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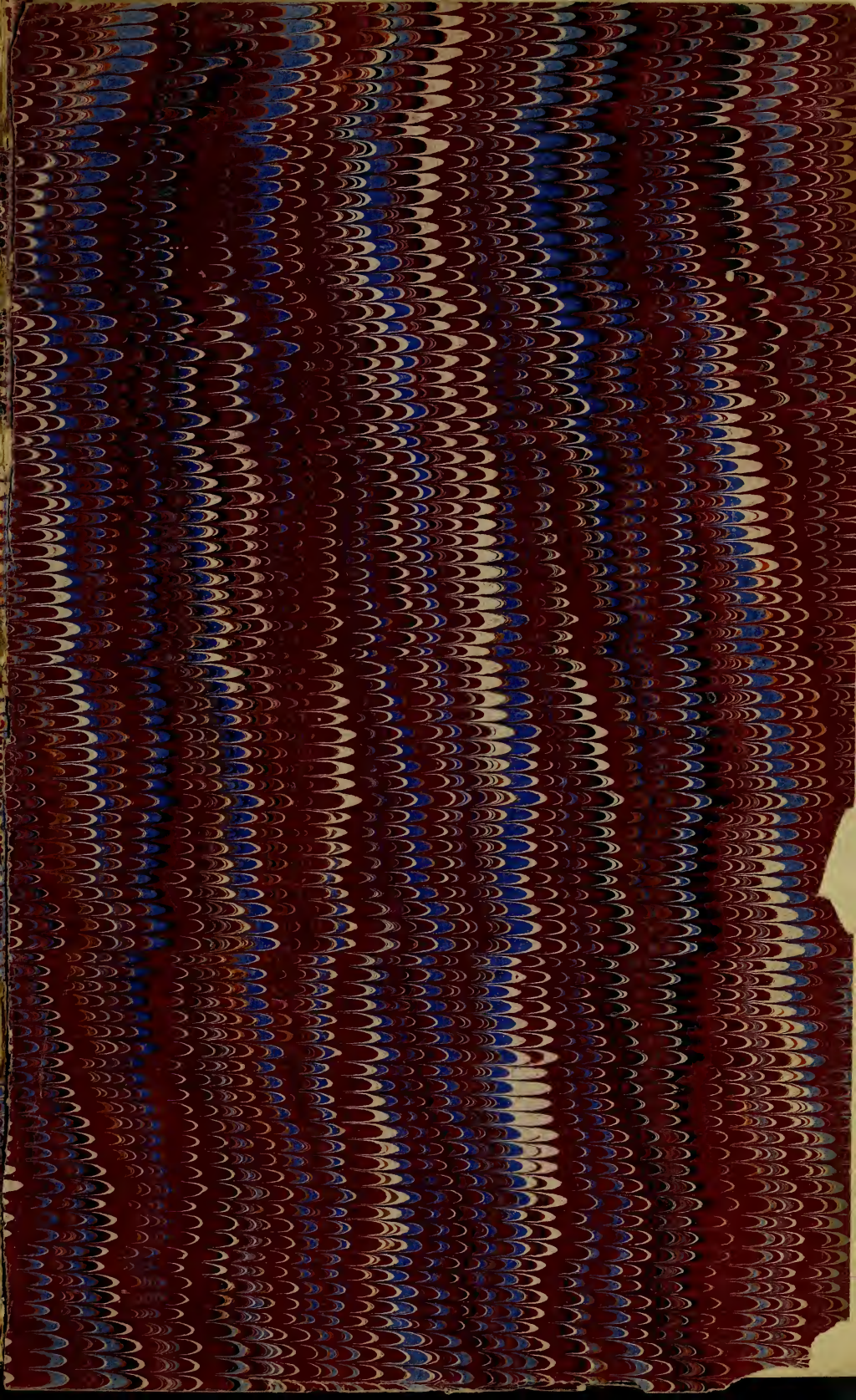


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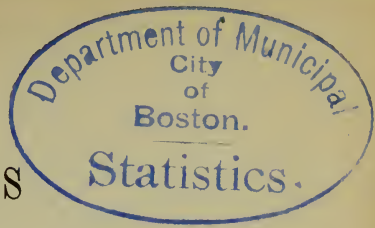




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DOCUMENTS

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON,

FOR THE YEAR

1878.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1879.



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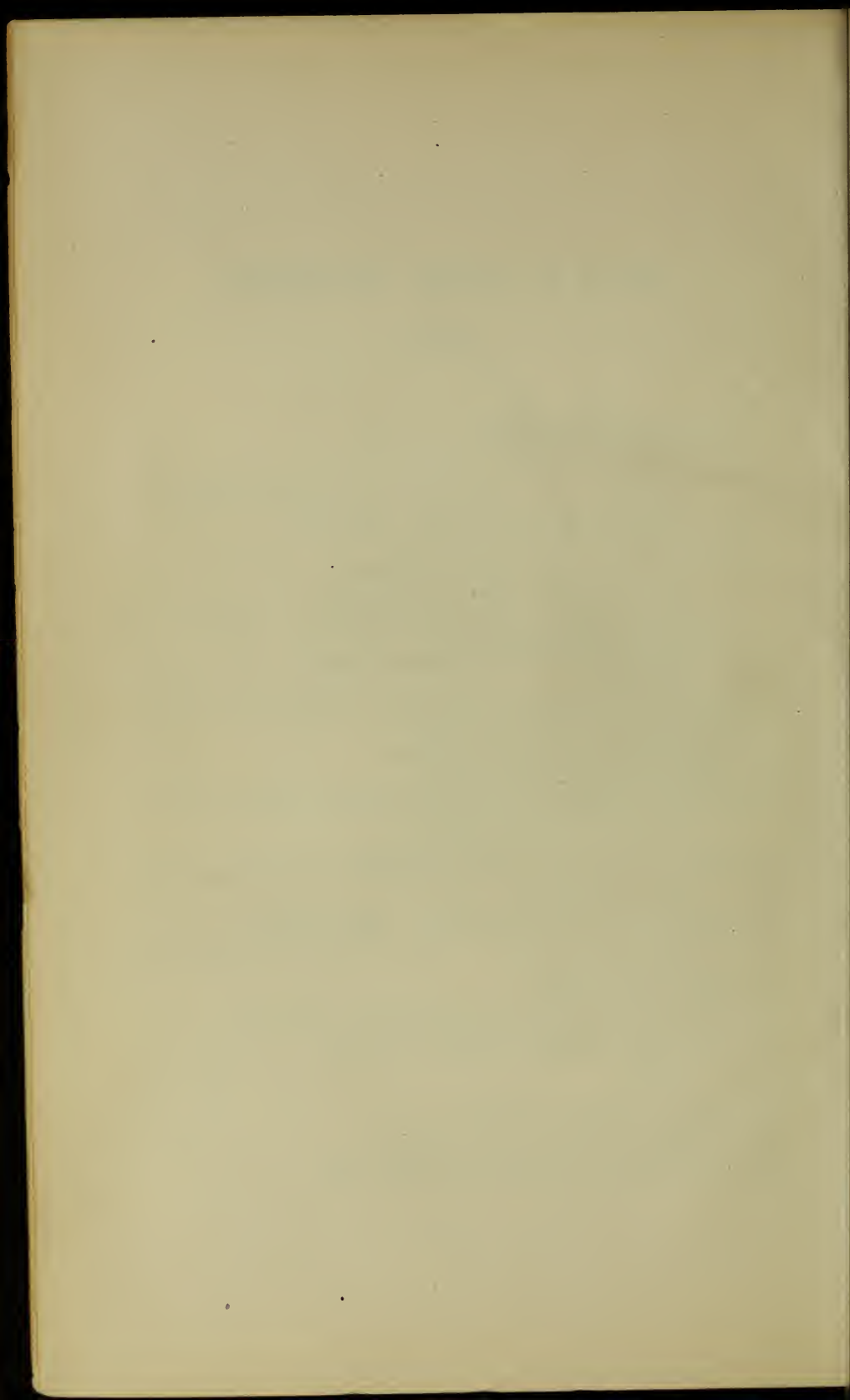
Ent. August 17, 1954

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1878.

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1. — Manual of the Public Schools.
2. — Annual Report of School Committee, 1877.
3. — Amendments to School Document No. 26, 1877, on the Report of the Committee on Rules and Regulations on a Committee on Supplies.
4. — Superintendent's Semi-annual Report. March, 1878.
5. — Report of the Committee on Music, 1877.
6. — Report of Committee on Rules and Regulations. Amendments to Sections 138, 139, 140. (Duties of Supervisors.)
7. — Report of Committee on Rules and Regulations on a Consolidation of Committee on Special Subjects.
8. — Additional Amendments to the Regulations relating to the Duties of Supervisors.
9. — Report of the Committee on Nominations. Nominations for Reëlection.
10. — Report of the Committee on Accounts.
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12. — Report of the Committee on Salaries.
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15. — Report of Committee on Rules and Regulations on Amendments to the Rules and Regulations.
16. — Superintendent's Semi-annual Report. September, 1878.
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18. — Rules and Regulations.
19. — List of Candidates Eligible as Teachers in the Public Schools.
20. — Report of the Committee on Music and Drawing.
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23. — Report of Horace Mann School for the Deaf.
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SCHOOL DOCUMENT NO. 1.

M A N U A L

OF THE

PUBLIC SCHOOLS

OF THE

CITY OF BOSTON.

1878.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1878.

SCHOOL COMMITTEE FOR 1878.

HON. HENRY L. PIERCE, Mayor, *ex officio*.

[Term expires January, 1879.]

Warren P. Adams,
George A. Thayer,
Charles C. Perkins,
John G. Blake,

John B. Moran,
Godfrey Morse,
Abby W. May,
John J. Hayes.

[Term expires January, 1880.]

Charles L. Flint,
F. Lyman Winship,
William H. Finney,
Ezra Palmer,

Henry P. Bowditch,
William J. Porter,
John W. Ryan,
George M. Hobbs.

[Term expires January, 1881.]

Lucia M. Peabody,
William T. Adams,
Warren Fletcher,
Nahum Chapin,

George H. Plummer,
William H. Learnard, Jr.,
Abram E. Cutter,
William C. Collar.

OFFICERS OF THE BOARD.

President.

HON. HENRY L. PIERCE, *Mayor.*

Vice-President.

HON. WILLIAM H. LEARNARD, JR.

Secretary and Auditing Clerk.

GEORGE A. SMITH.

Superintendent.

SAMUEL ELIOT.

Supervisors.

BENJAMIN F. TWEED,
SAMUEL W. MASON,
ELLIS PETERSON,

| LUCRETIA CROCKER,
| JOHN KNEELAND.

Messenger.

ALVAH H. PETERS.

Rooms of the Board open from 9 o'clock till 5 o'clock. Saturdays, from 9 o'clock till 2 o'clock.

Office hour of the Secretary and Auditing Clerk from 12½ o'clock to 1½ o'clock.

Office hour of the Superintendent from 12½ o'clock to 1½ o'clock.

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, <i>Chief</i> . C. E. Turner.	North. East Boston.	Eliot, Hancock. Adams, Chapman, Lyman, and Emerson.
Geo. M. Felch.	Central.	Bowdoin, Winthrop, Phillips, and Brimmer.
Jacob T. Beers.	Southern.	Bowditch, Quincy, and Lawrence.
James Bragdon.	South Boston.	Bigelow, Gaston, Lincoln, Norcross, and Shurtleff.
A. M. Leavitt.	South.	Dwight, Everett, Rice, and Franklin.
Samuel McIntosh. E. F. Mecuen.	Roxbury, East Dist. Roxbury, West Dist.	Lewis, Dudley, and Dearborn. Comins, Sherwin, Lowell, and Dudley, <i>Girls</i> .
Jeremiah M. Swett.	Dorchester, Northern District.	Everett, Mather, and Andrew.
James P. Leeds.	Dorchester, Southern District.	High, Harris, Gibson, Tileston, Stoughton, and Minot.
Charles S. Woofindale.	Charlestown, West District.	Frothingham, Harvard, and Wells.
Sumner P. White.	Charlestown, East District.	Warren, Bunker Hill, Prescott, and High.
Warren J. Stokes.	West Roxbury.	Central, Charles Sumner, Hillside, and Mt. Vernon.
H. F. Ripley.	Brighton.	Bennett and Allston.
Warren A. Wright, Superintendent of Licensed Minors.		

TRUANT OFFICE, 30 PEMBERTON SQUARE.

The Chief Officer and Superintendent of Licensed Minors are in attendance every school day from 12 to 1; other officers, the first and third Mondays each month, at 4 P.M. Order boxes will be found at the several school-houses, and at police stations 1, 3, 4, 5, 6, 7, 13, and 14.

STANDING COMMITTEES.

Elections.

Ezra Palmer, *Chairman.* William H. Finney,
George M. Hobbs.

Rules and Regulations.

William H. Finney, *Chairman.* Abby W. May,
William T. Adams, Ezra Palmer,
George M. Hobbs.

Salaries.

Godfrey Morse, *Chairman.* Ezra Palmer,
George H. Plummer, Nahum Chapin,
John J. Hayes.

Accounts.

William H. Learnard, Jr., *Chairman.* Godfrey Morse,
William H. Finney, Warren P. Adams,
William T. Adams.

Text-Books.

George A. Thayer, *Chairman.* John G. Blake,
Ezra Palmer, Godfrey Morse,
William C. Collar.

Licensed Minors.

William J. Porter, *Chairman.* George A. Thayer,
Nahum Chapin.

Deaf-Mutes.

Ezra Palmer, *Chairman.* William H. Learnard, Jr.,
John W. Ryan.

Military Drill.

Godfrey Morse, *Chairman.* Warren Fletcher,
John J. Hayes.

Drawing.

Charles C. Perkins, <i>Chairman.</i>	Lucia M. Peabody,
George A. Thayer,	Charles L. Flint,
	Abram E. Cutter.

Evening Schools.

Warren Fletcher, <i>Chairman.</i>	John J. Hayes,
Warren P. Adams,	William J. Porter,
	George M. Hobbs.

School Houses.

Nahum Chapin, <i>Chairman.</i>	John B. Moran,
George H. Plummer,	Henry P. Bowditch,
	F. Lyman Winship.

Music.

Charles C. Perkins, <i>Chairman.</i>	John G. Blake,
F. Lyman Winship,	Abby W. May,
	Warren P. Adams.

Kindergarten Schools.

John G. Blake, <i>Chairman.</i>	Lucia M. Peabody,
	Henry P. Bowditch.

Truant Officers.

The Mayor, <i>Chairman.</i>	Warren Fletcher,
William H. Learnard Jr.,	John W. Ryan,
	Abram E. Cutter.

Sewing.

F. Lyman Winship, <i>Chairman.</i>	Lucia M. Peabody,
Nahum Chapin,	John W. Ryan,
	Warren P. Adams.

Nominations.

William H. Finney, <i>Chairman.</i>	George H. Plummer,
William H. Learnard, Jr.,	William J. Porter,
	Ezra Palmer.

Examinations.

George A. Thayer, <i>Chairman.</i>	John B. Moran,
Charles L. Flint,	Lucia M. Peabody,
	William C. Collar.

NORMAL SCHOOL.

Corner of Dartmouth and Appleton Streets.

COMMITTEE.

George A. Thayer, *Chairman.*
 Abby W. May, *Secretary.* George M. Hobbs,
 William H. Learnard, Jr., John B. Moran.

Larkin Dunton, *Head Master.* Julius Eichberg, *Teacher of Music.*
 L. Theresa Moses, *First Assistant.* J. B. Sharland, *Teacher of Music.*
 Annie E. Chace, *Assistant.* H. E. Holt, *Teacher of Music.*
 W. Bertha Hintz, *Special Teacher.* L. W. Mason, *Teacher of Music.*
 Walter Smith, *Teacher of Drawing.* Amos Albee, *Janitor.*

RICE TRAINING SCHOOL.

IN CHARGE OF COMMITTEE ON NORMAL SCHOOL.

LUCIUS A. WHELOCK, *Principal.*

RICE SCHOOL.

Corner Dartmouth and Appleton streets.

Lucius A. Wheelock, *Master.* Martha E. Pritchard, *First Assistant.*
 Edward Southward, *Sub-Master.* Elsie J. Parker, *Second Assistant.*
 Charles F. Kimball, *Usher.*

THIRD ASSISTANTS.

Florence Marshall, Dora Brown,
 E. Maria Simonds, — — — —,
 Ella T. Gould, Mattie H. Jackson,
 J. Annie Bense, Elizabeth M. Burnham.
 Eliza Cox, Amos Albee, *Janitor.*

PRIMARY SCHOOLS.

Appleton street.

Ella F. Wyman, Ellen F. Beach,
 Grace Hooper, Anna B. Badlam,
 Sarah E. Bowers, Emma L. Wyman.
 Florence M. Proctor, George W. Collins, *Janitor.*

HIGH SCHOOLS.

COMMITTEE.

Charles L. Flint, *Chairman.*

Abby W. May, *Secretary.*

Godfrey Morse,

Henry P. Bowditch,

William C. Collar.

PUBLIC LATIN SCHOOL.

Bedford street.

Moses Merrill, *Head-Master.*

James A. Beatley, *Usher.*

Charles J. Capen, *Master.*

Philippe de Sénancour, *Teacher of French.*

Arthur I. Fiske, *Master.*

George A. Schmitt, *Teacher of German.*

Joseph W. Chadwick, *Master.*

Charles A. Barry, *Teacher of Drawing.*

Cyrus A. Neville, *Sub-Master.*

William A. Reynolds, *Sub-Master.*

Julius Eichberg, *Teacher of Music.*

Frank W. Freeborn, *Sub-Master.*

Brig.-Gen. Hobart Moore, *Teacher of Military Drill.*

John K. Richardson, *Sub-Master.*

William Gallagher, Jr., *Sub-Master.*

Charles H. Brooks, *Secretary.*

Edward P. Jackson, *Sub-Master.*

Edward M. Chase, *Janitor.*

William T. Strong, *Usher.*

Egbert M. Chesley, *Usher.*

ENGLISH HIGH SCHOOL.

Bedford street.

HEAD-MASTER.

Edwin P. Seaver, *Civil Government.*

MASTERS.

Luther W. Anderson, *English.*

Albert Hale, *Mathematics.*

Robert E. Babson, *German.*

Charles B. Travis, *English.*

L. Hall Grandgent, *Physics and Mathematics.*

SUB-MASTERS.

Charles J. Lincoln, <i>Chemistry.</i>	H. Winslow Warren, <i>French.</i>
John O. Norris, <i>English.</i>	Henry Dame, <i>Mathematics.</i>
Lucius H. Buckingham, <i>French.</i>	Henry Hitchings, <i>Teacher of Drawing.</i>
John F. Casey, <i>Mathematics.</i>	Eugene Raymond, <i>Teacher of French.</i>
Manson Seavy, <i>Mathematics and Book-keeping.</i>	Julius Eichberg, <i>Teacher of Music.</i>
Jerome B. Poole, <i>French.</i>	Brig.-Gen. Hobart Moore, <i>Teacher of Military Drill.</i>
Samuel C. Smith, <i>English.</i>	Charles H. Brooks, <i>Secretary.</i>
Alfred P. Gage, <i>Physics.</i>	Edward M. Chase, <i>Janitor.</i>

GIRLS' HIGH SCHOOL.

West Newton street.

Homer B. Sprague, <i>Head-Master.</i>	Laura B. White, <i>Teacher of Chemistry.</i>
Harriet E. Caryl, <i>Assistant Principal.</i>	
Margaret A. Badger, <i>First Assistant.</i>	

SECOND ASSISTANTS.

Emma A. Temple,	Mary E. Scates.
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THIRD ASSISTANTS.

Katharine Knapp,	Adeline L. Sylvester.
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FOURTH ASSISTANTS.

Emerette O. Patch,	Mary S. Gage,
S. Annie Shorey,	R. E. Cole,
Augusta C. Kimball,	Augusta R. Curtis,
Lucy R. Woods,	Mary E. Lathrop,
Ella M. Folsom,	Lizzie L. Smith.

Margaret C. Brawley, <i>Laboratory Assistant.</i>	Julius Eichberg, <i>Teacher of Music.</i>
Emily M. Deland, <i>Physical Culture.</i>	Mary E. Carter, <i>Teacher of Drawing.</i>
—————, <i>Teacher of French.</i>	Mercy A. Bailey, <i>Teacher of Drawing.</i>
E. C. F. Krauss, <i>Teacher of German.</i>	Thomas Appleton, <i>Janitor.</i>

ROXBURY HIGH SCHOOL.

Kenilworth street.

S. M. Weston, *Head-Master.* Emily Weeks, *First Assistant.*

THIRD ASSISTANTS.

Eliza D. Gardner, Helen A. Gardner.

FOURTH ASSISTANTS.

Edna F. Calder, Alla G. Foster.
Clara H. Balch,

Henri Morand, <i>Teacher of French.</i>	Julius Eichberg, <i>Teacher of Music.</i>
Benjamin F. Nutting, <i>Teacher of Drawing.</i>	Brig.-Gen. Hobart Moore, <i>Teacher of Military Drill.</i>
John F. Stein, <i>Teacher of German.</i>	Thomas Colligan, <i>Janitor.</i>

DORCHESTER HIGH SCHOOL.

Centre street, corner of Dorchester avenue.

Elbridge Smith, *Master.* Mary W. Hall, *First Assistant.*

FOURTH ASSISTANTS.

Rebecca V. Humphrey, Laura E. Hovey.
Harriet B. Luther,

Henri Morand, <i>Teacher of French.</i>	Brig.-Gen. Hobart Moore, <i>Teacher of Military Drill.</i>
John F. Stein, <i>Teacher of German.</i>	Thomas J. Hatch, <i>Janitor.</i>
Mercy A. Bailey, <i>Teacher of Drawing.</i>	Julius Eichberg, <i>Teacher of Music.</i>

CHARLESTOWN HIGH SCHOOL.

Monument square.

Caleb Emery, *Head Master.* Emma G. Shaw, *Second Assistant.*
La Roy F. Griffin, *Usher.* Adelaide E. Somes, *Third Assistant.*
Katharine Whitney, *First Assistant.*

FOURTH ASSISTANTS.

Emma S. Gale, Mary A. Wilcox.
Sarah Shaw,

Eugene Raymond, *Teacher of French.* Brig.-Gen. Hobart Moore, *Teacher of*
Lucas Baker, *Teacher of Drawing.* *Military Drill.*
Julius Eichberg, *Teacher of Music.* Joseph Smith, *Janitor.*

WEST ROXBURY HIGH SCHOOL.

Elm street, Jamaica Plain.

Edward W. Howe, *Master.* Annie B. Lord, *Third Assistant.*

FOURTH ASSISTANTS.

Jennie R. Sheldon, Louise M. Thurston.

John F. Stein, *Teacher of German.* Brig.-Gen. Hobart Moore, *Teacher of*
Marie C. Ladreyt, *Teacher of French.* *Military Drill.*
Julius Eichberg, *Teacher of Music.* J. J. Wentworth, *Janitor.*
Charles A. Barry, *Teacher of Drawing.*

BRIGHTON HIGH SCHOOL.

Academy Hill.

Benj. Wormelle, *Master.* Lucas Baker, *Teacher of Drawing.*
Anna J. George, *Third Assistant.* Brig.-Gen. Hobart Moore, *Teacher of*
Sarah E. Waugh, *Fourth Assistant.* *Military Drill.*
John F. Stein, *Teacher of German.* J. R. Marston, *Janitor.*
Lucy H. Garlin, *Teacher of Music.*

SCHOOL DISTRICTS.

ARRANGED BY DIVISIONS.

FIRST DIVISION.

• COMMITTEE.

George H. Plummer, *Chairman.* Warren Fletcher, *Secretary.*
Nahum Chapin, Abram E. Cutter.
William J. Porter,

ADAMS DISTRICT.

FRANK F. PREBLE, *Principal.*

ADAMS SCHOOL.

Belmont square, East Boston.

Frank F. Preble, *Master.* Mary M. Morse, *First Assistant.*
Lewis H. Dutton, *Sub-Master.* Mary A. Davis, *Second Assistant.*

THIRD ASSISTANTS.

Ellen M. Robbins, Clara J. Doane,
Almira E. Reid, Sarah E. McPhaill,
Clara Robbins, Lina H. Cook,
Harriet Sturtevant, Frederick Tilden, *Janitor.*

PRIMARY SCHOOLS.

Adams School-house, Sumner street.

Ellen James, Sara A. Cook.

Webster-street School.

Mary H. Allen, Anna E. Reed,
Mary E. Wiggin, Grace E. Wasgatt.
Eliza A. Wiggin, George J. Merritt, *Janitor.*

CHAPMAN DISTRICT.

GEORGE R. MARBLE, *Principal*.

CHAPMAN SCHOOL.

Eutaw street, East Boston.

George R. Marble, *Master*. Jane F. Reid, *Second Assistant*.
 Orlando W. Dimick, *Sub-Master*. Maria D. Kimball, *Second Assistant*.
 Mary E. Allen, *First Assistant*.

THIRD ASSISTANTS.

Sara F. Tenney, Susie E. Geyer,
 Sarah T. Synett, Lucy E. Woodwell,
 Harriet E. Morrill, Mary E. Buffum,
 Judith P. Meader, Mrs. S. Cousens, *Sewing Teacher*.
 James E. Burdakin, *Janitor*.

PRIMARY SCHOOLS.

Webb School, Porter street.

Mary A. Shaw, Ada D. Prescott,
 Abby D. Beal, A. D. Chandler.
 Mrs. Matilda Davis, *Janitor*.

Tappan School, Lexington street.

Maria A. Arnold, Clara A. Otis,
 Mary C. Hall, Calista W. MacLeod,
 Marietta Duncan, Hannah F. Crafts.
 Phineas Hull, *Janitor*.

EMERSON DISTRICT.

JAMES F. BLACKINTON, *Principal*.

EMERSON SCHOOL.

Prescott street, East Boston.

James F. Blackinton, *Master*. Bernice A. DeMerritt, *Second Assistant*.
 J. Willard Brown, *Sub-Master*.
 Elizabeth R. Drowne, *First Assistant*. Ellenette Pillsbury, *Second Assistant*.
 Louise S. Hotchkiss, *First Assistant*.

THIRD ASSISTANTS.

Mary A. Ford,	Elizabeth A. Turner,
Mary D. Day,	Sarah A. Bond,
Juliette J. Pierce,	Georgia H. Tilden,
Carrie Ford,	H. Elizabeth Cutter.

Edward C. Chessman, *Janitor*.

PRIMARY SCHOOLS.

Emerson School-house.

Hannah L. Manson,	Almaretta J. Crichett.
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Primary School-house, Princeton street.

Mary E. Plummer,	Harriette E. Litchfield,
Margaret A. Bartlett,	Susan A. Slavin,
Mary A. Oburg,	Ernestine Ditson.
Florence H. Drew,	J. D. Dickson, <i>Janitor</i> .

LYMAN DISTRICT.

HOSEA H. LINCOLN, *Principal*.

LYMAN SCHOOL.

Corner of Paris and Decatur streets.

Hosea H. Lincoln, <i>Master</i> .	Eliza F. Russell, <i>Second Assistant</i> .
George K. Daniell, Jr., <i>Sub-Master</i> .	Mary A. Turner, <i>Second Assistant</i> .
Cordelia Lothrop, <i>First Assistant</i> .	Amelia H. Pittman, <i>Second Assistant</i> .

THIRD ASSISTANTS.

Lucy J. Lothrop,	Irene A. Bancroft,
Mary P. E. Tewksbury,	Sibylla A. Bailey,
Harriet N. Webster,	Clara B. George.

William Gradon, *Janitor*.

PRIMARY SCHOOLS.

Austin School, Paris street.

Josephine A. Murphy,	Anna I. Duncan,
Angelina M. Cudworth,	Florence Carver,
Emma P. Morey,	Frances I. Dayley,
Sarah F. Lothrop,	Mary E. Morse.

Mrs. Higginson, *Janitor*.

SECOND DIVISION.

COMMITTEE.

Abram E. Cutter, <i>Chairman.</i>	Warren Fletcher, <i>Secretary.</i>
Nahum Chapin,	Charles C. Perkins.
William H. Finney,	

BUNKER HILL DISTRICT.

SAMUEL J. BULLOCK, *Principal.*

BUNKER HILL SCHOOL.

Baldwin street, Charlestown.

Samuel J. Bullock, <i>Master.</i>	Amy C. Hudson, <i>Second First Assistant.</i>
Henry F. Sears, <i>Sub-Master.</i>	Abby P. Josselyn, <i>Second Assistant.</i>
Mary A. Eaton, <i>First Assistant.</i>	Angelia M. Knowles, <i>Second Assistant</i>

THIRD ASSISTANTS.

— — — — —	Anna M. Prescott,
Ida O. Hurd,	Georgiana A. Smith,
Ellen F. Sanders,	Lydia A. Simpson.
Lydia S. Jones,	Julia A. Skilton, <i>Sewing Teacher.</i>
	Josiah C. Burbank, <i>Janitor.</i>

PRIMARY SCHOOLS.

Bunker Hill School-house.

Mary L. Caswell.

Haverhill street.

Mary S. Thomas,	Helen G. Turner.
	Margaret O'Brien, <i>Janitor.</i>

Bunker Hill street, cor. Charles street.

Mary E. Flanders,	Carrie M. Arnold,
Elizabeth B. Norton,	Sarah J. Worcester,
Sarah A. Smith,	Ada E. Bowler,
Effie G. Hazen,	Kate C. Thompson.
	Josiah C. Burbank, <i>Janitor.</i>

FROTHINGHAM DISTRICT.

CALEB MURDOCK, *Principal.*

FROTHINGHAM SCHOOL.

Corner of Prospect and Edgeworth streets, Charlestown.

Caleb Murdock, <i>Master.</i>	Harriet E. Frye, <i>Second Assistant.</i>
William B. Atwood, <i>Sub-Master.</i>	Bial W. Willard, <i>Second Assistant.</i>
Charlotte E. Camp, <i>First Assistant.</i>	

THIRD ASSISTANTS.

Ellen R. Stone,	Jennie E. Tobey,
Arabella P. Moulton,	Lucy A. Seaver,
Abby M. Clark,	Ellen A. Chapin,
Sara H. Nowell,	Elizabeth W. Boyd, <i>Sewing Teacher.</i>
Warren J. Small, <i>Janitor.</i>	

PRIMARY SCHOOLS.

Frothingham School.

Persis M. Whittemore,	Julia M. Burbank.
Martha Yeaton,	

Moulton street.

Helen E. Ramsay,	Louisa W. Huntress,
O. H. Morgan,	Fanny M. Lamson.
George L. Mayo, <i>Janitor.</i>	

HARVARD DISTRICT.

W. E. EATON, *Principal.*

HARVARD SCHOOL.

Bow street, Charlestown.

W. E. Eaton, <i>Master.</i>	Abby B. Tufts, <i>First Assistant.</i>
Darius Hadley, <i>Sub-Master.</i>	Anne E. Weston, <i>Second Assistant.</i>

THIRD ASSISTANTS.

Sarah E. Leonard,	Emma F. Thomas,
Mary A. Lovering,	Sarah J. Perkins,
Jennie E. Howard,	_____,
Martha F. Fay,	Elizabeth W. Boyd, <i>Sewing Teacher.</i>
Edith W. Howe,	Alonzo C. Tyler, <i>Janitor.</i>

PRIMARY SCHOOLS.

Bow street (Grammar-school Building).

Mary P. Howland.

Harvard Hill.

Fanny B. Hall,	Effie A. Kettell,
Catharine C. Brower,	Elizabeth F. Doane,
Fanny A. Foster,	Lucy M. Small,
Elizabeth B. Wetherbee,	Louisa A. Whitman.

George L. Mayo, *Janitor.*

Common street.

Elizabeth A. Pritchard,	Elizabeth R. Brower,
Mary F. Kittredge,	Lois A. Rankin.

William Holbrook, *Janitor.*

PRESCOTT DISTRICT.

GEORGE T. LITTLEFIELD, *Principal.*

PRESCOTT SCHOOL.

Elm street, Charlestown.

George T. Littlefield, <i>Master.</i>	Delia A. Varney, <i>First Assistant.</i>
Alonzo Meserve, <i>Usher.</i>	Mary C. Sawyer, <i>Second Assistant.</i>

THIRD ASSISTANTS.

Martha M. Kenrick,	Frances A. Craigin,
Julia C. Powers,	Julia F. Sawyer.
Elizabeth J. Farnsworth,	Julia A. Skilton and Elizabeth W.
Lydia A. Sears,	Boyd, <i>Sewing Teachers.</i>

Thomas Merritt, *Janitor.*

PRIMARY SCHOOLS.

Medford street.

Mary E. Smith,	Ellen Hadley.
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Mrs. Berry, *Janitor.*

Polk street.

Frances M. Lane,	Alice M. Lyons, <i>Janitor.</i>
Zetta M. Mallard,	

Bunker Hill street, cor. Tufts.

Emma C. Olmstead,	Mrs. Mary Watson, <i>Janitor.</i>
Elizabeth C. Bredeen.	

WARREN DISTRICT.

GEORGE SWAN, *Principal.*

WARREN SCHOOL.

Corner of Pearl and Summer streets, Charlestown.

George Swan, <i>Master.</i>	Abby C. Lewis, <i>Second Assistant.</i>
E. B. Gay, <i>Sub-Master.</i>	Annie D. Dalton, <i>Second Assistant.</i>
Sarah M. Chandler, <i>First Assistant.</i>	
Elizabeth Swords, <i>Second First Assistant.</i>	

THIRD ASSISTANTS.

Alice Hall,	Annie M. Crozier,
Frances L. Dodge,	Maria L. Bolan,
Abby E. Holt,	Marietta F. Allen.
Ellen A. Pratt,	Julia A. Skilton, <i>Sewing Teacher.</i>
	D. L. Small, <i>Janitor.</i>

PRIMARY SCHOOLS.

Mead street.

M. Josephine Smith,	Cora E. Wiley,
Effie C. Melvin,	Abby P. Richardson.
	Matthew Boyd, <i>Janitor.</i>

Cross street.

Abby O. Varney,	Josephine E. Copeland.
	Alice M. Lyons, <i>Janitor.</i>

Warren School-house.

Caroline E. Osgood,

— — — .

THIRD DIVISION.

COMMITTEE.

Charles C. Perkins, *Chairman.* William J. Porter, *Secretary.*
 Ezra Palmer, George H. Plummer.
 William T. Adams,

BOWDOIN DISTRICT.

DANIEL C. BROWN, *Principal.*

Myrtle street.

Daniel C. Brown, *Master.* Mary Young, *Second Assistant.*
 Sarah J. Mills, *First Assistant.* Sarah O. Brickett, *Second Assistant.*

THIRD ASSISTANTS.

Eliza A. Fay, Dora E. Pitcher,
 Irene W. Wentworth, S. Francis Perry.
 Martha A. Palmer, Catherine L. W. Bigelow, *Teacher of*
 Ada L. Cushman, *Sewing.*
 Joseph S. Shannon, *Janitor.*

PRIMARY SCHOOLS.

Somerset street.

C. Eliza Wason, Mabel West.
 Thomas Freeman, *Janitor.*

Old Phillips School-house, Anderson street.

Sarah F. Russell, Josephine O. Hedrick,
 Barbara C. Farrington, Clara J. Reynolds,
 Elizabeth R. Preston, Alice T. Smith.
 Ambrose H. Shannon, *Janitor.*

Blossom street.

Olive Ruggles, Lydia A. Isbell,
 — — — — —, Mary E. Ames.
 Charles C. Newell, *Janitor.*

ELIOT DISTRICT.

SAMUEL HARRINGTON, *Principal*.

ELIOT SCHOOL.

North Bennet street.

Samuel Harrington, <i>Master</i> .	Channing Folsom, <i>Usher</i> .
Granville S. Webster, <i>Sub-Master</i> .	Francis M. Bodge, <i>First Assistant</i> .
Frederick H. Ripley, <i>Usher</i> .	

THIRD ASSISTANTS.

Adolin M. Steele,	M. Ella Wilkins,
Elizabeth M. Turner,	Clara A. Newell,
Kate L. Dodge,	Mary E. Hanney,
Lucette A. Wentworth,	Isabel R. Haskins,
Mary Heaton,	Sophia E. Rayercroft,
Mary E. F. McNeil,	Annie M. H. Gillespie.

P. J. Riordan, *Janitor*.

PRIMARY SCHOOLS.

Snelling place.

Emma C. Lawson,	Harriet E. Lampee,
Margaret E. Robinson,	Rosa M. E. Reggio,
Cleone G. Tewkesbury,	Sarah A. Winsor.

Edgar M. Nason, *Janitor*.

Charter street.

J. Ida Monroe,	Sarah Ripley,
Juliaette Davis,	Marcella E. Donegan,
A. Augusta Coleman,	Eliza Brintnall.

Isaac W. Navy, *Janitor*.

North Bennet street.

Mary E. Barrett,	Kate S. Sawyer.
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W. S. Riordan, *Janitor*.

Licensed Minors, North Margin street.

Sarah A. Brackett.

HANCOCK DISTRICT.

JAMES W. WEBSTER, *Principal.*

HANCOCK SCHOOL.

Parmenter street.

James W. Webster, *Master,* Ellen A. Hunt, *Second Assistant,*
 Ellen C. Sawtelle, *First Assistant,* Marie L. Macomber, *Second Assistant.*
 Amy E. Bradford, *Second Assistant,*

THIRD ASSISTANTS.

Josephine M. Robertson, Martha F. Winning,
 Helen M. Hitchings, Sophia L. Sherman,
 Susan E. Allen, O. M. E. Rowe.
 Mary E. Skinner, Kate Doherty, *Sewing Teacher.*
 Franklin Evelyth, *Janitor.*

PRIMARY SCHOOLS.

Cushman School, Parmenter street.

Sarah E. Ward, Mary L. Desmond,
 Adeline S. Bodge, Mary J. Clark,
 Harriet M. Frazer, Marcella C. Halliday,
 Teresa M. Gargan, Sarah F. Ellis,
 Harriet A. Farrow, Elizabeth A. Fisk.
 Enoch Miley, *Janitor.*

Ingraham School, Sheafe street.

Josephine B. Silver, Esther W. Mansfield.
 Clara E. Bell, Francis Silver, *Janitor.*

Cheever School, Thacher street.

Mary Bonnie, Sarah J. Copp.
 Kate T. Sinnott, Mrs. Mary Keefe, *Janitor.*

PHILLIPS DISTRICT.

SAMUEL SWAN, *Principal.*

PHILLIPS SCHOOL.

Phillips street.

Samuel Swan, *Master.* Emily A. Moulton, *First Assistant.*
 Elias H. Marston, *Sub-Master.* Adeline F. Cutter, *Second Assistant.*
 George Perkins, *Usher.*



THIRD ASSISTANTS.

Ruth E. Rowe,	Martha F. Whitman,
Elvira M. Harrington,	Elizabeth L. West,
Georgianna E. Putnam,	Helen M. Coolidge,
Sarah W. I. Copeland,	Eliza A. Corthell.
Louie H. Hinckley,	John A. Shannon, <i>Janitor</i> .
Martha A. Knowles,	

PRIMARY SCHOOLS.

Phillips street.

Elizabeth S. Parker,	Evelyn E. Plummer.
Sarah A. M. Turner,	John Armstrong, <i>Janitor</i> .

Chardon court.

Emeline C. Farley,	Fanny B. Bowers.
Ann M. F. Sprague,	William H. Palmer, <i>Janitor</i> .

WELLS DISTRICT.

ROBERT C. METCALF, *Principal*.

WELLS SCHOOL.

Corner Blossom and McLean streets.

R. C. Metcalf, <i>Master</i> .	Mary G. Shaw, <i>Second First Assistant</i> .
Ella F. Inman, <i>First Assistant</i> .	— — —, <i>Second Assistant</i> .

THIRD ASSISTANTS.

Susan R. Gifford,	Lavinia M. Allen.
M. Isabella Bennett,	Mrs. Frances E. Stevens, <i>Sewing</i>
Mary S. Carter,	<i>Teacher</i> .
Mary M. Perry,	James Martin, <i>Janitor</i> .
Lizzie F. Stevens,	

PRIMARY SCHOOLS.

Emerson School, Poplar street.

Maria W. Turner,	Sarah C. Chevallier,
Eliza A. Freeman,	L. M. A. Redding,
Annie B. Gould,	Mrs. McGrath, <i>Janitor</i> .
E. A. Brown,	

Dean School, Wall street.

Georgia D. Barstow,	Florence E. Dexter,
Lois M. Rea,	Adelaide E. Badger.
Adelaide A. Rea,	Patrick Ronan, <i>Janitor</i> .
Mary F. Gargan,	

FOURTH DIVISION.

COMMITTEE.

Godfrey Morse, <i>Chairman.</i>	Abby W. May, <i>Secretary.</i>
John G. Blake,	John J. Hayes.
Ezra Palmer,	

BOWDITCH DISTRICT.

ALFRED HEWINS, *Principal.*

BOWDITCH SCHOOL.

Corner of East and Cove streets.

Alfred Hewins, <i>Master.</i>	Mary M. T. Foley, <i>Second Assistant.</i>
Susan H. Thaxter, <i>First Assistant.</i>	

THIRD ASSISTANTS.

Eliza M. Evert,	Emma A. Gordon,
Emma M. Savil,	Ellen L. Collins.
Ruth H. Clapp,	Eliza A. Baxter, <i>Sewing Teacher.</i>
Hannah E. G. Gleason,	Nancy Ryan, <i>Janitor.</i>

PRIMARY SCHOOLS.

East street.

Amelia E. N. Treadwell,	Maria J. Coburn,
Octavia C. Heard,	Emma L. Pollex,
Sarah E. Lewis,	Julia M. Driscoll,
Priscilla Johnson,	Mary J. Crotty,
Ellen E. Leach,	Rebecca A. Buckley.
Susan Frizzell,	Jeremiah J. Murphy, <i>Janitor.</i>

LICENSED MINORS.

East-street place.

M. Persis Taylor,	Mrs. Fitzgerald, <i>Janitor.</i>
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BRIMMER DISTRICT.

E. BENTLEY YOUNG, *Principal*.

BRIMMER SCHOOL.

Common street.

E. Bentley Young, <i>Master.</i>	Rebecca L. Duncan, <i>First Assistant.</i>
Quincy E. Dickerman, <i>Sub-Master.</i>	Luthera W. Bird, <i>Second Assistant.</i>
T. H. Wason, <i>Usher.</i>	

THIRD ASSISTANTS.

Kate C. Martin,	Sarah J. March,
Mercy T. Snow,	Helen L. Bodge,
Annie P. James,	Annie M. Mitchell,
Lilla H. Shaw,	Eliza E. Foster.
Mercy A. Davie,	George W. Fogg, <i>Janitor.</i>

PRIMARY SCHOOLS.

Starr King School, Tenmyson street.

Nellie T. Higgins,	Mary E. Tiernay.
Laura M. Stevens,	E. L. Weston, <i>Janitor.</i>

Skinner School, corner Fayette and Church streets.

Emma F. Burrill,	H. Ellen Boothby,
Betsey P. Burgess,	Malvina R. Brigham.
Fannie B. Dewey,	Ellen Lind, <i>Janitor.</i>

EXETER-STREET SCHOOL.

GRAMMAR CLASSES.

Harriet D. Hinckley, <i>First Assistant.</i>	Ella F. White, <i>Third Assistant.</i>
Alice M. Dickey, <i>Third Assistant.</i>	•

PRIMARY CLASSES.

Eva D. Kellogg,	Joseph H. Elliott, <i>Janitor.</i>
Adeline S. Tufts.	

QUINCY DISTRICT.

E. FRANK WOOD, *Principal*.

QUINCY SCHOOL.

Tyler street.

E. Frank Wood, <i>Master.</i>	Annie M. Lund, <i>First Assistant.</i>
George W. Neal, <i>Sub-Master.</i>	Mary L. Holland, <i>Second Assistant.</i>
N. H. Whittemore, <i>Usher.</i>	

THIRD ASSISTANTS.

Emily J. Tucker,	Emily B. Peck,
Bridget A. Foley,	—————,
Margaret F. Tappan,	Harriette A. Bettis,
Charlotte L. Wheelwright,	Emma K. Youngman.

James Daly, *Janitor*.

PRIMARY SCHOOLS.

Grammar School-house.

Mary E. Sawyer.

Way street.

Maria A. Callanan,	Annie M. Reilly.
Mary E. Conley,	D. D. Towns, <i>Janitor</i> .

Genesee street.

Emily E. Maynard,	Annie T. Corliss.
Harriet M. Bolman,	Mrs. Toole, <i>Janitor</i> .

WINTHROP DISTRICT.

ROBERT SWAN, *Principal*.

WINTHROP SCHOOL.

Tremont street, near Eliot street.

Robert Swan, <i>Master</i> .	Mary F. Light, <i>Second Assistant</i> .
Susan A. W. Loring, <i>First Assistant</i> .	Carrie F. Welch, <i>Second Assistant</i> .
May Gertrude Ladd, <i>First Assistant</i> .	Annie J. Stoddard, <i>Second Assistant</i> .
Emma K. Valentine, <i>Second Assistant</i> .	

THIRD ASSISTANTS.

Catherine K. Marlow,	Mary E. Davis,
Elizabeth S. Emmons,	Adelaide Meston,
Margaret T. Wise,	Mary L. H. Gerry,
Caroline S. Crozier,	—————,
Lizzie H. Bird,	Ellen M. Underwood.
Mary E. Barstow,	Frances E. Stevens, Isabella Cumming,
Mary J. Danforth,	<i>Sewing Teachers.</i>

A. H. B. Little, *Janitor*.

PRIMARY SCHOOLS.

Tyler street.

