit of Truth, this hour is thine!  
 Come! o'er this house preside;  
 Give us the zeal, the thirst divine,  
 And be our only guide.

Higher than knowledge is the zeal  
 For truth that makes us glow,  
 And in her holy service feel  
 The great desire to know.

To kindle that aright is true  
 Instruction's noblest part,  
 Oh! give the head the training due,  
 But first secure the heart.

Here, on this spot where Eliot knelt  
 To fire the savage breast,  
 With all the saving truth he felt,  
 Here, let our aims be blest.

Spirit of Truth, this hour is thine!  
 Come! o'er this house preside;  
 Give us the zeal, the thirst divine,  
 And be our only guide.

After brief remarks upon the historical interest attached to the locality, Rev. A. E. Dunning introduced Franklin Williams, Esq., who delivered a highly interesting address, giving the history of the Dudley family, and particularly of Thomas Dudley, the progenitor of the family in America.

Mr. George B. Hyde, Master of the Everett School, was then introduced as the first Master of the school.

## REMARKS OF GEORGE B. HYDE.

Agreeably to your request, I offer a short sketch of the history of the Washington School. The school was organized and the



house dedicated Dec. 28, 1840. Rev. Dr. George Putnam was Chairman of the Board of School Committee, and made the address. His colleagues were Messrs. Dr. Rufus Wyman, Theodore Parker, Samuel H. Walley, Charles K. Dilloway, and Stephen M. Weld. The school contained two hundred and thirty-seven boys, and the territory belonging to the district extended from Boston to Dorchester, Jamaica Plain and Brookline.

I was the first master of the school, and my associate teachers were Mr. Levi Reed, afterward Senator and Auditor of the State, and Miss Hunt.

I remained in this office nearly four years, and then was elected master of the New South School, Boston. My successors in the Washington School have been Messrs. Reed, Weston, Kneeland and Leverett M. Chase. And now, Mr. Chase, allow me to offer you the right hand of fellowship, and to congratulate you and your associates and pupils on the increased accommodations which this splendid building affords, located on this rising ground, where the sun and pure air will give you health and vigor to perform your responsible duties. Your experience and success as a teacher are a guaranty that you will make this school second to none in the city; that you will graduate from this institution young gentlemen who will do honor to their Alma Mater, and will hold your name in grateful remembrance while they live.

Mr. Chase, in taking the extended hand, in response said:—

MY DEAR SIR,—I hardly know whether to call you father, brother or friend, for you have been all of these to me. 'Tis a score of years since, straying from the green shades of Dorchester, I stumbled into the Everett School. Your kindly greeting, your wise counsels, your enthusiasm and devotion, your drill in instruction and discipline, made an impression upon me I shall never forget. I count it no small privilege to have enjoyed the benefit of your advice and example. Though wearing the silver crown of years, thank God, your spirit is still young and your "natural force unabated." Long may you be spared to the noble profession you so much adorn. A single noble and kindling thought shall

outlive the renown of kings and conquerors, and, like an undying fire, “shall glow warmly and gleam brightly, when the ‘heavens be no more.’” I thank you! God bless you!

Master Charles H. Grandgent was introduced as a representative of the pupils of the school, and tendered the thanks of the teachers and pupils for the spacious and beautiful school-house, urging his fellow-pupils to higher efforts for improvement, so as to become noble and worthy men.

The character of the apostle Eliot as a pupil and as a teacher was described as a noble example to be followed.

The choir sung “The Cuckoo’s Call,” after which the following appropriate hymn, written for the occasion by Miss Alice Marie Adams, was read by Miss W. B. Hintz, master’s assistant:—

## HYMN.

God of our fathers, before thee, low bending,  
 Now from our glad souls a new song we raise;  
 May Thy rich grace, on this new fane descending,  
 Lead all our minds in true Wisdom’s bright ways.

The church and the school which our forefathers founded,  
 Built not on the sands, where each wave, rolling free,  
 Madly sweeps o’er them, but, on the rocks grounded,  
 Proudly they stand, safe from earthquake and sea.

Oft on this spot, in the years long departed,  
 Loud to the heavens was the voice of prayer raised;  
 While to the dusky crowd Eliot imparted  
 Truth from the God which the pale-faces praised.

God of all Wisdom, our hearts with thanks swelling,  
 To Thee this new temple we consecrate;  
 Within its walls may thy presence e’er dwelling  
 Make it the glory and shield of the state.

After the poem Hon. J. S. Ropes gave reminiscences of his school days, comparing the schools of Boston to the baronial castles set up in England, by the followers of the conquerors, to secure their sway over the lands. He spoke in high terms of the great improvement in the means and methods of education.

Dr. Ira Allen, for twenty-six years a member of the School Committee, gave a very interesting history of the two parent schools in this section of the city. He was followed by Prof. Tweed, of Charlestown.

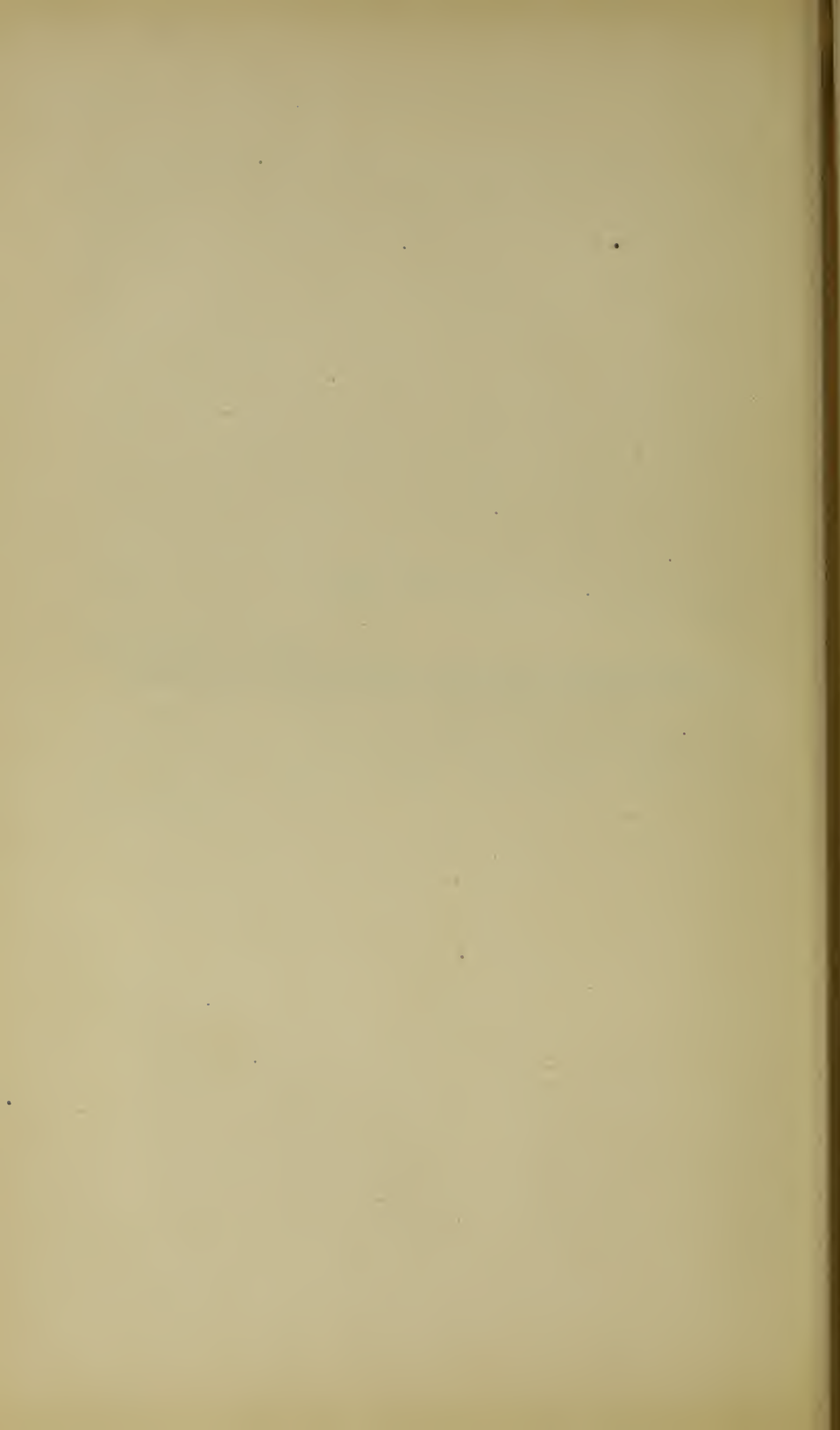
Hon. Oliver Warner, Secretary of the Commonwealth, then offered congratulations upon the completion of the building and the progress of education.

The Boylston Club then rendered the song, "The Huntsman's Horn."

After remarks by the Hon. H. A. S. Dudley, and the song, "So merrily over the Ocean Spray," sung by the choir, the exercises, which were throughout of the highest interest, were concluded with the benediction.

LIST OF  
SCHOOL-HOUSES.





## LIST OF SCHOOL-HOUSES.

<i>Name.</i>	<i>Location.</i>	<i>No. feet in lot.</i>	<i>When buil.</i>	<i>No. of rooms.</i>	<i>Remarks.</i>
Adams . . . . .	Summer street .	14,100	1856	18 and hall	
Atherton . . . . .	Columbia street, Ward 16 . . . . .	25,087	1872	6 "	
Avon place . . . . .	Highlands . . . . .	10,057	1851	2	
Andrews . . . . .	Genessee street .	5,393	1848	3	
Austin . . . . .	Paris street . . . . .	5,360	1849	6	
Auburn . . . . .	School st., Br. . . . .	12,340	. . . . .	2	Old engine house on this lot.
Appleton . . . . .	Appleton street .	18,454	1870	10	
Baker street . . . . .	W. R. . . . .	10,464	. . . . .	1	
Boylston . . . . .	Washington st. . . . .	15,073	1845	13 "	Ward Room No. 10 in this building, and an evening school.
Bowdoin . . . . .	Myrtle street . . . . .	4,892	1848	12	
Bowditch . . . . .	South street . . . . .	12,006	1862	14 "	Branch of the High School and evening and drawing school in this building.
Bennett . . . . .	Winship pl., Br. . . . .	24,259	. . . . .	3	
Bigelow . . . . .	Fourth street . . . . .	12,660	1850	14 "	
Bunker-hill st. . . . .	Charlestown . . . . .	2,957	. . . . .	2	Hose House No. 4 on this lot.
Brimmer . . . . .	Common street . . . . .	11,097	1843	14 "	
Bunker Hill . . . . .	Baldwin st., Ch. . . . .	19,660	. . . . .	14 "	Primary School-house on this lot.
Baldwin . . . . .	Grant place . . . . .	6,139	1864	6 "	
Chapman . . . . .	Eutaw street . . . . .	13,040	1850	10 "	
Central . . . . .	Brewer st., W. R. . . . .	33,518	. . . . .	6	
Comins . . . . .	Tremont street . . . . .	23,780	1856	13 "	Remodelled, 1869.
Canterbury street . . . . .	W. R. . . . .	20,171	. . . . .	2	
Comins Branch . . . . .	Smith street . . . . .	6,952	1849	2	
" " . . . . .	Francis street . . . . .	12,075	1853	2	Rebuilt, 1861.
Child street . . . . .	W. R. . . . .	43,024	. . . . .	2	
Codman street . . . . .	Ward 16 . . . . .	43,560	1861	2	
Cheever . . . . .	Thacher street . . . . .	2,003	1846	3	
Cottage place . . . . .	Highlands . . . . .	13,500	1859	4	
Channing . . . . .	Cove street . . . . .	7,140	1866	9	
Cook . . . . .	Groton street . . . . .	4,922	1852	6	
Chauncy place . . . . .	Charlestown . . . . .	7,410	. . . . .	1 each.	Two buildings and City stable on this lot.
Cross street . . . . .	Charlestown . . . . .	1,708	. . . . .	2	

List of School-houses. — *Continued.*

<i>Name.</i>	<i>Location.</i>	<i>No. feet in lot.</i>	<i>When built.</i>	<i>No. of rooms.</i>	<i>Remarks.</i>
Common street .	Charlestown . .	6,980	. .	6	
Cushman . . . .	Parmenter street . . . .		1867	16	
Curtis street . . . .	W. R. . . . .	13,733	. .	2	
Clinch . . . . .	F street . . . . .	13,483	1871	6	
Capen . . . . .	Sixth street . . . .	12,375	1871	6	
Dwight . . . . .	Springfield st. . .	19,125	1857	14 and hall	
Dudley . . . . .	Bartlett street . .	7,950	1846	6	Rebuilt, 1865.
Dearborn . . . .	Dearborn court .	38,636	1852	14	“ Rebuilt, 1870.
Dwight Pr. . . .	Rutland street .	7,850	1851	6	
Dean . . . . .	Wall street . . .	3,649	1853		
Drake . . . . .	C street . . . . .	10,260	1869	6	
Eliot . . . . .	N. Bennett street	11,077	1838	14	“ Rebuilt, 1860.
Everett . . . . .	Sumner street, Ward 16 . . . .	29,300	1855	7	
Everett . . . . .	Camden street .	32,409	1860	14	“
Everett . . . . .	Pearl street, Br.	44,237	. .	2	
East st. place . .	East street place	2,706	1849	4	
Emerson . . . . .	Poplar street . .	5,924	1861	6	
Eustis street . . .	Boston Highlands	13,543	1848	4	Enlarged, 1858.
Florence . . . . .	Florence st., W. R.	25,030	. .	4	
Franklin . . . . .	Ringgold street .	16,439	1859	14	“
Freeman . . . . .	Charter street . .	5,247	1868	6	
Franklin place .	Highlands . . . .	8,098	1865	4	
Gibson . . . . .	School st., Ward 16 . . . . .	44,800	1857	6	
Gaston . . . . .	L st., So. Boston	18,450	1872	14	“
Guild . . . . .	East street . . . .	7,250	1866	12	
George street . .	Highlands . . . .	18,894	1861	6	
Green street . . .	W. R. . . . .	11,627	. .	2	
Grant . . . . .	Phillips st. . . .	3,744	1852	4	
Haverhill street .	Ch. . . . .	5,399	. .	1	
Harvard . . . . .	Bow street, Ch. .	16,306	. .	14	“
High and Latin .	Bedford street .	12,980	1844	16	“ Additional story added, 1863.
High . . . . .	Monumentsq. Ch.	10,247	. .	10	“
Harvard street .	Harvard st., Ch.	4,645	. .	8	

List of School-houses. — *Continued.*

<i>Name.</i>	<i>Location.</i>	<i>No. feet in lot.</i>	<i>When built.</i>	<i>No. of rooms.</i>	<i>Remarks.</i>
Hancock . . . . .	Richmond street	28,197	1847	14 and hall	
Hillside . . . . .	Elm street, W.R.	18,613	. .	6	
High . . . . .	Kenilworth st. .	6,657	1861	8	Boston Highlands.
High . . . . .	Elm street, W. R.	32,262	. .	5	
High . . . . .	Dorch'r avenue, Ward 16 . . . .	59,340	1870	6 "	
High . . . . .	Chestnut Hill ave. Br. . . . .	54,323		5 "	
Harris . . . . .	Adams st., Ward 16 . . . . .	37,150	1861	8 "	
Harvard . . . . .	N. Harvard st. Br.	20,750	. .	5	
Hawes . . . . .	Broadway . . .	14,972	1823	8	
Heath street . .	Highlands . . .	10,557	1857	2	
Ingraham . . . .	Sheafe street . .	2,198	1843	3	
Lawrence . . . .	B and Third sts.	14,343	1856	14 "	
Lexington street	E. B. . . . .	9,090	. .	8	
Lincoln . . . . .	Broadway . . .	17,560	1859	14 "	
Lyman . . . . .	Paris street . . .	26,200	1870	14 "	Rebuilt, 1872.
Lewis . . . . .	Sherman street .	27,830	1868	12 "	
Lowell . . . . .	Centre street . .	35,250	. .	14 "	
Mayhew . . . . .	Hawkins street .	9,625	1847	10 "	
Mather . . . . .	Meeting House Hill . . . . .	6,059	1872	10 "	
Minot . . . . .	Walnut st. Ward 16 . . . . .	16,790	1856	7	
Moulton street .	Ch. . . . .	8,130	. .	4	
Munroe street . .	Highlands . . .	11,910	1854	2	Rebuilt, 1857.
Milldam . . . . .	" . . . . .	. . . . .	1849	2	On land not owned by the city.
Mather . . . . .	Broadway . . .	10,160	1842	10	
Medford street .	} Ch. . . . .	16,780	. .	1 each.	City Stables on this lot.
Medford street .					
Mt. Pleasant ave.	Highlands . . .	9,510	1847	2	
Mt. Vernon . . .	Mt. Vernon st., Ward 17, W. R.	22,744	. . .	4 and hall	
Normal . . . . .	Newton street . .	30,520	1870	66 and halls	The number of rooms in- clude those for recita- tions and containing apparatus.
New Bennett . .	Chestnut-hill av., Br. . . . .	26,648	. . .	7 and hall	