Mary B. Browne,	Mary A. B. Gore,
Julia A. McIntyre,	Ella M. Seaverns,
Henrietta Madigan,	Emma I. Baker.

Ellen McCarthy, *Janitor*.

FIFTH DIVISION.

COMMITTEE.

William H. Learnard, Jr., *Chairman.* Godfrey Morse, *Secretary.*
 Charles L. Flint, William C. Collar,
 John J. Hayes.

DWIGHT DISTRICT.

JAMES A. PAGE, PRINCIPAL.

DWIGHT SCHOOL.

West Springfield street.

James A. Page, *Master.* Henry L. Sawyer, *Usher.*
 Walter S. Parker, *Sub-Master.* Ruth G. Rich, *First Assistant.*

THIRD ASSISTANTS.

Mary C. R. Towle, Mary E. Trow,
 Emily F. Carpenter, Nellie L. Shaw,
 Sarah C. Fales, Jeannie Eastman.
 Elizabeth G. Melcher, Edward Bannon, *Janitor.*

PRIMARY SCHOOLS.

Butland street.

Augusta A. Davis, Henrietta Draper,
 Martha B. Lucas, Fannie L. Willard,
 Sarah E. Crocker,

C. P. Huggins, *Janitor.*

EVERETT DISTRICT.

GEORGE B. HYDE, *Principal.*

EVERETT SCHOOL.

West Northampton street.

George B. Hyde, *Master.* Anne C. Ellis, *Second Assistant.*
 S. Flora Chandler, *First Assistant.* Maria S. Whitney, *Second Assistant.*
 Janet M. Bullard, *Second First Assistant.*

THIRD ASSISTANTS.

Persis E. King,	Sarah L. Adams,
Susan S. Foster,	Mary E. Badlam,
Emily F. Marshall,	Flora I. Crooke,
Abby C. Haslet,	Anna Grover.
Ann R. Gavett,	Martha A. Sargent, <i>Sewing Teacher.</i>
Almira S. Johnson,	Edward Bannon, <i>Janitor.</i>

PRIMARY SCHOOLS.

West Concord street.

Eliza C. Gould,	Adelaide B. Smith,
Mary H. Downe,	Emma Halstrick,
Kate M. Hanson,	Lydia F. Blanchard,
Lydia A. Sawyer,	Fanny M. Nason,
Clementine D. Grover,	Evelyn E. Morse.
Hannah M. Coolidge,	C. P. Huggins, <i>Janitor.</i>

FRANKLIN DISTRICT.

GRANVILLE B. PUTNAM, *Principal.*

FRANKLIN SCHOOL.

Ringgold street.

Granville B. Putnam, <i>Master.</i>	Caroline A. Mason, <i>Second Assistant.</i>
Jennie S. Tower, <i>First Assistant.</i>	Catharine T. Simonds, <i>Second Assistant.</i>
Isabella M. Harmon, <i>Second First Assistant.</i>	P. Catherine Bradford, <i>Second Assistant.</i>

THIRD ASSISTANTS.

Mary L. Wheeler,	Roxana W. Longley,
Abbie M. Holder,	Kate E. Blanchard,
Margaret J. Crosby,	Mary A. Mitchell,
Margaret C. Schouler,	Anna E. L. Parker.
Elizabeth J. Brown,	Elizabeth D. Cutter, <i>Sewing Teacher.</i>
Mrs. Amos Lincoln, <i>Janitor.</i>	

PRIMARY SCHOOL.

Cook School, Groton street.

Harriet M. Faxon,	Isadora Page,
Georgianna E. Abbott,	Sarah A. Brown,
Affie T. Wier,	Mary E. Josselyn.
Martha Castell, <i>Janitor.</i>	

Wait School, Shawmut avenue.

Josephine G. Whipple,
 Georgiana A. Ballard,
 Emma E. Allin,
 E. Josephine Bates,

Kate K. Gookin,
 Jennie E. Haskell,
 Martha L. Beckler,
 Mansfield Harvell, *Janitor.*

SHERWIN DISTRICT.

SILAS C. STONE, *Principal.*

SHERWIN SCHOOL.

Madison square.

Silas C. Stone, *Master.*

Lucy L. Burgess, *Second Assistant.*

Frank A. Morse, *Sub-Master.*

Martha A. Smith, *Second Assistant.*

Julia F. Long, *First Assistant.*

Sarah R. Bonney, *Second Assistant.*

Elizabeth B. Walton, *Second Assistant.*

THIRD ASSISTANTS.

Anna B. Carter,
 E. Elizabeth Boies,
 Caroline K. Nickerson,
 Harriet A. Lewis,
 Marian Henshaw,
 Isadora Bonney,

Frances McDonald,
 Louisa Ayer,
 Lucy J. Mellen,
 Fanny L. Stockman,
 Alice T. Kelley,
 Maria L. Young, *Sewing Teacher.*

Joseph G. Scott, *Janitor.*

PRIMARY SCHOOLS.

Weston street.

Anna G. Fillebrown,
 Mary E. Gardner,

Harriet M. Burroughs,
 Martha E. Page.

Charlotte White, *Janitor.*

Franklin place.

Annie E. Walcutt,
 Sarah J. Davis,

Sarah E. Gould,
 Emma L. Peterson.

Kate C. Harper, *Janitor.*

Avon place.

Abby E. Ford,

Elizabeth F. Todd.

Patrick Higgins, *Janitor.*

Day's Chapel.

Maria D. Faxon,

Louisa A. Kelley.

John Cole, *Janitor.**Cabot street.*

Mary F. Cogswell.

Patrick Higgins, *Janitor.**Warwick street.*

Elizabeth A. Sanborn.

Patrick Higgins, *Janitor.**Mill Dam.*

Annie H. Berry,

Eliza A. Moore, *Janitor.*

SIXTH DIVISION.

COMMITTEE.

Warren P. Adams, *Chairman*, George A. Thayer, *Secretary*,
 John G. Blake,
 John W. Ryan, William C. Collar,

ANDREW DISTRICT.

LEANDER WATERMAN, *Principal*.

ANDREW SCHOOL.

Dorchester street, South Boston.

Leander Waterman, *Master*. Elizabeth A. Winward, *First Assistant*.
 Joshua M. Dill, *Usher*. Henrietta L. Dwyer, *Second Assistant*.

THIRD ASSISTANTS.

Sara W. Barrows, Lucy M. Marsh,
 Martha A. Jackson, Frances M. Bell,
 Mary E. Perkins, Esther F. Nichols.
 Mary S. Beebe, Lizzie Kenna, *Sewing Teacher*.
 Christopher Jones, *Janitor*.

PRIMARY SCHOOLS.

Ticknor Building.

Nellie W. Allen.

Methodist Chapel.

Mary A. Jenkins.

Gogin Building.

M. Louise Moody, Estelle B. Jenkins
 Jessie C. Tileston, Lizzie Ordway.

Basement of Washington Hall.

Alice L. Littlefield.

BIGELOW DISTRICT.

THOMAS H. BARNES, *Principal.*

BIGELOW SCHOOL.

Fourth street, corner of E street, South Boston.

Thomas H. Barnes, <i>Master.</i>	Amelia B. Coe, <i>First Assistant.</i>
Fred. O. Ellis, <i>Sub-Master.</i>	Ellen Coe, <i>Second Assistant.</i>
J. Gardner Bassett, <i>Usher.</i>	

THIRD ASSISTANTS.

Eliza B. Haskell,	Ellen E. Wallace,
H. A. Watson,	Lucy C. Bartlett,
Mary Nichols,	Harriet A. Clapp,
Malvena Tenney,	Lucy R. Cutter,
Catharine H. Cook,	Jennie A. Cheney.
Abbie J. Adams,	Samuel P. Howard, <i>Janitor.</i>

PRIMARY SCHOOLS.

Hawes Hall, Broadway.

Alice Danforth,	Mary P. Colburn,
Abby B. Kent,	Josephine B. Cherrington,
Lucy E. T. Tinkham,	Lucy E. Johnson.
Ann J. Lyon,	Joanna Brennan, <i>Janitor.</i>

Simonds School, Broadway.

Tiley A. Bolkom,	Mary L. Howard.
Emily T. Smith,	Joanna Brennan, <i>Janitor.</i>

Ward-Room Building, corner of Dorchester and Fourth streets.

Sarah A. Graham.	Matthew G. Worth, <i>Janitor.</i>
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Bank Building, E street.

Elizabeth G. Bailey.

GASTON DISTRICT.

C. GOODWIN CLARK, *Principal.*

GASTON SCHOOL.

L street, corner of Fifth street, South Boston.

C. Goodwin Clark, <i>Master.</i>	Sarah C. Winn, <i>First Assistant.</i>
Lydia Curtis, <i>First Assistant.</i>	Mary E. Graves, <i>Second Assistant.</i>

THIRD ASSISTANTS.

Myra S. Butterfield,
Emogene F. Willett,
Fannie Blanchard,

Ellen R. Wyman,
S. Lila Huckins.
Mary E. Patterson, *Sewing Teacher.*
S. W. Pollard, *Janitor.*

PRIMARY SCHOOLS.

Gaston School.

Electa M. Porter,
Julia A. Evans,

Mary L. Nichols.

City Point, Fourth street.

Elizabeth M. Easton,
Frances A. Cornish,
_____.

Mary A. Crosby,
Maud Stephens,
Carrie W. Haydn.
A. D. Bickford, *Janitor.*

LAWRENCE DISTRICT.

AMOS M. LEONARD, *Principal.*

LAWRENCE SCHOOL.

Corner B and Third streets, South Boston.

Amos M. Leonard, *Master.*
D. A. Hamlin, *Sub-Master.*
Grenville C. Emery, *Usher.*

W. E. C. Rich, *Usher.*
Alice Cooper, *First Assistant.*
Emma P. Hall, *Second Assistant.*

THIRD ASSISTANTS.

Mary E. H. Ottiwell,
Catharine M. Lynch,
Margaret Holmes,
Hannah E. Burke,
Margaret A. Gleason,
Margaret A. Moody,

Mary A. Conroy,
Mary A. Montague,
Abbie C. Burge,
Mary A. A. Dolan,
Filena Hurlbutt,
M. Louise Gillett.
Daniel E. Connor, *Janitor.*

PRIMARY SCHOOLS.

Mather Building, Broadway, near B street.

Lucy M. Cragin,
Sarah E. Lakeman,
Ada A. Bradeen,
Willietta Bicknell,

Lizzie A. McGrath,
Minnie F. Crosby,
Mary E. T. Shine,
Annie M. Connor.
Charles E. Smith, *Janitor.*

Parkman School, Silver street, near Dorchester avenue.

Martha S. Damon,	Emma F. Gallagher,
Mary G. A. Toland,	Maggie J. Leary,
Hattie L. Rayne,	Amelia McKenzie.
	Margaret Johnson, <i>Janitor.</i>

Fifth-street School, between B and C streets.

Ann E. Newell,	Alice W. Baker,
Ophelia S. Newell,	Lizzie Crawford,
Sarah M. Brown,	Minnie F. Keenan.
Mary W. Bragdon,	P. F. Turish, <i>Janitor.</i>

LINCOLN DISTRICT.

ALONZO G. HAM, *Principal.*

LINCOLN SCHOOL.

Broadway, near K, South Boston.

Alonzo G. Ham, <i>Master.</i>	Margaret J. Stewart, <i>First Assistant.</i>
Henry H. Kimball, <i>Sub-Master.</i>	Mary E. Balch, <i>Second Assistant.</i>
John F. Dwight, <i>Usher.</i>	

THIRD ASSISTANTS.

Sarah M. Tripp,	Carrie L. Vose,
Lavinia B. Pendleton,	Mary A. H. Fuller,
Vodisa J. Comey,	Silence A. Hill,
Sarah A. Curran,	Annie C. Littlefield.
	Joshua B. Emerson, <i>Janitor.</i>

PRIMARY SCHOOLS.

Capen School, corner of I and Sixth streets.

Mary E. Powell,	Mary E. Perkins,
Laura J. Gerry,	Fannie G. Patten,
Ella M. Warner,	Mary E. Faxon,
Susan Hutchinson,	A. D. Bickford, <i>Janitor.</i>

NORCROSS DISTRICT.

JOSIAH A. STEARNS, *Principal.*

NORCROSS SCHOOL.

*Corner of D and Fifth streets, South Boston.*Josiah A. Stearns, *Master.*Fiducia S. Wells, *Second First Assist-*Mary J. Fennelly, *First Assistant.**ant.*

SECOND ASSISTANTS.

Sarah A. Gallagher,
Juliette Wyman,

Juliette Smith.

THIRD ASSISTANTS.

Maria L. Nelson,
Mary E. Downing,
Mary R. Roberts,
Miranda A. Bolkcom,Harriet E. Johnston,
Emma L. Eaton,
_____.Sarah E. Hamlin, *Sewing Teacher.*Samuel T. Jeffers, *Janitor.*

PRIMARY SCHOOLS.

*Drake School, corner of C and Third streets.*Mary K. Davis,
Sarah V. Cunningham,
Abbie C. Nickerson,Nellie J. Cashman.
Fannie W. Hussey,
Lucinda Smith.W. B. Newhall, *Janitor.**Vestry, corner of D and Silver streets.*

Ellen T. Noonan.

James M. Demeritt, *Janitor.*

SHURTLEFF DISTRICT.

HENRY C. HARDON, *Principal.*

SHURTLEFF SCHOOL.

*Dorchester street, South Boston.*Henry C. Hardon, *Master.*Abby S. Hammond, *Second Assistant.*Anna M. Penniman, *First Assistant.*Emeline L. Tolman, *Second Assistant.*Ellen E. Morse, *Second First Assistant.*Martha E. Morse, *Second Assistant.*

THIRD ASSISTANTS.

Margaret T. Pease,	Harriet S. Howes,
Catharine A. Dwyer,	Jane S. Bullard,
Eliza F. Blacker,	Edith A. Pope,
Sarah L. Garrett,	Marion W. Rundlett.
Roxana N. Blanchard,	Eliza M. Cleary, <i>Sewing Teacher.</i>

William Dillaway, *Janitor.*

PRIMARY SCHOOLS.

Clinch Building, F street.

Ella R. Johnson,	Julia F. Baker,
Lucy A. Dunham,	Alice G. Dolbeare,
Mary E. Morse,	Alice C. Ryan.

William Dillaway, *Janitor.*

SEVENTH DIVISION.

COMMITTEE.

George M. Hobbs, *Chairman.* Lucia M. Peabody, *Secretary.*
 John B. Moran, John W. Ryan.
 William H. Finney,

COMINS DISTRICT.

CHARLES W. HILL, *Principal.*

COMINS SCHOOL.

Tremont street, corner of Gore avenue.

Charles W. Hill, *Master.* Sarah E. Lovell, *Second Assistant.*
 H. H. Gould, *Sub-Master.* Almira W. Chamberline, *Second Assistant.*
 Julia Scribner, *First Assistant.* *ant.*
 Lillie E. Davis, *First Assistant.*
 Martha A. Cummings, *Second First Assistant.*

THIRD ASSISTANTS.

Annetta F. Armes, Emily Swain,
 Kate M. Murphy, Delia M. Upham,
 Charlotte P. Williams, Caroline A. Gragg.
 Adelina May, Delia Mansfield, *Sewing Teacher.*
 Julia A. C. Gray, Geo. S. Hutchinson, *Janitor.*
 Emma E. Towle,

PRIMARY SCHOOLS.

Francis street.

Rebecca Morrison, Mary E. Crosby.
 Mrs. McGowan, *Janitor.*

Phillips street.

Annie E. Clark, Lizzie P. Brewer,
 Penelope G. Hayes, Sarah B. Bancroft,
 Helen P. Hall, Carrie M. Brackett,
 Sarah E. Haskins, Lizzie A. Colligan.
 George S. Hutchinson, *Janitor.*

Smith street.

Isabel Thatcher,

Anna R. McDonald.
Charles Stephens, *Janitor.*

King street.

Lizzie F. Johnson,
Adaline Beal,
Caroline D. Putnam,

Carrie J. Harris,
Mary J. Backup,
Delia T. Killian.
S. B. Pierce, *Janitor.*

DEARBORN DISTRICT.

WILLIAM H. LONG, *Principal.*

DEARBORN SCHOOL.

Dearborn place.

William H. Long, *Master.* Philena W. Rounseville, *Second First*
Harlan P. Gage, *Sub-Master.* *Assistant.*
L. Anna Dudley, *First Assistant.*

SECOND ASSISTANTS.

Martha D. Chapman, Frances L. Bredeen.
Helen F. Brigham,

THIRD ASSISTANTS.

Cynthia G. Melvin, Elizabeth R. Wallis,
Sarah H. Hosmer, Phebe H. Simpson,
Bell J. Dunham, Louise M. Epmeyer,
Anne M. Backup, Josephine A. Keniston,
Elizabeth E. Stafford, Mary F. Walsh.
Lizzie M. Wood, Catherine G. Hosmer, *Sewing Teacher.*
Michael J. Lally, *Janitor.*

PRIMARY SCHOOL.

Yeoman street.

Anna M. Balch, Ada L. McKean,
Susan F. Rowe, Annie M. Croft,
Ellen M. Oliver, Louise D. Gage,
Mary E. Nason, Kate A. Nason.
Augustus L. Litchfield, *Janitor.*

Eustis street.

Mary F. Neale,
Abbie L. Baker,

Clarabel E. Chapman,
Mary K. Wallace.
Sarah Stalder, *Janitor.*

George street.

Mary M. Sherwin,
Elizabeth E. Backup,
Emily M. Pevear,

Flora J. Cutter,
Clara F. Conant.
Michael Carty, *Janitor.*

DUDLEY DISTRICT.

LEVERETT M. CHASE, *Principal.*

DUDLEY SCHOOL FOR BOYS.

Corner of Dudley and Putnam streets.

Leverett M. Chase, *Master.*
Henry L. Clapp, *Usher.*
Susie C. Lougee, *First Assistant.*

Harriett E. Davenport, *Second Assistant.*

THIRD ASSISTANTS.

Mary H. Cashman,
Ruth H. Brady,
F. M. Davis,

Lurette S. James,
E. E. Torrey.
James Hughes, *Janitor.*

DUDLEY SCHOOL FOR GIRLS.

Bartlett street.

Sarah J. Baker, *Principal.*
Dora A. Pickering, *First Assistant.*

Jane S. Leavitt, *Second Assistant.*

THIRD ASSISTANTS.

Mary C. Whippey,
Eliza Brown,
Mary L. Gore,

Mary S. Sprague.
Emma A. Waterhouse, *Sewing Teacher.*
Thomas Colligan, *Janitor.*

PRIMARY SCHOOLS.

Vernon street.

M. E. Watson,
S. Louisa Durant,

Anna T. Bicknell,
Ella T. Jackson.
P. F. Higgins, *Janitor.*

Dudley School-house, Putnam street.

Henrietta M. Wood,
Anna M. Stone,

Emma L. B. Hintz,
Celia A. Scribner.

LEWIS DISTRICT.

WILLIAM L. P. BOARDMAN, *Principal.*

LEWIS SCHOOL.

Corner of Dale and Sherman streets.

William L. P. Boardman, *Master.*
Charles F. King, *Sub-Master.*

Sarah E. Fisher, *First Assistant.*
Eunice C. Atwood, *Second Assistant.*

THIRD ASSISTANTS.

Amanda Pickering,
Mary D. Chamberlain,
Emily B. Eliot,
Henrietta M. Young,
Louisa J. Hovey,

Susan A. Dutton,
H. Amelia Smith,
Elizabeth Gerry.
Malvina L. Sears, *Sewing Teacher.*
Antipas Newton, *Janitor.*

PRIMARY SCHOOL.

Thornton street.

Joanna Monroe,

Alice C. Pierce.
Charles Stephens, *Janitor.*

Winthrop street.

Frances N. Brooks,
Mary E. Deane,

Mary F. Baker.
Catherine Dignon, *Janitor.*

Munroe street.

Helen Crombie,

Maria L. Burrill.
Mrs. Kirby, *Janitor.*

Mt. Pleasant avenue.

Fanny H. C. Bradley,

Eloise B. Walcutt.
Catherine Dignon, *Janitor.*

Quincy street.

Almira B. Russell,

Florence L. Shedd.
Gilbert Hasty, *Janitor.*

LOWELL DISTRICT.

DANIEL W. JONES, *Principal.*

LOWELL SCHOOL.

*310 Centre street.*Daniel W. Jones, *Master.*
George T. Wiggin, *Usher.*Eliza C. Fisher, *First Assistant.*
E. Josephine Page, *Second Assistant*

THIRD ASSISTANTS.

O. Augusta Welch,
Anna L. Hudson,
Susan G. B. Garland,
Mary A. Cloney,M. F. Cummings,
Susan E. Chapman.
Annie Brazier, *Sewing Teacher.*
Frank L. Harris, *Janitor.*

PRIMARY SCHOOLS.

*Centre street.*Jeannie B. Lawrence,
Ellen H. Holt,Emma M. Waldock,
Helen O. Wyman.
Frank L. Harris, *Janitor.**Curtis street.*

Sarah P. Blackburn,

Mary J. Capen.
James Waters, *Janitor.**Codman avenue, corner of Washington street.*

Alice M. May,

Isabelle Shove.
Peter Gorman, *Janitor.**Heath street.*

M. Ella Mulliken,

———. . .
Catherine H. Norton, *Janitor.*

EIGHTH DIVISION.

COMMITTEE.

F. Lyman Winship, *Chairman.* Henry P. Bowditch, *Secretary.*
 William T. Adams.

ALLSTON DISTRICT.

G. W. M. HALL, *Principal.*

ALLSTON SCHOOL.

North Harvard street, Brighton.

G. W. M. Hall, *Master.* Sarah F. Boynton, *Second Assistant.*
 Persis B. Swett, *First Assistant.*

THIRD ASSISTANTS.

Georgie Palmer, Mary J. Cavanagh.
 Mary F. Child, Sarah Stall, *Sewing Teacher.*
 Laura E. Viles, Patrick McDermott, *Janitor.*
 Alice A. Swett,

PRIMARY SCHOOLS.

Everett School, corner of Pearl and Auburn streets.

Clara Hooker, Patrick McDermott, *Janitor.*
 Anna M. Farrington.

Auburn School, School street, N. Brighton.

Kate McNamara, Patrick McDermott, *Janitor.*
 Adelaide C. Williams.

Webster School, Webster place.

Emma F. Martin, Otis Wilde, *Janitor.*

BENNETT DISTRICT.

E. H. HAMMOND, *Principal.*

BENNETT SCHOOL.

Chestnut Hill avenue, Brighton.

E. H. Hammond, *Sub-Master.* Anna Leach, *Second Assistant.*
 Melissa Abbott, *Second Assistant.*

THIRD ASSISTANTS.

Harriet M. Boit, Emma F. Chesley.
 Annie M. Hotchkiss, Charles F. Wheeler, *Janitor.*

PRIMARY SCHOOLS.

Winship place, Agricultural Hall.

Charlotte Adams, Emma P. Dana.
 Fannie W. Currier, J. R. Marston, *Janitor.*

Oak square.

Nellie A. Hoar. Charles F. Wheeler, *Janitor.*

CENTRAL DISTRICT.

JOHN T. GIBSON, *Principal.*

CENTRAL SCHOOL.

Burroughs street, Jamaica Plain.

John T. Gibson, *Master.* C. J. Reynolds, *Second Assistant.*
 Mary A. Gott, *First Assistant.*

THIRD ASSISTANTS.

Emily A. Hanna, M. M. Sias.
 M. E. Stuart, Rufus A. Perry, *Janitor.*
 Victoria M. Goss,

PRIMARY SCHOOLS.

Thomas street, Jamaica Plain.

Mary E. Tufts, Patrick Curley, *Janitor.*
 Emma Smith.

Childs street.

Mary E. Brooks, William F. Fallon, *Janitor.*
 Annie E. Burton.

CHARLES SUMNER DISTRICT.

ARTEMAS WISWALL, *Principal.*

CHARLES SUMNER SCHOOL.

*Ashland street, Roslindale.*Artemas Wiswall, *Sub-Master.* Charlotte B. Hall, *Second Assistant.*

THIRD ASSISTANTS.

Fannie Ashenden,	Sarah Ashenden, <i>Fourth Assistant.</i>
Elvira L. Austin,	Julia Z. Ridgway, <i>Sewing Teacher.</i>
Fannie H. Wiswall.	John L. Chenery, <i>Janitor.</i>
Ella M. Hancock, <i>Fourth Assistant.</i>	

PRIMARY SCHOOLS.

*Washington street.*Angie P. Nutter, Mrs. Kate Morrissey, *Janitor.**Canterbury street.*Ellen B. De Costa, Ella F. Howland,
——— ———, *Janitor.*

HILLSIDE DISTRICT.

ALBERT F. RING, *Principal.*

HILLSIDE SCHOOL.

*Elm street, Jamaica Plain.*Albert Franklin Ring, *Sub-Master.* Mary E. Very, *Second Assistant.*
Amy Hutchins, *Second Assistant.*

THIRD ASSISTANTS.

Alice B. Stephenson,	Ida M. Metcalf.
Emily H. Maxwell,	Nellie I. Lincoln, <i>Sewing Teacher.</i>
S. S. Marrison, <i>Janitor.</i>	

PRIMARY SCHOOLS.

*Green street.*Margaret E. Winton, Anna M. Call.
Mrs. J. Fallon, *Janitor.*

Washington street.

E. Augusta Randall,

Jennie A. Eaton.

Michael Kelley, *Janitor.*

MOUNT VERNON DISTRICT.

ABNER J. NUTTER, *Principal.*

MOUNT VERNON SCHOOL.

*Mount Vernon street, West Roxbury.*Abner J. Nutter, *Usher.*Emily M. Porter, *Second Assistant.*

THIRD ASSISTANTS.

Emma J. Fossett,

J. Z. Ridgway, *Sewing Teacher.*

Helen C. Steele.

James M. Davis, *Janitor.*

PRIMARY SCHOOLS.

Centre street.

Adah E. Smith.

James M. Davis, *Janitor.**Baker street.*

Ann E. Harper.

William J. Noon, *Janitor.**Washington street.*

Ada F. Adams.

Evelyn Mead, *Janitor.*

NINTH DIVISION.

COMMITTEE.

William T. Adams, *Chairman.*
Warren P. Adams.

William H. Finney, *Secretary.*

DORCHESTER-EVERETT DISTRICT.

HENRY B. MINER, *Principal.*

DORCHESTER-EVERETT SCHOOL.

Sumner street, Dorchester.

Henry B. Miner, *Master.*
Geo. M. Fellows, *Usher.*

Mary F. Thompson, *First Assistant.*
Helen M. Hills, *Second Assistant.*

THIRD ASSISTANTS.

Henrietta A. Hill,
Sara M. Bearse,
Anna M. Foster,

M. Rosalia Merrill.
Mrs. M. A. Willis, *Sewing Teacher.*
Lawrence Connor, *Janitor.*

PRIMARY SCHOOLS.

Sumner street.

Maud M. Clark,

Lawrence Connor, *Janitor.*

Howard avenue.

Annie W. Ford,

Matilda Mitchell.
Henry Randolph, *Janitor.*

Dorchester avenue.

Cora L. Etheridge,

Annie F. Ordway.
M. A. Reardon, *Janitor.*

GIBSON DISTRICT.

WILLIAM E. ENDICOTT, *Principal.*

GIBSON SCHOOL.

School street, Dorchester.

William E. Endicott, *Sub-Master.* Charlotte E. Baldwin, *Third Assistant.*
 Ida L. Boyden, *Second Assistant.* E. R. Gragg, *Third Assistant.*
 Elizabeth E. Shove, *Third Assistant.* Hannah Clarkson, *Janitor.*

ATHERTON SCHOOL.

Columbia street.

Ella S. Wales, *Second Assistant.* W. Wales, *Janitor.*

PRIMARY SCHOOLS.

School street, Dorchester.

E. Louise Brown, Ella Whittredge.
 Hannah Clarkson, *Janitor.*

Columbia street.

Nellie G. Sanford, Edna L. Gleason.
 W. Wales, *Janitor.*

Thetford avenue.

Hannah E. Pratt. Timothy Donahue, *Janitor.*

HARRIS DISTRICT.

EDWIN T. HORNE, *Principal.*

HARRIS SCHOOL.

Corner of Adams and Mill streets, Dorchester.

Edwin T. Horne, *Sub-Master.* Ann Tolman, *Second Assistant.*

THIRD ASSISTANTS.

E. M. Harriman, Marion B. Sherburne.
 Elizabeth P. Boynton, Mrs. M. A. Willis, *Sewing Teacher.*
 Almy C. Plummer, John Buckpitt, *Janitor.*

PRIMARY SCHOOLS.

Harris School-house.

Marion B. Sherburne, Elizabeth A. Flint.
 Cora F. Plummer, John Buckpitt, *Janitor.*

MATHER DISTRICT.

DANIEL B. HUBBARD, *Principal.*

MATHER SCHOOL.

Meeting-House Hill, Dorchester.

Daniel B. Hubbard, *Master.* Lucy J. Dunnels, *Second Assistant.*
Olive S. Boothby, *First Assistant.*

THIRD ASSISTANTS.

Mary C. Jacobs, Annette Glidden,
Annie L. Jenkins, Mary A. Lowe.
S. Kate Shepard, Mrs. M. A. Willis, *Sewing Teacher.*
Benjamin C. Bird, *Janitor.*

PRIMARY SCHOOLS.

Mather School-house.

Ella L. Howe, Mary P. Pronk.
M. Esther Drake,

Old Mather School-house, Meeting-House Hill.

Louisa P. Smith. Benjamin C. Bird, *Janitor.*

MINOT DISTRICT.

JOSEPH T. WARD, JR., *Principal.*

MINOT SCHOOL.

Walnut street, Dorchester.

Joseph T. Ward, Jr., *Sub-Master.* Isabel F. P. Emery, *Second Assistant.*

THIRD ASSISTANTS.

Mary E. Glidden, Kate M. Adams,
Sophia W. French, Ellen M. S. Treadwell.
George R. Tarbell, *Janitor.*

PRIMARY SCHOOLS.

Walnut street.

Angelina A. Brigham, S. Maria Elliott,
Nathalia Bent,

Adams street.

Mary J. Pope. Milton James, *Janitor.*

STOUGHTON DISTRICT.

EDWARD M. LANCASTER, *Principal.*

STOUGHTON SCHOOL.

*River street, Lower Mills.*Edward M. Lancaster, *Sub-Master.* Elizabeth H. Page, *Second Assistant.*

THIRD ASSISTANTS.

Ellen E. Burgess,
Margaret Whittemore,
Caroline Melville,Elizabeth Jane Stetson.
Catherine C. Nelson, *Sewing Teacher.*
M. Taylor, *Janitor.*

PRIMARY SCHOOLS.

River street, Lower Mills.

Esther S. Brooks.

Julia B. Worsley.
M. Taylor, *Janitor.*

TILESTON DISTRICT.

HIRAM M. GEORGE, *Principal.*

TILESTON SCHOOL.

*Norfolk street, Mattapan.*Hiram M. George, *First Assistant.*

THIRD ASSISTANT.

Martha A. Baker.

Catharine C. Nelson, *Sewing Teacher.*

PRIMARY SCHOOL.

Norfolk street.

Elizabeth S. Fisher.

John Grover, *Janitor.*

SPECIAL DEPARTMENTS.

VOCAL MUSIC.

JULIUS EICHBERG, Director of Music, and Teacher of Music in the High Schools, 154 Tremont street.

SPECIAL INSTRUCTORS.

JOSEPH B. SHARLAND, 25 Hanson street.

H. E. HOLT, Haverhill.

LUTHER WHITING MASON, 5 Sharon street.

HIRAM WILDE, 154 Tremont street.

J. MONROE MASON, 22 Mystic street, Charlestown.

LUCY H. GARLIN, 72 Chandler street.

DRAWING.

WALTER SMITH, Director of Drawing, 946 E. Fourth street, South Boston.

SPECIAL INSTRUCTORS.

CHARLES A. BARRY, Creighton House, Tremont street.

HENRY HITCHINGS, Dedham.

MARY CARTER, 39 Somerset street.

MERCY A. BAILEY, Creighton House, Tremont street.

BENJAMIN F. NUTTING, 149A Tremont street.

LUCAS BAKER, 13 Pleasant place, Cambridgeport.

SPECIAL SCHOOLS.

HORACE MANN SCHOOL FOR THE DEAF.

63 Warrenton street.

Sarah Fuller, *Principal.*

Annie E. Bond, *First Assistant.*

ASSISTANTS.

Ella C. Jordan,
Kate D. Williams,
Mary F. Bigelow,

Alice M. Jordan,
Mary N. Williams,
Manella G. White.

LICENSED MINORS

North Margin street.

Sarah A. Brackett.

East-street place.

M. Persis Taylor.

KINDERGARTEN.

Corner of Somerset and Allston streets.

Lucy H. Symonds, *Principal.*

Helen E. Hawkins, *Assistant.*

EVENING SCHOOLS.

Evening High School, South street.

R. P. Owen, *Principal.*

East Boston. Lyman School-house.

Frank E. Dimick, *Principal.*

Charlestown-Prescott School-house.

Geo. G. Pratt, *Principal.*

Charlestown Warren School-house.

Miss F. V. Keyes, *Principal.*

North Bennet street, Ward Room.

Salem D. Charles, *Principal.*

Anderson street, Ward Room.

John A. Bennett, *Principal.*

Wells School-house, Blossom street.

Henry A. Parker, *Principal.*

Old Franklin School-house, Washington, near Dover street.

C. K. Cutter, *Principal.*

Warrenton-street Chapel.

W. G. Babcock, *Principal.*

Hudson street Ward Room.

Frank T. Babcock, *Principal.*

South Boston. 331 Broadway.

J. C. Coombs, *Principal.*

South Boston. Lincoln School-house.

George J. Tufts, *Principal.*

Highlands. Cabot street, Bath-house.

F. L. Washburn, *Principal.*

Highlands. Eustis street.

John M. Hodgate, *Principal.*

West Roxbury. Jamaica Plain.

L. G. Beck, *Principal.*

*Dorchester. Almshouse.*George H. Marshall, *Principal.**Neponset.*Justin Harvey Smith, *Principal.*

EVENING DRAWING SCHOOLS.

*Tennyson street.*George H. Bartlett, *Master.**Boston Highlands. King street.*George F. Hammond, *Head Assistant.**Charlestown. City Hall.*Clarence S. Ward, *Head Assistant.**East Boston. Old Lyman School. Meridian street.*H. N. Mudge, *Head Assistant.**Dorchester. High School.*G. A. Loring, *Head Assistant,**Jamaica Plain. Dudley Hall.*Charles L. Adams, *Head Assistant,*

SCHOOL DOCUMENT NO. 2.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1877.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1878.

IN SCHOOL COMMITTEE, Oct. 23, 1877.

Messrs. Flint and Finney and Miss Peabody were appointed a Committee to prepare the Annual Report of the School Board for the year 1877.

Attest:

GEO. A. SMITH,
Secretary.

REPORT.

Since the reorganization of the School Board much has been done outside the usual routine work of the committee, and to some of this it seems proper to give especial attention.

Our school system is partly the product of different committees, often acting under the impulse of an existing exigency, and therefore not always careful to give unity and completeness to the whole. It has, indeed, had the advantage of being a growth, — the result of experience, — rather than a mere mechanical structure, founded only upon theory; and it is doubtless this fact which has given it much of its efficiency. Its shortcomings have not arisen so much from false theories of education as from imperfect development.

There was, to be sure, a systematic gradation of our Primary and Grammar Schools; but here the *system* ended. There was no adjustment of the relative classes of the Grammar and the High Schools. Add to this the results of recent annexation which has given us a large number of Primary and Grammar Schools, and five new High Schools, each differing in many respects from every other, and it will be seen that no little thought and labor were required to reduce them to a general system.

The difficulty was especially great in reference to the High Schools, independent in their origin, and having programmes and methods that differed materially from one another. Experience had shown that three years was quite as long as most of the pupils that enter our High Schools could be induced to remain; and yet there were a few in each of them who were desirous of taking an advanced course. How this want could be met in the most economical way, and at the same time so as to give the best results, became a question of much interest. An advanced course in each school, with suitable teachers and ample chemical and philosophical apparatus, would involve much expense; and the number of advanced pupils in several of the schools would necessarily be very small.

By limiting the advanced course to the English and Girls' High Schools in the city proper, open to pupils who have completed the three years' course in any of the High Schools, a great saving would be made in the purchase of apparatus, and the committee would be enabled to employ specialists in some of the most important departments of high-school instruction. This change, however, would require a complete revision of the three years' preparatory course, and render necessary a uniform course of study. Whoever knows the difficulty of effecting a change which involves so many prejudices and real or supposed conflicting interests will see at once that only by long and patient inquiry and persistent labor was it possible to reconcile existing differences, without encountering obstacles hard to overcome. By

the aid, however, of the Supervisors, and the coöperation of the principals of the several High Schools, a uniform course has been prepared, and is now in operation throughout the city. And although the course is so broad and the choice of studies so free, that the distinctive character of each school has been in great part preserved, yet unity has been given to the plan and means of instruction, and the High Schools have been organized into one system.

The difficulty was not so great in bringing the Primary and Grammar Schools of the annexed districts into harmony with those of the city proper, and whatever differences existed have been reconciled, or are in the process of reconciliation, without a resort to any radical changes.

GIRLS' LATIN SCHOOL.

Another question which has excited much interest, and elicited much discussion, is that of furnishing girls with suitable means of preparation to enter the colleges that are now open to them. From the first there appears to have been a willingness, on the part of the Board, to supply what was needed, and a determination to show no partiality to either sex. The question, however, was one of considerable difficulty, involving, as many supposed, questions on which there is a diversity of opinion, not only in the Board, but in the community. After several hearings before the High School Committee, when the several methods recommended had been ably and very fully discussed, the committee recommended the establishment of a

Girls' Latin School. The recommendation, after some discussion in the Board, was adopted, and the order to establish such a school was passed.

By this act the School Board removed the stigma which had sometimes been cast upon Boston, of providing for boys what it denied to girls. That this reproach was not wholly deserved is shown by the fact that a Normal School, open to girls exclusively, had been established by the Board. And, whatever partiality may, in the past, have been shown to boys, we are now making amends by furnishing girls with advantages equal to those of boys in preparing to enter college.

EXAMINATION OF SCHOOLS.

The last Annual Report, after referring to "important changes in the administration," consequent upon the "reconstitution of the School Committee," and the establishment of a Board of Supervisors, expresses the opinion of the committee that "Boston will, in the course of time, know what the condition of her schools is, as she has never before known it." The fact was stated by the Superintendent many years ago, 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 Primary Schools to the graduating classes in the High Schools." In the same report he says that "more adequate provisions for the examining and the testing of the qualifications of teachers is needed;" adding that he knew of "no

large city in this country, or any other, where the provisions for examining teachers are so inadequate."

It was, perhaps, chiefly to remedy these two evils that the new organization was effected. It was to supply the missing link in our system of schools. By making the masters principals not only of the Grammar but also of the Primary Schools, provision was made for "class examinations," "to ascertain their progress and to determine the rank of the pupils," and also for promotion from one class to another in the same school.

For transfer from the Grammar to the High Schools, however, there was no "authority independent of the grade from which the transfer was made, and also independent of the grade to which the transfer was made," except the School Committee; and almost as a matter of course it fell into the hands of one or the other of the parties interested. The Board of Supervisors has supplied this want, and we now have the means of conducting a uniform examination for graduation from the Grammar and High Schools independent of the masters, except as advisory assistants, rendering "all the diplomas of the same grade" of a uniform value.

But, perhaps, the most important part of the school examinations by the new element in the Board is the "examination of schools in classes, with reference mainly to the merit and standing of the teachers." The number of teachers in the city is so great that it is manifestly impossible for the Superintendent to visit them all, much less to inspect

and examine all the schools, so as to be able to report upon the ability and success of each teacher. In this respect the reports of the several Supervisors, open to the inspection of the members of the Board, especially when supplemented by such information as some one or more of the Supervisors can give, are of the greatest value as data for the committee at the annual election of teachers.

EXAMINATION AND APPOINTMENT OF TEACHERS.

The second want of our schools, so forcibly stated by the Superintendent, was the want of adequate provision for the examination of teachers.

One of the most important rules of the new Board, and to which they have most inflexibly adhered, is the requirement of a certificate of qualification, based on examination, to render a candidate eligible for service as a teacher.

The appointment of teachers heretofore "without careful consideration of their qualifications," in the language of the last Annual Report, "was an evil which had begun to show its disastrous effects by unmistakable signs." It was in vain that masters, who are held responsible for the whole school, protested against it as an act of injustice. The solicitation of friends was often so importunate, and accompanied by such appeals, that justice, not only to the masters but to a whole class of pupils, was often sacrificed to a desire, in itself laudable, to furnish a means of livelihood to a worthy and unfortunate person entirely incompetent to perform the duties of a teacher.

There were not wanting those who had come to consider our schools as a kind of eleemosynary institutions for the support of a class that would shrink from dependence upon ordinary means of charity. A certain kind of nepotism had come to be recognized as legitimate in the supply of teachers to our schools, and the result of it was that not a few were employed and paid by the city who never should have been appointed. While sympathizing with the kind feelings which often prompted such action, we must protest against the sacrifice of the pupils who have been the victims of this incompetency.

The present method of making appointments has put an end to this evil, and the short period of two years has furnished "unmistakable signs" that it will give a better educated and more cultivated class of teachers.

The influence of the Normal School is felt in the same direction. The requirements for graduation from it are fully equal to those made of candidates coming from other quarters for examination; and, while it does not follow that every one whose literary qualifications are sufficient, will make a successful teacher, it is certain that one cannot be successful, in any great degree, who lacks the essentials of a good education.

But, while we may congratulate ourselves upon having entered upon a plan that promises to do much to improve the instruction and elevate the character of our schools, the transition may be, and probably is, accompanied with some temporary inconveniences. The Normal School is yet a young institution, and

most of its graduates have had comparatively little experience; while many of the better class of candidates examined by the Board of Supervisors are engaged in teaching elsewhere, and so not available except as permanent teachers. Under these circumstances, it is not strange that substitutes who have had experience, and who may be depended on to take difficult classes for a few days, are scarce now, as indeed they have always been. This, however, is an evil which is becoming less and less, as our Normal graduates are getting experience, and our candidates from examination are becoming more numerous; and it does not seem desirable, in order to remedy a temporary inconvenience, to go back to the system of appointing substitutes who can only — in school phrase — “hold a class,” while they are incompetent to teach.

Objection has been made by some that the candidates who present themselves for examination are not generally those who have had the most successful experience, but rather those who, having but recently graduated, are more fresh in the studies by which their literary qualifications are tested. This may be true, to some extent, in the general examinations, though a successful experience has been an important factor in the decisions of the Board of Supervisors, and has been counted an offset to many minor deficiencies. The 87th section of the Rules, however, especially provides for the examination of candidates selected by the masters, when it is thought desirable by the Division Committees. This rule has already given us a number of teachers, both in our High and Grammar Schools, and in no case has the candidate thus brought

forward been denied a certificate by the Board of Supervisors. This would seem to prove that it is not true that only candidates fresh from their studies can hope to pass the examinations successfully.

Objection has also been made that the list of studies on which candidates are examined is unreasonably extensive. This we should consider a valid objection, if proficiency were required in all. In some respects, however, this is favorable for the candidates. It gives every one a chance to tell what he knows on those subjects with which he is familiar, while a narrower range might exclude those with which he is best acquainted. Of course a candidate should be required to pass a good examination on the several subjects to be taught. In addition, sufficient proficiency in some department of learning should be shown, to satisfy the examiners that he is possessed of scholarly tastes and habits, or at least has knowledge beyond the bare routine laid down for an ordinary class in our Grammar Schools.

The schools of this city, as well as in many other cities and towns, are graded in accordance with the acquirements of the pupils. Among other objections which have been made to this system is, that the evil of "*cramming*" exists.

A graded system, of course, requires a uniform programme; and the promotions from class to class, and from the Grammar to the High Schools, are generally determined, to a considerable extent, by written examinations.

Until 1845 the examinations for promotion to the High Schools had been conducted orally. In July

of that year, the first written examination was made, the results of which were not regarded as creditable to the Boston schools.

From that time the written examination has been the chief, and in many cases the only, test of qualification for promotion. A marked result, which might have been anticipated, has been, that, in many schools, instruction has been limited too exclusively to the specific requirements of the programme, — a definite answer, duly labelled, being prepared, if possible, for every question that could fairly be anticipated. This, perhaps, at first, manifested itself in narrow and more technical teaching. Moreover, with the introduction of new studies, like drawing and music, and more exacting requirements for promotion or graduation, it is not surprising that there should be complaints of "cramming," and it is not unlikely that our schools, in common with others, and with our colleges, may sometimes have been faulty in this regard.

Most, if not all, of this excess of work, however, must be attributed to the lack of adaptation of the present programme of studies to the present condition of our schools, and cannot properly be charged to the new system of examinations. The tendency of these examinations is rather to broaden instruction. The results of the inspections which the Supervisors are making in their daily visits to the schools are quite as important an element in the standing of a school and its several teachers as the results of any written examinations.

But it has been felt for some time that a revision

of the present course of study was greatly needed, and it has been one of the most important duties specially laid upon the Board of Supervisors to consider this subject and report such changes as they may think advisable. This work, demanding much thought, investigation, and mature consideration, is not one to be lightly or hastily dealt with, and until such changes are recommended and adopted, conscientious teachers have no choice but to do their best to conform to the present requisitions. And the Supervisors, though in no way responsible for their existence, have felt equally bound to arrange their examinations with reference to them.

Although we deprecate whatever evils may exist in carrying out the programme of studies, we are still of the opinion that the present supervision and methods of examination in our schools, with the influence of the Normal School, and the Supervisors' examination for certificates, in giving us better and more thoroughly trained instructors, are exerting a strong counteracting influence, which cannot but result in broader and more intelligent methods of instruction. And with these, acting on an improved course of study, we may fairly hope that before long, "cramming" may be a thing of the past, of which our schools contain no suggestion.

WORK OF SUPERVISORS.

As no provision is made, by our Rules and Regulations, for regular reports to the Board from the Board of Supervisors other than those contained in their records, which are open only to the inspection

of members of the Board, it seems proper that this report should give at least a brief summary of the work performed by this new element in our system of school inspection, which is naturally the object of so much attention and interest. The following is only an outline of the work accomplished either by the Supervisors or the Board of Supervisors since their appointment:—

First. Examination of 410 candidates for positions as teachers, 275 of whom have received certificates of qualifications, while 18 have been credited with a partial examination,—that is, with one satisfactory in certain branches, and which may be completed hereafter.

Second. Special examinations, in accordance with the provision in the Rules (Sect. 87), of 8 candidates, all of whom have passed. These examinations have been of the same character as the regular examinations, quite equal in difficulty, and have been taken by persons experienced in teaching, and selected as specially fitted for different positions.

Third. Uniform examinations of the graduating classes of the Grammar and High Schools, part in January and part in June, involving a considerable amount of labor in the preparation of questions, etc.

Fourth. Uniform examination in June of those classes in the High School where the uniform course of study had been begun, rendering such examination possible.

Fifth. Examination of the graduating class of the Latin School.

Sixth. Examinations and monthly reports upon the Evening Schools.

Seventh. Revision and completion of the course of study for the Latin School: a work of great value, and one requiring much time and labor.

Eighth. Preparation of a uniform course of study for the High Schools, which has been adopted, and is in use throughout the city.

Ninth. Careful examination and consideration of the course of study for the Grammar and Primary Schools. The report upon this will be ready soon.

Tenth. The making of nearly 5,000 visits to separate class-rooms and teachers, for the purposes of inspection and oral examination.

Eleventh. The recording of the results of these visits, with judgment of every teacher and class with respect to teaching ability, mode of government, conduct of class, results of examination, ventilation and condition of rooms, etc.,—made in January, and again more fully in June.

The influence of this personal examination and inspection was soon felt, as was shown by the improvement in methods of teaching, and many of our best teachers are very warm in expressing their sense of help and inspiration obtained from them.

Twelfth. If to these be added a great variety of work referred to the Supervisors by different committees of the Board,—which for various reasons cannot be spoken of in detail,—we have a still incomplete list of the labors accomplished by them.

Perhaps only those conversant with the working of our schools can be aware of the difficulties in-

volved in arranging the details of any plan which affects them all, and consequently can fully appreciate the great amount of time, thought, and hard work, which are covered by the foregoing short account, or can understand the great value of the services thus rendered. But all who are familiar with these things will realize that the Supervisors have been at least a very hard-working body of officials; and those who with unprejudiced eyes have most carefully watched the results of their work will, we are sure, be the most ready to acknowledge the good already accomplished by them, and to believe that still greater is to come.

The plan upon which the Supervisors have been working, although probably different from that which would have first suggested itself to most members of the Board, gives us the great advantage of several and distinct judgments upon the work and merits of each teacher. If the schools were divided into groups, each subject, from lowest primary to highest grammar class, to the supervision of only one person, we should naturally feel some reluctance to accepting an unfavorable verdict; at least, in any case as not sufficiently supported. By the present arrangement, this difficulty is obviated; and we have every facility for obtaining a fairly balanced, and consequently just estimate in every class.

This plan also, by which each Supervisor, while having charge generally of a group of schools, has the oversight of some study or group of studies through all the schools, has another great advantage. Though it may not so rapidly give definite results,

which can be readily recorded and tabulated, it must ultimately give not only these, but with them information, and a uniform judgment on the working of our system of instruction throughout the city, and of the adaptation of one part to another, which will be of the greatest and most permanent value. For it is not merely a knowledge of the standing of individual schools and teachers to-day that we crave; but with this such information as shall lead to steady advance and improvement in our system of instruction, and in the efficiency of our schools.

It seems but just and reasonable, therefore, that the present method of supervision, which is somewhat novel to us, shall be allowed a full and thorough trial, and that all unfavorable judgment upon it shall be suspended till it has had ample time to prove its worth.

FREE BOOKS.

The cost of furnishing books for indigent children for the financial year 1876 and 1877 was \$49,637.72.

This item of expense is increasing every year. Considering the large annual expense involved, the system now in use is very unsatisfactory in its operation. It is unequal in its bearing upon the people. Many parents whose circumstances are such as to entitle them to free books for their children feel obliged to purchase them rather than to receive them as a charity, while, on the other hand, many who are abundantly able to purchase them refuse to do so. Moreover, the present plan is a cause of great loss of time in the schools, and a source of great annoyance to teachers, parents, and scholars.

The only feasible way to remedy the evils complained of is to furnish free books to *all* the pupils. We see no reason why the books, as well as the tuition and apparatus, should not be furnished at the public expense. The experience of other cities and towns has shown that this can be done, after the first year, at but little, if any, more expense than under the present system. This subject has been referred to frequently, during the last ten years, in reports and documents of the School Board. The Superintendent, in his report of September, 1868, after clearly stating the inequalities, loss of time, and demoralizing effects of the present system, concluded his remarks on the subject as follows: "These considerations, and others which I have not space now to enumerate, have satisfied me that instead of furnishing a part of the children in the schools, as we now do, with books, it would be better to furnish all, and thus make our schools *wholly free* in reality as they are in name. The experiment has been tried in New York, Brooklyn, Philadelphia, Baltimore, and other cities, and it has been found to work well."

It is earnestly hoped that the experiment of providing free books to all the pupils, of at least one grade of schools, will be tried the coming year.

SCHOOL SESSIONS.

A change in the arrangement of the sessions of the Grammar and Primary Schools has been made during the past year. There are now two sessions on five days of the week and none on Saturday.

As this plan, which must be regarded in the light of an experiment, has been in operation only since the beginning of the school-year, it has not yet had time, perhaps, to show whether it is an improvement on the former arrangement, which gave a half holiday in the middle of the week. It would seem wise, before the close of the year, for the Board to obtain information as to the working of the new system, especially as bearing upon the younger classes, from those who have had the best opportunity of judging of its effects, — the teachers and the parents.

THE BOARD MADE A CORPORATION.

The School Committee has this year been made a corporate body, as will be seen by the following act passed by the Legislature of 1877: —

CHAPTER 53.

COMMONWEALTH OF MASSACHUSETTS.

In the Year One Thousand Eight Hundred and Seventy-seven.

AN ACT TO INCORPORATE THE BOSTON SCHOOL COMMITTEE.

Be it enacted by the Senate and House of Representatives, in General Court assembled, and by the authority of the same, as follows: —

SECTION 1. The School Committee of the City of Boston, for the time being, is hereby made a corporation by the name of "The School Committee of the City of Boston," and said committee and its successors in office, elected according to law in said city, shall continue a body corporate for the purposes hereinafter set forth, with all the powers and privileges, and subject to all the duties, restrictions, and liabilities set forth in all general laws,

which now are or may hereafter be in force, relating to such corporations.

SECT. 2. Said corporation shall have authority to receive and hold all sums of money, and real and personal estate, not exceeding, in the aggregate, the value of two hundred thousand dollars, which money may be given, granted, bequeathed, or devised to it, for the benefit of the teachers in the public schools of the City of Boston, or their families, requiring charitable assistance, or for the benefit of any persons, or the families of any persons, who have formerly been such teachers, requiring charitable assistance. It shall have power to manage and dispose of the same, according to its best discretion, and to execute any and all trusts, according to the tenor thereof, which may be created for the purposes aforesaid.

SECT. 3. Said corporation shall likewise be entitled to receive from the members of the School Committee, within the present limits of that part of the City of Boston which was formerly the City of Charlestown, the fund known as the Charlestown School Trust Fund, and shall hereafter manage said fund, and disburse the income thereof within the limits of the former City of Charlestown, according to the tenor of the instruments creating said trust.

Nothing has yet been done towards the formation of a teachers' fund, as is contemplated in Section 2 of the above act. Undoubtedly steps will be taken next year, in coöperation with the teachers, to carry out the project of establishing a fund for retired or disabled teachers.

By Section 3 of the act the School Committee are made the Trustees of the Charlestown Free Schools, and are authorized to disburse the income of the fund known as the Charlestown School Trust Fund among the schools within the limits of the former city of Charlestown.

In this connection we desire to express the opinion, that convenience and propriety would seem to require that other school funds, the incomes of which are devoted to various school purposes, should be managed by the School Committee in its corporate capacity.

SALARIES OF TEACHERS.

In recognition of what appeared to be a general demand for the reduction of salaries in all departments of the City Government, the Committee on Salaries, in their annual report to the Board, proposed a moderate reduction of the salaries of instructors.

The report of the committee was adopted by the Board, and the reduction went into effect on the first of September.

The aggregate reduction was \$82,303, an average of about $7\frac{1}{2}$ per cent.

The following table shows the present salaries compared with those of the previous year: —

HIGH SCHOOLS.

Head-Masters —

	Present Salary.	Former Salary.
First year	\$3,300 00	\$3,500 00
Second year	3,780 00	4,000 00

Masters —

First year	2,700 00	2,800 00
Second year	3,000 00	3,200 00

Sub-Masters —

First year	2,100 00	2,200 00
Second year	2,400 00	2,600 00

<i>Ushers —</i>		Present Salary.	Former Salary.
First year		\$1,500 00	\$1,700 00
Second year		1,800 00	2,000 00
Assistant principals		1,800 00	2,000 00
First assistants		1,620 00	1,800 00
Second assistants		1,380 00	1,500 00
Third assistants		1,140 00	1,200 00
Fourth assistants		900 00	1,000 00

GRAMMAR AND PRIMARY SCHOOLS.

<i>Masters —</i>			
First year		\$2,700 00	\$2,800 00
Second year		3,000 00	3,200 00
Girls' Dudley		1,800 00	2,000 00

<i>Sub-Masters —</i>			
First year		2,100 00	2,200 00
Second year		2,400 00	2,600 00

<i>Ushers —</i>			
First year		1,500 00	1,700 00
Second year		1,800 00	2,000 00
First assistant		1,140 00	1,200 00
First assistant (second)		852 00	1,000 00
Second assistant		792 00	850 00

<i>Third and Fourth Assistants —</i>			
First year		540 00	600 00
Second year		660 00	700 00
Third year		750 00	800 00

SPECIAL GRADES.

Music—

	Present Salary.	Former Salary.
Director	\$3,000 00	\$3,300 00
District teachers	2,400 00	3,000 00
West Roxbury and Brighton	1,320 00	1,800 00

Drawing—

Director	3,000 00	3,300 00
District teachers	2,100 00	2,500 00
Dorchester	1,320 00	1,700 00
Girls' High	900 00	1,000 00
Roxbury High	600 00	700 00

Chemistry—

Girls' High	1,380 00	1,500 00
Assistant	750 00	800 00

French—

Latin and English High	2,400 00	3,200 00
Girls' High	720 00	750 00
Dorchester High	540 00	600 00
Roxbury High	540 00	600 00
Charlestown High	660 00	700 00
Brighton High	250 00	250 00

German—

Latin	200 00	200 00
Girls' High	720 00	750 00
Dorchester, Roxbury and W. Rox.	1,500 00	1,700 00

CHAS. L. FLINT,
WM. H. FINNEY,
LUCIA M. PEABODY.

SCHOOL DOCUMENT NO. 3.

AMENDMENTS

TO

SCHOOL DOCUMENT NO. 26, 1877,

ON THE

REPORT OF THE COMMITTEE ON RULES
AND REGULATIONS ON A COM-
MITTEE ON SUPPLIES.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,
39 ARCH STREET.

1878.

IN SCHOOL COMMITTEE, Feb. 12, 1878.

On motion of Mr. Morse, laid on the table and ordered to be printed.

Attest :

GEO. A. SMITH, *Secretary.*

AMENDMENTS.

Ordered, That Section 2 of the Rules be amended by striking out the word "Salaries," and inserting the word "Supplies."

Ordered, That Section 42 be amended by substituting the following :—

The Committee on Accounts shall consider and report upon all propositions requiring the expenditure of money, before the final action of the Board, except such as may be submitted by the Committee on Text-Books, and except such as are included in the duties of the Committee on Supplies.

They shall consider all propositions to establish or to change the salaries of all persons, except janitors, in the service of the Board ; or to pay for extra services in teaching ; and shall report upon them in writing before they are acted upon by the Board. At the last meeting in June of each year they shall report to the Board a full schedule of salaries of the instructors, as herein provided, for the ensuing school year.

They shall audit all pay-rolls of salaries and all bills of expenditure authorized by the Board or its committees, and make requisition on the City Auditor, each month, for the payment of such as they have approved.

They shall, in conference with the Committee on Supplies, prepare and present to the City Auditor, before the fifteenth day of February, annually, an estimate of the expenses of the public schools for the next financial year.

They shall make out bills for tuition of non-resident pupils attending the public schools, and transmit the same to the City Collector for collection.

The Auditing Clerk shall be present at all meetings of the committee, certify to the correctness of the accounts, and render such clerical assistance as may be required. Annually, at the close of the financial year, he shall submit, in detail, an account of the expenditures for the past year, and this committee shall submit the same in a report to the Board in June of each year.

Ordered, That Section 44 be amended by substituting the following :—

The Committee on Supplies shall have exclusive authority in the furnishing of all materials used by the Board, its officers, or the public schools. They shall have the exclusive power to authorize such expenditures as may be required in the teaching of such branches of study as have been adopted by the Board, not exceeding the several amounts appropriated for the same.

They shall, if it be deemed expedient, annually advertise for proposals, and contract with responsible parties, to furnish the text-books necessary to carry out the provisions of the General Statutes, Chap. 38, Sects. 29 and 30, and shall see that the provisions are fully complied with.

They shall have the supervision of all printing, and furnish such as may be required by the Board, its officers, or the public schools, except such as may be otherwise provided for; and all documents and reports, unless it be otherwise ordered, shall be limited to four hundred copies.

They shall have the custody and management of all property belonging to the city which is held by this Board, and shall make such expenditures as may be necessary for the care and protection of the same.

They shall appoint the janitors for the several school-houses, make such rules as they may deem necessary for their government, and fix their compensation; and may discharge them, subject to the approval of the Board. The compensation of janitors shall be in full for all services rendered.

The Auditing Clerk shall attend all meetings of this committee, shall record their transactions, and render such assistance as shall be required. Annually, in the month of May, he shall submit, in detail, an account of the articles purchased and furnished to the several grades of schools, as well as of the material on hand; and annually, in the month of June, the committee shall submit the same in a report to the Board.

They shall authorize, in writing, the Auditing Clerk to submit to the Committee on Accounts such bills as are correct and duly authorized.

Ordered, That Sect. 89 be amended by substituting the word "accounts" for the word "salaries."

Ordered, That Sect. 46 of the Rules, and Sects. 107, 167, 183, and 196 of the Regulations, be amended by substituting the word "supplies" for the word "accounts" wherever it occurs.

Ordered, That Sect. 105 of the Regulations be amended by inserting, after the word "accounts," the following: "and the Committee on Supplies, as provided by the Regulations;" and by striking out the words "under the direction of this committee who shall fix their compensation."

Ordered, That Sect. 109 be amended by inserting, after the word "accounts," the following: "and the Committee on Supplies."

Ordered, That the Committee on Accounts perform the duties heretofore devolving upon them by the Rules and Regulations, until such time as the Committee on Supplies shall be appointed.

SCHOOL DOCUMENT NO. 4.

THIRTY-THIRD SEMI-ANNUAL REPORT

OF THE

Superintendent of Public Schools

OF THE

CITY OF BOSTON.

MARCH, 1878.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,
39 ARCH STREET.

1878.

REPORT.

To the School Committee of Boston: —

In conformity with the requirements of your Regulations, I respectfully submit the following as my Forty-fifth Report, the Thirty-third of the semi-annual series: —

Summary of Attendance for the half-year ending January 31, 1873.

GENERAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at Date.
Normal	1	4	92	90	2	95	59
High	8	89	2,115	2,025	93	95	2,103
Grammar	49	573	24,891	23,473	1,418	94	24,913
Primary	410	410	20,396	18,694	1,702	92	21,102
Totals	468	1,081	47,497	44,282	3,215	95	45,207

SPECIAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at Date.
Licensed Minors	2	2	70	62	8	88	70
Horace Mann School	1	9	73	. .	. .	. .	. .
Kindergarten	1	2	35	32	3	90	35
Evening High	1	12	1,250	497	. .	. .	. .
Evening	16	114	1,935	1,094	. .	. .	. .
Evening Drawing	6	16	899	319	. .	. .	. .
Totals	27	155	4,262	2,004	11	175	106

THE NUMBER OF PUPILS TO A TEACHER.

The following table shows the average number of pupils to a teacher during the last half-year in the several grades of schools, as compared with the number during the corresponding six months of the preceding year:—

SCHOOLS.	PUPILS TO A TEACHER.		SCHOOLS.	PUPILS TO A TEACHER.	
	1877.	1878.		1877.	1878.
Primary	49.7	48.1	Elementary Evening * . .	11.0	9.8
Grammar*	50.6	50.7	Evening Drawing	25.7	23.0
High	28.6	27.3	Deaf-Mute	8.1	8.5
Normal	23.0	25.7	Licensed Minors	33.5	32.5
Evening High*	33.0	35.7	Kindergarten	2.5	17.0

According to the present provisions of the Regulations, the maximum number of pupils to a teacher in the several grades and descriptions of schools (excepting the Deaf-Mute and Licensed Minors' Schools, and the Kindergarten, in which the number is not fixed) is as follows:—

Primary	56
Grammar (principal not counted)	56
High, mixed (principal not counted)	30
High, unmixed (principal not counted)	35
Normal (principal not counted)	30
Evening (principal not counted)	15
Evening Drawing	30

* Principal not counted.

NORMAL SCHOOL.

The number of regular teachers in this school the last half-year was 3, and the average number of pupils was 92.

In my last report I suggested that a limited number of the graduates be appointed as supernumerary teachers, to act as substitutes whenever called upon to do so, and that, when not so employed, they be required to be in attendance at the Normal School.

This suggestion having been referred to a committee the following orders relating to the matter were reported and adopted:—

That the Committee on the Normal School be authorized to assign candidates who are normal graduates to schools for practice without expense to the city.

That principals, in whose schools graduates of the Boston Normal School are employed as substitutes, be instructed to report to the Head-Master of the Normal School, at the close of each month, the name and success of such substitute; and that the Secretary of the Board furnish blanks for the same.

The requirements of these orders have been carried into effect.

The plan inaugurated last year, of providing in connection with this school special courses of instruction and training in methods of teaching particular branches, for teachers of different grades who are already in the service, has been in operation during the past winter with increased interest and success.

The courses for the teachers to be given this year included Geometrical, Perspective, Freehand, and Model Drawing, and Design, lessons in Physics, Physiology, Psychology, Geography, History, Reading, and Penmanship; also lessons in Illustrative Drawing from the blackboard.

The courses in Physics and Physiology have been finished. They were attended by an average of about 250 teachers. The courses in Geometrical and Perspective Drawing, and in Geography and Psychology, are now in progress.

· HIGH SCHOOLS.

The attendance at these schools, during the last half-year, was as follows: —

The average whole number of pupils belonging was 2,118, — boys 1,167, and girls 951, — against 2,171, — boys 1,238 and girls 933, — for the corresponding six months of the preceding year. The average daily attendance was 2,025, against 2,054; and the average percentage of attendance, 95.5, against 94.6. The number of regular teachers was 74: males 36 and females 38. Besides these there were special teachers of gymnastics, military drill, drawing, music, French, and German.

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 January 31, 1878: —

SCHOOLS.	No. of Reg. Teachers.	Average No. of pupils.	Av'ge No. of pupils to a Regular Teacher.
Latin.....	13	427	32.8
English High.....	16	479	29.9
Girls' High.....	18	600	33.3
Roxbury High.....	7	174	24.6
Dorchester High.....	5	111	22.2
Charlestown High.....	8	178	22.3
West Roxbury High.....	4	86	21.5
Brighton High.....	3	63	21.0
Totals.....	74	2,118	28.6

The following table shows the classification of the High Schools January 31, 1878:—

SCHOOLS.	Advanced.	CLASSES, or years in the course, the first being highest.								Total.
		First.	Second.	Third.	Fourth.	Fifth.	Sixth.	Seventh.	Eighth.	
Latin		22	22	33	80	43	112	64	42	418
English High	8	99	138	217	...	...	...	...	...	462
Girls' High	39	104	134	305	...	...	...	...	...	582
Roxbury High	73	44	35	63	...	...	...	...	...	215
Dorchester High	11	31	31	35	...	...	...	...	...	108
Charlestown High		20	55	37	60	...	...	...	...	172
West Roxbury High		17	19	20	27	...	...	...	...	83
Brighton High		14	27	22	...	...	...	...	...	63
Totals	131	351	461	732	167	43	112	64	42	2,103
Percentage . . . . .	.06	.17	.22	.35	.08	.02	.05	.03	.02	1.00

GRAMMAR SCHOOLS.

The attendance at these schools during the last half-year was as follows:—

The average whole number of pupils belonging was 24,891: boys 13,013, and girls 11,878; the average daily attendance was 23,473, and the per cent. of attendance 94.3. The whole number of regular teachers was 541, an increase of three female teachers and one male teacher, as compared with the number at the end of the corresponding six months of the preceding year. But, as there was an increase of 638 pupils, the number of pupils to a teacher rose from 49.7 to 50.6.

The following tables show the classification of the Grammar Schools in respect to grade and age, January 31, 1878, as compared with that of January 31, 1874:—

CLASSES.	1874.		1878.	
	Number.	Per cent.	Number.	Per cent.
First Class (highest).....	1,708	.07	1,572	.06
Second Class.....	2,647	.11	2,558	.10
Third Class.....	3,572	.15	3,673	.15
Fourth Class.....	4,305	.18	4,594	.19
Fifth Class.....	5,344	.23	5,621	.23
Sixth Class.....	6,035	.26	6,695	.27

AGES.	1874.		1878.	
	Number.	Per cent.	Number.	Per cent.
Under eight years	111	.005	56	.002
Eight years	979	.04	879	.03
Nine years.....	2,485	.10	2,605	.11
Ten years	3,650	.15	4,103	.17
Eleven years.....	3,964	.17	4,328	.17
Twelve years	4,162	.18	4,171	.17
Thirteen years	3,722	.16	3,659	.15
Fourteen years.....	2,678	.11	2,733	.11
Fifteen years and over	1,860	.08	2,379	.09

From the foregoing tables, taken in connection with those of the same kind presented in the preceding reports, it appears that the Grammar Schools have not, since 1874, quite maintained the standard then reached in respect to the percentage of pupils in the upper classes. There are now *six* per cent. in the first class against *seven* per cent. four years ago. At the same time there has been an increase in the percentage of pupils who are fifteen years of age and upwards. We find, also, that the number of graduates in the years 1876 and 1877 falls considerably below the number in the years 1874 and 1875. This is the result, probably, of the adoption of the plan of a uniform examination for graduation. Few candidates have been rejected, but the principals are cautious in promoting to the first class such pupils as are not pretty sure of succeeding.

The following table shows the number of teachers, exclusive of principals, and the average number of pupils to a teacher (not counting the principal), in each Grammar School, for the half-year ending January 31, 1878:—

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.....	10	504	50.4	Hancock....	11	531	48.2
Allston.....	7	329	47.0	Harris.....	4	227	56.9
Andrew.....	10	495	49.5	Harvard ...	10	526	52.6
Bennett	5	280	56.0	Hillside	5	270	54.0
Bigelow.....	15	739	49.2	Lawrence ..	18	883	49.1
Bowditch....	8	343	42.9	Lewis.....	11	588	53.5
Bowdoin.....	9	426	47.3	Lincoln	12	600	50.0
Brimmer....	15	736	49.0	Lowell.....	9	465	51.6
Bunker Hill.	11	570	51.8	Lyman	11	572	51.9
Central.....	6	311	51.8	Mather	7	315	45.0
Chapman....	11	538	48.9	Minot.....	5	230	46.0
Chas. Sumner	4	211	52.7	Mt. Vernon.	3	146	48.6
Comins.....	12	727	60.5	Norcross....	12	655	54.6
Dearborn....	17	868	51.1	Phillips	14	721	51.5
Dudley (<i>Boys</i>)	8	419	52.3	Prescott....	9	440	48.8
Dudley (<i>Girls</i>)	6	310	51.6	Quincy.....	11	625	56.8
Dwight.....	10	543	54.3	Rice.....	12	597	49.7
Eliot.....	16	780	48.7	Sherwin....	17	852	50.1
Emerson....	13	662	50.9	Shurtleff...	14	671	47.9
Everett.....	14	691	49.4	Stoughton..	5	222	44.4
Everett, Dor.	7	378	54.0	Tileston....	1	67	67.0
Franklin....	14	726	51.9	Warren	12	585	48.7
Frothingham	11	525	47.7	Wells.....	9	441	49.0
Gaston.....	9	420	46.6	Winthrop...	18	889	49.4
Gibson.....	4	242	60.5	Totals.....	492	24,891	50.6

PRIMARY SCHOOLS.

The attendance at these schools during the last half-year was as follows: —

The average whole number of pupils belonging was 20,396: boys 10,902, and girls 9,494; the average daily attendance was 18,694; and the per cent. of attendance was 91.6.

During the past year the increase in the number of pupils has been 485, and the increase in the number of teachers has been 7, so that the whole number of instructors in this class of schools, at the present time, is 410. The average number of pupils to a teacher was 49.7 against 49.4 for the corresponding six months of the preceding year. The number of pupils promoted to the Grammar Schools in January was 2,676, averaging 6.5 to a school, which is a slight gain on the number of a year ago.

The following table indicates the average number of pupils to a teacher during the twelve years from 1867 to 1878, inclusive: —

YEARS.	No. of Pupils.	YEARS.	No. of Pupils.
1867.....	47.8	1873.....	43.5
1868.....	47.4	1874.....	44.3
1869.....	46.8	1875.....	43.9
1870.....	45.9	1876.....	45.4
1871.....	45.8	1877.....	49.4
1872.....	43.9	1878.....	49.7

The following tables show the classification of the Primary Schools in respect to grade and age, January 31, 1878, as compared with that of January 31, 1874:—

CLASSES.	1874.		1878.	
	Number.	Per cent.	Number.	Per cent.
First Class (highest).....	3,131	.16	3,193	.15
Second Class.....	2,992	.15	3,082	.15
Third Class.....	2,946	.15	3,054	.14
Fourth Class.....	2,856	.15	3,290	.16
Fifth Class.....	2,930	.15	3,204	.15
Sixth Class.....	4,665	.24	5,279	.25

AGES.	1874.		1878.	
	Number.	Per cent.	Number.	Per cent.
Five years of age.....	2,790	.14	2,990	.14
Six years of age.....	4,404	.23	4,581	.22
Seven years of age.....	4,604	.24	4,990	.23
Eight years of age.....	4,162	.21	4,357	.21
Nine years of age and over ...	3,560	.18	4,184	.20

It appears that 44 per cent. of the pupils of the Primary Schools are in the three upper classes, while 56 per cent. of them are in the three lower classes. This is certainly a very good showing, but it is not quite up to the standard reached in 1874.

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, 1878: —

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	7	337	48.1	Hancock	16	763	47.7
Allston	5	231	46.2	Harris	3	133	44.3
Andrew	7	387	55.3	Harvard	13	652	50.1
Bennet	4	198	49.5	Hillside	4	161	40.2
Bigelow	12	592	49.3	Lawrence	21	1,085	51.6
Bowditch	11	519	47.2	Lewis	11	543	49.3
Bowdoin	12	576	48.0	Lincoln	7	367	52.4
Brimmer	11	540	49.1	Lowell	10	520	52.0
Bunker Hill ...	11	526	47.8	Lyman	8	383	47.9
Central	4	170	42.5	Mather	4	232	58.0
Chapman	10	541	54.1	Minot	4	145	36.2
Charles Sumner	5	217	43.4	Mt. Vernon ...	3	95	31.6
Comins	17	992	53.1	Norcross	7	344	49.1
Dearborn	17	893	52.5	Phillips	6	241	40.2
Dudley (<i>Boys</i>)	8	418	52.2	Prescott	6	302	50.3
Dudley (<i>Girls</i>)	..	..	..	Quincy	7	355	50.7
Dwight	6	276	46.0	Rice	7	348	49.7
Eliot	14	629	44.9	Sherwin	15	755	50.3
Emerson	9	472	52.4	Shurtleff	7	357	51.0
Everett	11	635	57.7	Stoughton ...	2	119	59.5
Everett, Dor...	6	300	50.0	Tileston	1	36	36.0
Franklin	13	648	49.8	Warren	8	439	54.9
Frothingham ..	9	480	53.3	Wells	12	586	48.8
Gaston	9	441	49.0	Winthrop	6	323	53.7
Gibson	4	184	46.0	Totals	410	20,396	49.7

The following table shows the number of Primary pupils in each district promoted to the Grammar Schools [January, 1878], 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	7	25	3.5	Harris	3	26	8.6
Allston	5	18	3.6	Harvard	13	84	6.5
Andrew	7	65	13.0	Hillside	4	22	5.5
Bennett	4	33	8.2	Lawrence	21	159	7.6
Bigelow	12	93	7.7	Lewis	11	81	7.3
Bowditch	11	78	7.1	Lincoln	7	40	5.7
Bowdoin	12	77	6.4	Lowell	10	75	7.5
Brimmer	11	69	6.2	Lyman	8	43	5.4
Bunker Hill...	11	63	5.7	Mather	4	21	5.2
Central	4	30	7.5	Minot	4	24	6.0
Chapman	10	73	7.3	Mt. Vernon..	3	..	..
Charles Sumner	5	..	..	Norcross	7	48	6.8
Comins	17	99	5.8	Phillips	6	42	7.0
Dearborn	17	50	2.9	Prescott	6	30	5.0
Dudley (<i>Boys</i>)	8	72	9.0	Quincy	7	36	5.1
Dwight	6	44	7.3	Rice	7	48	6.8
Eliot	14	83	5.9	Sherwin	15	96	6.4
Emerson	9	56	6.2	Shurtleff	7	52	7.4
Everett	11	91	8.2	Stoughton ...	2	22	11.0
Everett, Dor...	6	43	7.2	Tileston	1	..	..
Franklin	13	88	6.7	Warren	8	66	8.2
Frothingham ..	9	49	5.4	Wells	12	92	7.7
Gaston	9	62	6.9	Winthrop	6	57	9.5
Gibson	4	64	16.0				
Hancock	16	87	5.4	Totals	410	2,676	6.5

SPECIAL SCHOOLS.

It has not been the custom to present in this mid-year report, the statistics in detail of the Special Schools. A statistical summary of the attendance of these schools has been presented on the first pages of the report. By comparing this summary with that of last year, it appears that one additional evening drawing school has been opened, making the whole number of Special Schools at the present time 27. There has also been an increase of the number of pupils in attendance. Up to the 31st of January the average attendance has been 2,004 against 1,918 for the corresponding portion of the preceding year. On the other hand, there has been a decrease in the number of teachers, the whole number at the date above named being 155, which is less by 22 than that of last year. This decrease is found in the Elementary Evening Schools, and it would seem that a still further reduction might be made, for it appears that there are in these schools only about an average of 9 pupils to a teacher. On the other hand, the Evening High School shows an average attendance of over 40 pupils to a teacher. This school has been constantly growing in numbers and usefulness. The average attendance the present year has been 497 against 352 for last year. It evidently meets a real want in the community, and the time is not distant, I imagine, when there will be a demand for more than one school of this description.

THE PROGRESS OF THE SYSTEM.

The history of the improvements which have been introduced into the Boston system of public instruction since my connection with it as Superintendent began, may be found, by those desiring information on the subject, in the record of the proceedings of the Board and in the twenty-one volumes of the Annual Reports of the Board, from 1857 to 1877 inclusive, comprising the reports of the committees on the annual report, numerous reports of standing and special committees, my own forty-five regular reports, and several special reports, and other matter of different descriptions. My twenty-ninth semi-annual report contains a somewhat extended review of the growth and progress of the system from 1856 to 1874; an examination of the documents above named would reveal the series of suggestions, discussions, efforts, and experiments which have resulted in those changes in the system wherein it differs from what it was a score of years ago. I do not purpose to attempt, in this report, to even enumerate the steps of progress by which that difference has been brought about, but shall content myself with the remark that those changes which have been introduced have been in the main in accordance with the most approved opinions on the subject of education. I do not intend, however, to be understood as including in these remarks the present system of examining the schools.

THE PRESENT CONDITION OF THE SCHOOLS.

The condition of the schools in respect to matters which are susceptible of representation by statistics is

presented in other parts of this report. As to their condition in respect to those important elements of educational economy which do not admit of numerical exhibition, I have little to say, except to remark that there have been, during the period covered by the report, no changes requiring special comment. What I have said about the condition of the schools at different times during the past few years, in respect to the accommodations, the studies pursued, the character of the attendance and the discipline, and the efficiency of instruction, may be said now, with some not very important modifications. They are not free from imperfections, for no human institutions are perfect; but they are, as a whole, good, and I will venture to add that those persons who think differently, either are not acquainted with them or they judge by a different standard from that which is generally recognized by sound and practical educators. It would be easy to make them different; but to make them better is another task. Real, substantial improvements in a great system of schools are of slow and difficult achievement. I hope and trust that in the future the efforts for remedying the defects of the system will be more vigorous and more successful than they have been in the past, for there never has been a reform that did not need reforming.

THE GIRLS' LATIN SCHOOL.

The establishment of this institution, which went into operation the early part of last month, is an important event in our educational history. It is in-

tended as a classical High School for fitting girls for college. It is the first and only institution of the kind within my knowledge. It has been organized under favorable auspices. The master, Mr. John Tetlow, who has been elected as its principal, is a gentleman who is admirably fitted for the situation.

Previously to the action of the Board, in instituting this school, there was a protracted series of hearings held by the Committee on High Schools, on the question as to what course should be adopted for providing classical instruction for girls.

On the one hand it was contended that justice to the girls required that they should have advantages for classical instruction identical with those enjoyed by the boys, or, what amounted to the same thing, that they should be admitted to the boys' Latin School, thus rendering that ancient institution a mixed school.

On the other hand it was maintained that this arrangement would not be doing justice either to the girls or to the boys; that it would render the Latin School less efficient as a preparatory school for boys, and that it would not give the girls as good a chance as they might have in a good separate school for girls. The latter position was that which I undertook to maintain. I did not pretend to deny that there were, and that there would continue to be, good mixed schools. But the proposition which I endeavored to prove was this:—

That the physical and mental differences of the sexes, and the difference of the sexes in respect to function and destination, require separate education

for pupils between the ages of twelve and eighteen, especially in a large city, in order to secure *the best results*.

The question under consideration naturally led to the general question of the coeducation of the sexes, a question which had scarcely been touched upon before in connection with the administration of the Boston system of schools. From the origin of the system separate education of the sexes has been the rule, and coeducation of the sexes the exception.

I did not undertake to prove that coeducation of the sexes in the case of young children was not allowable, or that the opening of certain departments of colleges and universities to women may not be expedient, or that there may not be fairly good mixed High Schools, judged by the ordinary standards. But what I claimed as true was, that if the end in view is the *best result*, physical and mental, and the best preparation for the functions and destinations of active life; if the aim is to maintain *the highest standard of excellence yet known*, then, for pupils between the ages mentioned, the period of High-School education, provision should be made for the *separate* education of girls and boys.

In support of this proposition I presented such proof as all educational science is built upon, namely that which is derived from a careful induction from facts. For the sake of perspicuity the evidence presented was grouped under the three following heads: —

1. The results of scientific inquiry, as developed and presented by the most reliable authorities.

2. The results of experience, as presented in the history and present condition of education.

3. Pedagogical authority in general.

The following were some of the authorities referred to: Herbert Spencer, Dr. Henry Maudsley, Dr. Edward H. Clarke, Dr. Ray, Dr. Mary Putnam Jacobi, Report of Massachusetts State Board of Health, W. B. Fowle, Mrs. Emma Willard, Jean Paul Richter, Professor D. R. Fearon, Miss Annie E. Johnson, Miss Mary E. Beedy, Dr. T. H. Cochrane, Dr. William A. Hammond, Dr. Eben S. Stearns, Dr. Raymond of Vassar College, President Fairchild of Oberlin College, and the Protocol of the Official Conference on High Female Education in Berlin.

I maintain that if there is such a thing as an "American" system of High Schools, that system is the separate and not the mixed system. The *number* of the schools and places does not prove the rule, but the *importance* of them and their rank. Separate High-School education is the system in San Francisco, Louisville, Charleston, Baltimore, Philadelphia, New York, Washington, and Boston. What other eight cities, with a coeducation system, can be cited to match these?

It was claimed that the Boston system should be counted as mixed, because the majority of the number of High Schools were mixed. This is absurd in view of the fact that Boston never organized a mixed High School, those now belonging to the system all having been recently annexed, and the number of pupils in all of them scarcely comes up to the number in a single one of the old separate High Schools.

The drift of civilization has been and is towards the separation of the sexes in education between the ages above named.

IMPROVEMENT IN METHODS.

Since my connection with the Boston schools began there has been a very marked improvement in the methods of teaching. This improvement in the methods of handling the subjects of instruction has resulted in a great saving of time and strength on the part of both teachers and pupils; and yet I must own that the progress in this direction has not been all that could be desired. Although the "skill business" has received a constantly increasing attention, owing to the operation of various agencies which have successively been put into operation, yet there are many teachers who have not yet gone into this matter as zealously as they should have done. There are still too many teachers in the service who have not that mastery of their art which they should have, and which they might acquire by a moderate amount of well-directed effort.

As a body the teachers in our schools are excellent. No better corps is to be found in any city where the system of annual elections is in operation. There are many among them who have had no superiors in the past, and who are not likely to be excelled by any teachers in the future, who have enjoyed no better advantages of preparation and supervision. But there are others who might accomplish more than they now accomplish, and with less wear and

tear, if they were only in possession of that skill which they might acquire. What they need is to *study* their business, — to study the principles and methods of teaching. Every teacher should be a constant and earnest student of education. Every teacher should possess a collection, smaller or larger, of the best books on education. Thorough scholarship, good common-sense and experience, are indispensable requisites to success in teaching, but they are not the only requisites. *Professional study* should be added.

In each of our schools there should be a well-selected library of pedagogical books. We are expending quite large sums every year for books of reference, but, as far as I know, no pedagogical books have been purchased for our school libraries for several years past. Some ten or twelve years ago, the earlier volumes of Barnard's "Journal of Education" were, on my recommendation to the Board, placed in each of our Grammar and High Schools. This publication has grown to twenty-four volumes, and comprises by far the most comprehensive and valuable collection of educational literature in the English language. I think it would be a judicious expenditure of money to place a complete set of it in each of our Grammar and High Schools. The new "Encyclopædia of Education," which has lately been published, and which is one of the most valuable contributions to the educational literature of the country that has ever been made, should be placed in all the schools without delay.

PRINCIPLES OF TEACHING.

Improvements in methods of teaching, that are improvements, must be the outgrowth of a better knowledge of the *principles of teaching*. The principles of teaching are founded on the science of the human mind and the science of the human body, and hence the necessity of studying these sciences on the part of teachers. But it is not essential that every teacher should undertake original investigations in this line. For the mass of teachers, it is sufficient if they study the principles of teaching, as they have been discovered and systematically arranged by the best educational authorities. Quick's "Educational Reformers" is a good introduction to the study of the principles of education.

My object in introducing this topic at this time is to draw attention to a valuable chapter on the subject in the able report lately issued by the new secretary of the Board of Education, Hon. John W. Dickinson. The following extracts will indicate his mode of treating the subject: —

The first principle of teaching may be stated as follows: All topics should be taught objectively, by bringing into the presence of the mind the actual objects and subjects of study, or by bringing before the mind as complete illustrations as possible of them. By the term objects is meant physical things, or those things which are external. By the term subjects is meant mental things, or those which are internal, such as thoughts and mental states and the sciences. An object is in the presence of the mind when it holds such a relation that the mind perceives the object. A subject is presented by awakening in the mind those thoughts or

mental states, or that knowledge which constitutes the subject of which the teacher desires the pupil to become conscious. All teaching is objective that succeeds in bringing the object or subject of thought before the mind for its consideration. The more teachers study their art, and understand it, the more inclined they are to teach by bringing into the presence of their pupils the objects to be studied. The principle here illustrated is violated whenever the teacher employs words as substitutes for that which the words describe.

Another principle of teaching is, objects and subjects should be taught first as wholes. The principle is violated when the alphabet is taught as a step towards reading, or when the teacher attempts to teach geography proper by leading the pupil to combine his knowledge of the school-yard, the town, and the country into a knowledge of the earth. Parts can never be parts to the learner before he knows the whole of which they are parts. An object is taught when that is taught which is expressed by a name. A subject is taught when the teaching prepares the mind for a definition.

A third principle of teaching arises from the relations elementary holds to scientific knowledge. The first is a knowledge of facts pertaining to individual things. The second is of classes, and is general knowledge. A knowledge of classes depends upon a knowledge of individuals, hence the necessity of an elementary course of studies that shall precede its corresponding scientific course. The study of arithmetic should be preceded by a systematic study of numbers; the study of grammar by a study of language; a knowledge of astronomy should grow out of the changes observed in the heavenly bodies; a knowledge of botany out of a knowledge of individual plants; and a knowledge of every science out of a knowledge of those facts that the science requires to be generalized and combined. In this country there is not yet to be found in any of the schools a systematic course of elementary teaching.

Now there may, and will be, differences of opinion as to the right application of these principles; but

the principles themselves, as I understand them, seem to me to be sound, and I hope they will be carefully studied by teachers, and others having responsible relations to the management of educational affairs.

SECONDARY SCHOOLS.

Secondary instruction is that which comes between the elementary instruction, on the one hand, — the instruction which in our system ends with the Grammar School, — and the instruction given in the college or university, on the other. Lately the question has been raised, whether it is expedient for the State, in making provision for education at the public expense, to go beyond the elementary stage. I have no fear whatever that this question will be decided in the negative in this Commonwealth. History fully justifies this opinion. Much less will this question be decided in the negative in this city. At the very moment when the question is raised in this regard, and when the discussion of it may be said to be raging in some parts of the country, Boston's practical treatment of the question has been the establishment of two new High Schools, in addition to the nine noble institutions for secondary education supported at the public expense. I had intended to present in this report my views on this topic at considerable length, but I shall content myself with simply quoting and adopting the saying of Huxley: "No system of public education is worthy the name unless it creates a great educational ladder, with one end in the gutter and the other in the university."

SCHOOL-HOUSES.

In a former report I spoke of the progress which had been made in building school-houses within the past four or five years, mainly in consequence of the creation of the office of city architect, and the filling of that office by an architect of the present incumbent's qualifications for the performance of its duties. I wish to emphasize what I then said. What has since been done in this department of school economy has been increasingly satisfactory. The buildings which have been finished within the last two years are more successful as specimens of school architecture than any which had been previously erected.

But the great achievement of Mr. Clough is found in the design and plans of the very remarkable group of buildings for the Latin and English High Schools. Never before in the history of our schools has there been a school-building project which afforded such a scope for the exercise of ability on the part of the architect. The result is gratifying in the highest degree. I feel safe in saying that this project has never been equalled, or even approached, by any other school edifice in this country. The foundation of this group is completed; but I understand it will require nearly three years more to complete the buildings. An exhibition of the plans in the Universal Exposition at Paris would have been highly creditable to the city and to the country, and I regret exceedingly that the Committee on Public Buildings, of the City Council, did not see fit to incur the very

small expense which the exhibit would have cost. In my judgment they should have done it, if not for the honor of the city, at least in justice to the accomplished city architect, who has labored with so much zeal and success on this project; and this neglect on the part of the city authorities is the more striking in contrast with the action of the Cincinnati authorities this moment telegraphed to me, appropriating the sum of *two thousand dollars* for the exhibit of that city in the Educational Department of the American Exhibition.

TEACHERS, — TENURE OF OFFICE.

As it is through the agency of teachers that all other educational provisions and means are put to use for the attainment of the desired ends, hence the principal criterion of the merits of a school system is found in the character and qualifications of the teachers in its service.

In my twenty-ninth Semi-Annual Report reference was made to some of the causes which had helped to secure for the Boston schools the services of meritorious teachers. At the same time it was maintained that *the provisions of our school system* were not as well calculated as they might be to secure and retain the services of the best teachers. The defect in the provisions of the system relating to teachers especially dwelt upon was, that which requires an annual election of all teachers. On this topic the following language was used: "A change in the tenure of office is needed. While teachers should be subjected to the

proper tests, examinations, and probations, before they are confirmed as permanent incumbents, 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 teacher 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 this situation.”

This view of the matter was presented upwards of three years ago; since that I have given much attention to the subject, and the result has been to strengthen my conviction that the next important step to be taken for the improvement of our school system is to abolish that provision of the regulations providing for the annual election of teachers.