List of School-houses. — *Continued.*

<i>Name.</i>	<i>Location.</i>	<i>No. feet in lot.</i>	<i>When built.</i>	<i>No. of rooms.</i>	<i>Remarks.</i>
New Dudley . . .	Dudley street . .	26,900	. . .	14 and hall	
Norcross . . . . .	D street . . . . .	12,075	1868	12	"
N. Margin street	N. Margin street	1,661	1837	2	
Old Lyman . . . . .	Meridian street .	13,616	1846	. . . . .	Br'ch Library and Ward- room 1 in this build'g.
Old High . . . . .	Dorchester ave., Ward 16 . . . . .	34,460	. . .	4	Unoccupied.
Oak square . . . . .	Br. . . . .	9,796	. . .	2	
Old Mather . . . . .	Meeting House Hill . . . . .	. . . . .	1856	7	
Polk street . . . . .	Ch. . . . .	9,600	. . .	2	
Phillips . . . . .	Anderson street	11,190	1862	14	"
Princeton street .	E. B. . . . .	17,400	. . .	8	
Prescott . . . . .	Prescott street .	39,952	1865	16	"
" . . . . .	Elm st., Ch. . . .	14,232	. . .	11	"
Pierpont . . . . .	Hudson street . .	4,216	1850	4	
Phillips street . .	Highlands . . . .	20,595	1867	8	
Pormort . . . . .	Snelling place . .	4,373	1855	6	
Poplar street . . .	W. R. . . . .	7,842	. . .	1	
Parkman . . . . .	Silver street . . .	5,306	1848	6	
Quincy . . . . .	Tyler street . . .	11,766	1847	14	"
Rice . . . . .	Dartmouth street	27,125	1869	14	"
Rice Pr. . . . .	Concord street . .	10,756	1845	10	Ward-room, Ward 11, in this building.
Shawmut ave. . . .	W. R. . . . .	12,303	. . .	2	
Shurtleff . . . . .	Dorchester st. . .	41,000	1869	14	"
Shawmut ave. . . .	W. R. . . . .	27,450	. . .	2	
Sherwin . . . . .	Madison square . .	32,040	1870	16	"
Stoughton . . . . .	River st., Wd. 16	29,725	1856	8	
Smith . . . . .	Joy street . . . . .	1,938	1834	2	
Simonds . . . . .	Broadway . . . . .	. . . . .	1840	3	On Hawes School-house lot.
Shurtleff Pr. . . . .	Tyler street . . .	3,900	1855	6	
Sharp . . . . .	Anderson street	5,611	. . .	6	Ward-room, Ward 6, in this building.
Somerset street . .	. . . . .	5,488	. . .	8	Formerly the Normal Training School.
Savage . . . . .	Harrison avenue	5,537	1862	4	Ward-room 5 in this building.
Starr King . . . . .	Tennyson street	10,318	1870	10	"

List of School-houses. — *Continued.*

<i>Name.</i>	<i>Location.</i>	<i>No. feet in lot.</i>	<i>When built.</i>	<i>No. of rooms.</i>	<i>Remarks.</i>
Skinner . . . . .	Fayette street . .	5,242	1870	6	
Tileston . . . . .	Norfolk street, Ward 16 . . . .	83,640	1863	8 and hall	
Ticknor . . . . .	Washington Vil.	11,486	1865	12	Clock-tower, built 1873.
Tuckerman . . . .	City Point . . . .	11,655	1850	6	Enlarged in 1861.
Thomas street . .	W. R. . . . .	10,745	. . .	3	
Thornton street .	Highlands . . . .	6,640	1847	2	
Union street . . .	Br. . . . .	67,280	. . .	2	
Vernon street . .	Highlands . . . .	7,675	1849	4	Enlarged in 1861.
Winthrop . . . . .	Tremont street .	15,078	1855	14	"
" . . . . .	Bunker Hill st., Charlestown . .	7,927	. . .	10	
Wells . . . . .	Blossom street .	17,657	1868	10	" Ward-room, Ward 3, in this build. g.
Warren . . . . .	Summer street, Charlestown . .	14,322	. . .	14	"
Washington . . . .	Washington st. .	14,390	1840	7	Enlarged, 1847.
Webb . . . . .	Porter street . .	7,492	1853	6	
Webster . . . . .	Webster street .	5,036	1852	6	
" . . . . .	" ave. Br. . . . .	19,761	. . .	2	
Ware . . . . .	N. Bennett street	6,439	1862	4	Ward-room, Ward 2, in this building.
Wait . . . . .	Shawmut ave. . .	10,974	1860	8	
Winthrop street .	Highlands . . . .	9,775	1857	4	
Winchell . . . . .	Blossom street .	5,000	1845	5	Remodelled, 1870.
Way street . . . .	Way street . . . .	2,508	1850	3	
Weston street . .	Highlands . . . .	14,916	1854	4	
Yeoman street . .	" . . . . .	18,200	1870	12	

In addition to the foregoing, the following rooms are occupied by schools, those marked (\*) being hired at an annual rental of \$12,970.00; the others are in buildings owned by the city.

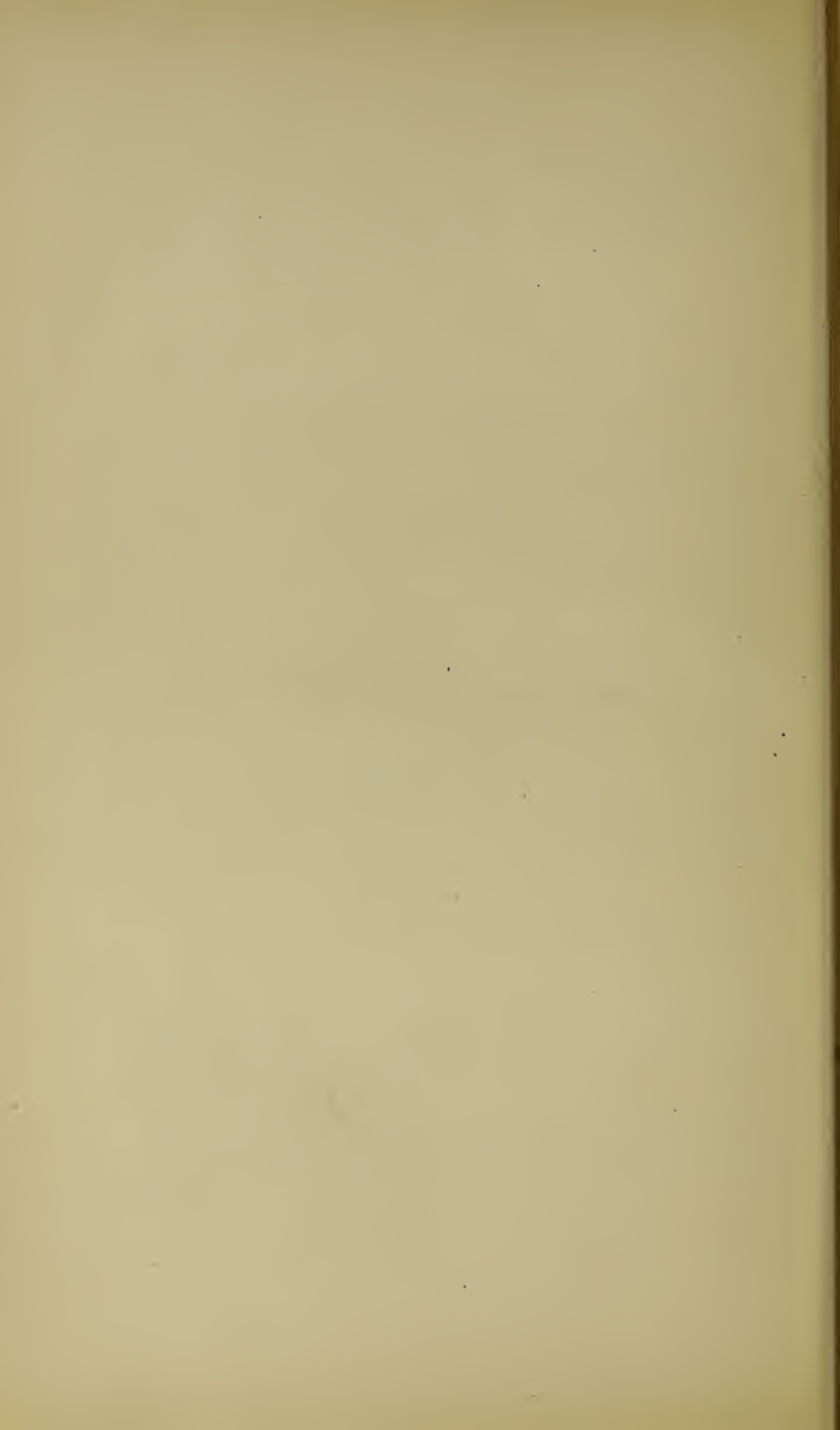
<i>Number of Rooms.</i>	<i>Location.</i>
Two* . . . . .	Day's Chapel, Parker street.
Four . . . . .	Armory building, Cooper street.
Three* . . . . .	Jenkins' Hall, Broadway, branch of Lawrence School.
Four* . . . . .	Pemberton square, School for Deaf Mutes.
Two* . . . . .	Church on D street.
Two* . . . . .	E street church vestry.
One* . . . . .	Dorchester avenue, opposite Broadway.
One* . . . . .	1419 Tremont street.
One* . . . . .	Reed's Hall for Evening School, E. B.
One* . . . . .	Warwick street.
One* . . . . .	Cor. of Shawmut avenue and Codman park.
Two* . . . . .	Everett avenue, Ward 16.
Two* . . . . .	Boston street, Ward 16.
Two* . . . . .	Unitarian church, Neponset.
Six* . . . . .	Gogin's building, Dorchester street.
Two* . . . . .	Bank building, corner of E street and Broadway.
One* . . . . .	Francis street, Ward 15.
One* . . . . .	123 Elm street, Charlestown.
One* . . . . .	Beacon street, opposite Parker street.

Boylston Hall, over Boylston Market, is hired for a drill-room for the scholars belonging to the Latin and English High School.

Bacon's Hall, Highlands, is hired for a drill-room for the scholars belonging to the Roxbury High School.

ORGANIZATION  
OF  
SCHOOL COMMITTEE,  
FOR 1875.





ORGANIZATION  
OF  
SCHOOL COMMITTEE,  
FOR 1875.

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HON. SAMUEL C. COBB, *Mayor, ex officio.*  
HALSEY J. BOARDMAN, *President of the Common Council, ex officio.*

Ward 1.

John Noble,  
Benj. F. Campbell,  
Henry S. Washburn,

George H. Plummer,  
Willard S. Allen,  
Warren Fletcher.

Ward 2.

George D. Ricker,  
Augustus Andrews,  
William J. Porter,

John W. Fraser,  
Michael Moran,  
John J. Gillespie.

Ward 3.

James A. McDonough,  
John E. Quinn,  
Orran G. Cilley,

William C. Williamson,  
Lucius Slade,  
Patrick F. Lyndon.

Ward 4.

Edward H. Dunn,  
John T. Beckley,  
A. Kendall Tilden,

Francis C. Gray,  
Alonzo Boothby,  
Lucretia P. Hale.

Ward 5.

John M. Maguire,  
John J. Murphy,  
John P. Ordway,

David J. O'Connor,  
Edward B. Rankin,  
Edward J. Jenkins,

*Ward 6.*

Hall Curtis,  
Charles C. Perkins,  
Joseph Willard,

Abby W. May,  
John Parkman,  
James T. Still.

*Ward 7.*

Hugh J. Toland,  
John E. Fitzgerald,  
Richard J. Fennelly,

Joseph D. Fallon,  
Joseph H. O'Neil,  
Michael J. Green.

*Ward 8.*

George L. Chaney,  
George E. Filkins,  
Henry P. Shattuck,

Francis Hayden,  
George N. Thomson,  
William H. Newcomb.

*Ward 9.*

John P. Reynolds,  
Charles Hutchins,  
John C. J. Brown,

Adams K. Tolman,  
Edward P. Wilbur,  
Katharine G. Wells.

*Ward 10.*

Charles L. Flint,  
William H. Baldwin,  
Joseph H. Gray,

Wm. Burnet Wright,  
George F. Bigelow,  
Charles P. Gorely.

*Ward 11.*

William B. Merrill,  
Samuel B. Cruft,  
Edward W. Kinsley,

Lucretia Crocker,  
Wm. H. Learnard, Jr.,  
Stephen G. Deblois.

*Ward 12.*

Arthur H. Wilson,  
Joseph H. Allen,  
Francis H. Underwood,

Warren P. Adams,  
George A. Thayer,  
John H. Locke.

*Ward 13.*

Edward G. Morse,  
John D. Carty,  
Joseph A. Tucker,

Franklin Williams,  
Thomas H. Lynch,  
John W. Ryan.

*Ward 14.*

Ira Allen,  
John Kneeland,  
C. Edwin Miles,

Lucia M. Peabody,  
Joel Seaverns,  
Robert G. Seymour.

*Ward 15.*

George F. Emery,  
Joseph O'Kane,  
Charles K. Dillaway,

John B. Walker,  
George M. Hobbs,  
Samuel Tuckerman.

*Ward 16.*

William T. Adams,  
John W. Porter,  
Frederick P. Moseley,

James S. Greene,  
William P. Leavitt,  
Mary J. S. Blake.

*Ward 17.*

George S. Frost,  
Pelatiah R. Tripp,  
Dan S. Smalley,

John E. Blakemore,  
Francis H. Beaumont,  
Charles L. Mills.

*Ward 19.*

Wooster P. Giddings,  
Michael Norton,

James H. Rice.

*Ward 20.*

James F. Southworth,  
James A. McDonald,

Jeremiah J. McCarthy.

*Ward 21.*

Nahum Chapin,  
George B. Neal,

Thomas Gaffney.

*Ward 22.*

George H. Marden,  
Edwin H. Darling,

William H. Miller.



## STANDING COMMITTEES.

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### *Elections.*

Joseph Willard, Chairman,	Joseph H. Gray,
Hall Curtis,	George M. Hobbs,
John E. Fitzgerald,	Francis Hayden.
William C. Williamson,	

### *Rules and Regulations.*

John Kneeland, Chairman,	John P. Reynolds,
John W. Fraser,	George M. Hobbs,
William H. Baldwin,	James S. Greene.
Joel Seaverns,	

### *Salaries.*

J. Coffin Jones Brown, Chairman,	George H. Marden,
Henry S. Washburn,	George H. Plummer,
William T. Adams,	John J. Murphy.
Joseph H. Gray,	

### *Accounts.*

William B. Merrill, Chairman,	Warren P. Adams,
Wm. H. Learnard, Jr.,	Edward P. Wilbur,
George D. Ricker,	Frederick P. Moseley.
Lucius Slade,	

### *Text-Books.*

Charles Hutchins, Chairman,	Katherine G. Wells,
Charles L. Flint,	Joseph Willard,
Joseph B. Fallon,	George A. Thayer.
Wm. Burnet Wright,	

### *School Houses and School Sections.*

John Noble, Chairman,	Edward W. Kinsley,
John W. Porter,	John D. Carty,
Hugh J. Toland,	John E. Blakemore.
Nahum Chapin,	

*Music.*

John P. Ordway, Chairman,	George B. Neal,
Warren P. Adams,	George L. Chaney,
William B. Merrill,	Charles K. Dillaway.
Charles C. Perkins,	

*Printing.*

Edward B. Rankin, Chairman,	Michael Norton,
Joseph A. Tucker,	A. Kendall Tilden,
Arthur H. Wilson,	James A. McDonough.
Joseph O'Kane,	

*Vocal and Physical Culture, and Military Drill.*

Lucius Slade, Chairman,	Pelotiah R. Tripp,
Henry P. Shattuck,	A. Kendall Tilden,
George E. Filkins,	Edwin H. Darling.
Franklin Williams,	

*Drawing.*

Charles C. Perkins, Chairman,	George A. Thayer,
J. Coffin Jones Brown,	Lucia M. Peabody,
William B. Merrill,	Francis B. Beaumont.
George F. Bigelow,	

*Evening Schools.*

Willard S. Allen, Chairman,	Franklin Williams,
Hall Curtis,	Arthur H. Wilson,
George D. Ricker,	William P. Leavitt.
William H. Baldwin,	

*Schools for Licensed Minors.*

Samuel B. Cruft, Chairman,	Michael Moran,
Richard J. Fennelly,	A. Kendall Tilden.
Stephen G. Deblois,	

*School for Deaf Mutes.*

Ira Allen, Chairman,	Samuel B. Cruft,
Henry S. Washburn,	Lucretia Crocker,
Lucius Slade,	George F. Bigelow.