It should be done in the interest of economy. If

the dignity of the position of teachers is raised by the proposed change of the tenure of office, teachers of the present grade of qualifications could be secured at a less rate of salary than that now paid, and those of a higher grade could be induced to enter the service at the present rate of salary. Occasionally a grumble is heard about the luxurious appointments of our school system, but its most costly luxury is, in my judgment, that absurd arrangement by which each teacher is subjected to an annual election. It costs the city hundreds of thousands of dollars annually, and for all this outlay no benefit accrues, but positive injury. It is a contrivance for spending money for what is worse than nothing. Instead of improving the character of the instruction it actually renders it far less valuable. This annual election is not only the individual cause of a worse than useless expenditure of a larger sum of money, but it is a cruelty. It subjects the conscientious and faithful teacher to a painful ordeal. And the suffering from this trial is not limited to the day of election; it is a thorn in the flesh during the whole year. It is a running of the gauntlet, and nothing less can be made of it. As the time of election draws near, the teachers are not unfrequently reminded in a jocose manner that they are "on the anxious seats." In years far back I have heard members of the committee thoughtlessly use such language to teachers, not meaning, certainly, to wound their feelings, and I thought they might have appropriately replied in the language of the pelted frogs in the fable. This constantly impending annual election is well imaged to my mind by the

sword of Damocles. Its effect both upon the teachers and the teaching is injurious. The teacher must have a love for his profession, or he cannot or will not work in it to the best advantage. But what more effectual contrivance could be devised for damping the ardor of the professional teacher's love for his calling, than to set him up annually as a target for arrows to be shot at from behind the screen of the secret ballot?

But it may be said that teachers should not be so sensitive; that they should not mind it if they do have a few votes cast against them, provided they get the number requisite for election; they must take a philosophical view of the matter, and not be disturbed. I have myself, in former times, tried to take that view of the matter. But the fact remains that teachers are sensitive, very sensitive, and they are likely to be so as long as their nerves continue to be lacerated by this torturing process. Is it not enough to make even the strong men in the service somewhat nervous about election time, when they know that the morning's paper after the election may tell any one of the number, with all the rest of the reading world, that he had not a vote to spare, or that he failed to get the requisite number, although not a breath of complaint had been breathed against him? And this is not fancy, it is fact. It is what has happened more than once. And, when it has happened, it has humiliated the whole body of teachers.

But it may be objected that this arrangement is a convenient way of getting rid of unworthy teachers. I admit that it is a convenient way, but at the same

time I affirm that it is not the wisest way. It is a way that does great harm to accomplish a little good. It punishes the good and bad without discrimination, and is therefore unjust. Justice to servants is essential to good service.

The present School Board is not at all to blame for the existence of this regulation. They have inherited it from the past. It has been in operation for many years, although it is not found in the early records. Philemon Permont, when, in 1635, he was "entreated to become the school-master for the nurturing of the children," in the infant settlement of Boston, was not informed that, at the end of the year, the question of his continuance in that capacity would be tested by a vote. Ezekiel Cheever was inducted into office as master of the Boston Latin School with great pomp and ceremony by the Royal Governor and all the magnates of the town. But what a senseless farce all that ceremony would have been if that venerable scholar had been told, when it was over, that at the end of the year the selectmen of the town would take a vote on the question of continuing him in office, and if a majority of the votes were adverse he would have to seek a situation elsewhere! In those foreign countries where education is much advanced, such a thing as an annual election of teachers is unheard of, and in this country the city of New York sets us an example worthy of imitation, and I trust that it will be imitated in the near future. Let this paralyzing incubus be lifted from the teachers, and they will serve the cause and serve the city with

tenfold more courage and with vastly increased efficiency.

OVER-EDUCATION.

The obligation of the State to provide the means of instruction for the children of the people is founded upon the acknowledged fact, that the diffusion of intelligence and virtue is conducive to the public welfare. The advocates of the most liberal provision for education are not at the present day under the same necessity, as in times now very far in the past, of drawing their arguments from the nature of things. They are now able to point with confidence to results. After having described, thirty-five years ago, in his famous report on foreign education, the excellences of the Prussian schools, Horace Mann confessed to being nonplussed when asked to explain why the Prussian nation, with such a system of schools, stood no higher in the scale of civilization. He did not sufficiently consider the element of time in the problem. The period of time which had elapsed since the efficiency of the system had been raised to the standard which he witnessed had been short. There had not been time for the legitimate results of the system of instruction to become thoroughly incorporated into the national life. For it should be remembered that this education did not originate with the people themselves, but with the philosophers and statesmen of the nation. But the Prussian system is now sufficiently vindicated. And by the Prussian system I do not mean any particular system of school organization, or any special method of instruction, but a comprehensive

scheme of education of all grades and descriptions, — general and special, elementary, secondary, and superior. The history of national education during the present century fully justifies the well-known saying of Jules Simon: "The first people is that which has the best schools; if it is not the first to-day it will be the first to-morrow." During the past quarter of a century this truth has been repeatedly illustrated both in war and in peace. It has been made especially conspicuous in all the universal expositions which have been held. In fact, this saying of the French statesman, who was characterized by George Sumner as one of the most acute and discriminating of modern writers, must now be accepted as axiomatic; and it is as brilliant as it is true. It is not only true of States, but it is also true of smaller communities. So we may say with truth, "The city which has the best schools is the first city; if it is not so to-day it will be so to-morrow." It may not be first in population or wealth, for these things depend largely on natural causes, which human effort cannot control; but it will be first in the essential elements of social well-being.

It has been, I doubt not, the instinctive apprehension of this truth on the part of the controlling majority of the people of this city, which has sustained its school system for so many years with so much liberality, — a liberality which has become proverbial, — and has justified the adoption of those measures of improvement which have given the system the celebrity which it enjoys. And thus has come to exist the fact, that the Boston school system is the distinction, the glory, and the strength of the city. The

wisdom of the policy which has produced this result has been abundantly justified. I hope and trust that the same liberal policy will be pursued in the future.

But it is well known that some signs of a reactionary tendency have begun to appear in certain quarters, especially in utterances from the platform and press. So far as I have been able to discover, these reactionary utterances emanate either from enemies of popular education, or from its injudicious and not well-informed friends. Both these classes deal in the same misrepresentations of facts, the same absurdities, the same platitudes, and the same exploded theories.

They superciliously ask, "Are we not educating the people too much?" I ask, in turn, who is meant by "We"? For my part, I do not know of any particular class of persons in the community who have the right to say "*We* educate the children of the people." Certainly, in the city of Boston, if official statistics are to be relied upon, only a small part of the taxes for the support of the schools is paid by those citizens whose children are not educated in those schools. In view of this fact it is the height of presumption for the small class of citizens who do not avail themselves of the advantages of the public schools to pretend that they are educating the people out of their pockets. And that class of citizens who claim to be *the* taxpayers ought to be intelligent enough to understand that it is the education of the people more than anything else that gives value to the property on which they pay taxes.

If any particular citizen thinks his own children are getting too much education for their good, his

proper remedy for the evil, as it seems to me, is to take them out of school, if they have arrived at that stage of schooling which the law requires. But the controlling majority must rule, and if this majority comes to believe that the educational advantages of their children are too good, and decide to curtail them, they will be acting according to the democratic principle of our system of government. It is for the people themselves to say how much they will expend for education, and not for any particular class of the people to arrogate to themselves this prerogative.

If children were boarded and clothed at the public expense while attending school, it is easy to see that the thing might be overdone; but so long as tuition alone, or tuition and books only are furnished, and parents are obliged to dispense with the labor of their children and support them while attending school, there is no danger whatever that they will keep their children in school too long for their good, except in some individual instances, which general arrangements cannot regard. The general tendency has everywhere and always been in the opposite direction. People are suffering, not from being too well educated, but from not being well enough educated. The idea of devising a scheme of education which shall educate the children of the masses up to a certain point which shall be just sufficient to render them self-supporting and useful drudges, without exciting in them the desire to rise in the social scale, is utterly futile.

What I have said above in regard to the cause of the exceptional liberality of this city in respect to the

support of public schools is not a complete explanation of the matter. In addition to the operation of the instinctive perception of the tendency of education to promote the general welfare, a more personal and private motive has had a great influence in relation to this matter. I refer to the fact that the overwhelming majority of the well-to-do citizens, and those who exercise a controlling influence in municipal affairs, as well as of those who actually vote the appropriations, educate their children in the public schools; and they feel that it is better and more economical to keep the public schools up to a standard which shall meet the wants of substantially all classes, than it would be to keep them down to a pauper level, for the children of the laboring classes, and provide for the instruction of their own children in private schools. I rely largely upon this feeling for the perpetuity of the educational liberality of the past, and the consequent maintenance and advancement even of the present standard instruction in the public schools.

HALF-TIME SCHOOLS.

By the term "half-time school" is meant a school that is kept half the number of sessions usually allotted to a full school year. The system may be conveniently illustrated by the school calendar of St. Louis, in which the school time is expressed in round numbers. The school year consists of 200 school days, of two sessions each, and of course the half-year consists of 100 days, and the quarter, of 50 days. A half-time pupil might be one who attends the alternate

sessions, either those of the forenoon or those of the afternoon, or one who attends both the forenoon and afternoon sessions, of the alternate quarters or of the alternate half-years.

The theory of what is now technically called the half-time system is, that the half-time pupils, or "half timers," alternate between school and work. The country district school which I attended in my boyhood was substantially a half-time school of alternate quarters, the one in midsummer and the other in midwinter; but the quarters were usually of short measure, averaging less than ten weeks. And, besides, the boys who were twelve years of age and upwards, did not enjoy even the privileges of half-time schooling; they were only quarter-timers, as their attendance was usually limited to the winter term.

In regard to this matter of half-time schooling, I speak with the more confidence, as I have had considerable personal experience in it, having from the age of four to twenty never attended school more than half the time in any one year, and after the age of eight years having been constantly at work when not in school.

The schools in rural districts are at the present moment throughout the country, to a very large extent, half-time schools, of alternate quarters. They are such, not from a theoretical belief in the superiority of the system over that of whole-time schooling on the part of the authorities in control of the matter, but from supposed necessity, — this necessity being of a two-fold nature; first, the need of the assistance of the children in the household and farm labor, and,

second, the need of economizing in the expense of maintaining the school.

In England the half-time school has been advocated, and is now advocated, by some writers on education, as preferable to whole-time schools for the education of the children of the common people. And by the half-time schooling in England is meant attendance at alternate half-daily sessions. English advocates of this system claim that half-time pupils make as much advancement in scholastic attainments as whole-time pupils. Recently among us there has been some attempt to awaken an interest in favor of the half-time system. The American advocates of the system seem to take the testimony of its English advocates as to its merits as quite conclusive; moreover, this half-time theory has been seized upon as a possible solution of the problem of industrial education, or, at least, of the branch of it which relates more especially to the early training of children to hand labor, to the training of the hand as well as the intellectual faculties, which is generally agreed to be a matter of much educational importance.

I do not propose to enter upon a full discussion of this subject in this report, but only to emphasize a few points bearing upon it.

1. So far as authority is concerned, by which I mean the weight of the opinion of experts, it is to be observed that the English advocates have no important support in their theory among educators in other countries.

2. The data which they present in support of the theory of superiority of half-time schools are insuffi-

cient to justify the conclusions which they have reached. It is not difficult to find individual instances of pupils who, while studying half the time and working the other half, have outstripped others who have devoted the whole time to school attendance. But that pupils generally will learn as much in a half of the usual school day as they will in the whole of such a day is a proposition which has not yet been established by any adequate proof.

3. Whole-time attendance, that is, attendance at two half-daily school sessions, for at least two hundred days in the year, from the age of five to the age of fourteen, is necessary for the instruction of the children of the people, which is demanded by the exigencies of society at the present day, in every enlightened community.

4. It is desirable that all children, during the period of schooling above named, should be employed out of school hours, and during vacations, as far as practicable, in hand labor; and that this hand labor should be of such a nature as to develop and strengthen the physical system, and at the same time to call into exercise the intelligence and the acquired scholastic knowledge of the pupils. But it should be laid down as a principle in political economy, as well as in educational economy, that the labor of children under fourteen years of age should not be relied upon or counted as one of the elements of the productive power of a civilized community of the present day. And, further, that the self-denial and sacrifices necessary for securing the best education, physical, intellectual, and moral, of all children, until the period named, are

a sacred debt which the present generation owes to the future.

5. Were it possible to inaugurate half-time schools for the children of the common people, or for those children who are supposed to be destined to earn their livelihood by manual labor, the result would be a system of *caste schools*, and whatever arrangement might be submitted to in other countries, in a country where the democratic principle is so prevalent as it is in our country such a system is sure to find little toleration. While, in countries which we have been accustomed to stigmatize as despotic, the rapid advance of the democratic principle is sweeping away the distinctions of caste in educational systems, any attempt to introduce such distinctions in a country where the institutions of government are founded on the principle of democratic equality must result in failure.

6. It is said in advocacy of the half-time system, that the results of the half-time rural schools, that is, the schools of the "country district," are better than the results of the whole-time city schools, and, therefore, that the results of city education would be improved by reducing the schooling by one half, and by substituting manual labor for instruction during the other half. Now, the fact is, that the results of *instruction* in the country half-time schools are far inferior to the results of *instruction* in good city whole-time schools; that is, the pupils in the latter get far better training in the useful branches of knowledge than the pupils in the former. If the results of the processes of *education*, taken as a whole, including in

the word "education" all the influences which tend to the development and formation of character, the bringing out and strengthening of those qualities which contribute to efficiency and success in practical life, are better in the country than in the city, it is not because of the shorter school time in the former than in the latter, but because the circumstances of country life are more favorable than those of city life for the education of the child, in the larger sense of the word.

7. But although half-time schools cannot be accepted as an adequate substitute for whole-time schools, on a general scale, they may be instituted with advantage in some cases as a temporary arrangement, as a makeshift, and even permanently in exceptional institutions. It would be well if there were establishments, set up by private organizations, where boys and girls might be taught useful handicrafts and trades, by working a part of each day while another part is occupied in school,—admission to such an establishment being considered a favor to be granted only to candidates who have attained a certain age, and a certain adequate proficiency in the curriculum of an elementary education.

It would be well also to provide short-time schools for youth who have completed the elementary course, and who are already engaged in their apprenticeship. Such schools, called improvement schools, are quite extensively provided by law in several countries in Europe, and attendance is made obligatory up to sixteen or seventeen years of age.

CLASSIFICATION OF THE PRIMARY AND GRAMMAR SCHOOLS.

[Report to the Board of Supervisors in view of the revision of the courses of study of the Primary and Grammar Schools.]

I. The first point to be considered and determined is the period of instruction as a whole, that is, the number of years to be comprised in it, or the age at which pupils are to begin the course, and the age at which they are to terminate it. Of course it is not expected that the limitation as to period and ages is to be absolute, but some standard in regard to these matters must be fixed, to which other provisions and aims should, as far as practicable, conform.

The first point, then, to be determined is the age at which instruction in our public schools should begin.

From the time when our Primary Schools were established, in 1818, until 1862, pupils were admitted at four years of age. Since the latter date children under five years of age have been excluded. The statistics will show, probably, that the Primary pupils get into the Grammar Schools at as early an age as they did when they began their schooling at four years of age, and their attainments are no doubt much higher than they were when the course of instruction was four years instead of three, as at present. But these results, doubtless, are due, not to the cutting off of the lower year of schooling, but to other causes, — the causes which have contributed to the improvement of the schools. I have been accustomed to regard the cutting off of that lower year of the former school age as a wise measure. There is

no doubt but that it secured a gain in the interest of economy, although that was not its object. It was intended as a benefit to the children. Whether it was so must remain a matter of opinion, for it is not a question capable of being determined by demonstrative proof. I think I may take it for granted, however, that the question of restoring the old rule of admitting pupils to the Primary Schools at four years of age is now out of court.

The question in this connection, then, is, Shall the age of admission be raised, and, if so, how much? If it should be thought best to raise the age at all, probably no one would think of carrying it above six years, and therefore it seems unnecessary to present any considerations for or against such a proposition. Whether the age shall remain as at present, five, or be raised to six, is, as I conceive, the specific practical question to be considered, so far as the lower limit of school age is concerned.

In determining the question of the proper age for children to begin their schooling, the character of their homes, and the character of the school provided for them, must both be taken into account. In fact, these appear to be the only two factors of the problem, if the schooling is to be voluntary and not compulsory. If the homes are good and the schools bad, then, of course, it is better not to hasten the children into the schools at an early age. But when the case is reversed, and the schools are good, while the homes are unfavorable to the physical and mental well-being of the children, would it not be well to let the schooling begin at a comparatively early age? We come, then,

to the specific practical question whether, considering the character of the majority of the homes from which the children come, and considering the actual condition and management of the lower classes in the Primary Schools, with the reasonable prospect of adapting them still better to the care and training of young children, it would be for the good, physically, morally, and intellectually, of the children between five and six years of age to be excluded altogether from the school-rooms?

It must be conceded that the conditions in the schools, although not up to the standard of ideal perfection, are very favorable, when it is considered that the accommodations are on the whole the best known; that the seating is quite the best known; that on account of the system of seating there can be no such thing as a crowded room, in the ordinary sense of the term as used in connection with schools; that the teachers are for the most part cultivated ladies; that the rules are explicit in enjoining upon the teachers the strictest care of the health of the children; that the children cannot be kept still on their seats but a short time, except in violation of the provisions of the regulations; and that there is at this period no such thing as lesson getting and reciting, in the proper sense of those words.

It is quite probable, however, that even though the schools may be comparatively good, there are not a few homes where the children would be as well off, or better, at this early age than in the school-rooms. But is it not true, on the other hand, that the majority of the homes are not so good, for the children of this

age that belong to them, as are the existing schools? And if it is very probable, or, perhaps, certain, that it would be for the advantage of a large proportion of the children between five and six years old to attend the schools as now conducted, would it be a good thing to do to shut the school-house door against them? And if the schools are not adapted to the wants of such children, should they not be made to meet those wants, instead of excluding the children from them?

It is to be borne in mind that attendance at this period is not compulsory, but voluntary. Fixing the school age for compulsory attendance is one thing, and fixing the age below which voluntary attendance shall not be allowed is quite another thing. In compulsory systems the aim is to include in the obligatory school age only those children whose physical and mental development is such as to make it safe to require their daily and continuous attendance at all seasons of the year. For this purpose the lower limit of legal school age is, in most countries, fixed at six years. This is the case in Prussia, Saxony Royal, and the Saxon Duchies, Baden, Wurtemberg, Bavaria, Austria, Spain, Greece, Italy, and Switzerland. In Denmark, Portugal, and Sweden, compulsory attendance begins with children at seven years of age, while in Norway the age is a year higher still, and in Massachusetts it is eight; and in the seven or eight States of the Union where compulsory laws have been enacted the Massachusetts limit of eight years appears to have been blindly copied. In England compulsory attend-

ance begins with children at five years of age, but children are admitted to the infant schools at four years of age.

But in all large cities in every country, where children are not admitted to the public schools until they are six years old, it is found necessary to provide supplementary institutions for the care and instruction of the younger children, especially those of the poorer classes. Even in countries where attendance is not compulsory, as in France and Belgium, such provision for young children is made on a large scale. All the institutions for this purpose have the same general character, although known by different names; as, in England, infant schools; in France, *salles d'asile*; in Belgium *écoles gardiennes*; in Italy, *scuole infantile*; in Germany, *klein kinder schule*; in Austria, *kinderbewaranstalten*. The Kindergarten has at least a foothold in most of the countries named, and the methods of Froebel are being introduced more or less into the different descriptions of schools for young children. In general, schools for children from three to six years old are established and carried on by charitable organizations, which are in some instances aided from the public treasury, and in most cases, perhaps, subjected to governmental regulation and inspection.

In view of all the facts within my knowledge, bearing on the question, I conclude that the present regulation of our schools admitting children to the Primary Schools when they have completed their fifth year of age should be allowed to stand. Experience has

proved the wisdom of this provision, and no objection to it has been raised.

In regard to the limitation of the other extremes of school age, it seems to me there is not much to be said. The universal, or all-but universal, custom and opinion, in countries and states where popular education is most advanced, have made the completion of the fourteenth year the age for terminating the course of elementary instruction. England is an exception, where thirteen years is the age when obligatory attendance ceases. In some countries, Saxony Royal, for example, attendance is required for certain hours in the week, at improvement schools, of children who are between fourteen and sixteen or seventeen years of age. In Boston, until recently, boys were not allowed to remain in the Grammar Schools after the annual examination following the completion of their fourteenth year. Girls were allowed to remain two years longer, in consideration of the fact that there was then no High School for them.

The present Primary and Grammar School courses of study are based on the assumption that the pupils will get through at the age of fourteen. As a matter of fact the average age of the graduates is nearer fifteen than fourteen. The courses of elementary instruction in all the leading cities of America are based on the assumption that pupils will get through at fourteen years of age.

The remarkable uniformity of school systems in different countries, in respect to the feature which fixes the age of fourteen years as the upper limit of school-

ing in the elementary school, justifies the presumption that this limit is not an arbitrary one, but that it is based on the nature of things, or on social conditions of general prevalence. It is quite probable, however, that, as civilization advances, the period of schooling for the children of the masses will be extended. But it is a matter upon which mere paper regulations can have but little effect. Change in such a matter must come, if it come at all, as the result of a gradual modification of the condition and habits of the people.

No one, probably, would think of *lowering* the nominal age at which our pupils should be expected to complete their elementary education. We have, therefore, only to consider whether we should recommend that it be raised. The nominal age is now fourteen, while the actual age of graduates is near fifteen. If the nominal age is made fifteen, — that is, if the course of study is arranged with reference to completion a year later, — the effect would probably be to reduce the number of graduates materially, and to raise the age of the graduates to near sixteen years. Such a change does not appear to be desirable, since the High Schools are open to all graduates of the elementary schools who wish to continue their studies. I would recommend, therefore, that the present provisions of our system, permitting children to begin their elementary instructions in the Primary Schools at five years of age, and requiring a nine years' course of study in the Primary and Grammar grades for graduation, be continued.

II. The second point to be determined is the

division of this elementary school period of nine years, from five to fourteen, into classes. Or, perhaps, preliminary to this is the question as to the division of this period between the Grammar and Primary grades. The Primary and Grammar Schools are but parts of one system of elementary education, both grades being under one and the same principal. The dividing line between them is an arbitrary one, and not at all founded on the nature of things.

If the matter were to be considered *de novo*, perhaps no very good reason could be given why the Primary course should be three years rather than four, or *vice versa*. But as all arrangements are now made with reference to a three years' course in the Primary School, and no objection to that arrangement is raised, I conclude that no change in that respect is advisable.

The division of the Primary School course into six parts, so that the period for studying in each class is a half year, is peculiar to Boston. This arrangement makes it practicable to form annually two classes of new recruits. In most places the classes correspond to the years of the course, requiring annual instead of semi-annual promotions, and making it inconvenient to form a class of beginners more than once in each year.

A notable exception to this arrangement of classes is found in the St. Louis system, where the period of study assigned to each class in the Primary, Grammar, and High School grades is one quarter, or fifty school days. My own opinion is that the

arrangement existing in our Primary Schools, whereby classes are promoted and new classes formed each half year, is better than either of the other arrangements named, and therefore I recommend that it be retained.

Shall the Grammar Schools retain the arrangement whereby the classes are made to correspond to the years of the course? If any change is made in this respect it will be necessary to make a corresponding change in the High Schools, which seems undesirable. I think, by judicious management on the part of the principals, pupils may be received by the Grammar Schools half-yearly from the Primary Schools, and promoted to the High Schools annually, without any prejudice to the interest of the pupils, and that, considering the interests of the system as a whole, the present arrangement of classes is as good as any that can be devised. But, in order that it may produce its best results, it is necessary to insist that more than one grade or class may be taught in one room and by the same teacher, when the classification requires it.

By the present arrangement the Primary pupils are promoted from class to class and to the Grammar Schools semi-annually; the pupils in the lower classes of the Grammar Schools are promoted semi-annually from lower to higher sections of the same class, and, to some extent, from lower classes to higher, while they are promoted annually from lower classes to higher classes, and from the Grammar Schools to the High Schools.

On the whole, therefore, it seems to me best to retain the present system of classification of the Primary and Grammar Schools.

Respectfully submitted,

JOHN D. PHILBRICK,

Superintendent of the Public Schools of Boston from December 22, 1856, to September 1, 1874; and from February 29, 1876, to February 28, 1878.

FEBRUARY 28, 1878.

STATISTICS

ACCOMPANYING THE REPORT OF THE

SUPERINTENDENT OF SCHOOLS.

MARCH, 1878.

TABLES SHOWING THE NUMBER OF TEACHERS OF EACH SEX, IN THE DIFFERENT GRADES OF SCHOOLS, JANUARY 31, 1878.

REGULAR TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Normal School	1	3	4
Latin School	13	. . . .	13
English High School	16	. . . .	16
Girls' High School	1	17	18
Roxbury High School	1	6	7
Dorchester High School	1	4	5
Charlestown High School	2	6	8
West Roxbury High School	1	3	4
Brighton High School	1	2	3
Grammar Schools	86	455	541
Primary Schools . . . . .	. . . .	410	410
Licensed Minors' School . . . . .	. . . .	2	2
Deaf-Mute School . . . . .	. . . .	8	8
Evening Drawing-Schools	16	. . . .	16
Evening Schools	46	80	126
Kindergarten School . . . . .	. . . .	2	2
Totals	185	998	1,183

SPECIAL TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Gymnastics: Girls' High School . . . . .	.....	1	1
Military Drill: High Schools	1	.....	1
Drawing: High and Grammar Schools	5	2	7
French: High Schools	4	1	5
German: High Schools	3	.....	3
Music: High, Grammar, and Primary	6	1	7
Sewing: Grammar Schools and Special . . . . .	.....	29	29
Totals	19	34	53

NORMAL AND HIGH SCHOOLS.

Abstract of Semi-Annual Returns, January 31, 1878.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head Masters.	Masters.	Sub-Masters.	Ushers.	Asst. Principals.	First Assistants.	Second Assist's.	Third Assist's.	Fourth Assist's.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.											
Normal . . . . .	..	92	92	..	90	90	2	97.8	1	..	..	..	1	1	..	..	..
Latin	427	..	427	410	..	410	17	96.1	1	3	6	3	..	..	..	..	..
English High	479	..	479	464	..	464	15	96.7	1	5	10	..	..	..	..	..	..
Girls' High . . . . .	..	600	600	..	566	566	34	94.1	1	..	..	..	1	1	2	3	10
Roxbury High	83	91	174	81	86	167	7	96.1	1	..	..	..	..	1	..	2	3
Dorchester High	50	61	111	48	56	104	7	94.9	..	1	..	..	..	1	..	..	3
Charlestown High	70	108	178	68	102	170	8	95.6	1	..	1	..	1	1	1	1	3
West Roxbury High	24	62	86	23	60	83	3	96.6	..	1	..	..	..	..	..	1	2
Brighton High	34	29	63	34	27	61	2	96.2	..	1	..	..	..	..	..	1	1
Totals	1,167	1,043	2,210	1,128	987	2,115	95	95.7	6	11	16	4	1	5	4	8	22

GRAMMAR SCHOOLS.

Abstract of Semi-Annual Returns, January 31, 1878.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	1st Assistants.	2d 1st Ass'ts.	2d Assistants.	3d Assistants.	Sew'g Teachers.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.										
Adams	355	149	504	338	142	480	24	94.4	1	1	.	1	.	1	7	1
Allston	147	182	329	127	159	286	43	90.7	1	.	.	1	.	1	5	1
Andrew	345	150	495	326	137	463	32	93.5	1	.	1	1	.	1	7	1
Bennett	151	129	280	138	115	253	27	90.3	.	1	.	.	.	2	3	1
Bigelow	739	...	739	711	...	711	28	96.2	1	1	1	1	.	1	11	1
Bowditch . . . . .	...	343	343	...	320	320	23	93.2	1	.	.	1	.	1	6	1
Bowdoin . . . . .	...	426	426	...	391	391	35	91.8	1	.	.	1	1	1	6	1
Brimmer	671	65	736	632	61	693	43	94.1	1	1	1	2	.	1	10	.
Bunker Hill	288	282	570	279	269	548	22	96.2	1	1	.	1	1	2	6	1
Central	311	...	311	293	...	293	18	94.2	1	.	.	1	.	1	4	.
Chapman	272	266	538	262	255	517	21	96.1	1	1	.	1	.	1	8	1
Charles Sumner	109	102	211	102	94	196	15	92.4	1	.	.	.	.	1	3	1
Comins	332	395	727	319	375	694	33	95.8	1	1	.	2	.	3	6	1
Dearborn	461	407	868	424	376	800	68	92.2	1	1	.	1	1	3	11	1
Dudley (Boys)	419	...	419	397	...	397	22	94.6	1	.	1	1	.	1	5	.
Dudley (Girls) . . . . .	...	310	310	...	291	291	19	93.9	1	.	.	1	.	1	4	1
Dwight	543	...	543	522	...	522	21	96.0	1	1	1	1	.	1	6	.
Eliot	780	...	780	736	...	736	44	94.2	1	1	2	1	.	1	11	.
Emerson	366	296	662	345	281	626	36	95.0	1	1	.	1	1	2	8	1
Everett . . . . .	...	691	691	...	654	654	37	94.5	1	.	.	1	1	3	9	1
Everett, Dor.	188	190	378	180	182	362	16	95.7	1	.	1	1	.	1	4	1
Franklin . . . . .	...	726	726	...	686	686	40	94.5	1	.	.	1	1	3	9	1
Frothingham	258	267	525	246	248	494	31	94.0	1	1	.	1	.	2	7	1
Gaston . . . . .	...	420	420	...	391	391	29	93.0	1	.	.	1	1	1	6	1
Gibson	126	116	242	116	106	222	20	91.5	.	1	.	.	.	2	2	1
Hancock . . . . .	...	531	531	...	507	507	24	95.6	1	.	.	1	.	3	7	1
Harris	97	130	227	91	121	212	15	93.3	.	1	.	.	.	1	3	1
Harvard	264	262	526	251	246	497	29	94.5	1	1	.	1	.	1	7	1

GRAMMAR SCHOOLS. — *Continued.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	1st Assistants.	2d Ist Ass'ts.	2d Assistants.	3d Assistants.	Sew'g Teachers.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.										
Hillside		270	270		247	247	23	91.2	1				2	3	1	
Lawrence	883		883	852		852	31	96.4	1	1	2	1		1	13	
Lewis	280	308	588	264	292	556	32	95.1	1	1		1		1	8	1
Lincoln	600		600	577		577	23	96.1	1	1	1	1		1	8	
Lowell	261	204	465	248	192	440	25	94.5	1		1	1		1	6	1
Lyman	401	171	572	382	163	545	27	95.0	1	1		2		2	6	1
Mather	153	162	315	139	147	286	29	91.0	1			1		1	5	1
Minot	113	117	230	105	104	209	21	90.9		1				1	4	1
Mt. Vernon	67	79	146	65	74	139	7	95.0			1			1	2	1
Norcross		655	655		631	631	24	96.2	1			1	1	3	7	1
Phillips	721		721	669		669	52	92.8	1	1	1	1		1	10	
Prescott	215	225	440	207	214	421	19	95.8	1		1	1		1	6	2
Quincy	625		625	593		593	32	94.9	1	1	1	1		1	7	
Rice	597		597	566		566	31	94.6	1	1	1	1		1	8	
Sherwin	413	439	852	393	415	808	44	94.7	1	1		1		4	11	1
Shurtleff		671	671		625	625	46	93.0	1			1	1	3	9	1
Stoughton	124	98	222	118	92	210	12	94.3		1				1	4	1
Tileston	35	32	67	34	30	64	3	95.2				1			1	1
Warren	303	282	585	292	269	561	24	96.0	1	1		1	1	2	7	1
Wells		441	441		411	411	30	93.0	1			1	1	1	6	1
Winthrop		889	889		821	821	68	92.3	1			2		4	12	2
Totals	13,013	11,878	24,891	12,339	11,134	23,473	1,418	94.3	41	27	17	45	11	76	324	40

* Deducting repetitions, 28.

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, 1878.

Schools.	SCHOOLS.															
	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole number.	Under eight years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years and over.
Adams	42	57	110	107	95	99	510	. . .	13	36	64	77	120	73	69	58
Allston	14	21	42	84	75	88	324	3	25	38	50	49	55	50	34	20
Andrew	19	34	52	71	155	196	527	7	38	69	87	107	83	56	33	47
Bennett	19	17	53	34	52	105	280	. . .	9	28	50	34	46	60	38	15
Bigelow	46	52	104	110	209	228	749	. . .	58	101	155	114	112	116	61	32
Bowditch	12	17	43	86	84	93	335	. . .	19	45	65	59	58	44	30	17
Rowdoin	47	49	72	76	92	98	434	2	15	38	67	70	54	50	58	80
Brimmer	50	58	115	140	177	237	777	4	46	100	130	128	129	102	77	61
Bunker Hill	35	53	106	103	163	123	583	. . .	15	53	106	109	104	84	67	45
Central	27	24	41	54	86	89	321	1	11	22	46	49	51	60	39	42
Chapman	35	42	115	106	97	169	564	. . .	22	58	79	88	85	64	70	98
Charles Sumner	9	13	19	54	57	62	214	. . .	5	24	30	42	38	31	24	20
Comins	32	59	107	111	173	237	719	. . .	19	76	141	131	143	102	86	21
Dearborn	37	74	100	146	224	267	848	. . .	20	67	146	159	156	136	82	82
Dudley (Boys)	39	51	54	105	59	117	425	1	9	35	74	70	94	57	51	34
Dudley (Girls)	16	23	49	57	80	81	306	1	9	29	45	60	46	37	39	40
Dwight	50	99	98	60	118	132	557	3	15	44	88	115	93	83	67	49
Eliot	40	55	150	136	152	243	776	3	35	89	107	134	156	134	92	26
Emerson	33	79	104	122	104	202	644	1	24	53	113	88	115	93	73	84
Everett	50	103	103	143	145	147	691	. . .	8	59	99	108	109	124	84	100
Everett, Dor.	22	54	41	75	73	99	364	1	4	32	59	39	64	56	44	65
Franklin	38	102	101	146	150	170	707	1	12	50	105	122	119	115	79	104

Frothingham	16	20	85	83	143	169	516	. . .	17	57	95	114	88	64	46	35
Gaston	36	44	50	112	100	102	444	. . .	20	46	72	67	73	74	52	40
Gibson	25	29	39	51	69	45	258	. . .	12	19	35	50	36	43	35	28
Hancock	32	45	47	98	97	194	513	1	21	59	112	97	96	63	40	24
Harris	20	22	49	54	55	26	226	1	11	24	15	36	36	35	38	30
Harvard	27	61	53	102	174	108	525	. . .	20	75	74	101	89	75	44	47
Hillside	16	34	52	53	52	55	262	2	10	26	52	38	33	42	29	30
Lawrence	42	90	143	190	192	211	868	1	39	106	132	163	146	126	83	72
Lewis	43	102	108	106	109	113	581	1	18	54	61	104	85	73	74	111
Lincoln	44	49	99	109	112	197	610	. . .	6	58	116	135	100	66	74	55
Lowell	35	53	52	126	106	110	482	. . .	15	49	86	91	84	78	39	40
Lyman	26	62	62	98	154	161	563	. . .	9	44	89	79	85	127	83	47
Mather	13	61	52	46	52	102	326	. . .	11	33	45	36	63	59	37	41
Minot	11	25	43	48	54	49	230	3	13	33	33	43	29	35	21	20
Mount Vernon	20	16	15	29	38	30	148	3	4	21	28	25	19	22	20	6
Norcross	50	96	102	111	106	168	633	2	17	67	125	115	109	73	60	65
Phillips	45	51	98	150	197	153	694	. . .	27	85	94	133	109	99	82	65
Prescott	30	56	54	117	95	109	461	. . .	11	51	76	83	84	69	55	32
Quincy	48	49	99	95	152	160	603	3	32	81	116	108	106	90	50	17
Rice	43	102	103	50	138	168	604	. . .	8	48	105	117	87	86	81	72
Sherwin	34	94	96	105	257	244	830	. . .	11	87	152	167	140	117	81	75
Shurtleff	50	56	97	98	206	178	685	1	30	71	106	92	103	102	93	87
Stoughton	18	15	52	41	49	57	232	4	9	35	38	38	37	28	24	19
Tilston	8	8	13	15	9	12	65	3	4	7	11	8	9	11	8	4
Warren	31	56	91	97	167	159	601	2	6	79	119	107	94	83	52	59
Wells	40	45	41	96	99	102	423	. . .	15	48	74	65	62	67	48	44
Winthrop	57	81	99	188	219	231	875	1	52	98	135	164	139	125	87	74
Totals	1,572	2,558	3,673	4,594	5,821	6,695	24,913	56	879	2,605	4,103	4,328	4,171	3,659	2,733	2,379

PRIMARY SCHOOLS.

Abstract of Semi-Annual Returns, January 31, 1878.

DISTRICTS.	Schools.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	7	237	100	337	220	90	310	27	91.9	214	149	363
Allston	5	127	104	231	113	89	202	29	87.4	158	88	246
Andrew	7	192	195	387	178	177	355	32	91.7	271	142	413
Bennett	4	99	99	198	86	84	170	28	85.8	134	89	223
Bigelow	12	330	262	592	311	241	552	40	93.3	401	210	611
Bowditch	11	254	265	519	234	248	482	37	92.9	359	188	547
Bowdoin	12	234	292	526	259	260	519	57	90.1	421	219	640
Brimmer	11	285	255	540	263	232	495	45	91.7	369	222	591
Bunker Hill	11	247	279	526	230	252	482	44	91.6	335	236	571
Central	4	92	78	170	85	70	155	15	91.1	99	71	170
Chapman	10	313	228	541	290	207	497	44	91.8	351	211	562
Charles Sumner	5	109	108	217	102	99	201	16	92.6	140	78	218
Comins	17	457	445	902	417	409	826	76	91.5	490	386	876
Dearborn	17	474	419	893	431	367	798	95	89.4	489	398	887
Dudley (<i>Boys</i>)	8	214	204	418	200	186	386	32	92.3	223	211	434
Dwight	6	128	148	276	117	132	249	27	90.2	220	95	315
Eliot	14	440	189	629	406	171	577	52	91.7	367	265	632
Emerson	9	267	205	472	245	185	430	42	91.1	267	191	458
Everett	11	341	294	635	316	269	585	50	92.1	364	322	686
Everett, Dor.	6	161	139	300	143	126	269	31	89.6	173	118	291
Franklin	13	316	332	648	298	303	601	47	92.8	373	281	654
Frothingham	9	238	242	480	219	217	436	44	90.8	320	189	509
Gaston	9	214	227	441	204	208	412	29	93.4	258	193	451
Gibson	4	89	95	184	80	82	162	22	88.0	115	81	196
Hancock	16	364	399	763	359	361	720	43	94.4	447	317	764
Harris	3	61	72	133	54	60	114	19	85.7	83	47	130
Harvard	13	313	339	652	289	298	587	65	90.0	426	269	695

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	Schools.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hillside	4	84	77	161	77	67	144	17	89.4	112	69	181
Lawrence . . .	21	815	270	1,085	731	250	1,031	54	95.0	702	375	1,077
Lewis	11	292	251	543	284	222	486	57	89.5	379	186	565
Lincoln	7	299	68	367	275	57	332	35	90.5	237	142	380
Lowell	10	285	235	520	266	209	475	45	91.3	311	228	539
Lyman	8	254	129	383	239	121	360	23	93.9	215	186	404
Mather	4	120	112	232	107	94	201	31	86.6	116	116	232
Minot	4	74	71	145	66	61	127	18	87.5	100	46	146
Mount Vernon .	3	48	47	95	45	43	88	7	92.6	59	41	100
Norcross	7	..	344	344	..	331	331	13	96.2	207	146	353
Phillips	6	155	86	241	136	74	210	31	87.1	122	138	260
Prescott	6	147	155	302	138	138	276	26	91.3	163	147	310
Quincy	7	209	146	355	194	136	330	25	92.9	240	111	351
Rice	7	195	153	348	179	138	317	31	91.1	205	160	365
Sherwin	15	379	376	755	358	351	709	46	93.9	433	345	778
Shurtleff	7	176	181	357	162	166	328	29	91.9	201	156	357
Stoughton . . .	2	56	63	119	53	59	112	7	94.0	99	27	126
Tileston	1	16	20	36	15	19	34	2	94.0	29	9	38
Warren	8	233	106	439	213	187	400	39	91.1	263	204	473
Wells	12	283	303	586	264	273	537	49	91.7	366	227	593
Winthrop	6	135	157	323	125	169	294	29	91.5	224	117	341
Totals	410	10,902	9,494	20,396	10,106	8,588	18,694	1,702	91.6	12,659	8,443	21,102

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, 1878.

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. Jan. 31, 1878.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Adams . . .	50	54	48	52	55	104	363	57	76	81	81	68
Allston . . .	55	32	38	22	24	75	246	42	54	62	57	31
Andrew . . .	76	38	58	61	59	121	413	65	102	104	74	68
Bennett . . .	27	30	30	33	31	72	223	40	46	48	57	32
Bigelow . . .	103	105	66	107	80	150	611	78	162	161	131	79
Bowditch . .	105	83	99	49	96	115	547	97	138	124	104	84
Bowdoin . .	83	92	118	101	89	157	640	111	169	155	123	82
Brimmer . .	59	93	84	67	64	224	591	83	116	170	121	101
Bunker Hill.	90	82	83	94	61	161	571	93	119	123	109	127
Central . . .	30	25	23	31	24	37	170	31	24	44	38	33
Chapman . .	75	86	106	80	72	143	562	95	117	139	126	85
Chas. Sumner	43	32	29	34	23	57	218	35	62	43	32	46
Comins . . .	119	114	137	138	137	231	876	95	213	182	195	191
Dearborn . .	123	129	139	117	167	212	887	94	178	217	185	213
Dudley(Boys)	77	77	35	64	86	95	434	59	67	97	106	105
Dwight . . .	44	48	50	52	44	77	315	45	87	88	56	39
Eliot	89	105	103	100	111	124	632	87	161	136	117	131
Emerson . .	60	67	76	65	54	136	458	62	97	108	101	90
Everett . . .	91	95	124	123	124	129	686	77	134	153	141	181
Everett, Dor.	37	28	43	59	48	76	291	33	72	68	60	58
Franklin . .	116	103	111	97	86	141	654	91	122	160	130	151
Frothingham	71	70	88	60	39	181	509	75	86	103	128	117
Gaston . . .	44	91	51	103	48	114	451	77	78	103	94	99
Gibson . . .	42	17	22	35	35	45	196	23	35	57	37	44
Hancock . .	92	123	93	150	138	168	764	117	145	185	137	180
Harris	26	15	20	17	17	35	130	13	35	35	29	18
Harvard . .	123	84	72	147	123	146	695	107	135	184	148	121
Hillside . . .	27	17	28	38	26	45	181	38	32	42	31	38

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. Jan. 31, 1878.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Lawrence . .	167	156	154	171	174	255	1,077	164	228	275	209	201
Lewis	82	89	106	79	70	139	565	63	132	138	139	93
Lincoln . . .	50	69	25	62	60	114	380	71	78	88	71	72
Lowell . . .	86	72	83	84	56	158	539	91	107	113	120	108
Lyman	77	64	53	57	50	103	404	47	73	98	88	98
Mather	22	39	29	33	55	54	232	26	44	46	64	52
Minot	26	27	21	26	23	23	146	21	44	35	22	24
Mt. Vernon .	23	20	17	14	5	21	100	15	23	21	30	11
Norcross . . .	48	54	49	52	50	100	353	46	94	75	84	54
Phillips . . .	59	44	43	26	50	38	260	30	45	47	31	107
Prescott . . .	61	47	35	50	59	58	310	35	57	71	75	72
Quincy	41	54	50	53	53	100	351	57	98	85	69	42
Rice	48	50	58	112	37	60	365	29	74	102	76	84
Sherwin	99	76	88	127	175	213	778	82	174	177	167	178
Shurtleff . .	52	86	59	24	86	50	357	42	81	78	90	66
Stoughton . .	22	17	21	20	12	24	126	27	44	28	14	13
Tileston . . .	12	. . .	. . .	10	10	6	38	8	13	8	6	3
Warren	92	64	57	50	48	162	473	72	102	95	92	112
Wells	92	69	72	88	111	161	593	100	129	137	100	127
Winthrop . . .	57	50	60	56	59	59	341	44	79	101	62	55
Totals	3,193	3,082	3,054	3,290	3,204	5,279	21,102	2,990	4,551	4,990	4,357	4,184

SCHOOL DOCUMENT NO. 5.

REPORT

OF THE

COMMITTEE ON MUSIC.

1877.



BOSTON :
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1878.

IN SCHOOL COMMITTEE, March 12, 1878.

Accepted, and, on motion of Mr. Perkins, ordered to be printed.

Attest:

GEORGE A. SMITH,
Secretary

REPORT OF THE COMMITTEE ON MUSIC.

The report of the Committee on Music, which formed part of the last Annual Report, concludes with the expression of a hope that a Musical Festival will be held at the Tabernacle in the spring of 1877, and ventures to predict that it will be a great success, in such case, first, because it will be possible to bring together a chorus of two thousand voices, and an audience of over four thousand; secondly, because the acoustic properties of the building are exceptionally good; and, thirdly, because the pupils of the public schools have made great progress in singing during the three years which have elapsed since the last Festival. This anticipated success was fully realized when, in pursuance of the recommendation of the Committee on Music, the Festival took place at the Tabernacle, on Saturday, June 2. The remarkable smoothness and evenness of tone, the careful observance of light and shade, the prompt and simultaneous attack which then gave such fine effect to the singing of the young choristers under the leadership of Mr. Julius Eichberg, were due not only to the generally efficient method of instruction pursued in our public schools, but also to the careful training of the singers by the special instructors in music since the month of March. At the request of the Music Committee the music of the programme then

began to be made a part of the regular lessons in the High and Grammar Schools, and thus the pupils selected to sing at the Festival were thoroughly well drilled without encroachment upon the hours assigned to other studies. Shortly before the first general rehearsal at the Tabernacle, the special instructors held mass rehearsals at some convenient place in their several districts, and the result was, that when the separate contingents of this musical army were brought together it proved to be a unit, inspired with one feeling and one spirit.