*Kindergarten School.*

William H. Baldwin, Chairman,	John W. Porter,
Hall Curtis,	Lucretia P. Hale,
Henry P. Shattuck,	John Parkman.
John P. Reynolds,	

*Industrial Schools.*

William T. Adams, Chairman,  
Hall Curtis,  
Charles K. Dillaway,  
James H. Rice,

Abby W. May,  
William H. Miller,  
Michael J. Greene.

*Truant Officers.*

The Mayor, Chairman,  
Wm. H. Learnard, Jr.  
John E. Fitzgerald,

Joseph Tucker,  
James F. Southworth.

# LATIN AND HIGH SCHOOLS.

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## PUBLIC LATIN SCHOOL.

*Bedford street.*

### COMMITTEE.

Henry S. Washburn, <i>Chairman.</i>	Wm. C. Williamson, <i>Secretary.</i>
John P. Ordway,	George A. Thayer,
Joseph D. Fallon,	John Kneeland,
John P. Reynolds,	George F. Emery,
Wm. Burnet Wright,	William T. Adams.
Samuel B. Cruft,	George B. Neal.

### TEACHERS.

Francis Gardner, <i>Head Master.</i>	Augustine M. Gay, <i>Master.</i>
Moses Merrill, <i>Master.</i>	Charles J. Capen, <i>Master.</i>
Arthur I. Fiske, <i>Master.</i>	Joseph W. Chadwick, <i>Sub-Master.</i>
Cyrus A. Neville, <i>Sub-Master.</i>	Edward M. Hartwell, <i>Usher.</i>
Frank E. Randall, <i>Usher.</i>	James Dike, <i>Usher.</i>
Prosperè Morand, <i>Teacher of French.</i>	George A. Schmidt, <i>Teacher of German.</i>
Henry Hitchings, <i>Teacher of Drawing.</i>	Lieut. Col. Hobart Moore, <i>Teacher of Military Drill.</i>
Julius Eichberg, <i>Teacher of Music.</i>	
Edward M. Chase, <i>Janitor.</i>	

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## ENGLISH HIGH SCHOOL.

*Bedford street.*

### COMMITTEE.

George L. Chaney, <i>Chairman.</i>	John Noble, <i>Secretary.</i>
James A. McDonough,	John P. Reynolds,
A. Kendall Tilden,	Ira Allen,



Hugh J. Toland,  
Edward W. Kinsley,  
Joseph H. Allen,

Frederick P. Moseley,  
Nahum Chapin,  
John Parkman.

## TEACHERS.

Edwin P. Seaver, *Head Master*.  
Robert E. Babson, *Master*.  
Albert Hale, *Master*.

Luther W. Anderson, *Master*.  
L. Hall Grandgent, *Master*.  
John P. Brown, *Master*.

## SUB-MASTERS.

Charles B. Travis,  
Charles J. Lincoln,  
John O. Norris,  
Lucius H. Buckingham,  
Thomas J. Emery,  
John F. Casey,  
Charles O. Whitman,  
George F. Leonard,  
Manson Seavey,  
Jerome B. Poole,  
William G. Nowell,  
Samuel C. Smith,  
Samuel Harrington.

Henry Hitchings, *Teacher of Drawing*.  
Edward K. Clark, *Assistant Teacher of Drawing*.  
Nicolas F. Dracopolis, *Teacher of French*.  
Julius Eichberg, *Teacher of Music*.  
Moses T. Brown, *Teacher of Vocal Culture*.  
Lieut. Col. Hobart Moore, *Teacher of Military Drill*.  
Edward M. Chase, *Janitor*.

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 NORMAL SCHOOL.

*West Newton street.*

## COMMITTEE.

Charles Hutchins, *Chairman*.  
Wm. B. Merrill,  
Wm. H. Learnard, Jr.,  
George A. Thayer,

John Noble, *Secretary*.  
John Kneeland,  
Lucretia Crocker.

## TEACHERS.

Larkin Dunton, *Head Master*.  
Florence W. Stetson, *Assistant*.

Jenny H. Stickney, *Head Assistant*.

## GIRLS' HIGH SCHOOL.

*West Newton street.*

## COMMITTEE.

Charles L. Flint, <i>Chairman.</i>	Warren P. Adams, <i>Secretary.</i>
Willard S. Allen,	Henry P. Shattuck,
George D. Ricker,	Stephen G. Deblois,
John T. Beckley,	Charles Hutchins,
Charles C. Perkins,	Abby W. May,
John E. Fitzgerald,	Charles K. Dillaway.

## TEACHERS.

Samuel Eliot, <i>Head Master.</i>	Harriet E. Caryl, <i>Master's Assistant.</i>
Margaret A. Badger, <i>Master's Assistant.</i>	Emma A. Temple, <i>Head Assistant.</i>
Mary E. Scates, <i>Head Assistant.</i>	Katherine Knapp, <i>Head Assistant.</i>
Bessie T. Capen, <i>Teacher of Chemistry.</i>	Adeline L. Sylvester, <i>Head Assistant.</i>

## ASSISTANTS.

Lucy O. Fessenden,	Adeline S. Tufts,
Alice M. Wellington,	Emerette O. Patch,
S. Annie Shorey,	— — — — —
Augusta C. Kimball.	Florena Gray,
Lucy R. Woods,	Ellen M. Folsom,
Mary J. Allison,	Laura B. White.
Julia A. Johnson,	Mary L. B. Capen, <i>Laboratory Assistant.</i>
Prosperè Morand, <i>Teacher of French.</i>	Julius Eichberg, <i>Teacher of Music.</i>
E. C. F. Kraus, <i>Teacher of German.</i>	Mercy A. Bailey, <i>Teacher of Drawing.</i>
Mary E. Carter, <i>Teacher of Drawing.</i>	
Thomas Appleton, <i>Janitor.</i>	
William Pearson, <i>Janitor.</i>	

## ROXBURY HIGH SCHOOL.

*Kenilworth street.*

## COMMITTEE.

Ira Allen, <i>Chairman.</i>	Lucia M. Peabody, <i>Secretary.</i>
Edward G. Morse,	Joseph A. Tucker,
Joseph O'Kane,	C. Edwin Miles.
George M. Hobbs,	

## TEACHERS.

S. M. Weston, *Head Master.*                      M. L. Tincker, *Master's Head Assistant.*  
 Emily Weeks, *Head Assistant.*

## ASSISTANTS.

Eliza D. Gardner,                                      Helen A. Gardner,  
 Edna F. Calder,                                        Clara H. Balch,  
 M. de Maltchycé, *Teacher of French.*          Benj. F. Nutting, *Teacher of Drawing.*  
 John F. Stein, *Teacher of German.*  
 Julius Eichberg, *Teacher of Music.*          Col. Hobart Moore, *Teacher of Military Drill.*  
 Moses T. Brown, *Teacher of Vocal Culture.*

## DORCHESTER HIGH SCHOOL.

*Centre street, cor. of Dorchester avenue.*

## COMMITTEE.

Wm. T. Adams, *Chairman.*                              John W. Porter, *Secretary.*  
 Frederick P. Moseley,                                Wm. P. Leavitt,  
 Joel Seaverns,                                            James S. Greene.  
 Mary J. S. Blake,

## TEACHERS.

Elbridge Smith, *Head Master.*                      Mary W. Hall, *Head Assistant.*

## ASSISTANTS.

Rebecca V. Humphrey,                                Harriet B. Luther.  
 Laura E. Hovey,                                        C. de Lagarrière, *French Teacher,*  
 John F. Stein, *German Teacher.*                Mercy A. Bailey, *Drawing Teacher.*  
 Julius Eichberg, *Music Teacher.*                Col. Hobart Moore, *Teacher of Military Drill.*  
 Moses T. Brown, *Teacher of Vocal Culture.*

## CHARLESTOWN HIGH SCHOOL.

*Monument Square.*

## COMMITTEE.

George B. Neal, *Chairman.*                              Edwin H. Darling, *Secretary.*  
 George H. Marden,                                      Joseph Willard,  
 James A. McDonald,                                    James F. Southworth.  
 Francis C. Gray,

## TEACHERS.

Caleb Emery, <i>Head Master.</i>	Alfred P. Gage, <i>Master.</i>
L. B. Pillsbury, <i>Sub-Master.</i>	Katherine Whitney, <i>Head Assistant.</i>
Emma G. Shaw, <i>Head Assistant.</i>	

## ASSISTANTS.

Anna M. Wilde,	Phœbe A. Knight.
A. E. Somes,	Nicolas F. Dracopolis, <i>Teacher of</i>
Lucas Baker, <i>Teacher of Drawing.</i>	<i>French.</i>
Julius Eichberg, <i>Teacher of Music.</i>	Col. Hobart Moore, <i>Teacher of Mili-</i>
Moses T. Brown, <i>Teacher of Elocution.</i>	<i>tary Drill.</i>

## WEST ROXBURY HIGH SCHOOL.

*Elm street, Jamaica Plain.*

## COMMITTEE.

Charles L. Mills, <i>Chairman.</i>	Francis B. Beaumont, <i>Secretary.</i>
John E. Blakemore,	Dan S. Smalley,
George S. Frost,	Pelathiah R. Tripp.
Samuel Tuckerman,	

## TEACHERS.

Edward W. Howe, <i>Head Master.</i>	Frank E. Dimick, <i>Master.</i>
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## ASSISTANTS.

Mary F. Lothrop,	Annie B. Lord.
John F. Stein, <i>Teacher of German.</i>	Jules Lévy, <i>Teacher of French.</i>
Lucy H. Garlin, <i>Teacher of Music.</i>	Charles A. Barry, <i>Teacher of Draw-</i>
Col. Hobart Moore, <i>Teacher of Mili-</i>	<i>ing.</i>
<i>tary Drill.</i>	J. J. Wentworth, <i>Janitor.</i>

## BRIGHTON HIGH SCHOOL.

*Academy Hill.*

## COMMITTEE.

James H. Rice, <i>Chairman.</i>	Wooster P. Giddings, <i>Secretary.</i>
Michael Norton,	Charles K. Dillaway,
John Kneeland,	Dan S. Smalley.
George S. Frost,	



## TEACHERS.

Benjamin Wormelle, <i>Head Master.</i>	Anna J. George, <i>Head Assistant.</i>
Sarah E. Waugh, <i>Assistant.</i>	Alfred Morand, <i>Teacher of French.</i>
C. E. Whiting, <i>Teacher of Music.</i>	Charles A. Barry, <i>Teacher of Drawing.</i>
Moses T. Brown, <i>Teacher of Vocal Culture.</i>	

## DEPARTMENT OF VOCAL MUSIC.

Julius Eichberg, General Supervisor of Music, and Teacher of Music in the High Schools, 154 Tremont street.

## DIRECTORS OF MUSIC.

Luther Whiting Mason, 5 Sharon street. Address at the rooms of the Board, City Hall.  
 H. E. Holt, Haverhill. Address at the rooms of the Board, City Hall.  
 Joseph B. Sharland, 25 Hanson street.  
 Hiram Wilde, 762 Washington street.  
 J. Munroe Mason, Charlestown.  
 Lucy H. Garlin, West Roxbury.  
 C. E. Whiting, Brighton.

## DEPARTMENT OF DRAWING.

Walter Smith, Normal Art Instructor, and General Supervisor of Drawing, City Point, South Boston.

## SPECIAL INSTRUCTORS.

Charles A. Barry, High Schools in West Roxbury and Brighton, Creighton House. Address at the City Hall.  
 Henry Hitchings, English High School and Latin School. Address, Dedham.  
 Edward K. Clark, Assistant, English High School.  
 Mary Carter, Girls' High School, 39 Somerset street.  
 Mercy A. Bailey, Normal School, Girls' High School, and Dorchester High School, Creighton House.  
 Benjamin F. Nutting, Roxbury High School.  
 Lucas Baker, Charlestown High School and Deer Island.  
 These Instructors also supervise the Drawing in the Grammar and Primary Schools as far as their time allows, and teach in the Normal Classes on Wednesday afternoons.

## FREE EVENING DRAWING SCHOOLS.

Walter Smith, Director of the Classes.

Monday, Tuesday, Thursday, and Friday, 7 to 9 P. M.

*Appleton-street School-house.*

G. H. Bartlett, *Principal.*

A. J. Anthony, *Assistant.*

Peter Roos, *Assistant.*

*Starr King School-house, Tennyson street.*

Clarence S. Ward, *Principal.*

George H. Young, George Jepson, *Assistants.*

*South street.*

C. W. Damon, H. N. Mudge, *Assistants.*

*Dorchester High School.*

W. P. Jewett, George A. Loring, *Assistants.*

*Charlestown, City Hall.*

A. F. Hall, George A. Loring, J. L. Frisbee, *Assistants.*

*East Boston.*

A. W. Johnston, J. L. Frisbee, W. R. Briggs, *Assistants.*

# THE SCHOOL DISTRICTS

ARRANGED IN ALPHABETICAL ORDER.

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## ADAMS SCHOOL DISTRICT.

### COMMITTEE.

George H. Plummer, <i>Chairman.</i>	Benj. F. Campbell, <i>Secretary.</i>
Henry S. Washburn,	Willard S. Allen,
John Noble,	Warren Fletcher.
Edward H. Dunn,	

### ADAMS SCHOOL.

*Belmont square, East Boston.*

Robert C. Metcalf, <i>Master.</i>	Frank F. Preble, <i>Sub-Master.</i>
Mary M. Morse, <i>Master's Assistant.</i>	Ellen M. Robbins, <i>Head Assistant.</i>
Mary A. Davis, <i>Head Assistant.</i>	Lucy A. Wiggin, <i>Head Assistant.</i>

### ASSISTANTS.

Clara Robbins,	Harriet Sturtevant,
Clara J. Doane,	Sarah E. McPhail.
Lina H. Cook,	Margaret E. Robbins, <i>Sew'g Teacher.</i>

### PRIMARY SCHOOLS.

*Adams School-house, Sumner street.*

Ellen James.	<i>Sub-Committee,</i>	Geo. H. Plummer.
Sarah A. Cook.	“	“
Rosa L. Morse.	“	“
Mary H. Allen.	“	Warren Fletcher.
Mary E. Wiggin.	“	“
Eliza A. Wiggin.	“	Edward H. Dunn.
Anna E. Reed.	“	“

*Webster street.*

Grace E. Wasgatt.	<i>Sub-Committee</i> , Benj. F. Campbell.
Emily C. Morse, <i>Spec. Instruction.</i>	“ H. S. Washburn.

## ANDREW SCHOOL DISTRICT.

## COMMITTEE.

Joseph H. Allen, <i>Chairman.</i>	Hugh J. Toland, <i>Secretary.</i>
Warren P. Adams,	Frederick P. Moseley,
Francis H. Underwood,	John H. Locke,
George A. Thayer,	Joseph H. O'Neil.