The chorus, which was double the size of that at any previous Festival, numbered two thousand one hundred singers, divided equally into first and second sopranos and altos, who collectively represented all the High and Grammar Schools of the city.

The first rehearsal, on Tuesday, May 28, was attended only by those directly engaged in the performance; the second, on Friday, June 1, by the masters and teachers of the public schools and the parents and teachers of the children, and the final performance, on Saturday, June 2, by the State and city authorities, invited guests, and persons interested in the cause of musical culture.

The general appearance of the building was excellent, thanks to the tasteful arrangement of plants, green branches, flowers, and flags, by the well-known florist, Mr. William Doogue. The vast choir at the back of the building formed an immense semicircle, sloping towards the orchestra, in front of which stood the conductor's desk. The organ, which formed the apex of the singing multitude, was built

by Mr. George H. Ryder, set up expressly for the Festival, and played by Mr. J. B. Sharland, one of the special instructors of music. All the arrangements were under the control of the Chief Marshal, Mr. Larkin Dunton, Master of the Normal School, to whom the master of each participating school reported after he had conducted his portion of the choir to its assigned place.

The seating of the audience was confided to Col. Twombly and thirty officers of the Boston School Regiment, who acquitted themselves of this duty most efficiently and courteously.

Owing to the vast size of the Tabernacle, the musical effect was not as great as that produced in the Music Hall at former festivals by half the number of singers. The spectacle also was less imposing than that furnished at the Music Hall, where the singers were brought more closely together, and seated as in an amphitheatre, in rows rising one above the other, at a much sharper angle than at the Tabernacle. Nevertheless, the sight was one not easily to be forgotten, and the body of tone, though less powerful and less magnetic, was singularly clear, compact, and pure.

Abundant and well-deserved praise was given both to the children for their singing, and to their instructors, who had labored most assiduously to bring it up to the highest standard of attainment.

Among the choruses sung, many of which had been arranged by the Director of Music, Mr. Julius Eichberg, were several old favorites, which were received with even more than usual applause,

such as the solo and chorus from Mendelssohn's *Athalie*, Mr. Eichberg's stirring national hymn, "To thee, O Country," and the Hundredth Psalm, which fitly closed the exercises. Of the new numbers, the most effective was a four-part chorus by Schubert, which was exceptionally well sung by the pupils of the High Schools.

The following programme was performed:—

ORDER OF EXERCISES AT THE EIGHTH MUSICAL EXHIBITION OF THE HIGH AND GRAMMAR SCHOOLS, OF THE CITY OF BOSTON, UNDER THE DIRECTION OF THE STANDING COMMITTEE ON MUSIC, AT THE TABERNACLE, SATURDAY AFTERNOON, JUNE 2, 1877, COMMENCING AT 4 P.M. PRECISELY.

JULIUS EICHBERG (Director of Musical Instruction) *Conductor.*
 J. B. SHARLAND (Special Instructor) *Organist.*
 LARKIN DUNTON (Master of the Normal School) *Chief Marshal.*

PROGRAMME.

PART FIRST.

1. VOLUNTARY ON THE ORGAN.
2. SOLO AND CHORUS, from "*Athalie*," *Mendelssohn*
 "Heaven and earth display," etc.
 The Solo will be sung by Pupils of the High Schools.
3. OVERTURE TO RUY BLAS *Mendelssohn*
 By the Orchestra.
4. CHORAL IN UNISON *Bach*
 "Now night comes softly stealing."
 Sung by the full Chorus of more than two thousand voices.

5. CHORUS *Meyerbeer*
 "Thy flowery banks, O lovely river,
 Thy sparkling stream and golden strand."

6. HALLELUJAH, from the Christmas Song "Chant de Noel," . *Saint Saens*
 "Raise now your song on high, and adore the Lord our God," etc.

INTERMISSION.

PART SECOND.

7. OVERTURE, "Jubel," *Weber*
 Orchestra.

8. FOUR-PART CHORUS, "Night," *Schubert*
 "So fair art thou,
 Silence divine, enfolding us now," etc.
 Sung by the Pupils of the High Schools.

9. TO THEE, O COUNTRY — (by request) *Julius Eichberg*
 "To thee, O Country, great and free,
 With trusting hearts we cling," etc.
 Words by Miss Anna P. Eichberg.

10. EVENING SONG *Mozart*
 "Mid the evening's quiet splendor,
 Lord, to thee my thanks I render," etc.

11. CHORUS, from "Massaniello," *Auber*
 "Come, come with me, and I will give thee
 All that can thy hopes entwine."
 Arranged by J. Eichberg.

12. THE ONE HUNDREDTH PSALM.

1. "From all that dwell below the skies,
 Let the Creator's praise arise;
 Let the Redeemer's name be sung,
 In ev'ry land, by ev'ry tongue.

2. "Eternal are thy mercies, Lord;
Eternal truth attends thy word;
Thy praise shall sound from shore to shore,
Till suns shall rise and set no more."
-

The audience is requested to rise and join in singing the second verse.

The organ, built by George H. Ryder & Co., was placed in the Tabernacle expressly for the Festival.

Since the commencement of the present school term, in September last, nothing especially worthy of record has occurred in connection with musical instruction. A course of lessons in High-School instruction has been given at the Normal School to its pupils, and to teachers in the High Schools. The Music Committee has carefully considered the best course to be pursued in regard to the granting of certificates to well-qualified teachers, and of giving those who are not so an opportunity to obtain them, after passing their examinations. The power to oblige all teachers who have not passed examinations to attend lessons at the Normal School, was given to the Music Committee by the School Board in May last; but the committee did not deem it expedient to exercise this power too hastily, for the reason that, owing to the long course of instruction which has been given to the teachers in past years, and to the practice which they have had, many of them are perfectly competent to give the musical instruction

required in their grade of schools, and are thus fairly entitled to certificates without any further employment of their already heavily taxed time. When it has been ascertained who these qualified teachers are, attendance on lessons and the passing of examinations will be required of those only who are at present unfit for their duties. This plan has already been followed out so far as the Primary-School teachers are concerned, and the Music Committee now propose to issue certificates to those of their number whom they have ascertained to be worthy to receive them. The same course will be pursued in regard to the Grammar and High School teachers.

In behalf of the Committee,

CHARLES C. PERKINS,

Chairman.

SCHOOL DOCUMENT NO. 6.

REPORT

OF

Committee on Rules and Regulations.

AMENDMENTS TO SECTIONS 138, 139, 140.

(DUTIES OF SUPERVISORS.)



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1878.

IN SCHOOL COMMITTEE, March 26, 1878.

On motion of Mr. Learnard, laid on the table and ordered to be printed.

Attest:

GEO. A. SMITH,
Secretary.

REPORT.

IN SCHOOL COMMITTEE,
March 26, 1878.

The Committee on Rules and Regulations, to whom was referred, Feb. 26, an order for the amendment of Sections 138, 139 and 140, respectfully report the following order:—

Ordered, That Sections 138, 139, and 140 of the Rules and Regulations be changed to the following:—

SECTION 138. The Supervisors, one or more, as they shall determine, shall visit all the schools and shall, once a year, examine in detail each teacher's method of conducting a school, and of teaching classes in various branches of study; and shall, before May 10, record the results of the examinations in suitable books kept in the Supervisors' office, and open only to the inspection of the Board and of the Superintendent.

SECT. 139. In addition to the examinations in detail, it shall be the duty of the Supervisors to inspect all the schools, in order to ascertain, —

1st. The sanitary conditions of the schools, houses, and premises, including the working of the heating and ventilating apparatus.

2d. The mode of government, including motives to study.

3d. The principles and methods of classifying and promoting pupils.

4th. The merits, defects, and needs of the various schools and classes, and, in general, the physical, mental, and moral condition of the scholars.

And the Supervisors shall, before December 10, of each year, and may at other times, report thereon in writing, with such remarks and suggestions as they may deem expedient, to the several Division Committees and to the Committee on High Schools and the Committee on the Normal School. These reports shall be open only to members of the School Board and to the Superintendent.

SECT. 140. The Board of Supervisors shall make a report in writing on their work as a Board, and as Supervisors, to the School Committee at their last meeting in June of each year.

For the Committee,

WM. H. FINNEY,

Chairman.

SCHOOL DOCUMENT NO. 7.

REPORT

OF

Committee on Rules and Regulations

ON A

CONSOLIDATION OF COMMITTEES
ON SPECIAL SUBJECTS.



BOSTON :
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1878.

IN SCHOOL COMMITTEE, March 26, 1878.

On motion of Mr. Morse, laid on the table and ordered to be printed.

Attest:

GEO. A. SMITH,
Secretary.

REPORT.

MARCH 26, 1878.

In compliance with the order referred to it on March 12, the Committee on Rules and Regulations have "considered the expediency of amending the rules to provide for a consolidation of the Committees on Special Subjects," and recommend, —

1st. That the Committees on Drawing and Music be united in one Committee, to be called the Committee on Drawing and Music.

2d. That the military training be given in charge to the Committee on High Schools.

3d. That the instruction in sewing be under the charge of the several Division Committees.

4th. That these changes be made at the close of the present school year.

To carry these recommendations into effect, sundry changes in the Rules and Regulations are needed, and to that end the following orders are offered:—

Ordered, 1st, that Section 2 be amended by adding in line 8, after "Drawing" and "Music," and by striking from line 9, the words "on music, five." Also, by striking from line 12, the words, "on sewing, five," and from line 15, "on military drill, three."

2d, that Sections 47 and 49 be combined to read as follows:—

SECTION 47. The Committee on Drawing and Music shall have the general supervision of these branches of instruction in all the schools. At the second meeting in

June, or when vacancies occur, they shall nominate to the Board, for election, the directors and special teachers for these departments. They shall examine the pupils in the same, as far as practicable, and shall report to the Board, in writing, in September.

That Section 204 be amended by substituting committee for "committees" in the third line; and that Section 276, last line, be amended in the same manner.

Ordered, 3d, that Section 48 be stricken out, and that Section 255 be amended by substituting the following:—

"Instruction in military drill shall be given to all boys of good physical condition, who are thirteen years old, or more. The time occupied in drill shall not exceed two hours in each week, and shall be under the charge of a special drill-officer."

Ordered, 4th, that Section 50 be stricken out, and that Section 235 be amended by striking out "joint" from line 5, and "Committee on Sewing and the," from line 6.

That "Division Committee" be substituted for "Committee on Sewing" in line 8 (same section); and that Section 214 be amended by striking from lines 8 and 9 the words, "under the direction of the Committee on Sewing."

Ordered, 5th, that the Committee on Rules and Regulations be authorized to make any other verbal changes in the Rules and Regulations that conformity to the above changes may require.

For the Committee on Rules and Regulations,

ABBY W. MAY,

Secretary.

SCHOOL DOCUMENT NO. 8.

ADDITIONAL AMENDMENTS

TO THE

REGULATIONS

RELATING TO THE

DUTIES OF SUPERVISORS.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1878.

IN SCHOOL COMMITTEE, April 9, 1878.

Voted, That the Committee on Rules and Regulations have leave to report in print on the order referred to them to consider the expediency of amending the regulations relating to the duties of Supervisors; and that they have leave to report, in print, such verbal or other amendments as in their judgment are necessary before the revised edition is printed.

Attest :

GEO. A. SMITH, *Secretary*.

R E P O R T .

IN SCHOOL COMMITTEE, May 14, 1878.

The Committee on Rules and Regulations, who were instructed to consider the expediency of further amending the rules and regulations relating to the duties of the Supervisors, have given careful consideration to the subject, and submit the following order : —

Ordered, That the rules and regulations be amended as follows : —

SECTION 48. (47 as printed.) Strike out the following words, "examine the pupils as far as practicable in this branch."

SECT. 50. (49 as printed.) Strike out "they shall examine the pupils as far as practicable, in drawing and."

SECT. 58 (57 as printed). Strike out "semi-," at the end of the fourth line.

SECT. 83. Substitute the following : —

If a vacancy exist in the principalship of the Normal or of any High School, the committee in charge shall be joined to the Committee on Nominations ; and this joint committee, after consulting with the Board of Supervisors, shall nominate one or more candidates to the Board for election. The successful candidate shall thereupon receive a certificate entitling him to draw his salary.

If a vacancy exist in the principalship of any district, the Division Committee in charge of such district shall be joined to the Committee on Nominations, and this joint committee shall select two or more candidates from those persons who

hold the certificate of qualification of the Board of Supervisors, and nominate them to the Board for election.

SECT. 87. Substitute the following :—

If a vacancy exist in a subordinate position in any school, and it is desirable, in the opinion of the committee in charge, to procure the services of some instructor who has not been examined as required, application shall be made to the Committee on Nominations, who, if they approve the purpose, may invite a member of the Board, and direct a supervisor or the principal to examine and inquire into the qualifications of the proposed candidate, and if he is employed in teaching, to visit his school, at the expense of the city. Upon a favorable report, in writing, approved by the Committee on Nominations, the Board of Supervisors shall specially examine the candidate, who, if qualified, shall receive the usual certificate.

SECT. 141. Substitute the following :—

The Board of Supervisors, under the direction of the Committee on Examinations, shall superintend the annual examinations of the graduating classes of the High and Grammar Schools. In schools of like grade, written examinations shall be conducted at the same time in each study, and with the same questions, as adopted by the Board of Supervisors, and approved by the Committee on Examinations. The results of the annual examinations, with the instructors' record of the scholarship and deportment of the pupils, shall be exhibited in a suitable blank, and submitted, with such explanations and recommendations as the principals may desire to make, to the Committee on Examinations, who shall award the medals and diplomas; and no further examination shall be required of graduates of the Grammar Schools for admission to any of the High Schools. Those members of the graduating class who have failed to receive diplomas shall, if they have been earnest in study and correct in deportment, receive a certificate of honorable mention.

SECT. 143.^o Omit all after the word "teaching" in last line but one, page 31.

SECT. 149. Substitute the following : —

"No certificate, the holder of which has been out of the service of the city for a term of two years, shall be valid, unless renewed by the Board of Supervisors after careful investigation."

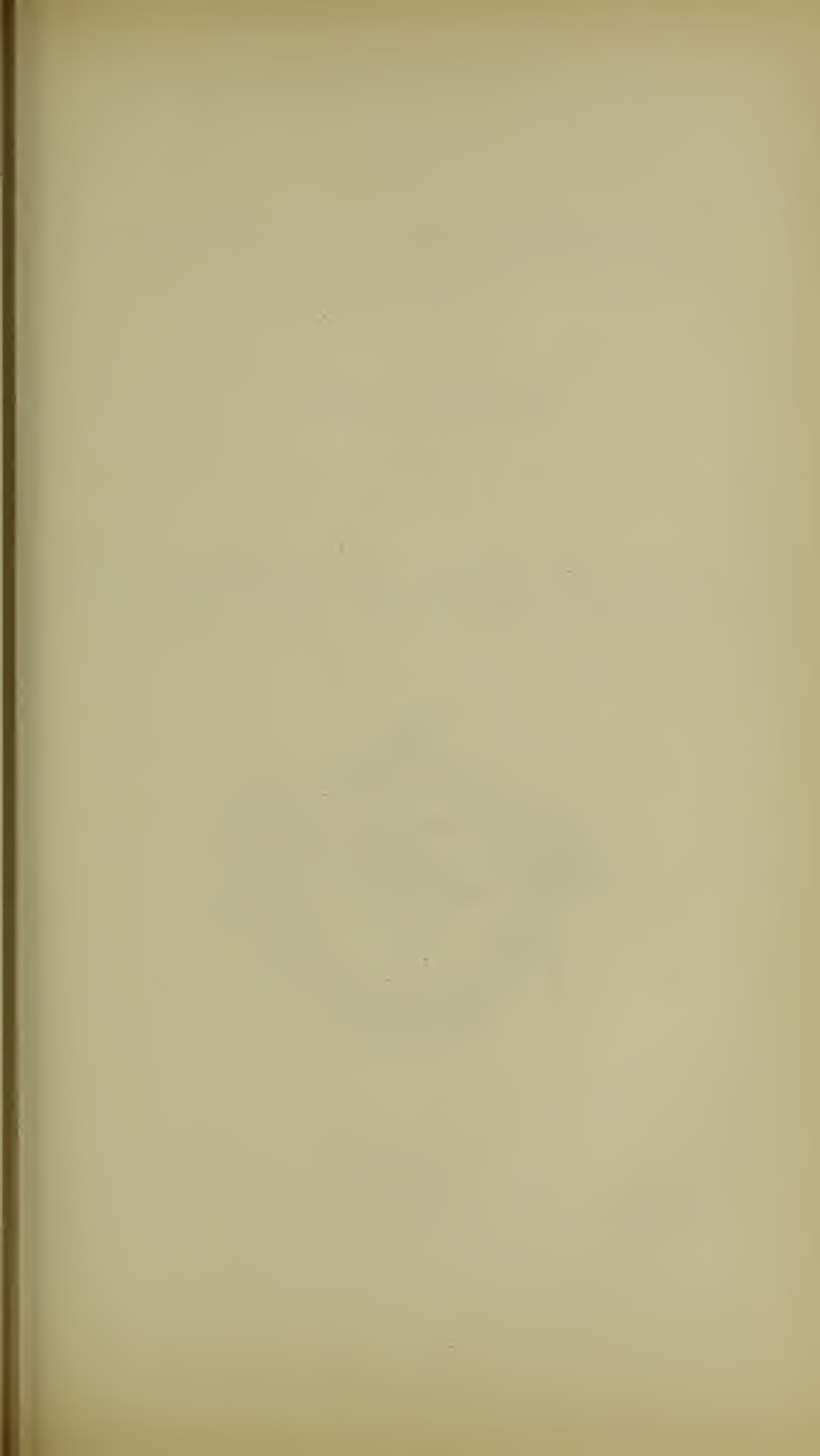
Respectfully submitted,

For the committee,

WM. H. FINNEY,

Chairman.





SCHOOL DOCUMENT NO. 9.

NOMINATIONS FOR REËLECTION.

R E P O R T

O F

COMMITTEE ON NOMINATIONS.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1878.

IN SCHOOL COMMITTEE, May 28, 1878.

Ordered, That the Committee on Nominations be authorized to report in print the nominations for reëlection for the next school-year.

Attest :

GEO. A. SMITH,
Secretary.

NOMINATIONS FOR REËLECTION.

BOSTON, June 11, 1878.

The Committee on Nominations have considered the several recommendations for the nomination of subordinate instructors for reëlection, submitted to them by the Committees in charge of the Normal and High Schools and the several divisions, and nominate the candidates named below as instructors for the ensuing school year.

For the Committee on Nominations,

WILLIAM T. ADAMS,
Chairman.

HIGH SCHOOLS.

LATIN SCHOOL.

Greatest whole number belonging during the year.....437
 Average whole number belonging during the year.....417
 Entitled to 12 teachers.

NAME.	RANK.	NAME.	RANK.
Charles J. Capen.....	Master.	William Gallagher	Junior Mast'r.
Joseph W. Chadwick..	“	Edward P. Jackson....	“ “
Arthur I. Fiske.....	“	William T. Strong	“ “
Cyrus A. Neville.....	Junior Mast'r.	Egbert M. Chesley....	“ “
Frank W. Freeborn...	“ “	Phillipe de Sénancour {	Spe'l teacher French.
John K. Richardson...	“ “		

ENGLISH HIGH SCHOOL.

Greatest whole number belonging during the year.....489

Average whole number belonging during the year470

Entitled to 14 teachers.

NAME.	RANK.	NAME.	RANK.
Luther W. Anderson ..	Master.	John F. Casey	Junior Mast'r
Robert E. Babson.....	"	Manson Seavy	" "
L. Hall Grandgent	"	Jerome B. Poole	" "
Albert Hale	"	Samuel C. Smith.....	" "
Charles B. Travis.....	Junior Mast'r.	Alfred P. Gage.....	" "
Charles J. Lincoln	" "	H. Winslow Warren..	" "
John O. Norris	" "	Eugene Raymond ..	} Spc'l teacher French.
Lucius H. Buckingham	" "		

GIRLS' HIGH SCHOOL.

Greatest whole number belonging during the year637

Average whole number belonging during the year595

Entitled to 17 teachers.

NAME.	RANK.	NAME.	RANK.
Harriet E. Caryl.....	Ass't Prin.	Ellen M. Folsom.....	Fourth Ass't.
Margaret A. Badger...	First Ass't.	Mary S. Gage	" "
Emma A. Temple	Second "	Mary E. Lathrop.....	" "
Katherine Knapp.....	" "	Lizzie L. Smith.....	" "
Adeline L. Sylvester ..	Third "	Charlotte M. Gardner..	" "
Emerette O. Patch....	" "	Laura B. White....	} Spc'l teacher Chemistry.
S. Anne Shorey.....	" "	Margaret C. Brawley..		Labor'y Asst.
Augusta C. Kimball...	Fourth "	Emily M Deland ...	} Spc'l teacher Physical Cul.
Lucy R. Woods.....	" "	E. C. F. Krauss.....		} Spc'l teacher German.

GIRLS' LATIN SCHOOL.

Greatest whole number belonging during the year 32
 Average whole number belonging during the year 29
 Entitled to 1 teacher.

NAME.	RANK.
Jennie R. Sheldon	Assistant.

ROXBURY HIGH SCHOOL.

Greatest whole number belonging during the year 216
 Average whole number belonging during the year 190
 Entitled to 7 teachers.

NAME.	RANK.	NAME.	RANK.
Emily Weeks	First Ass't.	Edna F. Calder.....	Fourth Ass't.
Eliza D. Gardner	Third "	Alla G. Foster.....	" "
Helen A. Gardner.....	" "	John F. Stein.....	} Spc'l teacher German.
Clara H. Balch.....	Fourth "		

DORCHESTER HIGH SCHOOL.

Greatest whole number belonging during the year 111
 Average whole number belonging during the year 101
 Entitled to 4 teachers.

NAME.	RANK.	NAME.	RANK.
Mary W. Hall	First Ass't.	Laura E. Hovey.....	Fourth Ass't.
Rebecca V. Humphrey.	Fourth "	John F. Stein.....	} Spc'l teacher German.

CHARLESTOWN HIGH SCHOOL.

Greatest whole number belonging during the year183
 Average whole number belonging during the year175
 Entitled to 6 teachers.

NAME.	RANK.	NAME.	RANK.
Katherine Whitney....	First Ass't.	Sarah Shaw.....	Fourth Ass't.
Emma G. Shaw.....	Second "	Mary A. Willcox....	" "
Adelaide E. Somes....	Fourth "	Eugene Raymond .. }	Spe'l teacher
Emma S. Gale.....	" "		French.

WEST ROXBURY HIGH SCHOOL.

Greatest whole number belonging during the year 91
 Average whole number belonging during the year 85
 Entitled to 3 teachers.

NAME.	RANK.	NAME.	RANK.
Annie B. Lord.....	Third Ass't.	John F. Stein.....	{ Spe'l teacher
Louise M. Thurston ...	Fourth "		German.

BRIGHTON HIGH SCHOOL.

Greatest whole number belonging during the year 65
 Average whole number belonging during the year 63
 Entitled to 2 teachers.

NAME.	RANK.
Annie J. George.....	Third Assistant.

NORMAL SCHOOL.

Greatest whole number belonging 99
 Average whole number belonging 90

Entitled to 3 teachers.

NAME.	RANK.
L. Theresa Moses	First Assistant.
Annie E. Chace.....	Assistant.
W. Bertha Hintz	Special Teacher.

RICE TRAINING SCHOOL.

Greatest whole number belonging to Grammar School 691
 Average whole number belonging to Grammar School 618

Entitled to 12 teachers.

Greatest whole number belonging to Primary Schools..... 408

Entitled to 7 teachers.

NAME.	RANK.	NAME.	RANK.
Edward Southworth...	Sub-Master.	Elizabeth M. Burnham	Third Ass't.
Charles F. Kimball....	Usher.	Ella C. Hutchins.....	" "
Martha E. Pritchard ..	First Ass't.	Ella F. Wyman	Fourth "
Florence Marshall.....	Second "	Grace Hooper.....	" "
E. Maria Simonds.....	Third "	Sarah E. Bowers.....	" "
Ella T. Gould	" "	Florence M. Proctor ..	" "
J. Annie Bense	" "	Ellen F. Beach.....	" "
Eliza Cox	" "	Anna B. Badlam	" "
Dora Brown.....	" "	Emma L. Wyman.....	" "
Mattie H. Jackson	" "		

FIRST DIVISION.

ADAMS DISTRICT.

Greatest whole number belonging to Grammar School	594
Average whole number belonging to Grammar School	555
Entitled to 11 teachers.	
Greatest whole number belonging to Primary Schools.....	365
Entitled to 6 teachers.	

NAME.	RANK.	NAME.	RANK.
Lewis H. Dutton.....	Sub-master.	Almira E. Reid.....	Third Ass't.
Mary M. Morse.....	First Ass't.	Lina H. Cook	“ “
Mary A. Davis.....	Second “	Ellen James	Fourth “
Ellen M. Robbins	Third “	Sarah A. Cook.....	“ “
Clara Robbins	“ “	Mary E. Wiggin	“ “
Sarah E. McPhail.....	“ “	Eliza A. Wiggin.....	“ “
Harriet Sturtevant	“ “	Anna E. Reed	“ “
Ellenette Pillsbury....	“ “	Lucy A. Wiggin.....	“ “
Ida M. Oliver.....	“ “		

EMERSON DISTRICT.

Greatest whole number belonging to Grammar School	732
Average whole number belonging to Grammar School	676
Entitled to 13 teachers.	
Greatest whole number belonging to Primary Schools.....	508
Entitled to 9 teachers.	

NAME.	RANK.	NAME.	RANK.
J. Willard Brown.....	Sub-master.	Hannah L. Manson ...	Fourth Ass't.
Elizabeth R. Drowne ..	First Ass't.	Almaretta J. Critchett.	“ “
Bernice A. De Merritt.	Second “	Mary E. Plummer	“ “
Sarah A. Bond	Third “	Margaret A. Bartlett..	“ “
Mary D. Day.....	“ “	Mary A. Oburg	“ “
Carrie Ford	“ “	Harriet E. Litchfield..	“ “
H. Elizabeth Cutter ...	“ “	Ernestine Ditson	“ “
Juliette J. Pierce	“ “	Susan A. Slavin.....	“ “
Georgia H. Tilden....	“ “		
Elizabeth A. Turner ..	“ “		

LYMAN DISTRICT.

Greatest whole number belonging to Grammar School 652
 Average whole number belonging to Grammar School 593
 Entitled to 12 teachers.
 Greatest whole number belonging to Primary Schools..... 429
 Entitled to 8 teachers.

NAME.	RANK.	NAME.	RANK.
George K. Daniell, Jr..	Sub-master.	Clara B. George.....	Third Ass't.
Cordelia Lothrop.....	First Ass't.	Emma P. Morey.....	Fourth Ass't.
Eliza F. Russell.....	“ “	Josephine A. Murphy.	“ “
Mary A. Turner	Second “	Angelina M. Cudworth	“ “
Amelia H. Pitman.....	“ “	Sarah F. Lothrop.....	“ “
Lucy J. Lothrop	Third “	Anna I. Duncan.....	“ “
Mary P. E. Tewksbury.	“ “	Florence Carver.....	“ “
Harriet N. Webster....	“ “	Frances I. Daley.....	“ “
Irene A. Bancroft.....	“ “	Mary E. Morse.....	“ “
Sibylla A. Bailey.....	“ “		

SECOND DIVISION.

BUNKER HILL DISTRICT

Greatest whole number belonging to Grammar School657
 Average whole number belonging to Grammar School608
 Entitled to 12 teachers.
 Greatest whole number belonging to Primary Schools581
 Entitled to 10 teachers.

NAME.	RANK.	NAME.	RANK.
Henry F. Sears	Sub-master.	Lydia A. Simpson	Third Ass't.
Mary A. Eaton.....	First Ass't.	Mary L. Caswell.....	Fourth "
Amy C. Hudson.....	" "	Mary S. Thomas.....	" "
Abby P. Josselyn	Second "	Mary E. Flanders	" "
Angelia M. Knowles...	" "	Elizabeth B. Norton ..	" "
Georgie Palmer.....	Third "	Sarah A. Smith	" "
Ellen F. Sanders.....	" "	Effie G. Hazen	" "
Georgiana A. Smith ...	" "	Caroline M. Arnold...	" "
Ida O. Hurd.....	" "	Sarah J. Worcester...	" "
Lydia F. Jones.....	" "	Ada E. Bowler.....	" "
Anna M. Prescott.....	" "	Kate C. Thompson....	" "

FROTHINGHAM DISTRICT.

Greatest whole number belonging to Grammar School596
 Average whole number belonging to Grammar School 552
 Entitled to 11 teachers.
 Greatest whole number belonging to Primary Schools511
 Entitled to 9 teachers.

NAME.	RANK.	NAME.	RANK.
Wm. B. Atwood	Sub-master.	Lucy A. Seaver.....	Third Ass't.
Charlotte E. Camp....	First Ass't.	Martha Yeaton.....	Fourth "
Bial W. Willard	Second "	Helen E. Ramsey	" "
Harriet E. Frye.....	Third "	Persis M. Whittemore.	" "
Ellen R. Stone.....	" "	Louisa W. Huntress...	" "
Arabella P. Moulton ..	" "	Julia M. Burbank.....	" "
Abby M. Clark	" "	Oriana H. Morgan.....	" "
Sara H. Nowell	" "	Fanny M. Lamson	" "
Jennie E. Tobey	" "	Mary E. Delaney	" "
Ellen A. Chapin	" "		

HARVARD DISTRICT.

Greatest whole number belonging to Grammar School	621
Average whole number belonging to Grammar School	558
Entitled to 11 teachers.	
Greatest whole number belonging to Primary Schools	740
Entitled to 13 teachers.	

NAME.	RANK.	NAME.	RANK.
Darius Hadley.....	Sub-master.	Fanny B. Hall.....	Fourth Ass't.
Abby B. Tufts.....	First Ass't.	Fanny A. Foster.....	“ “
Ann E. Weston.....	Second “	Elizabeth B. Weatherbee	“ “
Sarah E. Leonard.....	Third “	Elizabeth F. Doane ...	“ “
Mary A. Lovering.....	“ “	Lucy M. Small.....	“ “
Jennie E. Howard.....	“ “	Louisa A. Whitman ..	“ “
Martha F. Fay.....	“ “	Catherine C. Brower ..	“ “
Sarah J. Perkins.....	“ “	Elizabeth A. Pritchard.	“ “
Edith W. Howe.....	“ “	Mary F. Kittredge	“ “
Emma F. Thomas.....	“ “	Effie A. Kettell.....	“ “
Mary A. Emery.....	“ “	Elizabeth R. Brower ..	“ “
Mary P. Howland.....	Fourth “		

PRESCOTT DISTRICT.

Greatest whole number belonging to Grammar School530
 Average whole number belonging to Grammar School490
 Entitled to 9 teachers.
 Greatest whole number belonging to Primary School362
 Entitled to 6 teachers.

NAME.	RANK.	NAME.	RANK.
Alonzo Meserve.....	Usher.	Frances A. Craigin....	Third Ass't.
Delia A. Varney.....	First Ass't.	Julia F. Sawyer	“ “
Mary C. Sawyer.....	Second “	Mary E. Smith	Fourth “
Martha M. Kenrick ...	Third “	Ellen Hadley	“ “
Julia C. Powers.....	“ “	Zetta M. Mallard	“ “
Elizabeth J. Farnsworth	“ “	Elizabeth C. Bredeen..	“ “
Lydia A. Sears	“ “	Emma C. Olmstead ...	“ “

WARREN DISTRICT.

Greatest whole number belonging to Grammar School 656

Average whole number belonging to Grammar School 621

Entitled to 12 teachers.

Greatest whole number belonging to Primary School 434

Entitled to 8 teachers.

NAME.	RANK.	NAME.	RANK.
E. B. Gay.....	Sub-master.	Maria L. Bolan.....	Third Ass't.
Sarah M. Chandler....	First Ass't.	Marietta F. Allen.....	" "
Elizabeth Swords.....	" "	Effie C. Melvin.....	Fourth "
Annie D. Dalton.....	Second "	M. Josephine Smith...	" "
Abby C. Lewis.....	" "	Abby P. Richardson...	" "
Alice Hall.....	Third "	Caroline E. Osgood....	" "
Frances L. Dodge.....	" "	Abby O. Varney.....	" "
Abby E. Holt.....	" "	Josephine E. Copeland	" "
Ellen A. Pratt.....	" "	Cora A. Wiley.....	" "
Annie M. Crozier.....	" "		

THIRD DIVISION.

BOWDOIN DISTRICT.

Greatest whole number belonging to Grammar School.....481
 Average whole number belonging to Grammar School.....446
 Entitled to 9 teachers.
 Greatest whole number belonging to Primary Schools.....647
 Entitled to 12 teachers.

NAME.	RANK.	NAME.	RANK.
Sarah J. Mills	First Ass't.	Sarah F. Russell.....	Fourth Ass't.
Mary Young.....	“ “	Elizabeth R. Preston..	“ “
Sarah O. Brickett.....	Second “	Olive Ruggles.....	“ “
Eliza A. Fay.....	Third “	Lydia A. Isbell.....	“ “
Irene W. Wentworth..	“ “	Mary E. Ames.....	“ “
Ada L. Cushman.....	“ “	Barbara C. Farrington	“ “
Dora E. Pitcher.....	“ “	Josephine O. Hedrick.	“ “
S. Frances Perry.....	“ “	Clara J. Reynolds	“ “
C. Eliza Wason.....	Fourth “	Kate Wilson.....	“ “
Mabel West	“ “	Sarah A. Winsor	“ “

ELIOT DISTRICT.

Greatest whole number belonging to Grammar School879
 Average whole number belonging to Grammar School813
 Entitled to 16 teachers.
 Greatest whole number belonging to Primary Schools658
 Entitled to 12 teachers.

NAME.	RANK.	NAME.	RANK.
Granville S. Webster..	Sub-master.	Annie M. H. Gillespie	Third Ass't.
Frederic H. Ripley	Usher,	Margaret E. Robinson	Fourth "
Channing Folsom	"	Cleone G. Tewksbury.	" "
Frances M. Bodge.....	First Ass't.	Harriet E. Lampee....	" "
Adolin M. Steele.....	Second "	Rosa M. E. Reggio....	" "
Elizabeth M. Turner ..	Third "	J. Ida ^a Munroe.....	" "
Sophia E. Raycroft....	" "	Juliaette Davis.....	" "
Kate L. Dodge.....	" "	Sarah Ripley.....	" "
Mary Heaton	" "	Marcella E. Donegan..	" "
Mary E. F. McNeil....	" "	Eliza Brintnall	" "
Lucette A. Wentworth.	" "	A. Augusta Coleman..	" "
M. Ella Wilkins	" "	Mary E. Barrett.....	" "
Clara A. Newell.....	" "	Kate S. Sawyer.....	" "
Mary E. Hanney.....	" "	Emma C. Glawson....	" "
Isabel R. Haskins.....	" "		

HANCOCK DISTRICT.

Greatest whole number belonging to Grammar School615
 Average whole number belonging to Grammar School553
 Entitled to 11 teachers.
 Greatest whole number belonging to Primary Schools.....832
 Entitled to 16 teachers.

NAME.	RANK.	NAME.	RANK.
Ellen C. Sawtelle	First Ass't.	Harriet M. Fraser	Fourth Ass't.
Amy E. Bradford	“ “	Teresa M. Gargan	“ “
Ellen A. Hunt	Second “	Mary J. Clark	“ “
Maria L. Macomber	“ “	Marcella C. Halliday	“ “
Martha F. Winning	Third “	Sarah F. Ellis	“ “
Helen M. Hitchings	“ “	Josephine B. Silver	“ “
Josephine M. Robertson	“ “	Esther W. Mansfield	“ “
Susan E. Allen	“ “	Mary Bonnie	“ “
Mary E. Skinner	“ “	Kate T. Sinnott	“ “
Sophia L. Sherman	“ “	Sarah J. Copp	“ “
Olive M. E. Rowe	“ “	Elizabeth A. Fisk	“ “
Clara E. Bell	Fourth “	Harriet A. Farrow	“ “
Sarah E. Ward	“ “	Mary L. Desmond	“ “
Adeline S. Bodge	“ “		

PHILLIPS DISTRICT.

Greatest whole number belonging to Grammar School805
 Average whole number belonging to Grammar School756
 Entitled to 14 teachers.
 Greatest whole number belonging to Primary Schools.....274
 Entitled to 5 teachers.

NAME.	RANK.	NAME.	RANK.
Elias H. Marston.....	Sub-master.	Martha A. Knowles...	Third Ass't.
George Perkins	Usher.	Georgianna E. Putnam	“ “
Emily A. Moulton.....	First Ass't.	Martha F. Whitman ..	“ “
Adeline F. Cutter	Second “	Eliza A. Corthell.....	“ “
Sarah W. I. Copeland..	Third “	Sarah A. M. Turner ..	Fourth “
Ruth E. Rowe	“ “	Evelyn E. Plummer...	“ “
Elizabeth L. West.....	“ “	Elizabeth S. Parker...	“ “
Elvira M. Harrington..	“ “	Emeline C. Farley	“ “
Louie H. Hinckley.....	“ “	Fanny B. Bowers.....	“ “

WELLS DISTRICT.

Greatest whole number belonging to Grammar School.....518
 Average whole number belonging to Grammar School.....473
 Entitled to 9 teachers.
 Greatest whole number belonging to Primary Schools649
 Entitled to 12 teachers.

NAME.	RANK.	NAME.	RANK.
Ella F. Inman	First Ass't.	Annie B. Gould.....	Fourth Ass't.
Mary G. Shaw	“ “	Maria W. Turner	“ “
Susan R. Gifford	Third “	Eliza A. Freeman	“ “
Lavinia M. Allen.....	“ “	Sarah C. Chevallier ..	“ “
Mary S. Carter	“ “	Lucy M. A. Redding ..	“ “
Mary M. Perry	“ “	Mary F. Gargan	“ “
Lizzie F. Stevens.....	“ “	E. Augusta Brown....	“ “
Georgia D. Barstow ...	Fourth “	Florence E. Dexter ...	“ “
Lois M. Rea	“ “	Adelaide E. Badger ...	“ “
Adelaide A. Rea	“ “		

FOURTH DIVISION.

BOWDITCH DISTRICT.

Greatest whole number belonging to Grammar School..... 390
 Average whole number belonging to Grammar School..... 366
 Entitled to 8 teachers.
 Greatest whole number belonging to Primary Schools..... 546
 Entitled to 10 teachers.

NAME.	RANK.	NAME.	RANK.
Susan H. Thaxter.....	First Ass't.	Amelia E.N. Treadwell	Fourth Ass't.
Mary M. T. Foley.....	Second "	Octavia C. Heard.....	" "
Eliza M. Evert.....	" "	Sarah E. Lewis.....	" "
Emma M. Savil.....	Third "	Susan Frizzell.....	" "
Ruth H. Clapp.....	" "	Julia M. Driscoll.....	" "
Hannah E. G. Gleason.	" "	Mary J. Crotty.....	" "
Emma A. Gordon.....	" "	Rebecca A. Buckley ...	" "
Ellen L. Collins.....	" "	Ellen E. Leach.....	" "

BRIMMER DISTRICT.

Greatest whole number belonging to Grammar School.....721
 Average whole number belonging to Grammar School.....678
 Entitled to 13 teachers.
 Greatest whole number belonging to Primary Schools.....506
 Entitled to 9 teachers.

NAME.	RANK.	NAME.	RANK.
Q. E. Dickerman.....	Sub-Master.	Helen L. Bodge.....	Third Ass't.
T. H. Wason.....	Usher	Eliza A. Foster.....	Fourth "
Rebecca L. Duncan....	First Ass't.	Frances B. Dewey....	" "
Luthera W. Bird.....	Second "	Emma F. Burrill.....	" "
Kate C Martin.....	Third "	H. Ellen Boothby....	" "
Mercy T. Snow.....	" "	Malvina R. Brigham..	" "
Annie P. James.....	" "	Nellie T. Higgins.....	" "
Sarah J. March.....	" "	M. E. Tiernay.....	" "
Lilla H. Shaw.....	" "	Betsy P. Burgess....	" "
Annie M. Mitchell.....	" "	Laura M. Stevens....	" "

EXETER STREET SCHOOL.

Greatest whole number belonging to Grammar School.....142
 Average whole number belonging to Grammar School.....133
 Entitled to 3 teachers.
 Greatest whole number belonging to Primary Schools.....,102
 Entitled to 2 teachers.

NAME.	RANK.
Harriet D. Hinckley.....	First Assistant.
Alice M. Dickey.....	Third "
Ella F. White.....	" "
Eva D. Kellogg.....	Fourth "
Adeline S. Tufts.....	" "

QUINCY DISTRICT.

Greatest whole number belonging to Grammar School675
 Average whole number belonging to Grammar School639
 Entitled to 12 teachers.
 Greatest whole number belonging to Primary Schools.....376
 Entitled to 7 teachers.

NAME.	RANK.	NAME.	RANK.
George W. Neal.....	Sub-master.	Harriette A. Bettis...	Third Ass't.
N. Hosea Whittemore..	Usher.	Emma K. Youngman .	“ “
Annie M. Lund	First Ass't.	Mary E. Sawyer.....	Fourth “
Mary L. Holland.....	Second “	Annie M. Reilly.....	“ “
Emily J. Tucker.....	Third “	Maria A. Callanan....	“ “
Bridget A. Foley.....	“ “	Mary E. Conley.....	“ “
Margaret F. Tappan..	“ “	Emily E. Maynard ...	“ “
Char'le L. Wheelwright	“ “	Harriet M. Bolman...	“ “
Emily B. Peck.....	“ “	Annie T. Corliss	“ “

WINTHROP DISTRICT.

Greatest whole number belonging to Grammar School.....1,040
 Average whole number belonging to Grammar School 962
 Entitled to 19 teachers.
 Greatest whole number belonging to Primary Schools..... 350
 Entitled to 6 teachers.

NAME.	RANK.	NAME.	RANK.
Susan A. W. Loring ..	First Ass't.	Mary L. H. Gerry.....	Third Ass't.
May Gertrude Ladd ...	“ “	Catherine K. Marlow..	“ “
Mary F. Light	Second “	Adelaide Meston.....	“ “
Emma K. Valentine...	“ “	Ellen M. Underwood ..	“ “
Carrie F. Welch	“ “	Margaret T. Wise.....	“ “
Annie J. Stoddard	“ “	Emma I. Baker.....	Fourth “
Mary E. Barstow	Third “	Mary B. Browne.....	“ “
Lizzie H. Bird.....	“ “	Mary A. B. Gore	“ “
Caroline S. Crozier....	“ “	Henrietta Madigan	“ “
Mary J. Danforth.....	“ “	Julia A. McIntyre.....	“ “
Mary E. Davis.....	“ “	Ella M. Seaverns	“ “
Elizabeth S. Emmons..	“ “		

FIFTH DIVISION.

DWIGHT DISTRICT.

Greatest whole number belonging to Grammar School 667

Average whole number belonging to Grammar School 602

Entitled to 12 teachers.

Greatest whole number belonging to Primary Schools 317

Entitled to 6 teachers.

NAME.	RANK.	NAME.	RANK.
Walter S. Parker	Sub-master.	Isabella G. Bonnar....	Third Ass't.
Henry L. Sawyer	Usher.	Mary E. Trow	“ “
Ruth G. Rich.....	First Ass't.	Elizabeth G. Melcher..	“ “
Mary C. R. Towle	Second “	Augusta A. Davis.....	Fourth “
Emily F. Carpenter ...	Third “	Martha B. Lucas.....	“ “
Sarah C. Fales	“ “	Sarah E. Crocker	“ “
Nellie L. Shaw	“ “	Henrietta Draper	“ “
Jennie Eastman.....	“ “	Fannie L. Willard	“ “
Helen M. Kimball.....	“ “		

EVERETT DISTRICT.

Greatest whole number belonging to Grammar School772
 Average whole number belonging to Grammar School706
 Entitled to 14 teachers.
 Greatest whole number belonging to Primary Schools666
 Entitled to 12 teachers.

NAME.	RANK.	NAME.	RANK.
S. Flora Chandler.....	First Ass't.	Anna E. Grover.....	Third Ass't.
Janet M. Bullard.....	“ “	Lydia F. Blanchard... Fourth “	
Anna C. Ellis.....	Second “	Hannah M. Coolidge.. “ “	
Maria S. Whitney.....	“ “	Mary H. Downe..... “ “	
Persis E. King.....	“ “	Eliza C. Gould..... “ “	
Susan S. Foster.....	Third “	Clementine D. Grover. “ “	
Emily F. Marshall....	“ “	Emma Halstrick..... “ “	
Abby C. Haslet.....	“ “	Kate M. Hanson..... “ “	
Ann R. Gavett.....	“ “	Fanny M. Nason..... “ “	
Sarah L. Adams.....	“ “	Lydia A. Sawyer..... “ “	
Mary E. Badlam.....	“ “	Adelaide B. Smith.... “ “	
Flora I. Crooke.....	“ “	Evelyn E. Morse..... “ “	

FRANKLIN DISTRICT.

Greatest whole number belonging to Grammar School 816
 Average whole number belonging to Grammar School 743
 Entitled to 15 teachers.
 Greatest whole number belonging to Primary Schools 704
 Entitled to 13 teachers.