## ANDREW SCHOOL.

*Dorchester street.*

Leander Waterman, <i>Master.</i>	J. Martin Dill, <i>Sub-Master.</i>
Elizabeth A. Winward, <i>Master's Assistant.</i>	Henrietta L. Dwyer, <i>Head Assistant.</i>
	Emma C. Perkins, <i>Head Assistant.</i>

## ASSISTANTS.

Sara W. Barrows,	Clara C. Prince,
Alice A. Bailey,	Mary E. Perkins,
Lucy M. Marsh,	Mary S. Beebe.
Mercy L. Parr, <i>Sewing Teacher.</i>	Christopher Jones, <i>Janitor.</i>

## PRIMARY SCHOOLS.

*Ticknor Building.*

Nellie W. Allen,

*Gogin Building.*

Mary A. Jenkins,	Jessie C. Tileston,
M. Louise Moody,	Rosabel V. Aldrich,
Lizzie Ordway,	Alice L. Littlefield.
<i>Sub-Committee</i> , Messrs. Allen, Adams, and Thayer.	



## BIGELOW SCHOOL DISTRICT.

## COMMITTEE.

Arthur H. Wilson, <i>Chairman.</i>	Joseph D. Fallon, <i>Secretary.</i>
Francis H. Underwood,	Richard J. Fennelly,
Warren P. Adams,	Hugh J. Toland,
Joseph H. Allen,	John H. Locke.
George A. Thayer,	

## BIGELOW SCHOOL.

*Fourth street, corner of E street.*

Thomas H. Barnes, <i>Master.</i>	Fred O. Ellis, <i>Sub-Master.</i>
J. Gardner Basset, <i>Usher.</i>	Clara E. Farrington, <i>Master's Head</i>
Amelia B. Coe, <i>Head Assistant.</i>	<i>Assistant.</i>

## ASSISTANTS.

Eliza B. Haskell,	H. A. Watson,
Ellen Coe,	Mary Nichols,
Mary L. Lufkin,	Lucinda P. Bowley,
Malvena Tenney,	Lucy C. Bartlett,
Abbie J. Adams,	Catherine H. Cook,
Sam'l P. Howard, <i>Janitor.</i>	

## PRIMARY SCHOOLS.

*Hawes Hall, Broadway.*

Alice Danforth,	Abby B. Kent,
Lucy E. T. Tinkham,	Ann J. Lyon,
Mary P. Colburn,	Mary E. Johnston.
Lucy E. Johnson,	Harriet A. Clapp, <i>Special Instruction.</i>
<i>Sub-Committee, Messrs. Wilson, Thayer, and Locke.</i>	

*Simonds School, Broadway.*

Tiley A. Bolckcom,	Emily T. Smith,
Mary L. Howard.	
<i>Sub-Committee, Messrs. Underwood, Adams, and Allen.</i>	

*Ward-Room Building, corner of Dorchester and Fourth streets.*

Josephine B. Cherrington,	Sarah A. Graham.
<i>Sub-Committee, Messrs. Fennelly and Fallon.</i>	

*Bank Building, E street.*

Elizabeth G. Bailey.	<i>Sub-Committee, Mr. Toland.</i>
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## BOWDITCH SCHOOL DISTRICT.

## COMMITTEE.

John P. Ordway, <i>Chairman.</i>	Lucretia P. Hale, <i>Secretary.</i>
John P. Reynolds,	John W. Fraser,
Richard J. Fennelly,	John J. Murphy,
William T. Adams,	David J. O'Connor,
John M. Maguire,	Edward J. Jenkins.
Edward B. Rankin.	

## BOWDITCH SCHOOL.

*Corner of East and Cove streets.*

Alfred Hewins, <i>Master.</i>	Susan H. Thaxter, <i>Master's Assistant.</i>
Mary M. T. Foley, <i>Head Assistant.</i>	
Eliza M. Evert, <i>Head Assistant.</i>	

## ASSISTANTS.

Emma M. Savil,	Ruth H. Clapp,
Hannah E. G. Gleason,	Emma A. Gordon,
Ellen L. Collins,	Ellen E. Leach.
Eliza A. Baxter, <i>Sewing Teacher.</i>	

## PRIMARY SCHOOLS.

*East street.*

Amelia E. N. Treadwell.	<i>Sub-Committee,</i> Mr. Maguire.
Octavia C. Heard.	“ Mr. Adams.
Sarah E. Lewis.	“ Miss Hale.
Priscilla Johnson.	“ Mr. Reynolds.
Sophronia N. Herrick.	“ Mr. Fennelly.
Susan Frizzell.	“ Mr. Frazer.
Maria J. Coburn.	“ Mr. Rankin.
Emma L. Pollex.	“ Mr. Ordway.
Julia M. Driscoll.	“ Mr. Ordway.
Mary J. Crotty.	“ Mr. O'Connor.
Marian A. Flynn.	“ Mr. Murphy.
Rebecca A. Buckley.	“ Mr. Jenkins.

*East-street place.*

Mary J. Tiernay,	<i>Sub-Committee,</i> Mr. Murphy.
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## BOWDOIN SCHOOL DISTRICT.

## COMMITTEE.

Hall Curtis, <i>Chairman.</i>	John T. Beckley, <i>Secretary.</i>
Edward H. Dunn,	James T. Still,
John E. Quinn,	Abby W. May,
William C. Williamson,	Patrick F. Lyndon,
	John Parkman.

## BOWDOIN SCHOOL.

*Myrtle street.*

Daniel C. Brown, <i>Master.</i>	Sarah J. Mills, <i>Master's Assistant.</i>
Mary Young, <i>Head Assistant.</i>	Sarah O. Brickett, <i>Head Assistant.</i>

## ASSISTANTS.

Eliza A. Eay,	Sophia B. Horr,
Irene W. Wentworth,	Martha A. Palmer,
Ada L. Cushman,	Dora E. Pitcher.
S. Frances Perry,	Catherine E. Bigelow, <i>Teacher of Sewing.</i>

## PRIMARY SCHOOLS.

*Somerset street.*

C. Eliza Wason.	<i>Sub-Committee,</i> Mr. Beckley.
Mabel West.	“ Miss May.

*Old Phillips School-house.*

Sarah F. Russell.	<i>Sub-Committee,</i> Mr. Williamson.
Elizabeth R. Preston.	“ Mr. Still.
Rose Prescott.	“ Mr. Lyndon.

*Joy street.*

Mary E. Ames, <i>Special Instruction,</i>	<i>Sub-Committee,</i> Mr. Dunn.
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*Blossom street.*

Olive Ruggles.	<i>Sub-Committee,</i> Mr. Parkman.
Julia T. Jellison.	“ Mr. Parkman.
Annie M. Heustis.	“ Mr. Quinn.
Lydia A. Isbell.	“ Mr. Williamson.

## BRIGHTON SCHOOL DISTRICT.

## COMMITTEE.

Michael Norton, <i>Chairman.</i>	Wooster P. Giddings, <i>Secretary.</i>
John Kneeland.	Samuel Tuckerman.
James H. Rice.	

## BENNETT SCHOOL.

*Chestnut Hill avenue.*

E. H. Hammond, <i>Master.</i>	Georgie Palmer, <i>Master's Head Assistant.</i>
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## ASSISTANTS.

Melissa Abbott,	Anna Leach,
Charlotte Adams,	Emma P. Dana.
Emma F. Chesley,	

## PRIMARY SCHOOLS.

*Winship Place, Agricultural Hill.*

Fannie W. Currier.

*Sub-Committee, Messrs. Rice and Kneeland.*

Abbie L. Hoar.

*Sub-Committee, Messrs. Giddings and Kneeland.*

Susan A. Edwards.

*Sub-Committee, Messrs. Rice and Norton.**Oak square.*

Bertha Sanger.

*Sub-Committee, Messrs. Norton and Tuckerman.*

## BRIGHTON-HARVARD SCHOOL.

*North Harvard street.*— —, *Master.*Sarah F. Boynton, *Master's Head Assistant.*

## ASSISTANTS.

Mary F. Child,	Alice A. Swett,
Clara Hooker,	Mary J. Cavanagh.
Mary B. Monto,	



## PRIMARY SCHOOLS.

*Auburn School, School street.*

Anna M. Farrington.

*Sub-Committee, Messrs. Rice and Kneeland.*

Elizabeth P. Brewer.

*Sub-Committee, Messrs. Norton and Kneeland.**Everett School, cor. of Pearl and Auburn streets.*

Sarah F. Monto.

*Sub-Committee, Messrs. Giddings and Tuckerman.*

Elizabeth W. Gibbs.

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## BRIMMER SCHOOL DISTRICT.

## COMMITTEE.

J. Coffin Jones Brown, *Chairman.*John J. Murphy, *Secretary.*

Charles Hutchins,

George E. Filkins,

Joseph Willard,

Francis Hayden,

Henry P. Shattuck,

Adams K. Tolman,

Samuel B. Cruft,

George N. Thomson,

George L. Chaney.

## BRIMMER SCHOOL.

*Common street.*Joshua Bates, *Master.*E. Bentley Young, *Sub-Master.*T. H. Wason, *Usher.*Rebecca L. Duncan, *Master's Assist-*Luthera W. Bird, *Head Assistant.**ant.*

## ASSISTANTS.

Kate C. Martin,

Mercy T. Snow,

Annie P. James,

Amanda Snow,

Mercy A. Davie,

Sarah J. March.

Helen L. Bodge,

Eliza E. Foster, *Special Instruction.*

## PRIMARY SCHOOLS.

*Starr King School, Tennyson street.*

Sarah Farley.

*Sub-Committee, Mr. Filkins.*

A. D. Chandler.

" Mr. Murphy.

Sarah R. Bowles.

" Mr. Hayden.

*Skinner School, corner Fayette and Church streets.*

Frances B. Dewey.	<i>Sub-Committee,</i>	Mr. Willard.
Emma F. Burrill.	“	Mr. Cruft.
Deborah K. Burgess.	“	“ “
H. Ellen Boothby.	“	Mr. Thomas.
Malvina R. Brigham.	“	Mr. Chaney.

## BUNKER HILL SCHOOL DISTRICT.

## COMMITTEE.

George H. Marden, <i>Chairman.</i>	William H. Miller, <i>Secretary.</i>
Orran G. Cilley,	Jeremiah J. M'Carthy,
	George B. Neal.

## BUNKER HILL SCHOOL.

*Baldwin street, Charlestown.*

Samuel J. Bullock, <i>Master.</i>	Henry F. Sears, <i>Sub-Master.</i>
Mary A. Eaton, <i>Master's Assistant.</i>	Abby P. Josselyn, <i>Head Assistant,</i>
Angelina M. Knowles, <i>Head Assistant.</i>	

## ASSISTANTS.

Ellen F. Sanders,	Ellen B. Wentworth,
Georgiana A. Smith,	Mary A. Thomas,
Lydia S. Jones,	Ida O. Hurd,
Caroline W. Graves,	Kate C. Thompson.
Anna M. Prescott,	Josiah C. Burbank, <i>Janitor.</i>

## PRIMARY SCHOOLS.

*Bunker Hill School-house.*

Anna P. Stearns, *Special Instruction.* *Sub-Committee,* Mr. Miller.

*Haverhill street.*

Helen G. Turner. *Sub-Committee,* Mr. Marden.

*Bunker Hill street.*

Mary E. Flanders.	<i>Sub-Committee,</i>	Mr. Marden.
Caroline M. Arnold.	“	Mr. Miller.
Sarah J. Worcester.	“	Mr. Neal.
Ada E. Bowler.	“	“ “
Effie G. Hazen.	“	Mr. Cilley.
Sarah A. Atwood.	“	“ “
Sarah A. Smith.	“	Mr. M'Carthy.
E. B. Norton.	“	“ “

## CHAPMAN SCHOOL DISTRICT.

## COMMITTEE.

Benj. F. Campbell, <i>Chairman.</i>	Willard S. Allen, <i>Secretary.</i>
John Noble,	Warren Fletcher,
Henry S. Washburn,	Alonzo Boothby.
George H. Plummer,	

## CHAPMAN SCHOOL.

*Eutaw street, East Boston.*

George R. Marble, <i>Master.</i>	Orlando W. Dimick, <i>Sub-Master.</i>
Mary E. Allen, <i>Master's Head Assistant.</i>	Sarah F. Tenney, <i>Head Assistant.</i>
	Jane F. Reid, <i>Head Assistant.</i>
Maria D. Kimball, <i>Head Assistant.</i>	

## ASSISTANTS.

Sarah T. Synett,	Harriet E. Morrill,
Judith P. Meader,	Elizabeth M. Gregory,
Lucy E. Woodwell,	Mary E. Buffum.
Annie J. Noble, <i>Sewing Teacher.</i>	John Sellers, <i>Janitor.</i>

## PRIMARY SCHOOLS.

*Webb School, Porter street.*

Mary A. Shaw.	<i>Sub-Committee,</i> Mr. Campbell.
Abby D. Beal.	“ Mr. Fletcher.
Caroline S. Litchfield.	“ Mr. Campbell.
Ada D. Prescott.	“ Mr. Boothby.
Helen T. Higgins.	“ Mr. Fletcher.
Mary E. Reid.	“ Mr. Allen.
Mrs. W. Lewis, <i>Janitor.</i>	

*Tappan School, Lexington street.*

Maria A. Arnold.	<i>Sub-Committee,</i> Mr. Campbell.
Mary C. Hall.	“ Mr. Allen.
Marietta Duncan.	“ Mr. Campbell.
Clara A. Otis.	“ Mr. Boothby.
Calista W. McLoud.	“ Mr. Campbell.
Hannah F. Crafts.	“ Mr. Allen.
Phineas Hull, <i>Janitor.</i>	

## COMINS SCHOOL DISTRICT.

## COMMITTEE.

Franklin Williams, <i>Chairman.</i>	Charles K. Dillaway, <i>Secretary.</i>
Joel Seaverns,	George M. Hobbs,
George F. Emery,	Ira Allen,
Joseph O'Kane,	John B. Walker,
John D. Carty,	Samuel Tuckerman.
C. Edwin Miles,	

## COMINS SCHOOL.

*Tremont street, corner of Gore avenue.*

Charles W. Hill, <i>Master.</i>	H. H. Gould, <i>Sub-Master.</i>
Julia Scribner, <i>Master's Assistant.</i>	Lillie E. Davis, <i>Master's Assistant.</i>
Almira W. Chamberline, <i>Head Assistant.</i>	Julia A. C. Gray, <i>Head Assistant.</i>
	Martha A. Cummings, <i>Head Assistant.</i>

## ASSISTANTS.

Sarah E. Lovell,	Ella R. Cole,
Charlotte P. Williams,	Adelina May,
Penelope G. Hayes,	Emma E. Towle,
Emily Swaine,	Kate M. Murphy.
Delia M. Upham,	

## PRIMARY SCHOOLS.

*Francis street.*

Caroline A. Gragg.	<i>Sub-Committee,</i> Mr. Williams.
Mary E. Crosby.	“ Mr. Allen.

*Phillips street.*

Annie E. Clark.	<i>Sub-Committee,</i> Mr. Walker.
M. Louise Cummings.	“ “ “
Amelia F. Boston.	“ Mr. Tuckerman.
Sarah E. Haskins.	“ Mr. Carty.
H. P. Hall.	“ “ “
Sarah B. Bancroft.	“ Mr. O'Kane.
Carrie M. Brackett.	“ Mr. Emery.
Lizzie A. Colligan.	“ Mr. Hobbs.

*Smiths street.*

Isabel Thatcher.	<i>Sub-Committee,</i> Mr. Williams.
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*Cottage place.*

Lizzie F. Johnston, Adaline Beal.  
*Sub-Committee*, Mr. Miles.  
 Caroline D. Putnam, Carrie J. Harris.  
*Sub-Committee*, Mr. Dillaway.

*Ward House.*

Mary J. Backup. *Sub-Committee*, Mr. Seaverns.

## DEARBORN SCHOOL DISTRICT.

## COMMITTEE.

Joseph A. Tucker, *Chairman*. Edward G. Morse, *Secretary*.  
 Ira Allen, John Kneeland,  
 George F. Emery, Thomas H. Lynch,  
 Joel Seaverns, John W. Ryan,  
 John D. Carty, C. Edwin Miles.  
 Franklin Williams,

## DEARBORN SCHOOL.

*Dearborn place.*

William H. Long, *Master*. Harlan P. Gage, *Sub-Master*.  
 L. Anna Dudley, *Master's Assistant*. Philena W. Rounseville, *Head Assis-*  
 Martha D. Chapman, *Head Assistant*. *ant*.  
 Evelvn L. Holbrook, *Head Assistant*.

## ASSISTANTS.

Cynthia G. Melvin, Frances L. Bredeen,  
 Sarah H. Hosmer, Clara T. Fisher,  
 Annie M. Backup, Bell J. Dunham,  
 Lizzie M. Wood, Elizabeth R. Wallis,  
 Phebe H. Simpson, Elizabeth E. Stafford,  
 Josephine A. Keniston, Mary F. Walsh.  
 Louise M. Epneyer, Catherine G. Hosmer, *Sewing Teacher*.  
 Michael J. Lally, *Janitor*.

## PRIMARY SCHOOLS.

*Eustis street.*

Mary F. Neale, Abbie L. Baker.  
*Sub-Committee*, Mr. Tucker.  
 Clarabel E. Chapman, Kate M. Wallace.  
*Sub-Committee*, Mr. Ryan.

*George street.*

Mary M. Sherwin,	Mary C. Smith.
	<i>Sub-Committee</i> , Mr. Morse.
Emily M. Pevear,	Flora J. Cutter.
	<i>Sub-Committee</i> , Mr. Miles.
Clara F. Conant,	M. Ella Aldrich.
	<i>Sub-Committee</i> , Mr. Carty.

*Yeoman street.*

Anna M. Balch,	Susan F. Rowe.
	<i>Sub-Committee</i> , Mr. Kneeland.
Ellen M. Oliver,	Mary E. Nason.
	<i>Sub-Committee</i> , Mr. Williams.
Ada L. McKean,	Annie M. Croft.
	<i>Sub-Committee</i> , Mr. Lynch.
Louise D. Gage,	Kate A. Nason.
	<i>Sub-Committee</i> , Mr. Tucker.

## DUDLEY SCHOOL DISTRICT.

## COMMITTEE.

John Kneeland, <i>Chairman.</i>	Charles K. Dillaway, <i>Secretary.</i>
C. Edwin Miles,	Lucia M. Peabody,
Ira Allen,	Franklin Williams,
Joel Seaverns,	John B. Walker,
George F. Emery,	Joseph O'Kane.

## DUDLEY SCHOOL FOR BOYS.

*Corner of Dudley and Putnam streets.*

Leverett M. Chase, <i>Master.</i>	Charles E. Swett, <i>Sub-Master.</i>
W. Bertha Hintz, <i>Master's Assistant.</i>	Harriet E. Davenport, <i>Head Assistant.</i>

## ASSISTANTS.

Ella F. Inman,	Mary H. Cashman,
Florence E. Browne,	Lurette S. Boynton,
Ruth B. Hadry,	Marietta Rice.

## DUDLEY SCHOOL FOR GIRLS.

*Bartlett street.*Sarah J. Baker, *Principal.*Dora A. Pickering, *Principal's Assistant.*Jane S. Leavitt, *Head Assistant.*

## ASSISTANTS.

Mary C. Whippley,

Eliza Brown,

Mary L. Gore,

Mary S. Sprague.

Emma A. Waterhouse, *Sewing Teacher.*

## PRIMARY SCHOOLS.

*Vernon street.*

Anna M. Stone.

*Sub-Committee,* Miss Peabody.

S. Louise Durant.

" Mr. Emery.

H. Amelia Philbrick.

" Mr. Dillaway.

Anna T. Bicknell.

" Miss Peabody.

*Putnam street.*

Henrietta M. Wood.

*Sub-Committee,* Mr. Miles.

Mary A. Morse.

" Mr. O'Kane.

Emma L. B. Hintz.

" Mr. Walker.

Celia A. Scribner.

" Mr. Dillaway.

## DWIGHT SCHOOL DISTRICT.

## COMMITTEE.

William H. Learnard, Jr., *Chairman.* Stephen G. Deblois, *Secretary.*

William B. Merrill,

Joseph H. Gray,

William H. Baldwin,

Edward W. Kinsley,

John W. Porter,

Lucretia Crocker,

Samuel B. Cruft,

Edward P. Wilbur.

George L. Chaney,

## DWIGHT SCHOOL.

*West Springfield street.*James A. Page, *Master.*Ruth G. Rich, *Master's Assistant.*Walter S. Parker, *Sub-Master.*Margaret P. Kelly, *Head Assistant.*Henry L. Sawyer, *Usher.*

## ASSISTANTS.

Mary C. R. Towle,

— — —,

Laura A. Pendleton,

Mary E. Trow,

Emily F. Carpenter,

Mary O. Lord,

Caroline E. Jones,

Sarah C. Fales.

## PRIMARY SCHOOLS.

*Rutland street.*

Augusta A. Davis.	<i>Sub-Committee</i> , Mr. Baldwin.
Martha B. Lucas.	“ Miss Crocker.
Sarah E. Crocker.	“ Mr. Deblois.
Henrietta Draper.	“ Mr. Kinsley.
Clara B. Gould.	“ Mr. Wilbur.
Evelyn M. Walton.	“ Mr. Cruft.

## ELIOT SCHOOL DISTRICT.

## COMMITTEE.

George D. Ricker, <i>Chairman</i> .	William J. Porter, <i>Secretary</i> .
Lucius Slade,	Orran G. Cillely,
John W. Frazer,	Augustus Andrews,
James A. McDonough,	John J. Gillespie,
Michael Moran,	Francis C. Gray.

## ELIOT SCHOOL.

*North Bennet street.*

Samuel W. Mason, <i>Master</i> .	Walter H. Newell, <i>Sub-Master</i> .
Granville S. Webster, <i>Usher</i> .	Frances M. Bodge, <i>Master's Assistant</i> .
Adolin M. Steele, <i>Head Assistant</i> .	

## ASSISTANTS.

Elizabeth M. Turner,	O. Augusta Welch,
Kate L. Dodge,	Mary Heaton,
M. Ella Wilkins,	Clara Winning,
Clara A. Newell,	Emily F. Marshall,
Mary E. Hanney,	Frances Giles.
Hannah M. Seavey,	

## PRIMARY SCHOOLS.

*Snelling place.*

Harriet S. Boody.	<i>Sub-Committee</i> , Mr. Ricker.
Margaret E. Robinson.	“ Mr. Gray.
Cleone G. Tewksbury.	“ Mr. Porter.
Harriet E. Lampee.	“ Mr. McDonough.
Rosa M. E. Reggio.	“ Mr. Gillespie.
Sarah A. Winsor.	“ Mr. Fraser.



*Charter street.*

Ellen Fitzgerald.	<i>Sub-Committee,</i>	Mr. Fraser.
J. Ida Munroe.	"	Mr. Andrews.
Juliaette Davis.	"	Mr. Cilley.
Sarah Ripley.	"	Mr. Slade.
Julia A. Cutts.	"	Mr. Ricker.
Eliza Brintnall.	"	Mr. Gillespie.

*North Bennet street.*

Ann A. Coleman.	<i>Sub-Committee,</i>	Mr. Andrews.
Mary E. Barrett, <i>Special Instruction.</i>	"	Mr. Moran.
Kate S. Sawyer, "	"	Mr. Porter.
Adeliade E. Badger, "	"	Mr. Ricker.

## EVERETT SCHOOL DISTRICT.

## COMMITTEE.

William B. Merrill, <i>Chairman.</i>	Stephen G. Deblois, <i>Secretary.</i>
Wm. H. Learnard, Jr.,	Wm. Burnet Wright,
William H. Baldwin,	Lucretia Crocker,
Edward W. Kinsley,	Charles P. Goreley.
Samuel B. Cruft,	

## EVERETT SCHOOL.

*West Northampton street.*

George B. Hyde, <i>Master.</i>	Margaret E. Johnson, <i>Master's Assistant.</i>
S. Flora Chandler, <i>Head Assistant.</i>	Anna C. Ellis, <i>Head Assistant.</i>
Janet M. Bullard, <i>Head Assistant.</i>	

## ASSISTANTS.

Maria S. Whitney,	Susan S. Foster,
Adeleve E. Whittemore,	Abby C. Haslet,
Ann R. Gavett,	Eva M. Keller,
Louise M. Alline,	Clary Nelson,
E. L. P. Shannon,	Almira S. Johnson.
Martha A. Sargent, <i>Sewing Teacher.</i>	

## PRIMARY SCHOOLS.

*West Concord street.*

Eliza C. Gould.	<i>Sub-Committee,</i>	Mr. Deblois.
Mary H. Downe.	"	Miss Crocker.
Caroline S. Lamb.	"	Mr. Learnard.

Lydia A. Sawyer.	<i>Sub-Committee</i> , Mr. Kinsley.
Clementine D. Grover.	“ Mr. Cruft.
Hannah M. Coolidge.	“ “
Adelaide B. Smith.	“ Mr. Gorely.
Emma Halstrick.	“ Mr. Deblois.
Lydia F. Blanchard.	“ Miss Crocker.
Fanny N. Nason.	“ Mr. Merrill.
Mary W. Emery,	“ “

*Beacon street.*

Flora M. Proctor.	<i>Sub-Committee</i> , Mr. Cruft.
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## DORCHESTER-EVERETT SCHOOL DISTRICT.

## COMMITTEE.

Frederick P. Moseley, <i>Chairman</i> .	William P. Leavitt, <i>Secretary</i> .
Joseph Willard,	Mary J. S. Blake.
James S. Greene,	

## DORCHESTER-EVERETT SCHOOL.

*Sumner street, Dorchester.*

Roland F. Alger, <i>Master</i> .	Mary F. Thompson, <i>Master's Assistant</i> .
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## ASSISTANTS.

Helen M. Hills,	Henrietta A. Hill,
Sara M. Bearse,	M. Rosalia Merrill,
Anna M. Foster,	_____

## PRIMARY SCHOOLS.

*Boston street.*

Cora L. Etheridge,	Annie W. Ford.
	<i>Sub-Committee</i> , Mr. Moseley.

*Everett avenue.*

Marion W. Brooks,	Matilda Mitchell.
	<i>Sub-Committee</i> , Mr. Moseley.

## FRANKLIN SCHOOL DISTRICT.

## COMMITTEE.

Wm. H. Baldwin, <i>Chairman.</i>	George F. Bigelow, <i>Secretary.</i>
Wm H. Leanard, Jr.,	Charles Hutchins,
Charles L. Flint.	Stephen G. Deblois,
Joseph H. Gray,	Wm. Burnet Wright,
Charles P. Gorely,	Katherine G. Wells.

## FRANKLIN SCHOOL.

*Ringgold street.*

Granville B. Putnam, <i>Master.</i>	Jennie S. Tower, <i>Master's Assistant.</i>
Isabella M. Harmon, <i>Head Assistant.</i>	Caroline A. Mason, <i>Head Assistant.</i>
Catharine T. Simmonds, <i>Head Assistant.</i>	

## ASSISTANTS.

Mary L. Masters,	Elizabeth J. Brown,
Martha J. Burge,	Sarah D. Hamblin,
Margaret E. Schouler,	P. Catharine Bradford,
Roxanna W. Longley,	Kate E. Blanchard,
Mary A. Mitchell,	Annie E. Parker.
Elizabeth D. Cutter, <i>Sewing Teacher.</i>	

## PRIMARY SCHOOLS.

*Groton street.*

Harriet M. Faxon.	<i>Sub-Committee,</i> Mr. Gray.
Georgiana E. Abbott.	“ Mr. Gorely.
Margaret J. Crosby.	“ Mr. Deblois.
Elizabeth G. Forbush.	“ Mr. Learnard.
Isadora Page.	“ Mrs. Wells.
Alfarata M. Nichols.	“ Mr. Bigelow.

## GASTON SCHOOL DISTRICT.

## COMMITTEE.

Francis H. Underwood, <i>Chairman.</i>	John H. Locke, <i>Secretary.</i>
George A. Thayer,	Richard J. Fennelly,
Warren S. Adams,	Arthur H. Wilson,
Joseph H. Allen,	Michael J. Green.

## GASTON SCHOOL.

*L street, corner of Sixth, So. Boston.*

C. Goodwin Clark, *Master.* Adelaide M. Alexander, *Head Assistant.*  
 Lydia Curtis, *Master's Assistant.* ant.

## ASSISTANTS.

Harriet E. Marcy, Sarah C. Winn,  
 Mary S. Butterfield, Fanny Blanchard,  
 Susan Carty, Ellen R. Wyman.  
 Margaret Reid, *Sewing Teacher.* S. W. Pollard, *Janitor.*

## PRIMARY SCHOOLS.

*City Point, Fourth street.*

Elizabeth M. Easton, Josephine F. Krogman,  
 Mary A. Crosby, Electa M. Porter,  
 Maud Stephens, \_\_\_\_\_.

*Gaston School.*

S. Lilla Huckins.

*Sub-Committee, Messrs. Underwood, Thayer and Locke.*  
 A. D. Bickford, *Janitor, at City Point.*

## GIBSON SCHOOL DISTRICT.

## COMMITTEE.

Mary J. S. Blake, *Chairman.* William P. Leavitt, *Secretary.*  
 Frederick P. Moseley, James S. Greene.  
 Joseph Willard,

## GIBSON SCHOOL.

*School street, Dorchester.*

William E. Endicott, *Master.* Ida L. Boyden, *Head Assistant.*

## ASSISTANTS.

Elizabeth E. Shove, Nellie G. Sanford.  
 Charlotte E. Baldwin,

## ATHERTON SCHOOL.

*Columbia street.*Ella S. Wales, *Head Assistant.*



## PRIMARY SCHOOLS.

*School street, Dorchester.*

E. Louise Brown, Ella Whittredge.

*Sub-Committee, Mr. ———.**Green street.*

Edna L. Gleason.

*Sub-Committee, Mr. ———.*

## HANCOCK SCHOOL DISTRICT.

## COMMITTEE.

John W. Fraser, <i>Chairman.</i>	Augustus Andrews, <i>Secretary.</i>
Lucius Slade,	Michael Moran,
James A. McDonough,	Edward H. Dunn,
George D. Ricker,	John T. Beckley,
William J. Porter,	John J. Gillespie.
Charles C. Perkins,	

## HANCOCK SCHOOL.

*Parmenter street.*

James W. Webster, <i>Master.</i>	Ellen C. Sawtelle, <i>Master's Assistant.</i>
Amy E. Bradford, <i>Head Assistant.</i>	Ellen A. Hunt, <i>Head Assistant.</i>
Martha F. Winning, <i>Head Assistant.</i>	

## ASSISTANTS.

Helen M. Hitchings,	Mary E. Skinner,
Josephine M. Robertson,	Mary E. F. McNeil,
Susan E. Allen,	Sophia L. Sherman.
Clara E. Bell,	Franklin Evelyth, <i>Janitor.</i>

*Cushman Building, Parmenter street.*

Maria L. Macomber, <i>Head Assistant.</i>	Katie Doherty, <i>Sewing Teacher.</i>
Olive M. E. Rowe, <i>Assistant.</i>	Enoch Miley, <i>Janitor.</i>

## PRIMARY SCHOOLS.

*Cushman School, Parmenter street.*

Sarah E. Ward.	<i>Sub-Committee, Mr. Perkins.</i>
Adeline S. Bodge.	“ Mr. Andrews.
Harriet M. Fraser.	“ Mr. Fraser.
Teresa M. Gargan.	“ Mr. McDonough.

Rosanna B. Raycroft.	<i>Sub-Committee</i> , Mr. Beckley.
Mary J. Clark.	“ Mr. Dunn.
Marcella C. Halladay.	“ Mr. Moran.
Mary L. Desmond.	“ Mr. Porter.
Sarah F. Ellis, <i>Special Instruction</i> .	“ Mr. Gillespie.
Elizabeth A. Fisk, “ “	“ Mr. Slade.
Maria A. Gibbs, “ “	“ Mr. Moran.

*Ingraham School, Sheafe street.*

Josephine B. Silver.	<i>Sub-Committee</i> , Mr. Gillespie.
Martha F. Boody.	“ Mr. Andrews.
Esther W. Mansfield.	“ Mr. Ricker.

*Thacher street.*

Mary Bonnie.	<i>Sub-Committee</i> , Mr. Fraser.
Kate T. Sinnott.	“ Mr. Porter.
Sarah J. Copp.	“ Mr. Ricker.