NAME.	RANK.	NAME.	RANK.
Jennie S. Tower	First Ass't.	Harriet M. Faxon	Fourth Ass't.
Isabella M. Harmon...	" "	Georgiana E. Abbott..	" "
Caroline A. Mason	Second "	Isadora Page.....	" "
Catherine T. Simonds .	" "	Sarah A. Brown.....	" "
P. Catherine Bradford.	" "	Mary E. Josselyn	" "
Mary L. Wheeler	Third "	Affie T. Weir	" "
Abbie M. Holder.....	" "	Josephine G. Whipple.	" "
Margaret J. Crosby ...	" "	Georgiana A. Ballard.	" "
Margaret C. Schouler .	" "	Emma E. Allin.....	" "
Elizabeth J. Brown ...	" "	E. Josephine Bates ...	" "
Roxana W. Longley...	" "	Jennie E. Haskell	" "
Kate E. Blanchard	" "	Martha L. Beckler ...	" "
Mary A. Mitchell	" "	Kate R. Gookin	" "
Anna E. L. Parker ...	" "		

SHERWIN DISTRICT.

Greatest whole number belonging to Grammar School969
 Average whole number belonging to Grammar School925
 Entitled to 17 teachers.
 Greatest whole number belonging to Primary Schools.....841
 Entitled to 15 teachers.

NAME.	RANK.	NAME.	RANK.
Frank A. Morse	Sub-master.	Alice T. Kelley	Third Ass't.
Julia F. Long	First Ass't.	Annie E. Walcutt ...	Fourth "
Lucy L. Burgess.....	" "	Mary E. Gardner.....	" "
Elizabeth B. Walton ..	Second "	Martha E. Page.....	" "
Martha A. Smith.....	" "	Anna G. Fillebrown ..	" "
Sarah R. Bonney	" "	Sarah J. Davis.....	" "
Anna B. Carter	Third "	Sarah E. Gould	" "
Harriet A. Lewis	" "	Emma L. Peterson ...	" "
Marian Henshaw.....	" "	Abby E. Ford.....	" "
Isadora Bonney.....	" "	Elizabeth F. Todd....	" "
Frances McDonald....	" "	Maria D. Faxon.....	" "
Louisa Ayer.....	" "	Louise A. Kelley	" "
Lucy J. Mellen	" "	Mary F. Cogswell ...	" "
Caroline K. Nickerson.	" "	Elizabeth A. Sanborn.	" "
Fannie L. Stockman...	" "	Annie H. Berry	" "
E. Elizabeth Boies ...	" "		

SIXTH DIVISION.

ANDREW DISTRICT.

Greatest whole number belonging to Grammar School 613

Average whole number belonging to Grammar School 596

Entitled to 11 teachers.

Greatest whole number belonging to Primary Schools..... 452

Entitled to 8 teachers.

NAME.	RANK.	NAME.	RANK.
Joshua M. Dill	Sub-master.	Esther F. Nichols	Third Ass't.
Elizabeth A. Winward.	First Ass't.	Nellie W. Allen	Fourth "
Henrietta L. Dwyer...	Second "	Mary A. Jenkins	" "
Mary S. Beebe	" "	Estelle B. Jenkins....	" "
Sara W. Barrows.....	Third "	Alice L. Littlefield ...	" "
Martha A. Jackson....	" "	M. Louise Moody	" "
Lucy M. Marsh.....	" "	Lizzie Ordway	" "
Mary E. Perkins.....	" "	Jessie C. Tileston	" "
Frances M. Bell	" "		

BIGELOW DISTRICT.

Greatest whole number belonging to Grammar School848
 Average whole number belonging to Grammar School794
 Entitled to 15 teachers.
 Greatest whole number belonging to Primary Schools.....648
 Entitled to 12 teachers.

NAME.	RANK.	NAME.	RANK.
Fred O. Ellis.....	Sub-master ..	Jennie A. Cheney	Third Ass't.
J. Gardner Bassett....	Usher	Alice Danforth.....	Fourth "
Amelia B. Coe.....	First Ass't...	Abbie B. Kent	" "
Ellen Coe	Second "	Lucy E. T. Tinkham..	" "
Eliza B. Haskell.....	Third "	Ann J. Lyon	" "
Hattie A. Watson	" "	Mary P. Colburn.....	" "
Mary Nichols.....	" "	Lucy E. Johnson.....	" "
Malvena Tenney.....	" "	Tiley A. Bolcom....	" "
Catherine H. Cook....	" "	Emily T. Smith	" "
Lucy C. Bartlett.....	" "	Mary L. Howard.....	" "
Abbie J. Adams.....	" "	Josephine B. Cherring- ton	" "
Lucy R. Cutter	" "	Sarah A. Graham	" "
Ellen L. Wallace.....	" "	Elizabeth G. Bailey...	" "
Harriet A. Clapp.....	" "		

GASTON DISTRICT.

Greatest whole number belonging to Grammar School	479
Average whole number belonging to Grammar School	467
Entitled to 9 teachers.	
Greatest whole number belonging to Primary Schools.....	496
Entitled to 9 teachers.	

NAME.	RANK.	NAME.	RANK.
Lydia Curtis.....	First Ass't.	Elizabeth M. Easton..	Fourth Ass't.
Sarah C. Winn.....	“ “	Mary A. Crosby.....	“ “
Myra S. Butterfield ...	Third “	Maud Stephens.....	“ “
Emogene F. Willett ...	“ “	S. Lila Huckins.....	“ “
Ella R. Wyman.....	“ “	Mary L. Nichols.....	“ “
Fanny Blanchard.....	“ “	Julia A. Evans.....	“ “
Helen A. Shaw	“ “	Carrie W. Haydn.....	“ “
Electa M. Porter	“ “	Frances A. Cornish...	“ “

LAWRENCE DISTRICT.

Greatest whole number belonging to Grammar School.....985
 Average whole number belonging to Grammar School.....924
 Entitled to 18 teachers.
 Greatest whole number belonging to Primary Schools.....1,130
 Entitled to 21 teachers.

NAME.	RANK.	NAME.	RANK.
Delwin A. Hamlin.....	Sub-master.	Ada A. Bradeen.....	Fourth Ass't.
Grenville C. Emery...	Usher.	Lizzie A. McGrath....	“ “
William E. C. Rich....	“	Minnie F. Crosby,....	“ “
Alice Cooper.....	First Ass't.	Amelia McKenzie.....	“ “
Emma P. Hall.....	Second “	Mary G. A. Toland...	“ “
Mary E. H. Ottiwell..	Third “	Hattie L. Rayne.....	“ “
Catharine M. Lynch...	“ “	Maggie J. Leary.....	“ “
Margaret Holmes.....	“ “	Emma F. Gallagher..	“ “
Margaret A. Gleason..	“ “	Ann E. Newell.....	“ “
Margarette A. Moody..	“ “	Ophelia S. Newell....	“ “
Mary A. Conroy.....	“ “	Sarah M. Brown.....	“ “
Mary A. Montague....	“ “	Mary W. Bragdon....	“ “
Abbie C. Burge.....	“ “	Alice W. Baker.....	“ “
Mary A. A. Dolan....	“ “	Elizabeth Crawford ..	“ “
Filena Hurlbutt.....	“ “	Annie M. Connor.....	“ “
M. Louise Gillett.....	“ “	Mary E. T. Shine....	“ “
Hannah E. Burke.....	“ “	Martha S. Damon....	“ “
Lucy M. Cragin.....	Fourth “	Minnie F. Keenan....	“ “
Sarah E. Lakeman....	“ “		

LINCOLN DISTRICT.

Greatest whole number belonging to Grammar School.....660
 Average whole number belonging to Grammar School.....622
 Entitled to 12 teachers.
 Greatest whole number belonging to Primary Schools.....386
 Entitled to 7 teachers.

NAME.	RANK.	NAME.	RANK.
Henry H. Kimball.....	Sub-master.	Silence A. Hill.....	Third Ass't.
John F. Dwight.....	Usher.....	Carrie L. Vose.....	“ “
Margaret J. Stewart...	First Ass't.	Mary E. Powell.....	Fourth “
Mary E. Balch.....	Second “	Laura J. Gerry.....	“ “
Sarah M. Tripp	Third “	Mary E Perkins	“ “
Vodisa J. Comey.....	“ “	Ella M. Warner.....	“ “
Sarah A. Curran.....	“ “	Susan Hutchinson.....	“ “
Annie C. Littlefield....	“ “	Mary H. Faxon	“ “
Lavinia B. Pendleton ..	“ “	Fannie G. Patten.....	“ “
Mary A. H. Fuller	“ “		

NORCROSS DISTRICT.

Greatest whole number belonging to Grammar School.....739
 Average whole number belonging to Grammar School.....679
 Entitled to 13 teachers.
 Greatest whole number belonging to Primary Schools.....388
 Entitled to 7 teachers.

NAME.	RANK.	NAME.	RANK.
Mary J. Fennelly.....	First Ass't.	Emma F. Crane.....	Third Ass't.
Fiducia S. Wells.....	“ “	Mary R. Roberts.....	“ “
Sarah A. Gallagher....	Second “	Nellie J. Cashman....	Fourth “
Juliette Wyman.....	“ “	Sarah V. Cunningham.	“ “
Juliette Smith.....	“ “	Mary K. Davis.....	“ “
Miranda A. Bolcom ..	Third Ass't.	Fannie W. Hussey.....	“ “
Mary E. Downing.....	“ “	Abbie C. Nickerson....	“ “
Emma L. Eaton.....	“ “	Ellen T. Noonan.....	“ “
Harriet E. Johnston....	“ “	Lucinda Smith.....	“ “
Maria L. Nelson.....	“ “		

SHURTLEFF DISTRICT.

Greatest whole number belonging to Grammar School759

Average whole number belonging to Grammar School706

Entitled to 14 teachers.

Greatest whole number belonging to Primary Schools376

Entitled to 7 teachers.

NAME.	RANK.	NAME.	RANK.
Anna M. Penniman....	First Ass't.	Harriet S. Howes.....	Third Ass't.
Ellen E. Morse	" "	Jane S. Bullard.....	" "
Abbie S. Hammond ...	Second "	Marion W. Rundlett...	" "
Emeline L. Tolman ...	" "	Edith A. Pope	" "
Martha E. Morse	" "	Ella R. Johnson.....	Fourth "
Margaret T. Pease ...	Third "	Lucy A. Dunham.....	" "
Catherine A. Dwyer...	" "	Mary E. Morse	" "
Eliza F. Blacker.....	" "	Julia F. Baker.....	" "
Sarah L. Garrett.....	" "	Alice G. Dolbeare	" "
Roxanna N. Blanchard.	" "	Alice C. Ryan	" "

SEVENTH DIVISION.

COMINS DIVISION.

Greatest whole number belonging to Grammar School837
 Average whole number belonging to Grammar School747
 Entitled to 16 teachers.
 Greatest whole number belonging to Primary Schools967
 Entitled to 17 teachers.

NAME.	RANK.	NAME.	RANK.
H. H. Gould	Sub-master.	Penelope G. Hayes....	Fourth Ass't.
Julia Scribner	First Ass't.	Sarah E. Haskins	" "
Lillie E. Davis.....	" "	Helen P. Hall	" "
Martha A. Cummings..	" "	Sarah B. Bancroft	" "
Sarah E. Lovell.....	Second "	Carrie M. Brackett....	" "
Almira W. Chamberline	" "	Lizzie A. Colligan	" "
Julia A. C. Gray.....	Third "	Isabel Thacher	" "
Annetta F. Armes....	" "	Lizzie F. Johnson.....	" "
Kate M. Murphy.....	" "	Adaline Beale	" "
Charlotte P. Williams.	" "	Caroline D. Putnam...	" "
Adelina May.....	" "	Carrie J. Harris	" "
Emma E. Towle	" "	Mary J. Backup	" "
Emily Swain.....	" "	Delia T. Killian.....	" "
Delia M. Upham	" "	Elizabeth P. Brewer ..	" "
Caroline A. Gragg	" "	Mary E. Crosby	" "
Rebecca Morrison.....	" "	Anna R. McDonald ...	" "
Annie E. Clark	Fourth "		

DEARBORN DISTRICT.

Greatest whole number belonging to Grammar School.....947
 Average whole number belonging to Grammar School.....880
 Entitled to 17 teachers.
 Greatest whole number belonging to Primary Schools.....962
 Entitled to 17 teachers.

NAME.	RANK.	NAME.	RANK.
Harlan P. Gage.....	Sub-master.	Mary F. Neale.....	Fourth Ass't.
L. Anna Dudley.....	First Ass't.	Abbie L. Baker.....	“ “
Philena W. Rounseville	“ “	Clarabel E. Chapman.	“ “
Martha D. Chapman ..	Second “	Mary K. Wallace.....	“ “
Helen F. Brigham.....	“ “	Mary M. Sherwin.....	“ “
Frances L. Bredeen...	“ “	Elizabeth E. Backup..	“ “
Cynthia G. Melvin ...	Third “	Emily M. Pevear.....	“ “
Sarah H. Hosmer.....	“ “	Flora J. Cutter.....	“ “
Anne M. Backup.....	“ “	Clara F. Conant.....	“ “
Bell J. Dunham.....	“ “	Anna M. Balch.....	“ “
Lizzie M. Wood.....	“ “	Susan F. Rowe.....	“ “
Elizabeth R. Wallis ...	“ “	Ellen M. Oliver.....	“ “
Phebe H. Simpson ...	“ “	Mary E. Nason.....	“ “
Elizabeth E. Stafford..	“ “	Ada L. McKean.....	“ “
Josephine A. Keniston.	“ “	Annie M. Croft.....	“ “
Mary F. Walsh.....	“ “	Louise D. Gage.....	“ “
Louise M. Epmeyer ...	“ “	Kate A. Nason.....	“ “

DUDLEY DISTRICT.

Dudley School for Boys.

Greatest whole number belonging to Grammar School467
 Average whole number belonging to Grammar School453
 Entitled to 8 teachers.
 Greatest whole number belonging to Primary School429
 Entitled to 8 teachers.

NAME.	RANK.	NAME.	RANK.
Henry L. Clapp.....	Usher.	Anna M. Stone	Fourth Ass't.
Susie C. Lougee	First Ass't.	S. Louisa Durant	" "
Harriet E. Davenport .	Second "	Henrietta M. Wood ...	" "
Ruth H. Brady	Third "	Emma L. B. Hintz....	" "
Emmeline E. Torrey ..	" "	Ella T. Jackson.....	" "
Mary H. Cashman.....	" "	Celia A. Scribner	" "
Frances M. Davis.....	" "	Mary E. Watson.....	" "
Lucette S. James	" "		

Dudley School for Girls.

Greatest whole number belonging to Grammar School348
 Average whole number belonging to Grammar School317
 Entitled to 6 teachers.

NAME.	RANK.	NAME.	RANK.
Dora A. Pickering	First Ass't.	Mary L. Gore	Third Ass't.
Jane S. Leavitt.....	Second "	Mary S. Sprague.....	" "
Eliza Brown.....	Third "	Mary C. Whippey.....	" "

LEWIS DISTRICT.

Greatest whole number belonging to Grammar School664
 Average whole number belonging to Grammar School605
 Entitled to 12 teachers.
 Greatest whole number belonging to Primary Schools.....605
 Entitled to 11 teachers.

NAME.	RANK.	NAME.	RANK.
Charles F. King	Sub-master.	Joanna Monroe	Fourth Ass't.
Sarah E. Fisher	First Ass't.	Alice C. Pierce	“ “
Eunice C. Atwood	“ “	Frances N. Brooks.....	“ “
Amanda Pickering.....	Second Ass't.	Mary E. Deane	“ “
Emily B. Eliot	“ “	Helen Crombie	“ “
Mary D. Chamberlain..	Third “	Mary F. Baker	“ “
Henrietta M. Young ...	“ “	Maria L. Burrill	“ “
Louisa J. Hovey.....	“ “	Fanny H. C. Bradley..	“ “
Susan A. Dutton	“ “	Eloise B. Walcutt.....	“ “
H. Amelia Smith	“ “	Almira B. Russell.....	“ “
Elizabeth Gerry	“ “	Florence L. Shedd	“ “
Sarah H. Robbins	“ “		

LOWELL DISTRICT.

Greatest whole number belonging to Grammar School560
 Average whole number belonging to Grammar School530
 Entitled to 10 teachers.
 Greatest whole number belonging to Primary Schools.....567
 Entitled to 10 teachers.

NAME.	RANK.	NAME.	RANK.
George T. Wiggin.....	Usher	Jeannie B. Lawrence..	Fourth Ass't.
Eliza C. Fisher.....	First Ass't.	Ellen H. Holt.....	“ “
E. Josephine Page.....	Second “	Emma M. Waldock ..	“ “
Susie E. Chapman.....	Third “	Helen O. Wyman.....	“ “
Anna L. Hudson	“ “	Sarah P. Blackburn ..	“ “
Susan G. B. Garland ..	“ “	Mary J. Capen	“ “
Mary A. Cloney.....	“ “	Alice M. May	“ “
Mary F. Cummings....	“ “	M. Ella Mulliken.....	“ “
Rebecca Coulter	“ “	Isabel Shove.....	“ “
O. Augusta Welch.....	“ “		

EIGHTH DIVISION.

ALLSTON DISTRICT.

Greatest whole number belonging to Grammar School.....	354
Average whole number belonging to Grammar School.....	340
Entitled to 6 teachers.	
Greatest whole number belonging to Primary Schools.....	270
Entitled to 5 teachers.	

NAME.	RANK.	NAME.	RANK.
Persis B. Swett.....	First Asst.	Clara Hooker.....	Fourth Asst.
Sara F. Boynton.....	Second "	Anna M. Farrington..	" "
Mary F. Child.....	Third "	Emma F. Martin.....	" "
Laura E. Viles.....	" "	Kate McNamara.....	" "
Alice A. Swett.....	" "	Adelaide C. Williams..	" "
Mary J. Cavanagh.....	" "		

BENNETT DISTRICT.

Greatest whole number belonging to Grammar School.....	322
Average whole number belonging to Grammar School.....	296
Entitled to 6 teachers.	
Greatest whole number belonging to Primary Schools.....	217
Entitled to 4 teachers.	

NAME.	RANK.	NAME.	RANK.
Melissa Abbott.....	Second Asst.	Jeannie Bates.....	Third Ass't.
Anna Leach.....	" "	Fannie W. Currier...	Fourth "
Harriet M. Boit.....	Third "	Charlotte Adams.....	" "
Annie M. Hotchkiss...	" "	Emma P. Dana.....	" "
Emma F. Chesley.....	" "	Nellie A. Hoar.....	" "

CENTRAL DISTRICT.

Greatest whole number belonging to Grammar School351
 Average whole number belonging to Grammar School.....323
 Entitled to 6 teachers.
 Greatest whole number belonging to Primary Schools181
 Entitled to 4 teachers.

NAME.	RANK.	NAME.	RANK.
Mary A. Gott.....	First Ass't.	Emily A. Hanna	Third Ass't.
Clara J. Reynolds.....	Second "	Mary E. Brooks	Fourth "
Martha M. Sias.....	Third "	Annie P. Burton.....	" "
Victoria M. Goss	" "	Mary E. Tufts.....	" "
M. E. Stuart.....	" "		

CHARLES SUMNER DISTRICT.

Greatest whole number belonging to Grammar School219
 Average whole number belonging to Grammar School213
 Entitled to 4 teachers.
 Greatest whole number belonging to Primary Schools254
 Entitled to 5 teachers.

NAME.	RANK.	NAME.	RANK.
Lottie B. Hall	Second Ass't.	Ella F. Hancock.....	Fourth Ass't.
Fanny Ashenden.....	Third "	Sarah Ashenden	" "
Elvira L. Austin	" "	Ella F. Howland.....	" "
Fannie H. Wiswall....	" "	Angie P. Nutter	" "
Ellen B. De Costa.....	Fourth "		

HILLSIDE DISTRICT.

Greatest whole number belonging to Grammar School	314
Average whole number belonging to Grammar School	282
Entitled to 6 teachers.	
Greatest whole number belonging to Primary Schools	199
Entitled to 4 teachers.	

NAME.	RANK.	NAME.	RANK.
Amy Hutchins	Second Ass't.	Ida M. Metcalf.....	Third Ass't.
Mary E. Very	“ “	Margaret E. Winton ..	Fourth “
Alice B. Stephenson...	Third “	Anna M. Call	“ “
Emily H Maxwell	“ “	Jennie A. Eaton.....	“ “

MOUNT VERNON DISTRICT.

Greatest whole number belonging to Grammar School	151
Average whole number belonging to Grammar School	147
Entitled to 3 teachers.	
Greatest whole number belonging to Primary Schools	112
Entitled to 3 teachers.	

NAME.	RANK.	NAME.	RANK.
Emily M. Porter	Second Ass't.	Ann M. Harper	Fourth Ass't.
Helen C. Steele	Third “	Ada F. Adams.....	“ “
Emma J. Fossett.....	“ “		

NINTH DIVISION.

DORCHESTER-EVERETT DISTRICT.

Greatest whole number belonging to Grammar School425
 Average whole number belonging to Grammar School401
 Entitled to 8 teachers.
 Greatest whole number belonging to Primary Schools333
 Entitled to 6 teachers.

NAME.	RANK.	NAME.	RANK.
George M. Fellows....	Usher.	Maud M. Clark.....	Fourth Ass't.
Mary F. Thompson ...	First Ass't.	Cora L. Etheridge	“ “
Helen M. Hills	Second “	Annie W. Ford.....	“ “
Sara M. Bearse.....	Third “	Matilda Mitchell.....	“ “
Anna M. Foster.....	“ “	Annie F. Ordway.....	“ “
Henrietta A. Hill	“ “		
M. Rosalia Merrill	“ “		
Clara J. Doane	“ “		

GIBSON DISTRICT.

Greatest whole number belonging to Grammar School.....	298
Average whole number belonging to Grammar School.....	271
Entitled to 5 teachers.	
Greatest whole number belonging to Primary Schools	238
Entitled to 4 teachers.	

NAME.	RANK.	NAME.	RANK.
Ida L. Boyden.....	Second Ass't.	Emily L. Brown.....	Fourth Ass't.
Ella S. Wales	“ “	Ella Whittredge.....	“ “
Charlotte E. Baldwin..	Third “	Edna Gleason	“ “
Mary I. Roper.....	“ “	Hannah E. Pratt	“ “
Emma R. Gragg	“ “	Nelly G. Sanford.....	“ “

HARRIS DISTRICT.

Greatest whole number belonging to Grammar School.....	250
Average whole number belonging to Grammar School.....	225
Entitled to 4 teachers.	
Greatest whole number belonging to Primary Schools.....	142
Entitled to 3 teachers.	

NAME.	RANK.	NAME.	RANK.
Ann Tolman.....	Second Ass't.	Marion B. Sherburne.	Fourth Ass't.
E. Maria Harriman...	Third “	Elizabeth A. Flint....	“ “
Elizabeth P. Boynton..	“ “	Cora F. Plummer	“ “
Almy C. Plummer....	“ “		

MATHER DISTRICT.

Greatest whole number belonging to Grammar School.....352
 Average whole number belonging to Grammar School.....319
 Entitled to 6 teachers.
 Greatest whole number belonging to Primary Schools.....266
 Entitled to 5 teachers.

NAME.	RANK.	NAME.	RANK.
Lucy J. Dunnels.....	Second Ass't.	Ella L. Howe.....	Fourth Ass't.
Olive S. Boothby.....	Third “	M. Esther Drake.....	“ “
Mary C. Jacobs.....	“ “	Louisa P. Smith.....	“ “
Annie L. Jenkins.....	“ “	Mary P. Pronk.....	“ “
S. Kate Shepard.....	“ “	Mary A. Lowe.....	“ “
Annette Glidden.....	“ “		

MINOT DISTRICT.

Greatest whole number belonging to Grammar School.....252
 Average whole number belonging to Grammar School.....230
 Entitled to 5 teachers.
 Greatest whole number belonging to Primary Schools.....180
 Entitled to 4 teachers.

NAME.	RANK.	NAME.	RANK.
Isabel F. P. Emery....	Second Ass't.	Katherine M. Adams..	Third Ass't.
Mary E. Glidden.....	Third “	Angelina A. Brigham..	Fourth “
Sophia W. French	“ “	Mary J. Pope	“ “
Ellen M. S. Treadwell.	“ “	S. Maria Elliott	“ “

STOUGHTON DISTRICT.

Greatest whole number belonging to Grammar School.....	254
Average whole number belonging to Grammar School.....	246
Entitled to 5 teachers.	
Greatest whole number belonging to Primary Schools.....	129
Entitled to 2 teachers.	

NAME.	RANK.	NAME.	RANK.
Elizabeth H. Page.....	Second Ass't.	Carrie F. Melville	Third Ass't.
Margaret E. Whittemore	Third " "	Esther S. Brooks	Fourth " "
Ellen E. Burgess.....	" "	Julia B. Worsley.....	" "
Elizabeth J. Stetson...	" "		

TILESTON DISTRICT.

Greatest whole number belonging to Grammar School.....	77
Average whole number belonging to Grammar School.....	66
Entitled to 1 teacher.	
Greatest whole number belonging to Primary Schools.....	45
Entitled to 1 teacher.	

NAME.	RANK.	NAME.	RANK.
Martha A. Baker.....	Third Ass't.	Elizabeth S. Fisher...	Fourth Ass't.

SCHOOL DOCUMENT NO. 10.

EXPENDITURES FOR THE PUBLIC SCHOOLS.

R E P O R T

OF THE

COMMITTEE ON ACCOUNTS.



BOSTON :
ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1878.

REPORT.

BOSTON, June 1, 1878.

In conformity with the regulations of the School Board, the Committee on Accounts herewith present the Report of Expenditures for the Public Schools, for the financial year 1877 and 1878, it being their Tenth Annual Report in regular order.

In addition to the expenditures authorized by the School Board and all expenses chargeable to the appropriations granted to the School Committee, there have been added the expenditures made by the City Council through its Committee on Public Buildings, thus presenting a complete report of all the expenditures for the Public Schools during the last financial year.

The expenditures made by direction of the School Board and City Council are as follows:—

School Board.

Salaries of School Instructors	\$1,157,746 09
Salaries of officers, clerks, and messengers	58,035 94
Salaries of janitors	75,109 93
Fuel, gas, and water	53,321 70
Printing, text-books, and supplies	111,474 08

City Council.

Furniture, masonry, carpentry, roofing, heating, etc.	126,428 35
Total	<u>\$1,582,116 09</u>

The average number of pupils belonging to all the schools, 47,212. The average cost per pupil, \$33.51.

Your committee, under the various headings of High Schools, Grammar Schools, and Primary Schools, have given a brief history of each school or district, and the expenditures of each grade. This plan was adopted at the earnest request of the masters of the schools, a committee of whom presented the subject for consideration. It has been found to give better satisfaction than when each school was placed in contrast with the others in regard to general expenditures. The committee also present the cost of land and buildings as originally made and as at present estimated, as follows:—

The original cost of the buildings used for	
High Schools	\$602,000 00
The original cost of the land for the same .	154,000 00
	<hr/>
Total	<u>\$756,000 00</u>
	<hr/>
The assessed value of the buildings at the	
present time	\$537,456 00
The assessed value of the land at the pres-	
ent time	385,344 00
	<hr/>
Total	<u>\$922,800 00</u>
	<hr/>
The original cost of the buildings used for	
Grammar and Primary Schools	\$3,808,000 00
The original cost of the land for the same .	1,109,000 00
	<hr/>
Total	<u>\$4,917,000 00</u>
	<hr/>
The assessed value of the buildings at the	
present time	\$4,556,757 00
The assessed value of the land at the pres-	
ent time	1,821,943 00
	<hr/>
Total	<u>\$6,378,700 00</u>
	<hr/>

The smallest, under the care of a Principal : —

Central	.	.	.	.	.	.	.	505
Mather	.	.	.	.	.	.	.	535
Allston	.	.	.	.	.	.	.	553

A question which often presents itself for consideration in connection with the size of the several schools, is "Are the responsibilities attendant upon the education of the pupils of these schools so nearly the same, that we are justified in paying equal salaries to the Principals?" While it is undoubted that each school should have the same appliances and apparatus for instruction of the pupils, and should have instructors of corresponding ability, the question is one of importance, in relation to expenditures, which should receive careful attention.

The whole number of teachers upon the rolls during the past year was 1,268, of which number 1,112 were permanently employed in regular classes. During the past year there were 99 new appointments and 79 resignations.

The Evening Schools, commencing in October and ending in March, have a regular session of some 130 evenings. The number of pupils in regular attendance was 1,390. The number belonging is very much larger, but the attendance, not being enforced, becomes irregular, from a variety of circumstances over which the teachers have no control. Changes have been made in the regulations affecting these schools, which will have an important bearing in their management hereafter. The time of closing has been changed to one month earlier, and the number of pupils authorizing the establishment of a school or class fixed at 30. These several changes will reduce the expense considerably and conduce to more effective work. The schools have done and are doing a great good, and are of value to the community, rendering a full equivalent in results for the expense, time, and labor given to them.

The supplies furnished to these schools are all free, except to the Drawing and Evening High Schools. The materials used in the latter schools are sold to the pupils at cost, and the amount so received paid to the City Treasurer. The amount returned last year from this source was \$793.62.

The books, slates, and materials used in the regular evening classes are generally those which have been displaced in the day schools by the introduction of new books. When purchases are made, old editions are secured at reduced prices. These books are collected at the end of each term, sorted, and the worthless replaced; they are then arranged for the next term.

The committee include in this report the amounts appropriated by the City Council for the years 1877 and 1878, together with the amounts drawn each month, and charged to these appropriations. The aggregate amount expended is subdivided, showing the cost of the more important articles.

The largest expenditures were made for the following items: —

By the School Board: —

Salaries (instructors, officers, and janitors)	\$1,290,891 96
Gas and fuel	44,627 70
Books for indigent children	42,286 79
Printing and postage	14,327 71
Stationery	11,012 18

By the Public Building Committee: —

Heating apparatus	21,805 20
Carpentry	19,573 54
Masonry	16,438 14
Furniture	11,712 87

The committee, in previous reports, have repeatedly called the attention of the Board to the large expenditure for books for indigent children. As they have stated, they are unable to limit or contract this expenditure. The law *obliges the city to furnish a book to every child who will not or can not get one.* It is true it allows the city to collect the amount on the tax-bill of the parent or guardian. This has been *tried* and found to be practically impossible.

Your committee are aware that many books are furnished that could be purchased by those receiving them; but under the law they are powerless to act. The times are exceptionally hard, and many parents have found it difficult to obtain the means of subsistence.

Your committee believe that in no other way than in furnishing the books free to all the pupils, can this expense be limited, and justice rendered to all. The committee base no argument on the fact that these books are purchased by the city at prices far below the possibilities of the pupils; but they cannot help feeling that the purchase at *any* price is a hardship, in these times, to which the poor can ill afford to submit, and is a reason for their dropping the burden upon the School Board. They believe that, under a fixed rule, all the books can be supplied at very nearly the same expense as is now attendant upon the furnishing of books to indigent pupils; and masters and teachers will be relieved from the loss of time and the innumerable vexatious delays consequent upon the starting of new classes.

The committee on the Annual School Report of last year, after a patient examination of the subject, unanimously reported in favor of furnishing books free to all the pupils. This, together with other reports and documents bearing upon the matter, brought the subject so forcibly to the attention of the Committee on Public Instruction of the City Council that, of their own accord, they unanimously voted to request of the City Council a sum sufficient to make the trial in the

Primary Schools. This appropriation of \$4,500 received the approval of the Committee on Finance, and was voted by the City Council. The committee hope to record in their next report its complete success.

The number of pianos in all the schools is 129 ; 84 square and 45 semi and full grand, of the manufacture of Messrs. Chickering & Sons, Hallet, Davis & Co., H. F. Miller & Co., J. W. Brackett & Co., and Hallet & Cumston. Each piano is supplied with a suitable covering and stool ; while, in addition to the same, each school-room is furnished with a music-chart.

Last May, owing to the decease of the former tuner of pianos for the city, the contract for the tuning and small repairs was awarded to the Management of the Blind Asylum of South Boston. The committee were not unanimous in this selection : it seemed to some of them to be of doubtful expediency ; while they did not question the ability of the blind people to correctly tune an instrument, — a matter depending upon the ear, — they did not feel that they were as fully capable of judging the need of small repairs constantly required by instruments submitted to such hard usage as the pianos in our schools. They also believed that, should they be obliged from these circumstances to transfer the contract to other parties at the end of the year, it would be a matter of great regret to all concerned, and work to the injury of the Asylum. The contract, however, was awarded, the Management assuming the responsibilities cheerfully and with a full knowledge of their importance. At the end of the year their work received the unanimous approval of the music instructors, and the approbation of the committee. As an evidence of their entire satisfaction, the contract was again awarded to them at the same price.

The committee have added to this report the estimates for the present financial year, prepared and presented to the City Auditor in February last, in accordance with the Rules

of the Board. The Committee on Public Instruction approved the same, as follows: "The committee have been informed by the City Solicitor that, so far as regards the salaries of teachers, their only function is a purely advisory one, and that the only action they can take is either to approve the estimates so submitted or to recommend the closing of the schools. They therefore respectfully report to the City Council the request of the School Committee with their general approval."

The Committee on Finance of the City Council, however, reduced the estimate \$70,064, authorizing the City Auditor to transfer from either of the School Appropriations such amounts as would serve to balance. These estimates your committee had reduced from those of the previous year, \$49,736, showing an aggregate reduction in the last three years of \$143,836, without the additional reduction as made by the Committee on Finance of the City Council. Unless changes involving the reduction of expenses are made, your committee will not have the means to carry on the schools without reporting a deficit to the Board.

In the meetings of the School Committee, March 12 and 26, the following were adopted as amendments to the Rules and Regulations:—

The Committee on Accounts shall consider and report upon all propositions requiring the expenditure of money, before the final action of the Board, except such as may be submitted by the Committees on Salaries and Text-Books, and such as are included in the duties of the Committee on Supplies.

They shall consider all propositions to establish or to change the salaries of all persons, except janitors, in the service of the Board; or to pay for extra services in teaching; and shall report upon them in writing before they are acted upon by the Board. At the last meeting in June of each year they shall report to the Board a full schedule of salaries of the instructors, as herein provided, for the ensuing school year.

They shall audit all pay-rolls of salaries and all bills of expenditure

authorized by the Board or its committees, and make requisition on the City Auditor, each month, for the payment of such as they have approved.

They shall, in conference with the Committee on Supplies, prepare and present to the City Auditor, before the fifteenth day of February, annually, an estimate of the expenses of the public schools for the next financial year.

They shall make out bills for tuition of non-resident pupils attending the public schools, and transmit the same to the City Collector for collection.

The Auditing Clerk shall be present at all meetings of the committee, certify to the correctness of the accounts, and render such clerical assistance as may be required. Annually, at the close of the financial year, he shall submit, in detail, an account of the expenditures for the past year, and this committee shall submit the same in a report to the Board in June of each year.

This committee shall appoint the janitors for the several school-houses, make such rules as they may deem necessary for their government, and fix their compensation; and may discharge them, subject to the approval of the Board. The compensation of janitors shall be in full for all services rendered.

The Committee on Supplies shall have exclusive authority in furnishing all materials used by the Board, its officers, or the public schools. They shall have exclusive power to authorize such expenditures, except it be for salaries, as may be required in teaching such branches of study as have been adopted by the Board, not exceeding the several amounts appropriated for the same.

They shall, if it be deemed expedient, annually advertise for proposals, and contract with responsible parties, to furnish the text-books necessary to carry out the provisions of the General Statutes, Chap. 38, Sects. 29 and 30, and shall see that the provisions are fully complied with.

They shall have the supervision of all printing, and furnish such as may be required by the Board, its officers, or the public schools, except such as may be otherwise provided for; and all documents and reports, unless it be otherwise ordered, shall be limited to four hundred copies.

They shall have the custody and management of all property belonging to the city which is held by this Board, and shall authorize such expenditures as may be necessary for the care and protection of the same.

The Auditing Clerk shall attend all meetings of this committee, shall

record their transactions, and render such assistance as shall be required. Annually, in the month of May, he shall submit, in detail, an account of the articles purchased and furnished to the several grades of schools, as well as of the material on hand; and annually, in the month of June, the committee shall submit the same in a report to the Board.

They shall give written authority to the Auditing Clerk to submit to the Committee on Accounts such bills as are correct and duly authorized.

This subject had been before the Board for more than two years; and while, in the opinion of many members, the changes proposed and adopted were not necessary, from the nature of the work and the performance of the same, it still seemed to some members that from year to year the work which devolved on the Committee on Accounts, as the committee in charge of the business department of the Board, had grown so large that it might be well to divide its labors and place a distinct portion of the same upon another committee. The necessity of this was not so apparent to your committee, knowing so well that the work was the same in character and discharged in the same manner as in any and every department of the City Government. But they acquiesced in the report of the committee, being willing to give the new régime a fair and generous trial. The committee deem it proper at this time, in view of the fact that this report is their last as a committee having charge of the entire work, to briefly give an account of their labors for nearly twelve years, beginning with the organization of the department, and advancing step by step, to its present growth and importance.

In 1866 the Committee on Rules and Regulations reported to the School Board the necessity of establishing a department for the care and management of its finances, viz. : pay-rolls, supplies, payments, and the custody of the property of the School Board. The Committee on Accounts were authorized to employ a clerk, styled Auditing Clerk, and were given

the sole authority to purchase and supply all articles or materials required by the Board, its officers, or the public schools. The committee organized in 1867, with Alvan Simonds as chairman. The work was thoroughly canvassed, and a systematic plan adopted for its performance. Books and material needed had been supplied by publishers and dealers, on the request of teachers and others authorized to use them. No regular system was known, and no account kept of what went into the schools or what was paid for, except the receipted bills in the Auditor's office. The firm supplying the largest part of the books and materials used in the schools, Messrs. Brewer & Tileston, for their own protection, printed, at their expense, requisitions on which was written what was wanted and the delivery of the same was receipted for by the teacher. All this was immediately changed. Printed requisitions, drawn on the Auditing Clerk, were sent to the masters of the High and Grammar Schools and to the teachers of the Primary Schools. When articles were wanted, a requisition was forwarded to the clerk, and, if approved by the committee, they were immediately supplied. The bills, when received for payment, if approved, were entered on a journal, and the several items charged to the schools or teachers having them, and the requisitions filed away as vouchers for such payments. In 1869 the committee made their first report, embracing the expenditures for 1868; showing in detail what was purchased, and what delivered to the schools. In the following year the committee, desirous of limiting the expense for books for poor children, collected from all the schools the names of the parents and guardians of the children receiving books, with their residences, the names of the books given to the children, and the prices of the same. It was found that 15,646, out of about 35,000 pupils, used city books. After a controversy with the Board of Assessors for the collecting of this money, it was given up as a hopeless case. During

this year a beginning was made in purchasing stock of manufacturers and publishers and delivering it from the rooms of the School Committee. A great saving was made by this process, and this manner of buying has been continued until nearly all the supplies required for the schools are purchased and carried in stock. At this time an assistant was furnished to the Auditing Clerk, he having been required, in addition to his other duties, to visit the schools and report on the condition of the material supplied and the permanent property in use. In 1870 Mr. Simonds, having held the position for three years, was succeeded by Mr. Wm. B. Merrill, as chairman of the committee, Mr. Simonds having failed of a reëlection, — a great loss to the committee and to the School Board. Mr. Merrill, as a merchant of large experience and great wealth, was peculiarly fitted for the important position of chairman of this committee. During the six years of his chairmanship a large room in a Primary-school building at the South End was fitted up for the receiving of goods purchased; another in Phillips street, at the West End, for the keeping of books, slates, and materials, either displaced by action of the Board, or no longer fitted for use in the day-schools. This material was carefully sorted, and the greater portion of it served each winter for the supply of the evening schools. Two additional assistants were now furnished, one for services at the store-room, and the other as a book-keeper. The Board, May 14, 1872, passed an order that all the material required for use in the schools, including drawing and writing books, should be furnished to the pupils, so that scholars should be compelled to purchase only text-books. This necessitated a tariff, which was drawn up with care, after consultation with masters and teachers. This tariff, with a few subsequent amendments, was as follows: —

TARIFF OF SUPPLIES FURNISHED THE HIGH AND GRAMMAR SCHOOLS
FROM MAY 1, 1873, TO MAY 1, 1874.

- Writing-books, 3 to each pupil.
 Drawing-books, 3 to every two pupils.
 Manilla covers for writing-books, 1 to each pupil.
 Examination-paper, practice-paper, or cap paper, as preferred, in amount 1 ream to every 100 pupils.
 Letter paper, 1 ream to every 100 pupils.
 Note paper, 2 reams to every 100 pupils.
 Composition books, High Schools 3 to each pupil.
 Composition books, Grammar Schools 25 to every 100 pupils.
 Blank books for spelling, 25 to every 100 pupils.
 Pens, 5 gross to every 100 pupils, of either Gillott's 303, 404, Easterbrook's 333, Philadelphia School Pen, Double Elastic Pen, Excelsior, or Universal School Pen.
 Penholders, 50 to every 100 pupils.
 Pencils for drawing, either Faber, F. & H., or American Lead, F. & H., 2 to each pupil.
 Medium pencils for ordinary work, 2 to each pupil.
 Rubber, Faber, No. 60, 2 pieces to each pupil.
 Map drawing, 10 quarto sheets Bristol board to every 100 pupils.
 Paper for the same, 1 quarto sheet to each pupil.
 Slates, 25 to every 100 pupils.
 Miscellaneous articles furnished when necessary:—
 Ink, chalk, slate-pencils, recitation-cards, black-board erasers, ink-stands and racks, record-books, truant-books, the various school-cards and envelopes.

The following, as may be required, in accordance with the Rules of the Board:—

Reference-books, philosophical apparatus, instruments, globes, maps, and charts.

It is the desire and intention of the committee, when practicable, to furnish the best material for the purpose; in pursuance of this course they have consulted with the Superintendent regarding pens and paper, and with the Art Instructor regarding materials for drawing. These articles will be furnished upon the basis of the number of children in each school January 31st. The various items and the distribution of the same have been carefully examined, and are approved by the committee. All cause for dissatisfaction or suggestion should be addressed

to the clerk, and will be acted upon by the committee at their next meeting.

In accordance with the provisions of the order under which these supplies are furnished, the pupils cannot be obliged to purchase any school material, excepting text-books, unless it be for unnecessary waste.

Supplies will be delivered to the schools on the following days: East Boston, Mondays; South Boston, Tuesdays; Boston proper, Thursdays; Roxbury and Dorchester, Fridays, excepting from the 18th day to the 26th day of every month. Office hour of the clerk, from 12.30 to 1.30.

GEO. A. SMITH, *Auditing Clerk.*

PRIMARY SCHOOLS.

Charts, tablets, and slates will be furnished once in four years, if deemed necessary by the committee, and the following articles as often as may be required: slate-pencils, chalk, cards, black-board erasers, ink, stationery, and drawing materials.

All articles required in the Primary Schools must be asked for by the teacher needing them, that a record may be kept of the same.

Supplies will be delivered to the schools on the following days: East Boston, Mondays; South Boston Tuesdays; Boston proper, Thursdays; Roxbury and Dorchester, Fridays, excepting from the 18th day to the 26th day of every month. Office hour of the clerk, from 12.30 to 1.30.

GEO. A. SMITH, *Auditing Clerk.*

The system as then adopted, with few amendments, continues to this day. Material when authorized, by the committee, was purchased and sent to the store-room, received by the store-room clerk, and a voucher given for the same. Upon presentation of the bill, the clerk marked to the receipt of the goods, the Auditing Clerk certified to the correctness of the bill, and the committee approved the same as duly authorized. The bill was then entered on the journal. The orders or requisitions received from masters or teachers, when allowed, were sent to the store-room. A transcript of each order, when filled, was entered upon a tariff book, the order then filed away as a voucher

for the delivery of the goods. Each separate line of goods was labelled, with a printed list of the schools, and the delivery of any portion of the same duly marked on the list. Each week a second clerk, with the original vouchers as a guide, attested the accuracy of this work; and each month the book-keeper charged the amount to the several schools, the lists being changed for that purpose.

Three times a year stock was taken by the book-keeper and the store-room clerk, and a statement of balances reported to the committee. During the administration of Mr. Merrill, the contract-system for the purchase of supplies, more especially books, was discarded. The work having grown to be so large from the increased number of schools, by reasons of annexation, it was found that, by judicious management, many thousand dollars could be saved, by purchasing of publishers, manufacturers, etc. The City of Boston was the first to induce publishers to allow agents' prices to a consumer, and, for a long time, stood without an equal in the country for the discounts received on its purchases as a consumer. Its equals at the present time are isolated ones, and it has no superior. This is not the work of a moment, but it is due to experience, a constant knowledge of varying prices, and an acquaintance with manufacturers and their methods of dealing. Added to this are the facts that the use of a book or article of manufacture, by the schools of Boston, is an advertisement of great value to a publisher or manufacturer, and that Boston's financial credit is undoubted. A schedule of all the property in the schools is kept from year to year, and the wear and tear provided for. On the reorganization of the School Board in 1876, Mr. Merrill not being a member of the new Board, the present chairman, having been a member of this committee for nearly ten years, was appointed to the position, and has held it ever since. The Board has always recognized the important work intrusted to this committee; and,

some of its ablest members have been assigned to its work. On the appointment of the Committee on Supplies an order was passed that they should commence their work May 1, 1878. At that time an account of stock was taken, the books balanced, and the work transferred to that committee. A sub-committee of the Committee on Supplies was appointed to examine into the stock and accounts, and authorized to receipt for the same, if found correct. This sub-committee, with the chairman of the Committee on Supplies as chairman, examined the work and receipted for the books and material on hand, as per detailed account, amounting in the aggregate to \$32,417.76.