## HARRIS SCHOOL DISTRICT.

## COMMITTEE.

William T. Adams, <i>Chairman</i> .	John W. Porter, <i>Secretary</i> .
Willard S. Allen,	William P. Leavitt.
J. Coffin Jones Brown,	

## HARRIS SCHOOL.

*Corner of Adams and Mills street, Dorchester.*

Edwin T. Horne, <i>Master</i> .	Ann Tolman, <i>Head Assistant</i> .
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## ASSISTANTS.

Adelaide A. Keith,	Almy C. Plummer.
Elizabeth P. Boynton,	Mrs. A. S. Ryder, <i>Sewing Teacher</i> .
Sarah E. Hearsey,	

## PRIMARY SCHOOLS.

*Harris School-house.*

Marion B. Sherburne.	<i>Sub-Committee</i> , Messrs. Porter and Brown.
Delia R. Capen.	“ Messrs. Allen and Leavitt.
Elizabeth F. Pearson.	“ Mr. Adams.

## CHARLESTOWN--HARVARD SCHOOL DISTRICT.

## COMMITTEE.

James F. Southworth, <i>Chairman.</i>	Jeremiah J. McCarthy, <i>Secretary.</i>
Lucius Slade,	William H. Miller,
Nahum Chapin.	

## HARVARD SCHOOL.

*Bow street.*

W. E. Eaton, <i>Master.</i>	Darius Hadley, <i>Sub-Master.</i>
Abby B. Tufts, <i>Master's Assistant.</i>	Ann E. Weston, <i>Head Assistant.</i>
Sarah E. Leonard, <i>Head Assistant.</i>	

## ASSISTANTS.

Sarah A. Benton,	Mary A. Lovering,
Lucy A. Kimball,	Martha F. Fay,
Emma F. Thomas,	Mary A. Emery,
Sarah J. Perkins,	Lois A. Rankin.

## PRIMARY SCHOOLS.

*Bow street (Grammar-school Building).*

Mary P. Howland, *Special Instruction. Sub-Committee,* Mr. Southworth.

*Harvard Hill.*

Fanny B. Hall.	<i>Sub-Committee,</i> Mr. Southworth.
Fanny A. Foster.	" Mr. Slade.
Elizabeth F. Doane.	" Mr. Chapin.
C. M. W. Tilden.	" Mr. Slade.
Elizabeth B. Wetherbee.	" Mr. McCarthy.
Lucy M. Small.	" Mr. Chapin.
Louisa A. Whitman.	" Mr. Miller.

*Common street.*

Catherine C. Brower.	<i>Sub-Committee,</i> Mr. Slade.
Elizabeth A. Prichard,	Mary F. Kittredge.
	<i>Sub-Committee,</i> Mr. Miller.
Effie A. Kottell.	<i>Sub-Committee,</i> Mr. Southworth.
Elizabeth R. Brower.	" Mr. McCarthy.
Alice S. Hatch.	" Mr. Southworth.

## LAWRENCE SCHOOL DISTRICT.

## COMMITTEE.

Hugh J. Toland, <i>Chairman.</i>	Michael J. Green, <i>Secretary.</i>
Richard J. Fennelly,	Joseph D. Fallon,
Warren P. Adams,	Joseph H. O'Neil,
John E. Fitzgerald,	John H. Locke.
George A. Thayer,	

## LAWRENCE SCHOOL.

*Corner of B and West Third streets.*

Amos M. Leonard, <i>Master.</i>	D. A. Hamlin, <i>Sub-Master.</i>
Henry L. Clapp, <i>Usher.</i>	Grenville C. Emery, <i>Usher.</i>
Alice Cooper, <i>Master's Assistant.</i>	Emma P. Hall, <i>Head Assistant.</i>

## ASSISTANTS.

Mary E. H. Ottiwell,	Martha S. Damon,
Abby C. Burge,	Margaret Holmes,
Margaret A. Gleason,	Margarette A. Moody,
Catharine M. Lynch,	Mary A. Conroy,
Mary A. Montague,	Lena Hurlbutt,
M. Louise Gillett,	Mary A. A. Dolan.

## PRIMARY SCHOOLS.

*Mather Building, Broadway, near B street.*

Lucy M. Cragin.	<i>Sub-Committee,</i> Mr. Locke.
Elizabeth S. Lakeman.	“ Mr. Thayer.
Mary W. Bragdon.	“ Mr. Fennelly.
Sarah M. Brown.	“ Mr. Fallon.
Ada A. Bradeen.	“ Mr. Green.
Willietta Bicknell.	“ Mr. Fitzgerald.
Alice W. Baker.	“ Mr. Thayer.
Ann E. Newell, <i>Special Instruction.</i>	“ Mr. Toland.
Ophelia S. Newell, “	“ Mr. Adams.

*Jenkins' Block, cor. of Broadway and B street.*

A. Elizabeth McGrath.	<i>Sub-Committee,</i> Mr. O'Neil.
Minnie F. Crosby.	“ Mr. Toland.

*Corner of Broadway and Dorchester avenue.*

Elizabeth Crawford.	<i>Sub-Committee,</i> Mr. Locke.
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*Parkman School, Silver street, near Dorchester avenue.*

Amelia McKenzie.	<i>Sub-Committee</i> , Mr. Fallon.
Mary G. A. Toland.	“ Mr. Adams.
Harriet L. Rayne.	“ Mr. Toland.
Isabel M. Kelren.	“ Mr. Fennelly.
Mary F. Peeler.	“ Mr. Green.
Emma F. Gallagher.	“ Mr. Fitzgerald.

## LEWIS SCHOOL DISTRICT.

### COMMITTEE.

Joel Seaverns, <i>Chairman</i> .	Edward G. Morse, <i>Secretary</i> .
Joseph A. Tucker,	John Kneeland,
Charles K. Dillaway,	C. Edwin Miles,
Frederick P. Moseley,	Lucia M. Peabody,
Joseph O'Kane,	John W. Ryan.

### LEWIS SCHOOL.

*Corner of Dale and Sherman streets.*

Wm. L. P. Boardman, <i>Master</i> .	Charles F. King, <i>Sub-Master</i> .
Sarah E. Fisher, <i>Master's Assistant</i> .	Elizabeth S. Morse, <i>Head Assistant</i> .
Eunice C. Atwood, <i>Head Assistant</i> .	

### ASSISTANTS.

Mary D. Chamberlain,	Emily B. Eliot,
Henrietta M. Young,	Louisa J. Hovey,
Susan A. Dutton,	Maria L. Miller,
Elizabeth Gerry,	H. Amelia Smith.
Malvina L. Sears, <i>Sewing Teacher</i> .	Gilbert S. May, <i>Janitor</i> .

### PRIMARY SCHOOLS.

*Thornton street.*

Joanna Monroe.	<i>Sub-Committee</i> , Mr. Dillaway.
Alice C. Pierce.	“ Mr. O'Kane.

*Winthrop street.*

Frances N. Brooks.	<i>Sub-Committee</i> , Mr. Kneeland.
Eliza J. Goss.	“ Mr. Morse.
Helen Crombie.	“ Miss Peabody.
Mary F. Baker.	“ Mr. Miles.

*Monroe street.*

Almira B. Russell.  
 Maria L. Burrill.

*Sub-Committee*, Mr. Morse.  
 " Mr. Ryan.

*Mt. Pleasant avenue.*

Fanny H. C. Bradley,

Eloise B. Walcutt,  
*Sub-Committee*, Mr. Tucker.

## LINCOLN SCHOOL DISTRICT.

## COMMITTEE.

George A. Thayer, *Chairman*.  
 Francis H. Underwood,  
 Warren P. Adams,  
 Richard J. Fennelly,

John H. Locke, *Secretary*.  
 Joseph H. Allen,  
 Arthur H. Wilson,  
 Joseph H. O'Neil.

## LINCOLN SCHOOL.

*Broadway, near K street.*

Alonzo G. Ham, *Master*.  
 Charles W. Hoitt, *Usher*.  
 Margaret J. Stewart, *Head Assistant*.

Henry H. Kimball, *Sub-Master*.  
 Mary E. Balch, *Head Assistant*.

## ASSISTANTS.

Susan K. Pratt,  
 Sarah A. Curran,  
 Mary A. H. Fuller,  
 Joshua B. Emerson, *Janitor*.  
 Sarah M. Tripp,

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 Vodisa J. Comey,  
 Georgette Custer,  
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## PRIMARY SCHOOLS.

*Capen School, corner of I and Sixth streets.*

Laura J. Gerry,  
 Mary E. Perkins,  
 Ella M. Warner,  
 Mary H. Faxon, *Special Instruction*.

Mary E. Powell,  
 Susan Hutchinson,  
 Mary French.

*Sub-Committee*, Messrs. Thayer, Underwood, and Wilson.

A. D. Bickford, *Janitor*.

## LOWELL SCHOOL DISTRICT.

## COMMITTEE.

George M. Hobbs, <i>Chairman.</i>	Joseph O'Kane, <i>Secretary.</i>
Franklin Williams,	C. Edwin Miles,
Dan S. Smalley,	Samuel Tuckerman,
Charles K. Dillaway,	John W. Ryan,
Edward G. Morse,	Robert G. Seymour.
Joel Seaverns,	

## LOWELL SCHOOL.

*Centre street.*

Daniel W. Jones, <i>Master.</i>	George T. Wiggin, <i>Sub-Master.</i>
Florence E. Tilton, <i>Master's Assistant.</i>	Eliza C. Fisher, <i>Head Assistant.</i>

## ASSISTANTS.

E. Josephine Page,	Anna L. Hudson,
Susan G. B. Garland,	Mary A. Cloney.
Frank L. Harris, <i>Janitor.</i>	

## PRIMARY SCHOOL.

*Centre street.*

Jeannie B. Lawrence.	<i>Sub-Committee,</i> Mr. Dillaway.
Ellen H. Holt.	“ Mr. Miles.
Emma M. Waldock.	“ Mr. Morse.
Helen O. Wyman.	“ Mr. Tuckerman.

*Curtis street.*

Sarah P. Blackburn.	<i>Sub-Committee,</i> Mr. O'Kane.
Mary J. Capen.	“ Mr. Seymour.

*Codman avenue, corner of Washington street.*

Alice M. May.	<i>Sub-Committee,</i> Mr. Seaverns.
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## LYMAN SCHOOL DISTRICT.

## COMMITTEE.

Willard S. Allen, <i>Chairman.</i>	Warren Fletcher, <i>Secretary.</i>
Henry S. Washburn,	Benjamin F. Campbell,
John Noble,	George D. Ricker.
George H. Plummer,	

## LYMAN SCHOOL.

*Corner of Paris and Decatur streets.*

Hosea H. Lincoln, <i>Master.</i>	George K. Daniell, Jr., <i>Sub-Master.</i>
Cordelia Lothrop, <i>Master's Assistant.</i>	Eliza F. Russell, <i>Head Assistant.</i>
Mary A. Turner, <i>Head Assistant.</i>	Amelia H. Pittman, <i>Head Assistant.</i>

## ASSISTANTS.

Lucy J. Lothrop,	Louise A. Small,
Mary P. Tewksbury,	Harriet N. Webster,
Susan J. Adams,	Irene A. Bancroft,
Sybilla A. Bailey,	Emma P. Morey.
Frances C. Close, <i>Sewing Teacher.</i>	William Gradon, <i>Janitor.</i>

## PRIMARY SCHOOLS.

*Austin School, Paris street.*

Clara B. George,	Josephine A. Murphy.
	<i>Sub-Committee, Mr. Ricker.</i>
Angeline M. Cudworth,	Sarah F. Lothrop.
	<i>Sub-Committee, Mr. Fletcher.</i>
Anna I. Duncan.	<i>Sub-Committee, Mr. Allen.</i>
Florence Carver.	" Mr. Washburn.
	<i>Mrs. Higginson, Janitor.</i>

*Old Lyman School-house.*

Frances J. Daley.	<i>Sub-Committee, Mr. Allen.</i>
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*Webster street.*

Mary E. Morse, <i>Special Instruction.</i>	<i>Sub-Committee, Mr. Washburn.</i>
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## MATHER SCHOOL DISTRICT.

## COMMITTEE.

William P. Leavitt, <i>Chairman.</i>	Frederick P. Moseley, <i>Secretary.</i>
James S. Greene,	Mary J. S. Blake.
Joseph Willard,	

## MATHER SCHOOL.

*Meeting-House Hill, Dorchester.*

Daniel B. Hubbard, <i>Master.</i>	Sarah W. Symmes, <i>Head Assistant.</i>
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## ASSISTANTS.

Mary C. Jacobs,	Lucy J. Dannels,
Annie L. Jenkins,	S. Kate Shepard,
Sarah E. Austin,	Ellen H. Bailey.
Mrs. A. S. Ryder, <i>Sewing Teacher.</i>	Benjamin C. Bird, <i>Janitor.</i>

## PRIMARY SCHOOLS.

*Mather School-house.*

Ella L. Howe,	M. Esther Drake.
Mary P. Pronk,	

*Old Mather School-house, Meeting-house Hill.*

Louisa P. Smith.

## MAYHEW SCHOOL DISTRICT.

## COMMITTEE.

John T. Beckley, <i>Chairman.</i>	A. Kendall Tilden, <i>Secretary.</i>
Lucius Slade,	Alonzo Boothby,
William J. Porter,	Francis C. Gray,
Edward B. Rankin,	Patrick F. Lyndon.
Orran G. Cilley,	

## MAYHEW SCHOOL.

*Hawkins street.*

Samuel Swan, <i>Master.</i>	Quincy E. Dickerman, <i>Sub-Master.</i>
George W. M. Hall, <i>Usher.</i>	Emily A. Moulton, <i>Master's Assistant.</i>
Adeline F. Cutter, <i>Head Assistant.</i>	

## ASSISTANTS.

Luciette A. Wentworth,	Sarah W. I. Copeland,
Alicia O. Quimby,	Elizabeth L. West,
Helen M. Coolidge,	Ruth E. Rowe.

## PRIMARY SCHOOLS.

*Grant place.*

Elizabeth S. Parker, <i>Spec. Instruction.</i>	<i>Sub-Committee,</i>	Mr. Boothby.
Affie T. Wier, <i>Special Instruction.</i>	"	Mr. Gray.
Emeline C. Farley.	"	Mr. Lyndon.
Ann M. F. Sprague.	"	Mr. Cilley.
Fanny B. Bowers.	"	Mr. Tilden.

*Cooper street.*

Harriet A. Farrow.  
Susan A. Slavin.

*Sub-Committee*, Mr. Rankin.  
" Mr. Porter.

## MINOT SCHOOL DISTRICT.

## COMMITTEE.

John W. Porter, *Chairman*.  
Willard S. Allen,  
J. Coffin Jones Brown,

William T. Adams, *Secretary*.  
James S. Greene.

## MINOT SCHOOL.

*Walnut street, Dorchester.*

Joseph T. Ward, Jr., *Master*.

Isabel F. P. Emery, *Head Assistant*.

## ASSISTANTS.

Mary E. Glidden,  
Kate M. Adams,

Sophia W. French,  
Ellen M. S. Treadwell.

## PRIMARY SCHOOLS.

*Walnut street.*

Angelina A. Brigham.  
Francis E. Hildreth.  
Jane M. Seaverns.

*Sub-Committee*, Mr. Brown.  
" Mr. Allen.  
" Mr. Porter.

*Adams street.*

Mary J. Pope, *Special Instruction*.

*Sub-Committee*, Mr. Porter.

## NORCROSS SCHOOL DISTRICT.

## COMMITTEE.

Joseph D. Fallon, *Chairman*.  
John E. Fitzgerald,  
Hugh J. Toland,  
Francis H. Underwood,  
Arthur H. Wilson,

Richard J. Fennelly, *Secretary*.  
Warren P. Adams,  
George A. Thayer,  
John H. Locke,  
Michael J. Green.

## NORCROSS SCHOOL.

*Corner of D and Fifth streets, South Boston.*

Josiah A. Stearns, *Master*.  
Fiducia S. Wells, *Head Assistant*.

Mary J. Fennelly, *Master's Assistant*.  
Sarah A. Gallagher, *Head Assistant*.

## ASSISTANTS.

Mary A. Neill,	Mary E. Downing,
Anna M. Prescott,	May Dawson,
Juliette Wyman,	Miranda A. Bolkcom,
Juliette Smith,	Harriet E. Johnston,
Emma L. Eaton,	Mary G. Lanning.
Ellen T. Noonan,	Sarah J. Bliss, <i>Sewing Teacher.</i>
Samuel T. Jeffers, <i>Janitor.</i>	

## PRIMARY SCHOOL.

*Drake School, corner of C and Third streets.*

Mary K. Davis.	<i>Sub-Committee,</i> Mr. Underwood.
Sarah V. Cunningham.	“ Mr. Fennelly.
Abby C. Nickerson.	“ Mr. Thayer.
Nellie J. Cashman.	“ Mr. Fitzgerald.
Frank W. Hussey.	“ Mr. Adams.
Lucinda Smith.	“ Mr. Locke.

*Vestry, corner of D and Silver streets.*

Mary R. Roberts.	<i>Sub-Committee,</i> Mr. Fallon.
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## PHILLIPS SCHOOL DISTRICT.

## COMMITTEE.

A. Kendall Tilden, <i>Chairman.</i>	Alonzo Boothby, <i>Secretary.</i>
Hall Curtis,	Edward H. Dunn,
John T. Beckley,	James T. Still,
Joseph Willard,	Abby W. May,
John E. Quinn,	Francis C. Gray.

## PHILLIPS SCHOOL.

*Phillips street.*

James Hovey, <i>Master.</i>	Elias H. Marston, <i>Sub-Master.</i>
George Perkins, <i>Usher.</i>	Laura M. Porter, <i>Master's Assistant.</i>
Carrie T. Haven, <i>Head Assistant.</i>	

## ASSISTANTS.

Elvira M. Harrington,	Hannah M. Sutton,
Martha A. Knowles,	Martha F. Whitman,
Victoria M. Goss,	Clara J. Reynolds,
Eliza A. Corthell,	Sarah E. Frye.

## PRIMARY SCHOOLS.

*Phillips street.*

Mary E. Franklin.	<i>Sub-Committee</i> , Miss May.
Sarah A. M. Turner.	“ Mr. Curtis.

*Anderson street.*

Barbara C. Farrington.	<i>Sub-Committee</i> , Mr. Beckley.
Josephine O. Hendrick.	“ Mr. Boothby.
Elizabeth J. Hamilton.	“ Mr. Still.

*Joy street.*

Elizabeth N. Smith, *Special Instruction* *Sub-Committee*, Mr. Willard.

*Phillips School-house.*

Evelyn E. Plummer, *Special Instruction* *Sub-Committee*, Mr. Gray.

## PRESCOTT SCHOOL DISTRICT.

## COMMITTEE.

John Noble, <i>Chairman</i> .	John W. Fraser, <i>Secretary</i> .
Henry S. Washburn,	Benjamin F. Campbell,
Willard S. Allen,	Warren Fletcher.
George H. Plummer,	

## PRESCOTT SCHOOL.

*Prescott street, East Boston.*

James F. Blackington, <i>Master</i> .	J. Willard Brown, <i>Sub-Master</i> ,
Elizabeth R. Drowne, <i>Master's Assistant</i> .	Bernice A. DeMeritt, <i>Head Assistant</i> .
	Louise S. Hotchkiss, <i>Head Assistant</i> .
Frances H. Turner, <i>Head Assistant</i> .	

## ASSISTANTS.

Mary A. Ford,	Sarah J. Litchfield,
Ellenette Pillsbury,	Mary D. Day,
Carrie E. Tozier,	Harriet N. Weed,
Georgia H. Tilden,	Elizabeth A. Turner.
Annie J. Noble, <i>Sewing Teacher</i> .	Edward C. Chessman, <i>Janitor</i> .



## PRIMARY SCHOOLS.

*Prescott School-house.*

Hannah L. Manson, Almaretta J. Critchett.  
 Mary A. Oburg,  
*Sub-Committee, Mr. Noble.*

*Primary School-house, on Princeton street.*

Mary E. Plummer.	<i>Sub-Committee, Mr. Fletcher.</i>
Margaret A. Bartlett.	“ Mr. Fraser.
Caroline Ditson.	“ “
Florence H. Drew.	“ “
Harriette Litchfield.	“ Mr. Fletcher.
Abbie M. Nye.	“ “
Elizabeth W. Hazell.	“ Mr. Noble.

## CHARLESTOWN-PRESCOTT SCHOOL DISTRICT.

## COMMITTEE.

James A. McDonald, <i>Chairman.</i>	George B. Neal, <i>Secretary.</i>
Benjamin F. Campbell,	Thomas Gaffney.
Nahum Chapin,	

## CHARLESTOWN-PRESCOTT SCHOOL.

*Elm street, Charlestown.*

George T. Littlefield, <i>Master.</i>	Alonzo Meserve, <i>Sub-Master.</i>
Eunice B. Dyer, <i>Master's Assistant.</i>	Martha M. Kenrick, <i>Head Assistant.</i>
Mary C. Sawyer, <i>Head Assistant.</i>	

## ASSISTANTS.

Julia C. Powers,	Elizabeth J. Farnsworth,
Ellen C. Dickinson,	Lyda A. Sears,
Frances A. Craigin,	Julia F. Sawyer.

## PRIMARY SCHOOLS.

*Medford street.*

Mary E. Smith,	Ellen Hadley.
	<i>Sub-Committee, Mr. Neal.</i>

*Polk street.*

Frances M. Lane,	Emma F. Hanson.
	<i>Sub-Committee, Mr. McDonald.</i>

*Elm street.*

Elizabeth C. Breder.  
Thomas Merritt, *Janitor.*

*Sub-Committee*, Mr. Gaffney.

## QUINCY SCHOOL DISTRICT.

## COMMITTEE.

John E. Fitzgerald, <i>Chairman.</i>	Abby W. May, <i>Secretary.</i>
Henry P. Shattuck,	Lucretia P. Hale,
John P. Reynolds,	Edward B. Rankin,
John P. Ordway,	Francis Hayden,
John M. Maguire,	Edward J. Jenkins,
George L. Chaney,	William H. Newcomb.
John J. Murphy,	

## QUINCY SCHOOL.

*Tyler street.*

E. Frank Wood, <i>Master.</i>	George W. Neal, <i>Sub-Master.</i>
Henry B. Brown, <i>Usher.</i>	Annie M. Lund, <i>Master's Head Assistant.</i>
Olive M. Page, <i>Head Assistant.</i>	

## ASSISTANTS.

Mary L. Holland,	Emily J. Tucker,
Nellie J. Frost,	Bridget A. Foley,
Margaret F. Tappan,	Charlotte L. Wheelright,
Emily B. Peck,	Harriette A. Bettis.
Emma K. Youngman,	

## PRIMARY SCHOOLS.

*Way street.*

Mary E. Sawyer.	<i>Sub-Committee</i> , Messrs. Reynolds and Hayden.
Charlotte L. Young.	“ Messrs. Chaney and Newcomb.
——, ——.	“ Mr. Ordway.

*Hudson street.*

——, ——.

*Sub-Committee*, Messrs. Rankin and Fitzgerald.

*Genesee street.*

Emily E. Maynard.	<i>Sub-Committee</i> , Mr. Shattuck and Miss May.
Harriet M. Bolman.	“ Messrs. Jenkins and Murphy.
Anna T. Corliss.	“ Miss Hale and Mr. Maguire.

## RICE SCHOOL DISTRICT.

## COMMITTEE.

Charles L. Flint, <i>Chairman.</i>	Adams K. Tolman, <i>Secretary.</i>
Wm. B. Merrill,	Wm. H. Baldwin,
J. Coffin Jones Brown,	Wm. Burnett Wright,
Charles Hutchins,	Edward P. Wilbur,
George F. Bigelow,	Charles P. Gorely.
George E. Filkins,	

## RICE SCHOOL.

*Corner of Dartmouth and Appleton streets.*

Lucius A. Wheelock, <i>Master.</i>	Edward Southworth, <i>Sub-Master,</i>
Charles F. Kimball, <i>Usher.</i>	Martha E Pritchard, <i>Master's Assistant.</i>

## ASSISTANTS.

Elsie J. Parker,	Florence Marshall,
E. Maria Simonds,	Ella T. Gould,
J. Annie Bense,	Eliza Cox,
Harriet D. Hinckley,	Dora Brown,
Martha J. Porter,	Ellen M. Barbour.
Elizabeth M. Burnham, <i>Special Instruction.</i>	

## PRIMARY SCHOOLS.

*Appleton street.*

Ella F. Wyman.	<i>Sub-Committee,</i> Mr. Tolman.
Margaret Dadmun.	“ Mr. Wilbur.
Grace Hooper.	“ Mr. Hutchins.
Sarah E. Bowers.	“ Mr. Baldwin.
Ellen F. Beach.	“ Mr. Wright.
Anna B. Badlam.	“ Mr. Gorely.
Emma L. Lyman.	“ Mr. Wright.

*Wait School, Shawmut Avenue.*

Josephine G. Whipple,	Georgiana A. Ballard.
	<i>Sub-Committee,</i> Mr. Filkins.
Emma E. Allin.	<i>Sub-Committee,</i> Mr. Bigelow.
E. Josephine Bates.	“ Mr. Baldwin.
Julia Marshall.	“ Mr. Gorely.
Jennie E. Haskell.	“ Mr. Wilbur.
Martha L. Beckler, <i>Special Instruction.</i>	The whole Committee.

## SHERWIN SCHOOL DISTRICT.

## COMMITTEE.

Ira Allen, <i>Chairman.</i>	Robert G. Seymour, <i>Secretary.</i>
John Kneeland,	Charles K. Dilloway,
Stephen G. Deblois,	John D. Carty,
Joseph A. Tucker,	Thomas H. Lynch,
C. Edwin Miles,	John B. Walker.
Joseph O'Kane,	

## SHERWIN SCHOOL.

*Madison square.*

Silas C. Stone, <i>Master.</i>	Frank A. Morse, <i>Sub-Master.</i>
Julia F. Long, <i>Master's Head Assistant.</i>	S. Maria Wheeler, <i>Head Assistant.</i>
Martha A. Smith, <i>Head Assistant.</i>	Lucy L. Burgess, <i>Head Assistant.</i>

## ASSISTANTS.

Elizabeth B. Walton,	Sarah R. Bonney,
Anna B. Carter,	Josephine D. Snow,
Harriet A. Lewis,	Marian Henshaw,
Isadora Henshaw,	Fanny McDonald,
Caroline K. Nickerson,	Louisa Ayer,
Fanny L. Stockman,	E. Elizabeth Boies.
Alice T. Kelley, <i>Special Instruction.</i>	Maria L. Young, <i>Sewing Teacher.</i>
Joseph G. Scott, <i>Janitor.</i>	

## PRIMARY SCHOOLS.

*Weston street.*

Anna G. Fillebrown,	Mary E. Gardiner.
	<i>Sub-Committee, Mr. Carty.</i>
Harriet M. Burroughs,	Martha E. Page.
	<i>Sub-Committee, Mr. Walker.</i>

*Franklin place.*

Annie E. Walcutt,	Sarah J. Davis.
	<i>Sub-Committee, Mr. Allen.</i>
Sarah E. Gould,	Emma L. Peterson.
	<i>Sub-Committee, Mr. Seymour.</i>

*Avon place.*

Abby E. Ford,	Elizabeth F. Todd.
	<i>Sub-Committee, Mr. O'Kane</i>



*Day's Chapel.*

Emily L. Marston,

Maria D. Faxon.

*Sub-Committee, Mr. Lynch.**Cabot street.*

Mary F. Cogswell.

*Sub-Committee, Mr. Dillaway.**Warwick street.*

Elizabeth A. Sanborn.

*Sub-Committee, Mr. Dillaway.**Mill Dam.*

Annie H. Berry.

*Sub-Committee, Mr. Miles.*

## SHURTLEFF SCHOOL DISTRICT.

## COMMITTEE.

Warren P. Adams, *Chairman.*John H. Locke, *Secretary.*

Joseph H. Allen,

Arthur H. Wilson,

Francis H. Underwood,

Frederick P. Moseley,

George A. Thayer,

Joseph D. Fallon.

## SHURTLEFF SCHOOL.

*Dorchester street, South Boston.*Henry C. Hardon, *Master.*Anna M. Penniman, *Master's Assist-*Ellen E. Morse, *Head Assistant.**ant.*Lavinia B. Pendleton, *Head Assistant.*Emeline L. Tolman, *Head Assistant.*

## ASSISTANTS.

Martha E. Morse,

Abby S. Hammond,

Catharine A. Dwyer,

Margaret T. Pease,

Sarah L. Garrett,

Roxana N. Blanchard,

Harriet S. Howes,

Ella F. Blacker,

Julia M. Pease,

Edith A. Pope.

Eliza M. Cleary, *Sewing Teacher.*William Dillaway, *Janitor.*

## PRIMARY SCHOOLS.

*Clinch Building, F street.*

Marion W. Rundlett.

*Sub-Committee, Mr. Locke.*

Jane M. Bullard.

" Mr. Allen.

Ella R. Johnson.

" Mr. Underwood.

Mary E. Morse.

" Mr. Thayer.

Julia F. Baker.

" Mr. Fallon.

Sophia C. Dudley.

" Mr. Wilson.

## STOUGHTON SCHOOL DISTRICT.

## COMMITTEE.

James S. Greene, <i>Chairman.</i>	Willard S. Allen, <i>Secretary.</i>
John W. Porter,	William P. Leavitt.
J. Coffin Jones Brown,	

## STOUGHTON SCHOOL.

*River street, Lower Mills.*

Edward M. Lancaster, <i>Master.</i>	Elizabeth H. Page, <i>Head Assistant.</i>
-------------------------------------	-------------------------------------------

## ASSISTANTS.

Isabelle A. Worsley,	Margaret Whittemore,
—— ———,	Elizabeth J. Stetson.

## PRIMARY SCHOOLS.

*River street, Lower Mills.*

Caroline Melville.	<i>Sub-Committee,</i> Mr. Allen.
R. Ellerrine Robie.	“ Mr. Porter.
Hannah E. Pratt.	“ Mr. Brown.

## TILESTON SCHOOL DISTRICT.

## COMMITTEE.

James S. Greene, <i>Chairman.</i>	John W. Porter, <i>Secretary.</i>
Willard S. Allen,	J. Coffin Jones Brown.
William T. Adams,	

## TILESTON SCHOOL.

*Norfolk street, Mattapan.*Henry B. Miner, *Master.*

## ASSISTANTS.

Martha A. Baker,	Emma F. Colomy.
------------------	-----------------

## PRIMARY SCHOOL.

*Norfolk street.*

Elizabeth S. Fisher.

## WARREN SCHOOL DISTRICT.

## COMMITTEE.

Edwin H. Darling, <i>Chairman.</i>	Thomas Gaffney, <i>Secretary.</i>
James F. Southworth,	James A. McDonald.
Nahum Chapin,	

## WARREN SCHOOL.

*Corner of Pearl and Summer streets, Charlestown.*

George Swan, <i>Master.</i>	E. B. Gay, <i>Sub-Master.</i>
Sarah M. Chandler, <i>Master's Assistant.</i>	Annie D. Dalton, <i>Head Assistant.</i>
Anna S. Osgood, <i>Head Assistant.</i>	Kate E. McGowan, <i>Head Assistant.</i>

## ASSISTANTS.

Elizabeth Swords,	Frances L. Dodge,
Abby E. Holt,	Maria L. Bolan,
Ellen A. Pratt,	Alice Hall,
Abby C. Lewis,	Marietta F. Allen.

## PRIMARY SCHOOLS.

*Mead street.*

Melissa J. A. Conley.	<i>Sub-Committee,</i> Mr. Gaffney.
M. Josephine Smith.	“ Mr. Darling.
Elizabeth W. Yeaton.	“ Mr. McDonald.
Abby P. Richardson.	“ “

*Cross street.*

Caroline E. Osgood.	<i>Sub-Committee,</i> Mr. Southworth.
Abby O. Varney.	“ Mr. Chapin.