This receipt concludes the work of this committee in the furnishing of supplies, and has been with their vouchers and other papers numbering tens of thousands, and serving as receipts for the expenditure of over a million of dollars, covering nearly twelve years of time, carefully and systematically filed in the office of the Auditing Clerk.

For the Committee,

WM. H. LEARNARD, JR.,

Chairman.

CALENDAR FOR SCHOOL YEAR.

1878.							1879.													
SEPTEMBER.							JANUARY.							MAY.						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7	..	..	..	1	2	3	4	..	..	..	..	1	2	3
8	9	10	11	12	13	14	5	6	7	8	9	10	11	4	5	6	7	8	9	10
15	16	17	18	19	20	21	12	13	14	15	16	17	18	11	12	13	14	15	16	17
22	23	24	25	26	27	28	19	20	21	22	23	24	25	18	19	20	21	22	23	24
29	30	..	..	..	..	..	26	27	28	29	30	31	..	25	26	27	28	29	30	31
..
OCTOBER.							FEBRUARY.							JUNE.						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
..	..	1	2	3	4	5	..	..	..	..	..	..	1	1	2	3	4	5	6	7
6	7	8	9	10	11	12	2	3	4	5	6	7	8	8	9	10	11	12	13	14
13	14	15	16	17	18	19	9	10	11	12	13	14	15	15	16	17	18	19	20	21
20	21	22	23	24	25	26	16	17	18	19	20	21	22	22	23	24	25	26	27	28
27	28	29	30	31	..	..	23	24	25	26	27	28	..	29	30	..	..	..	..	..
..
NOVEMBER.							MARCH.							JULY.						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
..	..	..	..	..	1	2	..	..	..	..	..	..	1	..	..	1	2	3	4	5
3	4	5	6	7	8	9	2	3	4	5	6	7	8	6	7	8	9	10	11	12
10	11	12	13	14	15	16	9	10	11	12	13	14	15	13	14	15	16	17	18	19
17	18	19	20	21	22	23	16	17	18	19	20	21	22	20	21	22	23	24	25	26
24	25	26	27	28	29	30	23	24	25	26	27	28	29	27	28	29	30	31	..	..
..	..	..	..	..	..	..	30	31	..	..	..	..	..	..	..	..	..	..	..	..
DECEMBER.							APRIL.							AUGUST.						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7	..	..	1	2	3	4	5	..	..	..	..	..	1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30	31	..	..	..	..	27	28	29	30	..	..	..	24	25	26	27	28	29	30
..	..	..	..	..	..	..	..	..	..	..	..	..	..	31	..	..	..	..	..	..

Figures in black indicate days on which schools are in session; in red, days on which they are closed.

Besides these, Thanksgiving, the Friday and Saturday following, Good Friday, and Fast Day, are holidays.

The figures inclosed in a circle, indicate days of regular meetings of the Board.

PAY-DAYS FOR THE TEACHERS OF THE VARIOUS SCHOOLS.

Payments made at the school-houses on the following
WORKING days of each month:—

BY MR. GIBBONS.

5th day. — DORCHESTER.

7th day. — CENTRE SECTION: Bowditch, English High,
Latin, Girls' High, Everett, and Dwight.

8th day. — SOUTH SECTION: Franklin, Rice, Brimmer,
Quincy, Winthrop, Normal, and Horace Mann.

9th day. — WEST SECTION: Bowdoin, Phillips, and Wells.

10th day. — NORTH SECTION: Eliot, Hancock.

BY MR. GIBSON.

8th day. — EAST AND SOUTH BOSTON.

9th day. — ROXBURY.

10th day. — WEST ROXBURY AND BRIGHTON.

11th day. — CHARLESTOWN.

When the pay-day occurs on Saturday, the teachers of that school will be paid on the next working-day, at the same hour; and the subsequent payments of schools are each delayed one day.

No change will be made on account of transient holidays.

Teachers not paid those days are paid at the Treasurer's office, between 9 A.M. and 2 P.M., on the 15th of the month.

Evening School and special teachers will be paid on the twelfth working-day, between 1 and 2 P.M., unless notified to the contrary.

Salaries of Officers and Teachers of the Public Schools.

	1st year.	2d and subse- quent years.
Superintendent		\$4,200 00
Supervisors		3,780 00
Secretary and Auditing Clerk.....		3,600 00
Head Masters of High Schools.....	\$3,300 00	3,780 00
Masters, High and Grammar Schools.....	2,700 00	3,000 00
Sub-Masters, High and Grammar Schools.....	2,100 00	2,400 00
Ushers, High and Grammar Schools.....	1,500 00	1,800 00
Principal, Dudley School.....		1,800 00
Assistant Principal, Girls' High School.....		1,800 00
First Assistants, High Schools.....		1,620 00
Second Assistants, High Schools.....		1,380 00
Third Assistants, High Schools.....		1,140 00
Fourth Assistants, High Schools		900 00
Assistants, Normal School.....		1,380 00
First Assistants, Grammar Schools		1,140 00
Second First Assistants, Grammar Schools.....		852 00
Second Assistants, Grammar Schools.....		792 00
Third Assistants, Grammar Schools.....	540 00	{ 660 2d yr. 750 sub'nt.
Fourth Assistants, Grammar Schools.....	540 00	{ 660 2d yr. 750 sub'nt.
Director of Music.....		3,000 00
District Teachers of Music		2,400 00
Music in West Roxbury and Brighton.....		1,320 00
Director of Drawing		3,000 00
District Teachers of Drawing.....		2,100 00

SALARIES OF OFFICERS AND TEACHERS.— *Continued.*

	1st year.	2d and subsequent years.
Assistant Drawing Teacher, Dorchester.....		\$1,320 00
“ “ “ Roxbury High.....		600 00
“ “ “ Girls' High.....		900 00
Chemistry, Girls' High School.....		1,380 00
Assistant in Chemistry, Girls' High School.....		750 00
Physical Culture, Girls' High School.....		600 00
French, Latin School.....		500 00
“ Girls' High School.....		720 00
“ Dorchester High School.....		540 00
“ Roxbury High School.....		540 00
“ English and Charlestown High Schools.....		2,000 00
German, Latin School.....		200 00
“ Girls' High School.....		720 00
“ Dorchester, Roxbury, and West Roxbury High Schools.....		1,500 00
“ Brighton High School.....		275 00
Principal Deaf-Mute School.....		1,500 00
First Asst., “ “ “		900 00
Assistants, “ “ “	\$700 00	800 00
Instructor, Military Drill.....		1,500 00
Armorer.....		420 00

SALARIES OF OFFICERS AND TEACHERS.— *Concluded.*

	Per annum.
Sewing, one Division.....	\$100 00
“ two Divisions	190 00
“ three “	275 00
“ four “	350 00
“ five “	425 00
“ six “	500 00
“ seven “	550 00
“ eight “	600 00
“ nine “	650 00
“ ten “	700 00
“ all over ten Divisions.....	750 00

	Per evening.
EVENING-SCHOOL TEACHERS.	
Principal, High School.....	\$10 00
Assistants, “ “	4 00
Masters, Drawing Schools.....	10 00
Head Assistants, Drawing Schools	6 00
Assistants, “ “	5 00
Principals of Schools.....	3 00
Assistants “ “	1 25

APPROPRIATIONS AND EXPENDITURES
 FOR
 PUBLIC SCHOOLS.

APPROPRIATIONS EXPENDED BY SCHOOL
 COMMITTEE.

Salaries of Instructors	\$1,115,520 00
“ “ officers	51,000 00
Incidentals	245,000 00

1877. *Requisitions in accordance with the same for May.*

Salaries of Instructors	\$99,357 91
Salaries of officers	4,775 50
School expenses	26,635 56
	\$130,768 97

Requisitions for June.

Salaries of Instructors	\$97,992 98
Salaries of officers	4,780 50
School expenses	11,897 97
	114,671 45

<i>Carried forward</i>	\$245,440 42
	\$1,411,520 00

Brought forward . . . \$245,440 42 \$1,411,520 00

Requisitions for July.

Salaries of In-		
structors	. \$193,883 06	
Salaries of offi-		
cers	. . . 9,681 22	
School expenses	17,051 74	
	<u> </u>	220,616 02

Requisitions for August.

Salaries of In-		
structors	. \$451 00	
School expenses	27,341 97	
	<u> </u>	27,792 97

Requisitions for September.

Salaries of In-		
structors	. \$96,703 00	
Salaries of offi-		
cers	. . . 4,839 84	
School expenses	23,452 54	
	<u> </u>	124,995 38

Requisitions for October.

Salaries of In-		
structors	. \$86,889 96	
Salaries of offi-		
cers	. . . 4,894 84	
School expenses	39,687 40	
	<u> </u>	131,472 20

Requisitions for November.

Salaries of In-		
structors	. \$96,276 14	
Salaries of offi-		
cers	. . . 4,856 00	
School expenses	19,073 75	
	<u> </u>	120,205 89

<i>Carried forward</i>	. . .	\$870,522 88	\$1,411,520 00
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Brought forward . . . \$870,522 88 \$1,411,520 00

Requisitions for December.

Salaries of In-		
structors	. \$96,087 86	
Salaries of offi-		
cers	. . . 4,862 00	
School expenses	12,385 01	
	<u> </u>	113,334 87

1878. *Requisitions for January.*

Salaries of In-		
structors	. \$98,024 14	
Salaries of offi-		
cers	. . . 4,855 00	
School expenses	11,025 27	
	<u> </u>	113,904 41

Requisitions for February.

Salaries of In-		
structors	. \$96,156 82	
Salaries of offi-		
cers	. . . 4,855 00	
School expenses	15,325 99	
	<u> </u>	116,337 81

Requisitions for March.

Salaries of In-		
structors	. \$97,095 77	
Salaries of offi-		
cers	. . . 4,863 00	
School expenses	15,586 91	
	<u> </u>	117,545 68

<i>Carried forward</i> . . .	<u>\$1,331,645 65</u>	<u>\$1,411,520 00</u>
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<i>Brought forward</i>	331,645 65	\$1,411,520 00
<i>* Requisitions for April.</i>		
Salaries of In-		
structors	\$98,827 45	
Salaries of offi-		
cers	4,773 04	
School expenses	20,441 60	
	<u> </u>	124,042 09
Transferred from Reserved		
Fund to salaries of In-		
structors		44,325 00
Transferred from Reserved		
Fund to salaries of officers		7,125 00
Balance to credit of School		
Department	7,282 26	
	<u> </u>	<u> </u>
	\$1,462,970 00	\$1,462,970 00
	<u> </u>	<u> </u>

APPROPRIATIONS EXPENDED BY COMMITTEE
ON PUBLIC BUILDINGS, CITY COUNCIL.

High, Grammar, and Primary School-houses . \$133,000 00

Requisitions in accordance.

1877. May	\$5,163 25	
" June	4,641 08	
" July	4,691 59	
" August	4,937 87	
" September	18,720 84	
" October	31,807 73	
" November	15,941 23	
" December	9,823 32	
1878. January	7,439 09	
	<u> </u>	<u> </u>
<i>Carried forward</i>	\$103,166 00	\$133,000 00

<i>Brought forward</i>	.	.	\$103,166 00	\$133,000 00
1878. February	.	.	4,857 85	
“ March	.	.	7,489 14	
“ April	.	.	10,915 36	
Balance to credit of Public Building Department	.	.	6,571 65	
			<u>\$133,000 00</u>	<u>\$133,000 00</u>

SUBDIVISION OF EXPENDITURES,

Being the total amounts expended for the various articles furnished the Public Schools for the financial year 1877 and 1878:—

SCHOOL COMMITTEE.

Advertising	.	.	.	.	\$1,311 86
Books for Indigent Children	.	.	.	.	42,286 79
Maps and Globes	.	.	.	.	1,029 18
Dedications, Festivals, and Exhibitions	.	.	.	.	5,379 27
Salaries of Instructors of Drawing, and material for Day and Evening Schools, and Drawing Instruments	.	.	.	.	19,956 78
Salaries of Instructors of Music and Music Expenses	.	.	.	.	19,630 34
Printing and Postage	.	.	.	.	14,327 71
Salaries of Officers and Instructors, less Instructors in Drawing and Music	.	.	.	.	1,186,482 03
Salaries of Janitors	.	.	.	.	75,109 93
Slates, Tablets, Pencils, Erasers, etc.	.	.	.	.	2,558 41
Paper, Composition Books, Pens, Ink, Pencils, Book-keeping blanks, for pupils' work	.	.	.	.	\$7,782 44
Miscellaneous Stationery	.	.	.	.	2,202 79
Record Books	.	.	.	.	1,026 95
					<u>11,012 18</u>
<i>Carried forward</i>	.	.	.	.	\$1,379,084 48

<i>Brought forward</i>	\$1,379,084 48
Military Drill, Committee Expenses, care Horses for Officers, Carriage-hire, Carriage Repairs, Sewing Materials, Labor at Store- room, Receiving Coal, etc.	3,704 49
Diplomas	2,047 51
Ferries	885 42
Trucking	2,535 04
Philosophical, Mathematical, and Chemical Apparatus, Chemicals, etc.	8,830 80
Census	1,350 00
Gas and Fuel	44,627 70
Janitors' supplies	3,928 30
Water-rates	8,694 00
Total	<u>\$1,455,687 74</u>

PUBLIC BUILDING COMMITTEE.

Furniture	\$11,712 87
Carpentry	19,573 54
Heating Apparatus	21,805 20
Masonry	16,438 14
Miscellaneous	2,973 40
Rents	8,893 40
Painting	7,305 67
Gas and Water	126 08
Whitewashing and Plastering	5,738 15
Gas-fitting and Plumbing	4,613 34
Blackboards	3,627 08
Locks	561 77
Supplies	777 43
Roofing	3,773 69
Iron Work	3,002 22
<i>Carried forward</i>	<u>\$110,921 98</u>

<i>Brought forward</i>	\$110,921 98
Grading and Watering	3,113 71
Sash Elevators and Weather Strips	510 15
Horseshoeing, care of Horses and Carriages	1,184 01
Weighing Fuel	200 00
Fire Extinguishers and New Ventilators	2,682 60
Salaries	3,415 00
Teaming	867 35
Gutters and Conductors	307 91
Advertising	60 01
Printing	77 36
Lowering roof Adams School House	956 00
Right of dower in Common-street School-house, Charlestown	2,132 27
Total	<u>\$126,428 35</u>

PUBLIC SCHOOLS.

The Public Schools of the city and its annexed wards comprise one Normal, nine High Schools, and forty-eight Grammar-School Districts. There are ninety-two buildings located in these various districts for Primary Schools, besides two ward-rooms and twenty-three hired rooms. The following is a brief account of the High Schools, with the expenditures for the same for the financial year 1877-78, as made by the School Committee and City Council; also the average cost per pupil.

HIGH SCHOOLS.

NORMAL SCHOOL.

The Normal School was established in 1852, and located in the Adams School building on Mason street. In 1854 the course of study was rearranged and the name changed to the Girls' High and Normal School.

By vote of the School Board, the Normal School was separated from the Girls' High School, and began an independent existence September 1, 1872, but continued to occupy a portion of the Girls' High and Normal School building.

In June, 1873, the payment of the teachers' salaries was stopped on account of a supposed lack of legal authority in the School Board to maintain a Normal School; but the school was still continued, and in May, 1874, the Legislature legalized the establishment and continuance of the school, and placed its management under the control of the School Committee.

September 1, 1876, the school was transferred to the

upper story of the Rice Grammar School building on Dartmouth street.

The instructors are a head-master, a head-assistant, and two assistants.

LATIN SCHOOL, FOR BOYS.

The Latin School was established in 1635. Its present building, located on Bedford street, built in 1844, is a double building, one side occupied by the Latin and the other by the English High School. It contains twelve class-rooms, two halls, and an observatory.

Of these rooms, seven, besides a hall, are occupied by the Latin School. In addition to this, it occupies the building on Harrison avenue formerly occupied by a Primary School, three stories in height, containing four school-rooms and a ward-room.

There are thirteen instructors for the school, — one head-master, three masters, six sub-masters, and three ushers, besides special instructors in French, German, Drawing, Music, and Military Drill.

ENGLISH HIGH SCHOOL, FOR BOYS.

The English High School was established in 1821. It originally occupied the building now known as the Sharp Primary School-house, on Anderson street; its present building, being part of the Latin, has been described above. Of the rooms in the building, six, including a hall, are occupied by this school; in addition to these, it occupies the Bowditch School-house, on South street, formerly occupied by the Grammar classes of the Bowditch District.

There are sixteen instructors for the school, — a head-master, five masters, ten sub-masters, besides special instructors in French, Drawing, Music, and Military Drill.

GIRLS' HIGH SCHOOL.

The Normal School, which had been established in 1852, was converted into a High School for girls in 1854. It was provided at the same time that a Normal class should be formed by those who wished to prepare for teaching. In 1872 the Normal department was separated from the Girls' High School, and became independent.

The present building, originally intended for the Girls' High School, with its Normal department, on West Newton and Pembroke streets, was built in 1870. It has three stories, besides attic and basement, and contains sixty-six rooms, including eleven class-rooms, seven of which have seats or capacity for one hundred scholars each, and four for seventy-five each.

Of these eleven rooms, one is a botanical laboratory, one a physical laboratory, and one a lecture-room.

One large room in the basement is used for a chemical laboratory, with a side laboratory and a mineralogical cabinet.

Another basement room is used for musical instruction, and another still for drawing.

The hall in the third story contains various casts, and a frieze of the Parthenon, encircling the room, all presented to the school by several members of the Social Science Association. Four rooms in the attic are devoted to art, three being arranged for drawing, the other for photography. A large cupola surmounts the building, and may be fitted up for an observatory.

There are now twenty-one instructors for the school, — a head-master, one assistant principal, one first-assistant, two second-assistants, three third-assistants, ten fourth-assistants, a teacher of chemistry, a laboratory assistant, a teacher of physical culture, besides special instructors in French, German, Music, and Drawing.

GIRLS' LATIN SCHOOL.

The Girls' Latin School was established in 1878. It is located in one of the rooms of the Girls' High School building. There are two instructors, a master and an assistant.

ROXBURY HIGH SCHOOL, FOR BOYS AND GIRLS.

The Roxbury High School building is located on Kenilworth street, and was enlarged in 1861. It was originally two stories high, with a school-room on each floor. In the summer of 1874 it was remodelled and enlarged, and now contains eight rooms, besides a laboratory in the basement.

There are nine instructors for the school, — a head master, a first assistant, two third assistants, four fourth assistants, and a drawing teacher, besides special instructors in French, German, Music, and Military Drill.

DORCHESTER HIGH SCHOOL, FOR BOYS AND GIRLS.

The Dorchester High School building is located at the corner of Dorchester avenue and Centre street, and was built in 1870. It is three stories high, having five school-rooms and a hall; also a laboratory in the basement.

There are seven instructors for the school, — a head master, a master's assistant, three female assistants, besides special instructors in French, German, Music, Drawing, and Military Drill.

CHARLESTOWN HIGH SCHOOL, FOR BOYS AND GIRLS.

The Charlestown High School was established in 1848. The building is located at the corner of Concord and Bartlett streets, on Monument square.

The original building was erected in 1848, and remodelled and enlarged in 1870. It has three stories, with French roof and basement, and contains thirty rooms, including a

hall, an apparatus room, a laboratory, and nine class-rooms, three of which have seats for one hundred scholars each.

There are eight instructors for the school, — a head master, an usher, a first assistant, a second assistant, a third assistant, three fourth assistants, and a French teacher, besides special instructors in Music, Drawing, and Military Drill.

WEST ROXBURY HIGH SCHOOL, FOR BOYS AND GIRLS.

The Eliot High School was established in 1849, and was under the supervision of a Board of Trustees. After May, 1855, it was given over to the joint supervision of the Eliot Trustees and the School Committee of West Roxbury until February, 1874, when the Trustees withdrew their support. Since the annexation of the town to Boston it has been known as the West Roxbury High School. Its present building is situated on Elm street, Jamaica Plain. It was built in 1867, and contains five school-rooms and a small laboratory.

There are four instructors for the school, — a master, a third assistant, two fourth assistants, besides special instructors in German, French, Music, Drawing, and Military Drill.

BRIGHTON HIGH SCHOOL, FOR BOYS AND GIRLS.

The Brighton High School was established in 1841. Its present building is located on Academy Hill, and is accessible by one entrance, known as High-school place. It is two stories high, with French roof, and contains two rooms on the lower floor, one main room and two recitation-rooms on the second floor, and a hall above. One lower room is not fitted for occupation.

There are four instructors in this school, — a master, a third assistant, one fourth assistant, and a teacher of German, besides special instructors in Music, Drawing, and Military Drill.

EXPENDITURES FOR THE HIGH SCHOOLS.

Aggregate expenditures made by the Board of School Committee and the Public Building Committee of the City Council, for the High Schools of the city, during the financial year 1877 and 1878:—

Salaries of Instructors	\$158,526 58
Expenditures for Text-books, Maps, Globes, Writing and Drawing Materials, Stationery, etc.	12,903 23
Janitors	7,375 72
Fuel	3,181 17
Gas	260 63
Water	615 00
	<hr/>
	\$182,862 33

Public Building Committee.

Furniture, Repairs, etc.	8,718 66
	<hr/>
Total expense for High Schools	<u>\$191,580 99</u>

Average number of pupils belonging to the various High Schools, two thousand one hundred and forty.

Average cost of each pupil, \$89.53.

The original cost of the buildings and land for the various High Schools amounts in the aggregate to \$756,000.00; the assessed value at the present time to \$922,800.00,—an increase of \$166,800.00.

The number of feet of land contained in the various High-School lots, exclusive of Charlestown, West Roxbury, and Brighton, aggregates 111,853 square feet, or an average of 15,979 square feet. The largest, the Dorchester High School, contains 43,560 square feet; the smallest, the Savage, a branch of the Latin, contains 5,537 square feet.

GRAMMAR AND PRIMARY SCHOOLS.

The forty-eight Grammar-School Districts are located as follows: fourteen in the City Proper, seven in South Boston, seven in Dorchester, five in Roxbury, five in Charlestown, four in West Roxbury, four in East Boston, and two in Brighton.

Each district contains as many Primary Schools as come within the district limits.

Accompanying is a brief statement of the various buildings, together with the amounts expended for these schools, by authority of the School Committee and City Council, with the average cost per pupil for the same.

ADAMS SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Adams School was established in 1856. The building, located on Sumner street, was built in 1856, is three stories high, with basement, and contains thirteen rooms, with hall.

Of the rooms in the building, eleven are occupied by Grammar and two by Primary classes.

The original lot of land was purchased in 1854-55, in which year the erection of the building was begun. An additional lot of land was purchased in 1866-67, to enlarge the yard; and in the following year the outbuildings were rebuilt, together with a portion of the brick wall.

There is but one Primary-School building in the district, — the Webster, on Webster street, built in 1852. It is three stories high, containing six rooms.

The number of instructors in the district is nineteen, — two male and ten female instructors for the Grammar, and seven female instructors for the Primary Schools.

ALLSTON SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Allston School, of Brighton, was established in 1848, under the name of the Second Grammar School, and was so known until February, 1861, when it was given the name of the Harvard School; in 1876 it was given the name it now bears. Its present building, located on North Harvard street, was erected in 1852; it is two stories high, and contains four rooms, all of which are occupied by Grammar classes of the district.

There are three Primary buildings in the district. The building on Everett street is two stories high, containing two rooms, both of which are occupied by Primary classes.

The building on Webster place is two stories high, containing two rooms, one of which is occupied by Primary and one by Grammar classes.

The building at North Brighton contains two rooms, and is occupied by one Grammar and one Primary class.

There are thirteen instructors in the district,—one male and seven female for the Grammar classes, including sewing-teacher, and five female for the Primary classes.

ANDREW SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Andrew School was established in September, 1873. The building, located on Dorchester street, and built in 1877-78, is three stories high, and contains fourteen school-rooms, two recitation-rooms, and a hall.

The district contains but one Primary building. The Ticknor, on Dorchester street, enlarged in 1865, is three stories high, and contains twelve rooms.

There are twenty instructors in the district,—two male and eleven female instructors, including sewing-teacher for the Grammar, and seven female instructors for the Primary Schools.

BENNETT SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The school now known as the Bennett School was instituted as the Harvard Grammar School, on September 28, 1847, and was located in the lower story of the Town Hall building, on Washington street, Brighton, until 1861. In that year the town erected a building for this school upon a lot of land on Winship place, Agricultural Hill, presented by Stephen Hastings Bennett, a citizen of the town, for school purposes. On February 23, 1861, the School Committee, in consideration of the donation of the land and as a compliment to the donor, voted that the school should take the name of Bennett Grammar School; and the name of Harvard was transferred to the school at Allston, until then known as the Second Grammar.

The new building was two stories in height, and contained three rooms.

The present building on Chestnut-hill avenue for the accommodation of the Bennett School was erected in 1873. It is two stories in height, with a Mansard roof; contains seven rooms and a hall, and six rooms are occupied. The original Bennett School building is now occupied by Primary classes of the district.

There are three Primary buildings in the district. One on Winship place, previously mentioned, two stories in height, contains three rooms, and is fully occupied. One on Oak square, two stories in height, contains two rooms, only one of which is at present used. One on Union street, two stories in height, contains two rooms, and is now unoccupied.

There are eleven instructors in the district, — one male and seven female instructors for the Grammar, including sewing-teacher, and four female instructors for the Primary Schools.

BIGELOW SCHOOL DISTRICT, FOR BOYS.

The Bigelow School was established in 1849. The building, located on Fourth street, corner of E, was erected in 1850. It is four stories high, containing fourteen rooms and a hall.

The Primary buildings in the district are two, — the Hawes, on Broadway, and the Simonds, in the rear on the same lot; the Hawes building containing eight rooms, and the Simonds three. These rooms are all occupied, and there are two classes in the ward-room building, and one class in a hired room in Savings-bank building.

There are twenty-eight instructors in the district, — three male and thirteen female instructors for the Grammar, and twelve female instructors for the Primary Schools.

BOWDITCH SCHOOL DISTRICT, FOR GIRLS.

The Bowditch School was established in 1861. Its first building, erected in 1862, was located on South street. The school was transferred to its present building, known as the Channing School-house, formerly occupied by the Primary classes of the district, in 1873. This building, located on Cove, corner of East street, was built in 1866, is three stories high, and contains nine rooms.

There is but one Primary building in the district, — the Guild, on East street, built in 1836; is three stories high, and contains twelve school-rooms.

This house was originally occupied by the Winthrop Grammar School, and was so used until the erection of the present Winthrop School building, on Tremont street, in 1854. In 1847 the building was enlarged, and still further additions were made in 1861.

There are twenty-one instructors in the district, — one male and nine female instructors for the Grammar, including

a sewing-teacher, and eleven female instructors for the Primary Schools.

BOWDOIN SCHOOL DISTRICT, FOR GIRLS.

The Bowdoin School was established in 1821. Its present building, located on Myrtle street, was built in 1848, with two rooms on a floor, the rooms being arranged for two classes.

The inconvenience for want of yard-room is seriously felt by the school. The building is surrounded by four streets, thus involving inconveniences and annoyances which it would seem impossible to remedy.

The Primary School buildings in the district are three.

The building on Somerset street, purchased for the use of the Primary Schools of this district, and afterwards partly occupied by the Normal Training School, is three stories high, and contains eight rooms; four in the upper and one in the lower story being not now in use. Two of the remaining rooms are occupied by Primary classes, and one by the Kindergarten School.

The Sharp building, on Anderson street, formerly used for the English High School, and subsequently for the Phillips Grammar School, is three stories high, and contains six rooms, which are occupied by Primary classes of this district, and a ward-room.

The Winchell building, on Blossom street, was built in 1845. It is three stories high, with a room on each floor. On this lot there is a brick building, used for school purposes, containing two rooms. Four of the five rooms in the two buildings are occupied, leaving one vacant.

The number of instructors in the district is twenty-three, — one male, ten female instructors for the Grammar, including sewing-teacher, and twelve female instructors for the Primary Schools.

BRIMMER SCHOOL DISTRICT, FOR BOYS.

The Brimmer School was established in 1844. Its present building, located on Common street, on the site of the old Franklin School-house, was built in 1843. It is four stories high, containing fourteen rooms, with hall.

The Primary buildings in the district are three.

The Starr King, on Tennyson street, built in 1870, is three stories high, and contains ten rooms and a hall. Of these rooms, the hall, two rooms on the upper, and two on the second floor, are occupied by drawing classes evenings, viz.: Monday, Tuesday, Thursday, and Friday evenings, from October to April. Six rooms on the first and second stories are occupied by three Primary classes of the Brimmer District, and by three Grammar classes of the Winthrop District.

The Skinner School, on Fayette street, was built in 1870. It is three stories high, with two school-rooms to a floor, five of which are occupied by Primary classes of this district, and one as a store-room for books and material furnished to the schools by the School Board.

The Primary School building, at the corner of Newbury and Exeter streets, was built in 1875. It is two stories high, containing eight rooms and a hall. Of these, three rooms are occupied by Grammar, and two by Primary classes; the remainder are vacant.

There are twenty-eight instructors in this district, — three male and fourteen female instructors for the Grammar, and eleven female instructors for the Primary Schools.

BUNKER-HILL SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Bunker Hill School was established in 1801, under the name of the "Neck" School. It was first called the Bunker Hill School in 1838. Its present building, situated

on Baldwin street, was built in 1866, is four stories high, and contains fourteen school-rooms and a hall. Of these rooms, one is occupied by a class for special instruction, and twelve by Grammar classes of the district.

There are three Primary buildings in the district. The building on Bunker Hill street is two stories high, and contains eight rooms, all of which are occupied.

The buildings on Haverhill street are one-story wooden buildings, each containing one room, which is occupied by a Primary School.

There are twenty-five instructors in the district, — two male and twelve female instructors for the Grammar, including sewing-teacher, and eleven female instructors for the Primary Schools.

CENTRAL SCHOOL DISTRICT, FOR BOYS.

The Central School was established in 1849. Its present building on Burroughs street, erected in the same year, is three stories high, and contains six rooms, all of which are occupied. The building was remodelled in 1871.

There is one Primary building in the district, on Child street, which is two stories high, and contains two rooms, both of which are occupied. Two rooms in Village Hall are also occupied by Primary classes of this district.

There are eleven instructors for the district, — one male and six female instructors for the Grammar, and four female instructors for the Primary Schools.

CHAPMAN SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Chapman School was established in 1849. Its present building, located on Eutaw street, was built in 1850. It is three stories high, with ten rooms and hall.

The Primary buildings in the district are two.

The Tappan building, on Lexington street, was built in 1846, and rebuilt in 1873. It is two stories high, with four school-rooms on each floor. Of these rooms, six are occupied by Primary classes, and one by a Grammar class of this district.

The Webb building, on Porter street, was built in 1853. It is three stories high, with two school-rooms on a floor.

There are twenty-three instructors in the district, — two male and eleven female instructors for the Grammar, including sewing-teacher, with ten female instructors for the Primary Schools.

CHARLES SUMNER DISTRICT, FOR BOYS AND GIRLS.

The Charles Sumner School was established in 1862, under the name of the Florence School. The present building, on Ashland street, known as the Charles Sumner School, was erected in 1876 and '77. It is three stories high and contains ten school-rooms and a hall.

There are two Primary buildings belonging to the district; one on Canterbury street, built in 1864, and the other on Washington street, built in 1870.

The Grammar-school building on Florence street, and the Primary on Poplar street, are at present unoccupied.

There are eleven instructors in the district, — one male and five female instructors for the Grammar, including sewing-teacher, and five female instructors for the Primary Schools.

COMINS SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Comins School building, located on Tremont street, was built in 1856, and remodelled in 1869. It is four stories high, containing thirteen rooms and hall.

The Comins-branch building, on Smith street, was built

in 1849. It is two stories high, with a school-room on each floor. One room each is devoted to the Grammar and Primary departments.

The Comins-branch building, on Francis street, built in 1853, and rebuilt in 1861, was again enlarged in 1876. It now contains four school-rooms and a hall; three on the first floor and one school-room and a hall on the second. Of these rooms, two are occupied by Grammar and two by Primary classes.

The Primary buildings in this district are two, exclusive of the Smith street and Francis street, already mentioned.

The Phillips-street building, on Phillips street, Roxbury, was built in 1867, is two stories high, and contains eight rooms, four on each floor.

The Primary building, on King street, was erected in 1875, and contains eight rooms, six of which are occupied by Primary classes of the district; the remaining rooms are at present occupied by classes of the Evening Drawing Schools.

There are thirty-four instructors in the district, — two male and sixteen female instructors for the Grammar, including sewing-teacher, and sixteen female instructors for the Primary Schools.

DEARBORN SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Dearborn School was established in 1852. Its building, located on Dearborn place, was erected in 1851, enlarged in 1858, and remodelled and enlarged in 1870. It is three stories high, containing fourteen rooms and a hall. The first and second floors have each six rooms, and the third two rooms and a hall. There are also three Grammar classes of the school in the Primary building on Yeoman street.

The Primary buildings in the district are three.

The Eustis-street building, on Eustis street, was erected in 1848, and enlarged in 1858. It is two stories high, containing four rooms. Additional land was bought in 1864, and the yard was graded and a fence built in 1870.

The George-street building, on George street, was erected in 1861. It is three stories high, containing six rooms.

The Yeoman-street building, on Yeoman street, was erected in 1849, and rebuilt in 1870. It is three stories high, containing twelve rooms. Eight of these are occupied by Primary and three by Grammar classes.

There are thirty-six instructors in the district, — two male, and seventeen female instructors for the Grammar, including sewing-teacher, and seventeen female instructors for the Primary Schools.

DUDLEY SCHOOL DISTRICT. — DUDLEY SCHOOL FOR BOYS.

The Dudley School, for boys, was established in 1849, under the name of the Washington School. Its present building, corner of Dudley and Putnam streets, was built in 1874. The school removed to the new building in September of the same year, the old building being surrendered to the Public Building Committee of the City Council, and at present occupied by the Municipal Court and City Surveyor for the Highland District. The building is two stories high, with French roof; contains fourteen school-rooms, and a commodious hall, besides six smaller rooms, used for the master's office, library, apparatus-room, etc. These rooms are occupied by nine Grammar and four Primary classes.

DUDLEY SCHOOL FOR GIRLS.

The Dudley School, for girls, was established in 1839. Its present building, on Bartlett street, built in 1846, and enlarged in 1867, is three stories high, and contains six rooms and a recitation-room.

There is but one Primary building in the district, — the building on Vernon street, erected in 1849, and enlarged in 1861. It is two stories high, and contains four rooms, all of which are occupied.

There are twenty-seven instructors in the district, — two male and eight female instructors for the Boys' Dudley Grammar School; one female principal and seven female instructors, including sewing-teacher, for the Girls' Dudley Grammar School, and nine female instructors for the Primary Schools.

DWIGHT SCHOOL DISTRICT, FOR BOYS.

The Dwight School was established in 1844. Its present building, located on Springfield street, and built in 1856, is four stories high, containing fourteen rooms, and a hall.

There is but one Primary building in the district, — on Rutland street, built in 1851. It is three stories high, and has two rooms on each floor.

There are nineteen instructors in this district, — three male and ten female instructors in the Grammar, and six female instructors in the Primary Schools.

ELIOT SCHOOL DISTRICT, FOR BOYS.

The Eliot School was established in 1713. Its present building, located on North Bennet street, was built in 1838, and rebuilt in 1860. It is four stories high, and contains fourteen rooms, and a hall. Besides these, two classes of the school occupy a room in the Ware Primary building.

The Primary School buildings are three. The Pormort, on Snelling place, was built in 1855; is four stories high, and contains six school-rooms. The building is raised one story from the ground, for the purpose of a play-room.

The Freeman, Charter street, was built in 1868; is three stories high, and contains six school-rooms.

Thé Ware, on North Bennet street, built in 1862, is three stories high, and contains four school-rooms, and a ward-room.

There are thirty-one instructors in the district, — four male and thirteen female instructors for the Grammar, and fourteen female instructors for the Primary Schools.

EMERSON SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Emerson School was established in 1865, under the name of the Prescott School, and was so known until 1876, when it was given the name it now bears. Its present building, located on Prescott street, was built in 1865; is three stories high, and contains sixteen rooms and a hall, there being six rooms on the first and second floors, and four rooms and a hall on the third.

Of these rooms, thirteen are occupied by Grammar classes, two by Primary, and one by the sewing-teacher.

A Primary building, on Princeton street, with eight rooms, seven of which are occupied, was completed in this district during the year 1874.

There are twenty-four instructors in the district, — two male and thirteen female instructors in the Grammar, including sewing-teacher, and nine female instructors in the Primary Schools.

EVERETT SCHOOL DISTRICT, FOR GIRLS.

The Everett School was established in 1860. Its present building, located on Northampton street, was built in 1860. It is four stories high, and contains fourteen rooms and a hall.

There is but one Primary building in the district, — the Rice, on Concord street, formerly occupied by the Dwight Grammar School; was built in 1846. It is three stories high, and contains ten school-rooms and a ward-room.

The number of instructors in the district is twenty-seven, — one male and fifteen female instructors for the Grammar, including sewing-teacher, and eleven female teachers for the Primary Schools.

DORCHESTER-EVERETT SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The new Dorchester-Everett building, located on Sumner street, built in 1876, is three stories high, containing ten school-rooms and a hall.

Two of these rooms are occupied by Primary classes; the others are occupied by Grammar classes. Besides these there is one Grammar class in the old Everett building on Sumner street, built in 1855; two Primary classes in a building owned by the city on Dorchester avenue; and two in a building recently erected by the city on Howard avenue.

There are fifteen instructors in the district, — two male and seven female instructors for the Grammar, and six female instructors for the Primary Schools.

FRANKLIN SCHOOL DISTRICT, FOR GIRLS.

The Franklin School was established in 1785. Its present building, located on Ringgold street, built in 1858, is four stories high, containing fourteen rooms and a hall.

There are two Primary-school buildings in the district, — the Cook School, on Groton street, built in 1852, is three stories high, and contains six school-rooms; the Wait School, on Shawmut avenue, built in 1860, is two stories high, and contains eight school-rooms, seven of which are occupied.

There are twenty-nine instructors in the district, — one male and fifteen female instructors in the Grammar, including sewing-teacher, and thirteen female instructors in the Primary Schools.

FROTHINGHAM SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Frothingham School was established in 1825. Its first building was erected in 1827, and the school was first called the "Winthrop" School in 1838. In 1876 it was given the name of the "Frothingham School." Its second building, situated on the corner of Bunker Hill and Lexington streets, was erected in 1847. Its present building, situated on the corner of Prospect and Edgeworth streets, was erected in 1875 and 1876; it is three stories high, containing sixteen rooms and a hall, six rooms each on the first and second floors, and four on the third floor.

The Primary Schools occupy four rooms in the Grammar-school building, a building on Moulton street, two stories high, containing four rooms, and a building containing one room on Chauncy place.

There are twenty-two instructors in the district, — two male and eleven female instructors in the Grammar, including sewing-teacher, and nine female instructors for the Primary Schools.

GASTON SCHOOL DISTRICT, FOR GIRLS.

The Gaston School was established in September, 1873. The building, located on the corner of L and Fifth streets, and built in 1873, is three stories high, and contains fourteen rooms and a hall.

The district contains but one Primary building, — the Tuckerman, at City Point, built in 1850, and enlarged in 1861; was formerly occupied by Primary classes of the Lincoln District. It is three stories high, and contains six rooms.

There are twenty instructors in the district, — one male and ten female instructors, including sewing-teacher, for the Grammar, and nine female instructors for the Primary Schools.

GIBSON SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Gibson building, on School street, erected in 1857, is two stories high, and contains six school-rooms. Four of these are occupied by Grammar classes, and two by the Primary.

There are two Primary School buildings in the district.

The Atherton building, located on Columbia street, was erected in 1872, and contains six rooms and a hall; three of the rooms only are occupied, — one by Grammar, one by both Grammar and Primary, and the other by Primary pupils, — leaving three vacant.

The Primary-school building, on Thetford avenue, was erected in 1875. It contains four school-rooms, only one of which is at present occupied.

There are eleven instructors in the district, — one male and five female instructors for the Grammar, and five female instructors for the Primary Schools.

HANCOCK SCHOOL DISTRICT, FOR GIRLS.

The Hancock School was established in 1822. Its present building, located on Parmenter street, was erected in 1847; is four stories high, containing fourteen school-rooms and a hall. Three of the rooms are unoccupied, one owing to poor light. Besides these, there are five rooms which were formerly used by Grammar classes in the Primary building situated on the same lot; all of these are now vacant.

The Primary buildings of the district are three.

The Cushman building, located on Parmenter street, erected in 1867, is four stories high, and contains sixteen school-rooms, ten of which are used for Primary classes, leaving six vacant.

The Cheever building, on Thacher street, built in 1846, is three stories high, and contains three school-rooms.

The Ingraham building, on Sheafe street, erected in 1848, is three stories high, and contains three school-rooms.

There are twenty-nine instructors in the district, — one male, twelve female instructors for the Grammar, including sewing-teacher, and sixteen female instructors for the Primary Schools.

HARRIS SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Harris School building, located on Adams street, erected in 1861, is three stories high, and contains eight school-rooms and a hall, seven of which are occupied by Grammar and Primary classes.

There are eight instructors in the district, — one male and four female instructors for the Grammar, and three female instructors for the Primary Schools.

HARVARD SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Harvard School, the first school in Charlestown, was established in 1636. Its first building was erected in 1648; and rebuilt in 1682 and 1713. This building was destroyed June 17, 1775, by fire, and rebuilt immediately after the Revolutionary war. Its present building, on Bow street, erected in 1871, is three stories high, and contains fourteen rooms and a hall, all but two of which are occupied.

There are two Primary buildings in the district. The building on Harvard street is three stories high, containing eight rooms, all of which are occupied. The building on Common street is three stories high, containing four rooms.

There are twenty-five instructors in the district, — two male and ten female instructors for the Grammar, including sewing-teacher, and thirteen female instructors for the Primary Schools.

HILLSIDE SCHOOL DISTRICT, FOR GIRLS.

The Hillside School was established in 1858. Its present building is situated on Elm street. It originally contained four rooms. In 1870 the roof was raised and two additional rooms added; so that the building, in its present condition, is three stories high, and contains six rooms.

There are two Primary buildings in the district.

The building on Green street is two stories high, and contains two school-rooms.

The building on Washington street is also two stories high, with two school-rooms.

There are twelve instructors in the district,—one male and seven female instructors for the Grammar, including sewing-teacher, and four female instructors for the Primary Schools.

LAWRENCE SCHOOL DISTRICT, FOR BOYS.

The Lawrence School was established in 1842. Its present building, located on B street, corner of Third, built in 1856, is four stories high, containing fourteen rooms and a hall. In addition, the classes of this school occupy four rooms in the Mather Primary building, on Broadway.

The Primary buildings in the district are three.

The Mather, on Broadway, built in 1842, is three stories high, and contains twelve school-rooms, eight of which are occupied by Primary classes, and four, as before mentioned, by Grammar. The building was occupied by Grammar classes until the completion of the Lawrence School-house, on B street, in 1856-57, since which time it has been used for Primary classes. An iron fence on a granite foundation was built about the yard in 1862.

The Parkman, on Silver street, built in 1848, is three stories high, and contains six rooms.

The Howe School, on Fifth street, is two stories high, with basement, and contains eight rooms, seven of which are occupied by Primary classes of this district, and one by a Kindergarten School.

There are forty instructors in the district, — four male and fifteen female instructors for the Grammar, and twenty-one female instructors for the Primary Schools.

LEWIS SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Lewis School was established in 1868. Its present building, on Sherman street, was built in 1868, and is four stories high, containing twelve school-rooms and a hall. All of the rooms are occupied.

There are five Primary buildings in the district.

The building located on Thornton street, built in 1847, is two stories high, and contains two school-rooms.

The building located on Munroe street, built in 1854, is two stories high, and contains two school-rooms, both of which are occupied.

The building on Winthrop street, built in 1857, was remodelled in 1870; is two stories high, and contains four rooms, three of which are occupied.

The building on Quincy street was built in 1875, and contains eight rooms, two of which are occupied.

The building on Mt. Pleasant avenue was built in 1847; is two stories high, and contains two school-rooms.

There are twenty-five instructors in the district, — two male and twelve female instructors for the Grammar, including sewing-teacher, and eleven female instructors for the Primary Schools.

LINCOLN SCHOOL DISTRICT, FOR BOYS.

The Lincoln School was established in 1859. Its present

building, on Broadway, was built in 1859; it is four stories high, and contains fourteen rooms and a hall.

The Primary Schools occupy the Capen building. This was erected in 1871, and is located on I, corner of Sixth street; it is three stories high, and contains six school-rooms.

The Lincoln School District was divided in 1873, the girls being placed in the Gaston School.

There are twenty instructors in the district, — three male and ten female instructors for the Grammar, and seven female instructors for the Primary Schools.

LOWELL SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Lowell School building, located on Centre street, was built, and the school established, in 1874. The building is three stories high, and contains fourteen school-rooms and a hall, — six rooms each on the first two floors, and two, with a hall, on the third floor. Fourteen of the rooms are now occupied.

There are three Primary buildings in the district. The building located on Heath street, built in 1857, is two stories high, and contains two school-rooms.

The building located on Chestnut avenue is two stories high, and contains two rooms.

The building on Egleston square, built in 1877, is one story high, and contains two rooms.

There are twenty-one instructors in the district, — two male and ten female instructors for the Grammar, including sewing-teacher, and nine female instructors for the Primary Schools.

LYMAN SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Lyman School was established in 1837. Its present building, on Paris street, was erected in 1870; it is three

stories high, with six rooms each on first and second floor, hall and two school-rooms on third floor. All of these rooms are occupied. The building was partly destroyed by fire in August of 1871.