*Warren School-house.*

Caroline M. Sisson, <i>Special Instruction.</i>	<i>Sub-Committee,</i> Mr. Darling.
-------------------------------------------------	------------------------------------

## WELLS SCHOOL DISTRICT.

## COMMITTEE.

Lucius Slade, <i>Chairman.</i>	James A. McDonough, <i>Secretary.</i>
A. Kendall Tilden,	Lucretia P. Hale,
John E. Quinn,	James T. Still,
William C. Williamson,	Patrick F. Lyndon.
Orran G. Cilley,	

## WELLS SCHOOL.

*Corner of Blossom and McLean streets.*

Rodney G. Chase, *Master.* Delia A. Varney, *Head Assistant.*  
 Abby J. Boutwell, *Master's Assistant.* Mary G. Shaw, *Head Assistant.*

## ASSISTANTS.

Mary W. Perry,	Elizabeth P. Winning,
Mary T. Locke,	M. Isabella Bennett.
Mary S. Carter,	Mrs. Frances E. Stevens, <i>Sewing</i>
Mary M. Perry,	<i>Teacher.</i>

## PRIMARY SCHOOL.

*Dean School, Wall street.*

Georgia D. Barstow.	<i>Sub-Committee,</i> Mr. Tilden.
Lavinia M. Allen.	“ Mr. Still.
Lois M. Rea.	“ Mr. Tilden.
Adelaide A. Rea.	“ Mr. Slade.
Mary F. Gargan.	“ Mr. Quinn.
Anna B. Gould, <i>Special Instruction.</i>	“ Mr. Williamson.

*Emerson School, Poplar street.*

Maria W. Turner.	<i>Sub-Committee,</i> Miss Hale.
Emma Dexter.	“ Mr. Lyndon.
Anna A. James.	“ Miss Hale.
Eliza A. Freeman.	“ Mr. Williamson.
Sarah C. Chevallier.	“ Mr. Quinn.
Lucy M. A. Redding.	“ Mr. McDonough.

## WINTHROP SCHOOL DISTRICT.

## COMMITTEE.

Henry P. Shattuck, <i>Chairman.</i>	George E. Filkins, <i>Secretary.</i>
J. Coffin Jones Brown,	John E. Fitzgerald,
John P. Reynolds,	David J. O'Connor,
John M. Maguire,	Edward P. Wilbur,
Samuel B. Cruft,	George N. Thomson,
John P. Ordway,	William H. Newcomb,
George L. Chaney,	Katherine G. Wells.



## WINTHROP SCHOOL.

*Tremont street, near Eliot street.*

Robert Swan, <i>Master.</i>	May Gertrude Ladd, <i>Head Assistant.</i>
Susan A. W. Loring, <i>First Head Assistant.</i>	Emma K. Valentine, <i>Head Assistant.</i>
Mary F. Light, <i>Head Assistant.</i>	Carrie F. Welch, <i>Head Assistant.</i>

## ASSISTANTS.

Annie J. Stoddard,	Catherine K. Marlow,
Elizabeth S. Emmons,	Edith Adams,
Caroline S. Crozier,	Elizabeth H. Bird,
Mary E. Barstow,	Mary J. Danforth,
Mary E. Davis,	Adelaide Meston,
Mary L. H. Gerry,	Margaret T. Wise,
Ellen M. Underwood.	Isabella Cumming, <i>Sewing Teacher.</i>

## PRIMARY SCHOOLS.

*Tyler street.*

Mary B. Brown.	<i>Sub-Committee,</i> Mr. Ordway.
Ella M. Seaverns.	“ Mr. Cruft.
Henrietta Madigan.	“ Mr. Maguire.
Mary A. B. Gore.	“ Mr. Fitzgerald.
Emma J. Vose.	“ Mrs. Wells.
Emma I. Baker.	“ Mr. Filkins.

*Hudson street.*

Julia A. McIntyre.	<i>Sub-Committee,</i> Mr. Wilbur.
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The Chairman is ex-officio one of the Sub-Committee on each Primary school.

## CHARLESTOWN-WINTHROP SCHOOL DISTRICT.

## COMMITTEE.

Nahum Chapin, <i>Chairman.</i>	James F. Southworth, <i>Secretary.</i>
Edwin H. Darling.	Alonzo Boothby.
James A. McDonough.	

## CHARLESTOWN-WINTHROP SCHOOL.

*Corner of Lexington and Bunker Hill streets, Charlestown.*

Caleb Murdock, <i>Master.</i>	William B. Atwood, <i>Sub-Master.</i>
Charlotte E. Camp, <i>Master's Assistant.</i>	Harriet E. Frye, <i>Head Assistant.</i>
Bial W. Willard, <i>Head Assistant.</i>	

## ASSISTANTS.

Ellen R. Stone,	Arabella P. Moulton,
Abby M. Clark,	Sara H. Nowell,
Jennie E. Toby,	Lucy A. Seaver.
Ellen A. Chapin,	

## PRIMARY SCHOOLS.

*Bunker Hill street, near Tufts.*

Martha Yeaton,	Helen E. Ramsay.
	<i>Sub-Committee, Mr. Boothby.</i>

*Moulton street.*

Persis M. Whittemore.	<i>Sub-Committee, Mr. Darling.</i>
Francis B. Butts.	“ Mr. Chapin.
Louise W. Huntress.	“ Mr. McDonald.
Julia M. Burbank.	“ Mr. Chapin.

*Fremont street.*

O. H. Morgan,	Fanny M. Lampson.
	<i>Sub-Committee, Mr. Southworth.</i>

## WEST ROXBURY SCHOOL DISTRICT.

## COMMITTEE.

Dan S. Smalley, <i>Chairman.</i>	Francis B. Beaumont, <i>Secretary.</i>
John E. Blakemore,	Franklin Williams,
George S. Frost,	Robert G. Seymour,
Pelathiah R. Tripp,	Charles L. Mills.
Edward G. Morse,	

## CENTRAL SCHOOL.

*Burroughs street.*

## COMMITTEE.

George S. Frost,	———, <i>Head Assistant.</i>
Francis B. Beaumont,	Franklin Williams,
John E. Blakemore,	Dan S. Smalley.
John T. Gibson, <i>Master.</i>	L. A. Thomas, <i>Master's Assistant.</i>

## ASSISTANTS.

M. E. Stuart,	M. A. Gott,
C. J. Reynolds,	M. M. Sias.

## PRIMARY SCHOOLS.

*Washington street.*

Amanda Davis.	<i>Sub-Committee, Mr. Smalley</i>
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*Thomas street.*

Ella F. Howland,	Emma Smith.
<i>Sub-Committee, Mr. Beaumont.</i>	

*Child street.*

Mary E. Brooks,	Annie E. Burton.
<i>Sub-Committee, Mr. Frost.</i>	

## FLORENCE SCHOOL.

*Florence street.*

## COMMITTEE.

John E. Blakemore,	Charles L. Mills.
Pelatah R. Tripp,	
Artemas Wiswall, <i>Master.</i>	Charlotte B. Hall, <i>First Assistant.</i>
Fanny Ashenden, <i>Second Assistant.</i>	Elvira L. Austin, <i>Third Assistant.</i>

## PRIMARY SCHOOLS.

*Canterbury street.*

Ellen B. De Costa,	Ella M. Hancock.
--------------------	------------------

*Poplar street.*

Sarah M. Hogan.	
-----------------	--

*Centre street.*

Sarah Ashenden.	<i>Sub-Committee, Mr. Blackmore.</i>
Julia C. Ridgway, <i>Sewing Teacher.</i>	

## HILLSIDE SCHOOL.

*Elm street, Jamaica Plain.*

## COMMITTEE.

Francis B. Beaumont,	Robert G. Seymour,
Charles L. Mills,	Pelatah R. Tripp.
Edward G. Morse,	
Albert Franklin Ring, <i>Master.</i>	Adah E. Smith, <i>Master's Assistant.</i>

## ASSISTANTS.

Ellen A. Williams,  
Alice B. Stevenson,  
Emily H. Maxwell,

Amy Hutchins,  
Mary E. Very.

## PRIMARY SCHOOLS.

*Green street.*

Fannie C. Kemp,

Anna M. Call.

*Sub-Committee*, Mr. Mills.

*Washington street.*

E. Augusta Randall.

Jennie A. Eaton.

*Sub-Committee*, Mr. Beaumont.

## MOUNT VERNON SCHOOL.

## COMMITTEE.

Pelatiah R. Tripp,  
George S. Frost,  
Abner J. Nutter, *Master*.

John E. Blakemore.

## ASSISTANTS.

Elizabeth S. Maynard,  
Emily A. Hanna,

Emily M. Porter.

## PRIMARY SCHOOLS.

*Centre street.*

Sarah E. Colburn.

*Sub-Committee*, Mr. Tripp.

*Baker street.*

Ann M. Harper.

*Sub-Committee*, Mr. Tripp.

*Shawmut avenue.*

Ada F. Adams,

Sarah Hodges.

*Sub-Committee*, Mr. Tripp.

## SCHOOLS FOR LICENSED MINORS.

*North Margin street.*

Sarah A. Brackett.

*East street place.*

M. Persis Taylor.



## SCHOOL FOR DEAF MUTES.

11 Pemberton square.

Sarah Fuller, *Principal*.

Annie E. Bond, *Head Assistant*.

## ASSISTANTS.

Ella C. Jordan,  
Mary F. Bigelow,  
Mary N. Williams,

Kate D. Williams,  
Alice M. Jordan,  
Manella G. White.

---

  
KINDERGARTEN SCHOOL.

*Corner of Somerset and Allston streets.*

Lucy H. Symonds, *Principal*.

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## HOLIDAYS AND VACATIONS.

Wednesday and Saturday afternoons; one week commencing with Christmas day; New Year's day; the Twenty-second of February; Good Friday; Fast day; Decoration day, and the Fourth of July; Thanksgiving day, and the remainder of the week; the week immediately preceding the second Monday in April; and to the Primary Schools from the second Tuesday in July, and to the Grammar Schools from their respective exhibitions, to the first Monday in September; and to the Latin, the Normal, and the High Schools from their respective exhibitions to the *second* Monday in September.

## TRUANT OFFICERS.

The following is the list of the Truant Officers, with their respective districts, and with the school sections embraced in each district:—

OFFICERS.	DISTRICTS.	SCHOOL SECTIONS.
Chase Cole, Ex. Officer. }	North.	Eliot, Hancock.
C. E. Turner.	East Boston.	Adams, Chapman, Lyman, and Prescott.
Geo. M. Felch.	Central.	Bowdoin, Winthrop, Phillips, and Brimmer.
Jacob T. Beers.	Southern.	Bowditch, Quincy, and Lawrence.
Phineas Bates.	South Boston.	Bigelow, Gaston, Lincoln, Norcross, and Shurtleff.
A. M. Leavitt.	South.	Dwight, Everett, Rice, and Franklin.
Samuel McIntosh.	Roxbury, East District.	Lewis, Dudley, <i>Boys</i> , and Dudley, <i>Girls</i> .
E. F. Mecuen.	Roxbury, West District.	Comins, Sherwin, and Lowell.
Jeremiah M. Swett.	Dorchester, Northern District.	Everett, Mather, and Andrew.
James P. Leeds.	Dorchester, Southern District.	High, Harris, Gibson, Tileston, Stoughton, Atherton, and Minot.
Charles S. Woodindale.	Charlestown, West District.	Runker Hill and Harvard, Wells and Mayhew.
Sumner P. White.	Charlestown, East District.	Warren, Winthrop and Prescott.
H. McDonald.	West Roxbury.	Central, Florence, Hillside, and Mt. Vernon.
H. F. Ripley.	Brighton.	Bennett and Harvard.

*Truant Office, 30 Pemberton Square.*

The executive officer is in attendance every school day from 12 to 1; other officers, every Monday at the same hour.

## ORDER BOXES.

*North District.*

Hancock School-house.

Police Station No. 1, Hanover street.

*East Boston.*

Adams, Chapman, and Prescott School-houses.  
Police Station No. 7, Meridian street.

*Central District.*

Brimmer and Winthrop School-houses.  
Police Station No. 3, Joy street.

*Southern District.*

Lawrence and Quincy School-houses.  
Police Station No. 4, La Grange street.

*South Boston.*

Bigelow and Lincoln School-houses.  
Police Station No. 6, Broadway, near C street.

*South District.*

Dwight and Rice School-houses.  
Police Station No. 5, East Dedham street.

*Roxbury, East District.*

Dudley, Lewis, and Dudley (for Boys) School-houses.

*Roxbury, West District.*

Lowell, Sherwin and Comins School-houses.

*Dorchester, Northern District.*

Andrew, Everett, and Mather School-houses.

*Dorchester, Southern District.*

Harris, Gibson, Stoughton, and Minot School-houses.

*Charlestown, West District.*

Bunker Hill, Harvard, Mayhew and Wells School-houses.

*Charlestown, East District.*

Warren, Prescott and Winthrop School-houses.

*West Roxbury.*

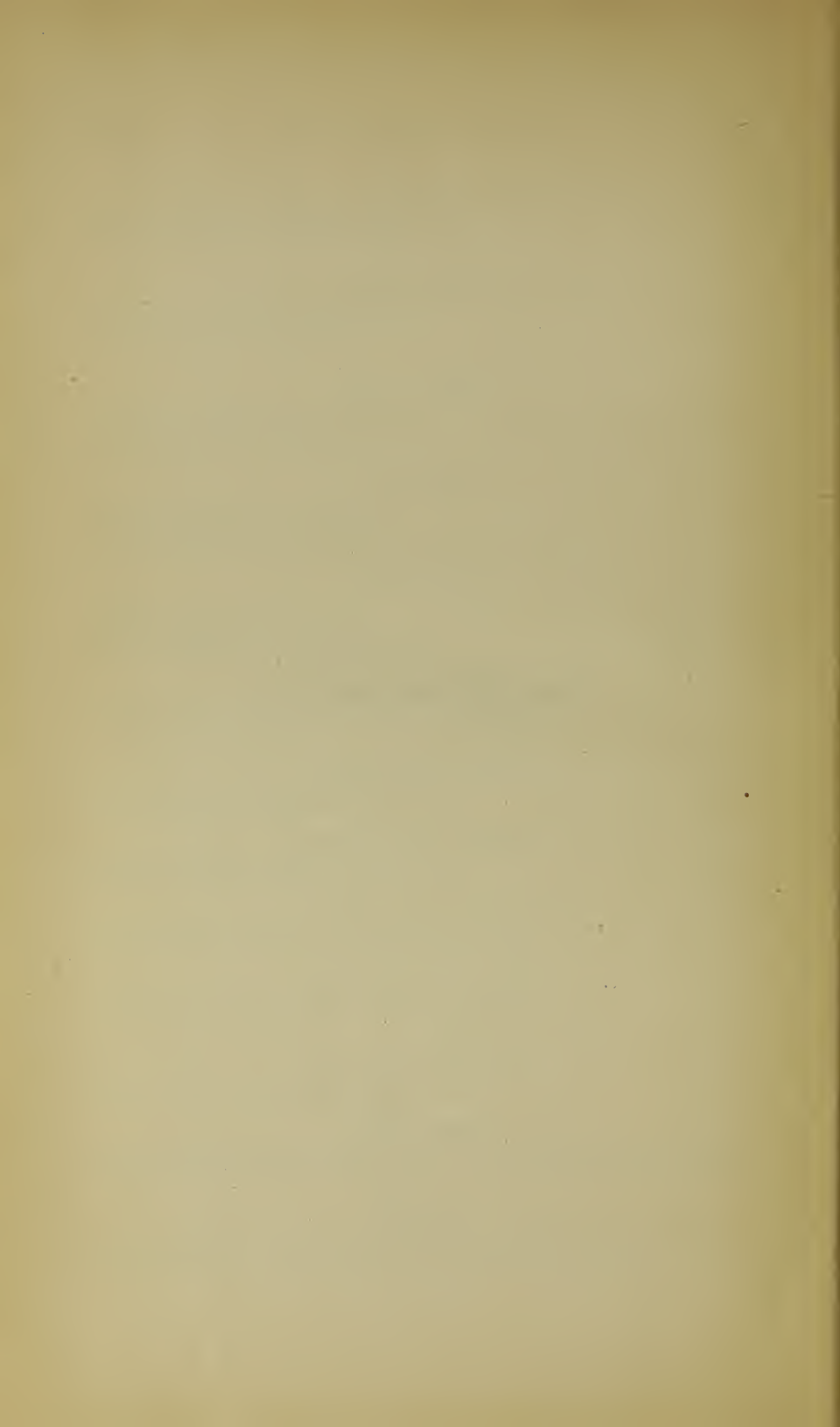
Central, Florence, Hillside and Mt. Vernon School-houses, and Police Station  
No. 13.

*Brighton.*

Bennett and Harvard School-houses and Police Station No. 14.

C O N T E N T S .





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