There is one Primary building in the district.

The Austin, on Paris street, built in 1849, is three stories high, and contains six school-rooms. The building was enlarged and remodelled in 1855, and further additions were made in 1868.

There are twenty-two instructors in the district,—two male and twelve female instructors for the Grammar, including sewing-teacher, and eight female instructors for the Primary Schools.

MATHER SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Mather building, located on Meeting-House Hill, was built in 1872, and contains ten rooms and a hall.

The old building formerly used by the Mather School was moved to a new position, not far from the site of the new building, and fitted up for a Primary School. It is two stories high, and contains eight school-rooms, only one of which is occupied.

There are thirteen instructors in the school,—one male and eight female instructors for the Grammar, including sewing-teacher, and four female instructors for the Primary classes.

MINOT SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Minot School building, located on Walnut street, Dorchester, erected in 1856, is two stories high, and contains seven rooms.

Two rooms of a hired building on Wood court are occupied by classes of this district, and an intermediate school

occupies a building on Adams street, called the Stoughton Intermediate. The building was erected in 1861, is two stories high, and contains two rooms, only one being occupied.

There are ten instructors in the district, — one male and five female instructors for the Grammar, and four female instructors for the Primary Schools.

MOUNT VERNON SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Mount Vernon School was established in 1862. Its present building, located on Mount Vernon street, was built in 1861–62; is two stories high, with French roof, and contains two large school-rooms, two recitation-rooms, and a hall, which is now used for a school-room.

There are two Primary buildings in the district.

The Primary building on Baker street was erected in 1855, and contains one room.

The building on Washington street, formerly Shawmut avenue, was erected in 1863; it is two stories high, and contains two school-rooms.

In addition to this, one Primary School is accommodated in Westerly Hall building.

There are eight instructors in the district, — one male and four female instructors for the Grammar, including sewing-teacher, and three female instructors for the Primary Schools.

NORCROSS SCHOOL DISTRICT, FOR GIRLS.

The Norcross School was established, and its present building, on D, corner of Fifth street, was first occupied in 1868. The building is three stories high, and contains twelve rooms, besides a capacious hall in the French roof.

There is but one Primary building in the district.

The Drake, on C street, corner of Third, was built in 1869. It is three stories high, and contains six rooms.

There is an additional Grammar class temporarily accommodated in the hall, and a Primary class in the vestry of the church on D street, hired for that purpose.

There are twenty-two instructors in the district — one male and fourteen female instructors for the Grammar, including sewing-teacher, and seven female instructors for the Primary Schools.

PHILLIPS SCHOOL DISTRICT, FOR BOYS.

The Phillips School was established in 1844. Its present building, located on Phillips, corner of Anderson street, was erected in 1861, is four stories high, and contains fourteen rooms and a hall.

In July, 1876, the Mayhew School, established in 1803, was consolidated with the Phillips. The new Phillips District contains two Primary buildings.

The Grant, on Phillips street, built in 1852, is two stories high, and contains four rooms.

The Baldwin, on Grant place, built in 1864, is three stories high, and contains six rooms.

There are twenty instructors in the district, — three male and twelve female instructors for the Grammar, and five female instructors for the Primary Schools.

PRESCOTT DISTRICT, FOR BOYS AND GIRLS.

The Prescott School was established in 1857, previous to which time the school was known as the Warren No. 2. The building, located in the rear of Elm street, Charlestown District, is three stories high, and contains ten school-rooms and a hall. There is also a room in the basement, occupied by an evening school.

There are four Primary-school buildings in the district.

The building on Polk street has two stories and two school-rooms, and was moved upon the lot in 1873. It was erected, on the corner of Bartlett and Sullivan streets, in 1845.

The building on Medford street, and the one in the rear on the same lot, have each one room. The fourth building situated on Bunker Hill street, is two stories high, and contains two rooms.

There are twenty instructors in the district, — two male and twelve female instructors for the Grammar, including sewing-teachers, and six female instructors in the Primary Schools.

QUINCY SCHOOL DISTRICT, FOR BOYS.

The Quincy School was established in 1847. Its present building, located on Tyler street, was built in 1847, damaged by fire in 1859, and rebuilt in 1860, is four stories high, and contains fourteen rooms and a hall.

There are two Primary buildings in the district. The Way-street building, on Way street, was erected in 1850. It is three stories high, with a school-room on each floor.

The Andrews, on Genesee street, was erected in 1848. It is three stories high, with a school-room on each floor.

There are twenty instructors in the district, — three male and ten female iustructors for the Grammar, and seven female instructors for the Primary Schools.

RICE TRAINING SCHOOL, FOR BOYS.

The Rice School was established in 1867. Its present building, on Dartmouth street, was erected in 1869, partially destroyed by fire in 1875, and rebuilt in 1876. It was changed to the Rice Training School in the same year. It is

three stories high, and contains fourteen school-rooms; six rooms each, on the first two floors, are occupied by the Grammar Department of the Training School. On the third floor the hall, two rooms, and the library are used by the Normal School.

There is one Primary building in the district, on Appleton street. This was built in 1870, is three stories high, and contains ten school-rooms and a hall. The hall and one room are used by the Normal School, for instruction in observation and practice. Seven rooms are used by the Primary classes of the district, and one room is unoccupied.

There are twenty instructors in the district, — three male and ten female instructors in the Grammar department, and seven female instructors in the Primary department.

SHERWIN SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Sherwin School was established in 1870. Its present building, located on Madison square, was built in 1870, is three stories high, and contains sixteen school-rooms and hall, — seven on the first floor, six on the second, and four, in addition to the hall, on the third.

The Primary buildings in the district are three.

The Franklin-place building, on Franklin place, corner of Tremont street, was erected in 1865; it is two stories high, and contains four rooms.

The Weston-street Primary building was erected in 1858; it is two stories high, with four school-rooms on each floor.

The Avon-place Primary building was erected in 1851; it is two stories high, and contains two school-rooms.

There is also a Primary class occupying a small two-story building on the Milldam, on land not owned by the city. No account is taken of the building, the class simply occupying it. There are, also, two additional Primary classes located in hired rooms,

There are thirty-three instructors in the district, — two male, and sixteen female instructors for the Grammar, including sewing-teacher, and fifteen female instructors for the Primary Schools.

SHURTLEFF SCHOOL DISTRICT, FOR GIRLS.

The Shurtleff School was established in 1859. Its present building, located on Dorchester street, was erected in 1869, is three stories high, and contains fourteen school-rooms and hall, — six rooms each on the first two floors, and two smaller rooms, with a hall, on the third floor.

There is but one Primary building in the district. The Clinch, on F street, corner of Seventh, in the rear on the Grammar School-house lot, was built in 1871; it is three stories high, and contains six rooms, with basement, and yard for play-ground.

There are twenty-two instructors in the district, — one male, and fifteen female instructors for the Grammar, including sewing-teacher, and six female instructors for the Primary Schools.

STOUGHTON SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Stoughton building, on River street, erected in 1856, is two stories high, and contains eight school-rooms and one class-room.

There are nine instructors in the school, — one male and five female instructors for the Grammar, and three female instructors for the Primary Schools.

TILESTON SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Tileston building, located on Norfolk street, built in 1868, is three stories high, and contains eight school-rooms and a hall. Only four of these school-rooms are in use.

There are three instructors for the school, — one male and one female instructor for the Grammar, and one female instructor for the Primary School.

WARREN SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Warren School was established in 1840. It originally occupied a building on its present site, which was erected in the same year. This building was twice seriously injured by fire, and finally totally destroyed in 1866. Its present building, situated on Summer street, was erected in 1867, is four stories high, and contains fourteen rooms and a hall. All of these rooms are occupied,— one by the class for special instruction, another for a Primary class, and the remainder by Grammar classes. Besides these, there are two play-rooms in the basement, one each for boys and girls.

There are two Primary buildings in the district.

The building on the corner of Cross and Bartlett streets is two stories high, of wood, and contains two rooms, both of which are occupied.

The building on Mead street is two stories high, of brick, containing four rooms; these are all occupied by Primary classes of the district.

There are twenty-one instructors in the district, — two male and eleven female instructors for the Grammar, including sewing-teacher, and eight female instructors for the Primary Schools.

WELLS SCHOOL DISTRICT, FOR GIRLS.

The Wells School was established in 1833. Its present building, located on Blossom street, corner of McLean, was rebuilt upon the grounds of the old building in 1868, and is four stories high, containing ten school-rooms, hall, and ward-room.

There are two Primary buildings in the district.

The Emerson, on Poplar street, built in 1861, is three stories high, and contains six school-rooms.

The Dean on Wall street, was built in 1853; it is three stories high, and contains six school-rooms.

There are twenty-three instructors in the district, — one male and ten female instructors for the Grammar, including sewing-teacher, and twelve female instructors for the Primary Schools.

WINTHROP SCHOOL DISTRICT, FOR GIRLS.

The Winthrop School was established in 1836. Its present building, on Tremont street, erected in 1855, is four stories high, and contains fourteen school-rooms and a hall. In addition to these, there are three rooms in the Starr King building, on Tennyson street, occupied by Grammar classes of this district.

There is one Primary building in the district.

The Shurtleff, on Tyler street, built in 1855, is three stories high, and contains six school-rooms, occupied by Primary classes.

There are twenty-seven instructors in the district, — one male and twenty female instructors for the Grammar, including two sewing-teachers, and six female instructors for the Primary schools.

EXPENDITURES FOR THE GRAMMAR SCHOOLS.

Aggregate expenditures made by the Board of School Committee and the Public Building Committee of the City Council, for the Grammar Schools of the city for the financial year 1877 and 1878: —

Salaries of Instructors	\$609,848 74
Expenditures for Text-books, Maps, Globes, Writing and Drawing Materials, Stationery, etc., for Grammar Schools	51,033 98
Janitors	35,913 82
Fuel	20,481 18
Gas	1,425 92
Water	3,068 00
	<hr/>
	\$721,771 64

Public Building Committee.

Furniture, Repairs, etc.	61,873 30
	<hr/>
Total cost for Grammar Schools	<u>\$783,644 94</u>

Average number of pupils belonging to Grammar Schools, twenty-five thousand one hundred and fifty-six.

Average cost of each pupil, \$31.15.

EXPENDITURES FOR THE PRIMARY SCHOOLS.

Aggregate expenditures made by the Board of School Committee and the Public Building Committee of the City Council, for the Primary Schools of the city, for the financial year 1877 and 1878:—

Salaries of Instructors	\$310,110 50
Expenditures for Text-books, Maps, Globes, Writing and Drawing Materials, Stationery, etc.	9,026 92
Janitors	29,232 63
	<hr/>
<i>Carried forward</i>	\$348,370 05

<i>Brought forward</i>	\$348,370 05
Fuel	14,381 51
Gas	212 23
Water	4,881 00
	<hr/>
	\$367,844 79
<i>Public Building Committee:</i>	
Furniture, Repairs, etc.	53,883 72
	<hr/>
Total cost for Primary Schools	<u>\$421,728 51</u>

Average number of pupils belonging to the Primary Schools, nineteen thousand nine hundred and sixteen.

Average cost of each pupil, \$21.17.

The original cost of the various buildings, with the land used for Grammar and Primary Schools, amounts in the aggregate to \$4,917,000.00; the assessed value, at the present time, to \$6,378,700.00, — an increase of \$1,461,700.00.

The aggregate number of feet of land contained in the various Grammar and Primary School lots is 1,306,398 square feet; or an average of 14,515 square feet. The largest Grammar-school lot, the Tileston, contains 54,450 square feet; the smallest, the Bowdoin, contains 4,892 square feet. The largest Primary-school lot, the Quincy street, Roxbury, contains about 30,000 square feet; the smallest, the Joy-street building, 1,938 square feet.

SPECIAL SCHOOLS.

• HORACE MANN SCHOOL FOR THE DEAF.

This school occupies a building located on Warrenton street.

There are eight female instructors for the school, — one

principal and seven assistants ; the average number of pupils in the school is seventy-three.

Average cost of each pupil for the year, \$125.09.

A large portion of the expense for maintaining this school is borne by the State ; a payment of one hundred dollars for each city, and one hundred and fifty dollars for each out-of-town scholar being allowed and paid to the city from the State Treasury.

The amount received during the past year from this source was \$10,118.83, a large portion of which was due at the close of the last financial year.

This school is a great success, instructing pupils in every grade, from the youngest Primary to the advanced Grammar scholar. The exercises are interesting and progressive, and the results are more than gratifying ; children that can neither hear nor speak are taught to read, to understand what is spoken, and to convey their thoughts to others by vocal sounds.

Salaries of Instructors	\$7,443 13
Expenses for Books, Stationery, etc.	465 65
Janitors	443 17
Fuel	199 75
Gas	6 83
	<hr/>
	\$8,558 53
<i>Public Building Committee.</i>	
Rent, Furniture, Repairs, etc.	573 66
	<hr/>
Total expense for the school	<u>\$9,132 19</u>

SCHOOLS FOR MINORS.

These schools are established for boot-blacks and news-boys, and are located in the Primary buildings on East-street place, and North Margin street.

The building on East-street place was built in 1849, and contains four rooms.

The building on North Margin street was built in 1837, and contains two rooms.

There are two female instructors for the schools.

Average number of pupils belonging, seventy.

Average cost per pupil, \$29.65.

Salaries of Instructors	\$1,542 00
Expenses for Books, Stationery, etc.	48 54
Janitors	257 80
Fuel	31 00
	<hr/>
	\$1,879 34
<i>Public Building Committee.</i>	
Rent, Repairs, etc.	196 28
	<hr/>
Total expense for the schools	<u>\$2,075 62</u>

KINDERGARTEN.

This school, established in 1870, occupies a room in the Primary building on the corner of Somerset and Allston streets.

It is under the charge of a female instructor, with one assistant, and admits children from three to six years of age.

Average number of pupils belonging, thirty-five.

Average cost per pupil, \$32.50.

Salaries of Instructors	\$1,129 89
Expenses for Books, etc.	7 83
	<hr/>
Total expense of the school	<u>\$1,137 .</u>

EVENING SCHOOLS.

These schools commence in October, and extend to the first of April, having about one hundred and thirty sessions. They are generally held in the ward-rooms in the various parts of the city. There are sixteen regular schools, with an average attendance of sixty pupils to each school. There is also an Evening High School, held in the old Bowditch School-house, on South street, with an average attendance of four hundred and thirty pupils, in which the higher branches are taught, including French, German, and Navigation. There are eleven instructors for this school, — a principal and ten male assistants.

These schools perform an important work, and are of great help to those who have been deprived of the early advantages of education, as well as to those who are obliged to leave the day-school to earn their living. They are looked upon with great satisfaction by all who are acquainted with their work, and the results are very encouraging.

The largest number of instructors for these schools at any one time was one hundred and forty. The average number during the whole period was one hundred and nineteen.

Average aggregate attendance, including the High School, one thousand three hundred and eighty-six. The average cost of each pupil for the time, \$24.70.

Besides these, there are six Evening Drawing Schools for Industrial Drawing, — one occupying the hall and four rooms in the Starr King building, on Tennyson street, under the direction of a master and four assistants; three classes in the old City Hall, Charlestown, under the direction of a head assistant and two assistants; three classes in the Webster-street Primary School-house, East Boston, under the direction of a head assistant, with two assistants; two classes in Curtis Hall, Jamaica Plain, under the direction of a head assistant, with one assistant; two classes in the High-

school building, Dorchester, under the direction of a head assistant, with one assistant; and two classes in the Primary-school building, King street, Highlands, with a head assistant, and one assistant, — pupils being examined at the end of the term, and certificates given to all who passed a satisfactory examination.

The schools are in session about one hundred evenings. Aggregate average attendance, three hundred and eight.

Average cost of each pupil for the time, \$44.68.

EVENING SCHOOLS.

Salaries of Instructors	\$28,048 25
Expenses for Books, Stationery, etc.	1,157 50
Janitors	1,477 92
Fuel and Gas	2,604 88
	<hr/>
	\$33,288 55

Public Building Committee.

Repairs, Furniture, etc.	946 18
	<hr/>
Total expense for Evening Schools	\$34,234 73

DRAWING SCHOOLS.

Salaries of Instructors	\$9,510 00
Drawing Materials, Stationery, Models, Boards, etc.	2,150 75
Janitors	408 87
Fuel and Gas	1,456 39
	<hr/>
	\$13,526 01

Public Building Committee.

Repairs, Furniture, etc.	236 55
	<hr/>
Total expense for Drawing Schools	13,762 56
	<hr/>
Aggregate expense for all Evening Schools.	<u>\$47,997 29</u>

EXPENDITURES FOR OFFICERS AND SPECIAL INSTRUCTORS.

Salaries of Superintendent, Supervisors, Secretary and Auditing Clerk, Assistant Clerks, and Messenger	\$40,887 60
Salaries of fifteen Truant Officers	17,148 34
“ of seven Music Instructors	17,895 00
“ of five Drawing Instructors	11,405 00
Military Instructor and Armorer	1,954 00
Extra Instructor in Mathematics (James Robinson for four mos.)	333 00
Stationery and Record Books and Printing for office use and office expenses	3,237 04
Stationery, Text and Reference Books for School Committee	258 64
	<hr/>
	<u>\$93,118 62</u>

INCIDENTALS.

These expenditures are made for objects not chargeable to any particular school, and consist chiefly of expenses for printing, advertising, festivals, reference-books, board of horses, carriage-hire, repairs, tuning of pianos, and other small expenses.

Musical Festival.

Use of Tabernacle	\$755 00
Decorations	224 00
Band	448 00
Use of Organ	152 00
Transportation	415 25
Printing Music	95 80
	<hr/>
<i>Carried forward</i>	\$2,090 05

<i>Brought forward</i>	\$2,090 05	
Labor, including Services of Doorkeepers	231 03	
	<hr/>	\$2,321 08

Annual Festival.

Collation	\$903 00	
Decorations	1,380 00	
Halls	286 00	
Band	125 00	
Transportation	150 64	
Badges	7 35	
Ribbons for Diplomas	124 50	
Labor	6 70	
	<hr/>	2,983 19

Board of horses, with shoeing expenses and sundry repairs of vehicles and harnesses	868 42	
Advertising	1,311 86	
Census of School Children	1,350 00	
Printing Census Books	87 12	
Drawing Exhibition	75 00	
Printing and Printing Stock, including Post- age Stamps for mailing reports, exclusive of amounts charged to Schools	10,405 49	
Paper, Printing, filling out of Diplomas, in- cluding Drawing Diplomas for teachers, etc.	2,047 51	
Expenses for Swords, Guns, Belts, Repairs, etc., for High School Battalion	285 35	
Band for Parade	102 00	
Trucking and Expressage	2,535 04	
Binding Reports, Pay-rolls, Records, Minutes, Rules, and Documents	1,245 49	
	<hr/>	
<i>Carried forward</i>		\$25,617 55

<i>Brought forward</i>	\$25,617 55
Care and tuning of Pianos, new instruments and Music expenses, including expenses for Covers, Stools, Music Charts, Stands, Mov- ing Pianos, etc.	1,735 34
Expenses of Auditing Clerk to New York, by vote of Com. on Accounts	28 25
Labor at Store-room	239 22
Receiving Coal	418 14
Preparation of Paris Exhibit	206 53
Import duties on apparatus and Drawing Materials	611 63
Engraving Maps for Manuals	275 00
Drawing-Books and material for Teachers' classes	322 48
Stationery and Printing, Supervisors' exam- ination	300 44
Repairs and small items	43 76
	<hr/>
	<u>\$29,798 34</u>

SPECIAL EXPENDITURES BY PUBLIC BUILDING
COMMITTEE.

Grammar School-house, Washington Vil- lage	\$74,124 38
Primary School-house, Weston street	39,536 71
	<hr/>
	<u>\$113,661 09</u>

RECAPITULATION.

TOTAL EXPENDITURES.

School Committee.

Public Schools, per detailed statement	. \$1,453,785 87
Miscellaneous articles not delivered	. . . 1,901 87
	<u>\$1,455,687 74</u>

Public Building Committee.

Public Schools, per detailed statement	. . . 126,428 35
Total ordinary expenditures	. . . \$1,582,116 09

SPECIAL EXPENDITURES.

*Public Building Committee and Committee
on Public Instruction.*

School Buildings, as per statement	. . . 113,661 09
Total expenditures for the Public Schools	. <u>\$1,695,777 18</u>

INCOME.

Amount received from State, non-resident Deaf-

Mute Scholars	. . . \$10,118 83
from non-residents	. . . 3,962 10
from Trust Funds and other sources	. . . 16,501 54
from sale of Instruments and Materials	. . . 793 62
	<u>\$31,376 09</u>

OFFICE OF ACCOUNTS, Feb. 15, 1878.

ALFRED T. TURNER, Esq. :—

DEAR SIR,— The Committee on Accounts of the School Committee herewith transmit to you estimates of the amounts which will be required to meet the expenses of the Public Schools for the financial year commencing on the first day of May, 1878, and ending April 30, 1879, exclusive of the expenses for furniture, repairs, alterations, and the building of school-houses.

SALARIES OF INSTRUCTORS.

First Grade.

6 Head Masters,	at \$3,780	\$22,680	
12 Masters,	“ 3,000	36,000	
16 Sub-Masters,	“ 2,400	38,400	
4 Ushers,	“ 1,800	7,200	
		<u> </u>	\$104,280 00

Second Grade.

39 Masters,	at \$3,000	\$117,000	
28 Sub-Masters,	“ 2,400	67,200	
17 Ushers,	“ 1,800	30,600	
1 Principal — Girls' Dudley,		1,800	
		<u> </u>	216,600 00

Third Grade.

1 Assistant Principal,		\$1,800	
5 First Assistants,	at \$1,620	8,100	
4 Second Assistants,	“ 1,380	5,520	
9 Third Assistants,	“ 1,140	10,260	
23 Fourth Assistants,	“ 900	20,700	
1 Assistant — Normal,		1,380	
		<u> </u>	47,760 00
<i>Carried forward</i>			<u> </u> \$368,640 00

Brought forward \$368,640 00

Fourth Grade.

44 First Assistants,	at \$1,140	\$50,160	
15 Second First Ass'ts,	" 852	12,780	
72 Second Assistants,	" 792	57,024	
347 Third Assistants,	" 750	260,250	
		—————	380,214 00

Fifth Grade.

410 Fourth Assistants,	at \$750		
	—————		307,500 00

Special Grade.

Music Director and 6 Instructors		\$18,000	
Drawing Director and 6 Instructors		12,120	
Industrial Drawing:—			
1 Master, 5 Head Assistants, and 11 Assistants, 104 evenings		9,880	
Evening Schools:— 17 Principals, 121 Assistants, 130 evenings		30,800	
6 French Instructors		5,100	
3 German Instructors		2,700	
Deaf-Mutes:— 1 Principal, 7 Assistants		7,200	
Licensed Minors and Kindergarten, 4 Assistants		2,650	
Military Drill, Instructor and Armorer		1,920	
Sewing, 29 Instructors, 178 Divisions		13,190	
Assistant, Latin and English High		600	
Assistant in Laboratory— Girls' High		750	
Instructor, Physical Culture— Girls' High		600	
		—————	105,510 00
			<u>\$1,161,864 00</u>

SALARIES OF OFFICERS.

Superintendent	\$4,200 00
6 Supervisors	22,680 00
Secretary and Auditing Clerk	3,600 00
Assistants, Messenger, and Officers	9,000 00
15 Truant Officers	17,220 00
	<hr/>
	\$56,700 00
	<hr/> <hr/>

INCIDENTALS.

Text-books for indigent children :—	
Grammar and Primary	\$26,000
Text-books, inc. Reference Books,	
High Schools	4,000
Drawing Books	8,500
Writing Books	6,000
Record Books	1,200
Festivals, annual	3,000
Exchange of Books	2,000
Globes, Maps, and Brackets	1,000
Music Expenses :—	
Instruments	\$1,800
Repairs and Covers	2,200
Charts and Stands	1,500
	<hr/>
	5,500
Printing	14,000
Philosophical, Chemical, and Mathe-	
matical Apparatus	9,000
School Census	2,000 00
Stationery	8,500
Slates, Diplomas, Racks, Pen-	
cils, Erasers, etc.	6,000
	<hr/>
<i>Carried forward</i>	\$94,700
	<hr/>
	\$2,000 00

<i>Brought forward</i>	.	.	\$94,700	\$2,000 00
Drawing Materials : —				
Evening Schools	.		\$3,000	
Day Schools	.		3,800	
			<u>6,800</u>	
Advertising	.	.	.	1,500 00
Evening Schools	.	.	1,000	
Military Drill, Arms, etc.	.	.	800	
East Boston Ferries	.	.	.	1,200 00
Expressage and Teaming	.	.	2,000	
Miscellaneous	.	.	3,500	
			<u>108,800 00</u>	
Fuel, Gas, and Water	.	.	.	70,000 00
Janitors	.	.	.	78,000 00
Janitor Supplies	.	.	.	5,000 00
				<u>\$266,500 00</u>

RECAPITULATION.

Salaries of Instructors	.	.	.	\$1,161,864 00
Salaries of Officers	.	.	.	56,700 00
Incidentals	.	.	.	266,500 00
				<u>\$1,485,064 00</u>

INCOME.

Non-residents, State and City	.	.	.	\$10,000 00
Trust Funds and other sources	.	.	.	9,000 00
				<u>\$19,000 00</u>

These estimates, as compared with those of last year, show a reduction of \$49,736, and in connection with estimates of previous years, show an aggregate reduction in the last three years of \$143,836.

The Committee present these figures, and state that these amounts are actually required to carry on the schools as at present constituted.

Respectfully submitted, for the Committee,

WM. H. LEARNARD, JR.,

Chairman.

CITY HALL, Feb. 28, 1878.

The Joint Standing Committee on Public Instruction, having considered the foregoing estimates for the coming financial year, would respectfully report as follows:—

The Committee recommend that the sum of four thousand five hundred dollars be added to the item of "Incidentals," for the purpose of supplying all books in the Primary Schools, free of charge, to the pupils. The Committee have been informed by the City Solicitor that, so far as regards the salaries of teachers, their only function is a purely advisory one, and that the only action they can take is either to approve the estimates so submitted, or to recommend the closing of the schools. They, therefore, respectfully report to the City Council the request of the School Committee, with their general approval.

For the Committee,

CHAS. HAYDEN,

Chairman.

On the recommendation of the Committee on Finance, the City Council passed the following appropriations:—\$1,112,000 for Instructors, \$251,500 for School Expenses, and \$56,000 for Salaries of Officers, with the following provision: "The Auditor of Accounts is hereby authorized to transfer from Salaries of Instructors, Salaries of Officers School Committee, or School Expenses School Committee, such unexpended balances as may be needed to make up any deficiency that may occur in either of the three named appropriations," the aggregate appropriations showing a reduction from the Committee's estimates of \$70,064.

SCHOOL DOCUMENT NO. 11.

ANNUAL REPORT

OF THE

COMMITTEE ON TEXT-BOOKS.



BOSTON:
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1878.

REPORT.

JUNE 25, 1878.

The Committee on Text-books respectfully report that they have carefully considered an "Outline Course of Study for Primary and Grammar Schools," prepared by the Board of Supervisors, copies of which have been laid before the members of the School Committee, and they recommend its adoption.

They also recommend the following changes in text-books, for the purpose of effectively carrying out that programme of study.

PRIMARY-SCHOOL TEXT-BOOKS.

Strike out from the list now in use, —

1. Franklin Primer, Leigh's type.
2. Franklin Second Reader, Leigh's type. ✓
3. Worcester's Primary Spelling-book.
4. Primary School Tablets.
5. Hillard's Fourth Reader (permitted book).

Adopt, —

1. Monroe's Charts. ✓
2. Monroe's Primer.
3. Franklin First Reader.
4. Monroe's First Reader.
5. Monroe's Second Reader.
6. Sheldon's Third Reader.
7. Prang's Natural History Series.

GRAMMAR-SCHOOL TEXT-BOOKS.

Strike out, —

1. Eaton's Intellectual Arithmetic (so far as requiring its purchase by pupils).

2. Worcester's Spelling-book.
3. Worcester's Elementary Dictionary.
4. Swinton's Language Lessons (now used in the 4th, 5th, and 6th classes.
5. Kerl's Common-School Grammar.
6. Franklin Sixth Reader.
7. All writing-books of the A. R. Dunton and the University Series, and so many of the Payson, Dunton, & Scribner Series, as shall reduce the number of books to the following to be used in the respective classes, viz. : Sixth class, Nos. 1 and 2 ; Fifth class, Nos. 3 and 4 ; Fourth class, Nos. 2, 3, and 5 ; Third class, Nos. 12 and 6 ; Second class, No. 7.
8. Anderson's Grammar School History.
9. Worcester's History.

Adopt, —

1. Swinton's New Language Lessons (for the 1st, 2d, and 3d classes).
2. Barnes's Brief History of the United States.
3. Thalheimer's History of England.
4. Monroe's Third Reader.
Sheldon's Fourth Reader.
Monroe's Fifth Reader.
Higginson's History of the United States (to be used as a reader).
- Or, the reading prescribed for the use of the Latin School.
5. Prang's Aids for Object-Teaching : " Trades."
6. The provision of three copies of either Eaton's or Colburn's Intellectual Arithmetic for each teacher's desk.
7. The provision of blank-books for practice in writing, to take the place of the writing-books superseded.

In explanation of the foregoing recommendations, the Committee submit the following considerations : —

A large part of the changes are for the purpose of simpli-

fyng the course of instruction in conformity with the best modern theories of education.

One treatise in grammar is made to take the place of two now in use.

The spelling-books are dropped; the spelling-lessons to be taken hereafter from the books which the pupils are reading, or from lists prepared by the teachers with special adaptation to the peculiar wants of each class.

The writing-books are reduced in number, that more practice may be had in miscellaneous writing.

A considerable addition is made to the amount of matter for reading, the many shortcomings of the schools in that art being largely due to the limited range of reading-books, on account of which the pupil obtains practically no exercise in reading at sight, since he often knows by heart the selections in the books long used. A wide field of choice is now offered to the teachers; and in order that this may have the smallest possible restriction, the Committee advise that a definite number of sets of the various new reading-books be bought by the city, to be kept as a circulating library, and to be loaned to the several schools for a limited time, on requisition from the Principals. The sole weighty objection which can be urged against the proposition, viz., the added expense to the city, is met by the fact that the reductions submitted by the Committee will nearly, if not fully, equal the new expenditure.

The changes in the text-books in Grammar and History have been asked for by the majority of the masters, who agree with the Board of Supervisors that the treatises now in use are extremely unsatisfactory.

The Committee also recommend the following list of books for the High Schools; the majority of the changes being in the line of reduction in the number of books now used, and many of the substitutions being simply in name. As the alterations are practically a reclassification of the whole list, the omissions and substitutions are submitted by classes.

HIGH-SCHOOL TEXT-BOOKS.

ENGLISH.

First Year.

Strike out, —

1. Hill's General Rules for Punctuation.
2. Longfellow's Poems.
3. Lowell's Vision of Sir Launfal.
4. Scott's Poems and Prose.

Add, —

1. Scott's Lady of the Lake.

Second Year.

Strike out, —

1. Haven's Rhetoric.
2. Goldsmith's Poems and Prose.
3. Addison's Prose.

Add, —

1. Hill's Rhetoric.
2. Haley's Longer English Poems.
3. Addison's Spectator (selections).

Third Year.

Strike out, —

1. Milton's Poems.
2. Bacon's Essays.
3. Shakespeare's Plays.

Add, —

1. Trevelyan's Selections from Macaulay.
2. Shakespeare and Milton; Selections in the Clarendon Press Series (or any equivalent selections which may be recommended by the Board of Supervisors).

Continue Haley's Poems,

FRENCH.

First, Second, and Third Years.

Strike out, —

Keetel's Analytical and Practical Grammar.

Add, —

Keetel's Elementary Grammar.

First and Third Years.

Substitute, —

Jayne's Otto's French Reader for

Bocher's " " "

Second Year.

Strike out all but, —

Saintine. Picciola.

Eckmann Chatrian. Le Conscriit de 1813.

" " Madam Therese.

Bocher's College Series of French Plays.

Souvestre's Au Coin du Feu.

Third Year.

Strike out all but, —

Lacombe. La petite histoire du peuple français.

Bocher's College Series of French Plays.

Taine. Notes sur l' Angleterre.

Add, —

Herrig's La France Litteraire.

GERMAN.

First and Third Years.

Strike out, —

Balladenbuch.

Add, —

Storme's Easy German Reader.

Second Year.

Strike out all but, —
Schiller's William Tell.

Add, —
Muller's College Plays.
Whitney's Reader to be continued.

Third Year.

Strike out all of the present list.

Add, —
1. Gœthe's Hermann und Dorothea.
2. " Prose (Schul-Ausgaben Deutsch Classiker).

LATIN.

First, Second, and Third Years.

Substitute for the present phraseology, —
Allen and Greenough's or Harkness's Latin Grammar.

First and Third Years.

Substitute for the present phraseology, —
Allen's New Latin Method or Harkness's New Latin Reader.

Third Year.

Change to, —
"Virgil, any edition approved by the Committee on Text-books."

HISTORY.

First, Second, and Third Years.

Add, —
"or Thalheimer's General History."

MATHEMATICS.

Second and Third Years.

Substitute for present phraseology, —
Bradbury's Elementary Trigonometry; or,
Greenleaf's Trigonometry.

The Committee submit the following orders: —

1. *Ordered*, That the outline course of study prepared by the Board of Supervisors be adopted for the work of the Primary and Grammar Schools, for the year beginning Sept. 1, 1878.

2. *Ordered*, That the foregoing changes in text-books for the Primary Schools be adopted.

3. *Ordered*, That the changes above proposed in text-books for Grammar Schools be adopted.

4. *Ordered*, That the above omissions and substitutions in the list of High-School text-books be adopted.

5. *Ordered*, That Appleton's American Encyclopedia or Johnson's Encyclopedia may be furnished to newly-organized schools, at present entitled to such books, whenever the stock of the old encyclopedias in the store-room shall be exhausted.

For the Committee on Text-books,

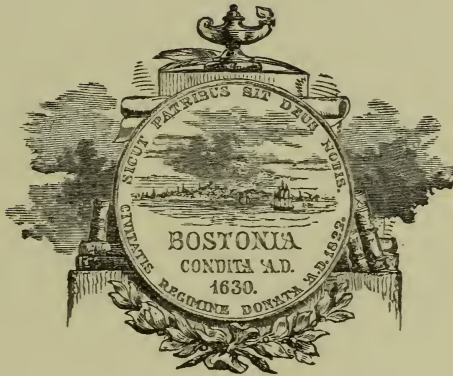
GEORGE A. THAYER, *Chairman.*

SCHOOL DOCUMENT NO. 12.

REPORT

OF THE

COMMITTEE ON SALARIES.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1878.

REPORT OF THE COMMITTEE ON SALARIES.

BOSTON, June 25, 1878.

Section 44 of the Rules and Regulations of the School Committee requires the Committee on Salaries to report to the Board, at the last meeting in June, a full schedule of salaries of the instructors for the ensuing school-year. The Committee have carefully considered the subject, and, in accordance with the rules of the Board, respectfully submit the following.

Tables are presented in each grade, in explanation of the various orders, and in comparison with the salaries as paid last year.

SCHEDULE OF SALARIES 1878-79.

ORDER No. 1.

Ordered, That the salary of a Head Master be \$3,600 per annum.

Ordered, That the salary of a Junior Master be, for the first year, \$1,440, with an annual increase of \$144, till the maximum salary, \$2,880, is reached, when the rank of Master is attained.

FIRST GRADE.

	Ushers.	Junior Masters.	Sub- Masters.	Junior Masters.	Masters.	Junior Masters.
	1877.	1878.	1877.	1878.	1877.	1878.
Increase .....	.....	\$144	.....	\$144	.....	\$144
First year	\$1,500	1,440	\$2,100	1,440	\$2,700	1,440
Second "	1,800	1,584	2,400	1,584	3,000	1,584
Third "	1,800	1,728	2,400	1,728	3,000	1,728
Fourth "	1,800	1,872	2,400	1,872	3,000	1,872
Fifth "	1,800	2,016	2,400	2,016	3,000	2,016
Sixth "	1,800	2,160	2,400	2,160	3,000	2,160
Seventh "	1,800	2,304	2,400	2,304	3,000	2,304
Eighth "	1,800	2,448	2,400	2,448	3,000	2,448
Ninth "	1,800	2,592	2,400	2,592	3,000	2,592
Tenth "	1,800	2,736	2,400	2,736	3,000	2,736
Masters .....	.....	2,880	.....	2,880	3,000	2,880

ORDER No. 2.

Ordered, That the salary of a Master be, for the first year, \$2,580, with an annual increase of \$60, till the maximum salary of \$2,880 is reached.

Ordered, That the salary of a Sub-Master be, for the first year, \$1,980, with an annual increase of \$60, till the maximum salary of \$2,280 is reached.

Ordered, That the salary of a Second Sub-Master be, for the first year, \$1,500, with an annual increase of \$60, till the maximum salary of \$1,800 is reached.

SECOND GRADE.

	Masters.		Sub-Masters.		Second Sub-Masters. ¹	
	1877.	1878.	1877.	1878.	1877.	1878.
Increase .....	....	\$60	....	\$60	....	\$60
First year	\$2,700	\$2,580	\$2,100	\$1,980	\$1,500	\$1,500
Second "	3,000	2,640	2,400	2,040	1,800	1,560
Third "	3,000	2,700	2,400	2,100	1,800	1,620
Fourth "	3,000	2,760	2,400	2,160	1,800	1,680
Fifth "	3,000	2,820	2,400	2,220	1,800	1,740
Sixth "	3,000	2,880	2,400	2,280	1,800	1,800

¹ Formerly Ushers.

ORDER No. 3.

Ordered, That the salary of an Assistant Principal be fixed at \$1,800 per annum.

Ordered, That the salary of a First Assistant be, for the first year, \$1,440, with an annual increase of \$36, till the maximum salary of \$1,620 is reached.

Ordered, That the salary of a First Assistant be, for the second year, \$1,200, with an annual increase of \$36, till the maximum salary of \$1,380 is reached

Ordered, That the salary of a Second Assistant be, for the first year, \$960, with an annual increase of \$36, till the maximum salary of \$1,140 is reached.

Ordered, That the salary of a Fourth Assistant be, for the first year, \$768, with an annual increase of \$36, till the maximum salary of \$948 is reached.

THIRD GRADE.

Assistant Principal \$1,800

	First Assistant.		Second Asst.		Third Asst.		Fourth Asst.	
	1877.	1878.	1877.	1878.	1877.	1878.	1877.	1878.
Increase .....	.....	\$36	.....	\$36	.....	\$36	.....	\$36
First year.....	\$1,620	1,440	\$1,380	1,200	\$1,140	960	900	768
Second "	1,620	1,476	1,380	1,236	1,140	996	900	804
Third "	1,620	1,512	1,380	1,272	1,140	1,032	900	840
Fourth "	1,620	1,548	1,380	1,308	1,140	1,068	900	876
Fifth "	1,620	1,584	1,380	1,344	1,140	1,104	900	912
Sixth "	1,620	1,620	1,380	1,380	1,140	1,140	900	948

ORDER No. 4.

Ordered, That the salary of a First Assistant be, for the first year, \$900, with an annual increase of \$36, till the maximum salary of \$1,080 is reached.

Ordered, That the salary of a Second Assistant be, for the first year, \$756, with an annual increase of \$12, till the maximum salary of \$816 is reached.

Ordered, That the salary of a Third and Fourth Assistant be, for the first year, \$504, with an annual increase of \$48, till the maximum salary of \$744 is reached.

FOURTH AND FIFTH GRADES.

	First Assistant		Second Assistant		Third Assistant.		Fourth Assistant	
	1877.	1878.	1877.	1878.	1877.	1878.	1877.	1878.
Increase .....	.....	\$36	.....	\$12	.....	\$48	.....	\$48
First year	\$1,140	900	\$792	756	\$540	504	\$540	504
Second "	1,140	936	792	768	660	552	660	552
Third "	1,140	972	792	780	750	600	750	600
Fourth "	1,140	1,008	792	792	750	648	750	648
Fifth "	1,140	1,044	792	804	750	696	750	696
Sixth "	1,140	1,080	792	816	750	744	750	744

SPECIAL INSTRUCTORS.

ORDER No. 5.

Ordered, That the salaries of the Sewing Teachers be as follows : —

One Division	\$108 00
Two Divisions	192 00
Three “	276 00
Four “	348 00
Five “	420 00
Six “	492 00
Seven “	540 00
Eight “	588 00
Nine “	636 00
Ten “	684 00
Eleven “	732 00
Over Eleven Divisions	744 00

SEWING TEACHERS.

	1877.	1878.
One Division.....	\$100 00	\$108 00
Two Divisions	190 00	192 00
Three Divisions	275 00	276 00
Four “	350 00	348 00
Five “	424 00	420 00
Six “	500 00	492 00
Seven “	550 00	540 00
Eight “	600 00	588 00
Nine “	650 00	636 00
Ten “	700 00	684 00
Eleven “	750 00	732 00
Over eleven.....	750 00	744 00

MODERN LANGUAGES.

French and German.

ORDER No. 6.

Ordered, That the Special Teachers of Modern Languages be paid at the rate of \$90 per week for every hour of actual service in the school-room for the school year 1878-9.

Ordered, That the Committee on High Schools determine by vote the number of hours per week the several special teachers shall be employed in the respective schools under their charge, and transmit a certified copy of such vote to the Committee on Accounts, on or before the 15th day of September in each year, and also whenever any change is made in such number of hours.

MUSIC.

ORDER No. 7.

Ordered, That the salary of the Director of Music be \$3,000 per annum, and of three Assistant Directors \$2,640 each per annum.

	1876.	1877.	1878.
Director	\$3,300 00	\$3,000 00	\$3,000 00
Three Assistant Directors.....	3,000 00	2,500 00	2,640 00

DRAWING.

ORDER NO. 8.

Ordered, That the salary of the Director of Drawing be \$3,000 per annum; of two Assistant Directors, each \$2,280; and of one Assistant Director, \$1,500.

	1876.	1877.	1878.
Director	\$3,300 00	\$3,000 00	\$3,000 00
Two Assistant Directors	2,500 00	2,100 00	2,280 00
One Assistant Director .....	.....	.....	1,500 00

CHEMISTRY.

ORDER NO. 9.

Ordered, That the salary of the Instructor of Chemistry in the Girls' High School be \$1,380 per annum, and of the assistant in the Laboratory \$744.

	1876.	1877.	1878.
Instructor, Girls' High School	\$1,500 00	\$1,380 00	\$1,330 00
Laboratory	880 00	750 00	744 00

PHYSICAL CULTURE.

ORDER NO. 10.

Ordered, That the salary of the Instructor of Physical Culture in the Girls' High School be \$600 per annum.

	1876.	1877.	1878.
Instructor, Girls' High School	\$600 00	\$600 00	\$600 00

HORACE MANN SCHOOL FOR THE DEAF.

ORDER No. 11.

Ordered, That the salary of the Principal of the Horace Mann School be \$1,500 per annum ; of the First Assistant, \$900 per annum ; of Assistants, first year, \$700 ; second year, \$800.

	1877.	1878.
Principal	\$1,500 00	\$1,500 00
First Assistant	900 00	900 00
Assistants, first year	700 00	700 00
Assistants, second year, and subsequently.	800 00	800 00

MILITARY DRILL.

ORDER No. 12.

Ordered, That the salary of the Instructor of Military Drill be \$1,504 per annum ; and the salary of the Armorer \$504 per annum.

	1876.	1877.	1878.
Instructor	\$1,500 00	\$1,500 00	\$1,500 00
Armorer	500 00	420 00	504 00

EVENING SCHOOLS.

ORDER No. 13.

Ordered, That the salary of the Principal of the Evening High School be \$10 per evening ; and the salaries of the Assistants in the Evening High School be \$5 per evening.

Ordered, That the salaries of the Principals of the Evening

Grammar Schools be \$3 per evening, and of the Assistants in the Evening Grammar Schools \$1.25 per evening.

	1877.	1878.
Principal Evening High School (per evening)	\$10 00	\$10 00
Assistants " " " "	4 00	5 00
Principals " Schools	3 00	3 00
Assistants " "	1 25	1 25

EVENING DRAWING SCHOOLS.

ORDER No. 14.

Ordered, That the salaries of the Masters of the Evening Drawing Schools be \$10 per evening, and the salaries of Head Assistants of Evening Drawing Schools \$6 per evening; and of Assistants in Evening Drawing Schools \$5 per evening.

	1877.	1878.
Master Evening Drawing Schools (per eve'ng)	\$10 00	\$10 00
Head Assistant " " "	6 00	6 00
Assistants " " "	5 00	5 00

ORDER No. 15.

Ordered, That Masters elected as Principals of High Schools, whose average whole number for the preceding school-year exceeds one hundred pupils, receive \$288; Sub-masters, elected as Principals, \$216; Second Sub-masters, elected as Principals, \$144; First Assistants, elected as Principals, \$72; each, in addition to the regular salary of the rank.

First Assistants	\$1,080	Sub-masters	\$2,280
Add	72	Add	216
	<hr/>		<hr/>
Total	\$1,152	Total	\$2,496
Increase	12	Reduction	66
Second Sub-masters	\$1,800	Masters (in High Schools)	\$2,880
Add	144	Add	288
	<hr/>		<hr/>
Total	\$1,944	Total	\$3,168
Reduction	66	Increase	168

ORDER No. 16.

Ordered, That the salaries of instructors not entitled to maximum rates on the eleventh day of June, 1878, shall be continued at the present rates until such instructors shall be entitled to an increase of salary in accordance with the schedule for 1878-79, and they shall thereafter receive the rates therein provided.

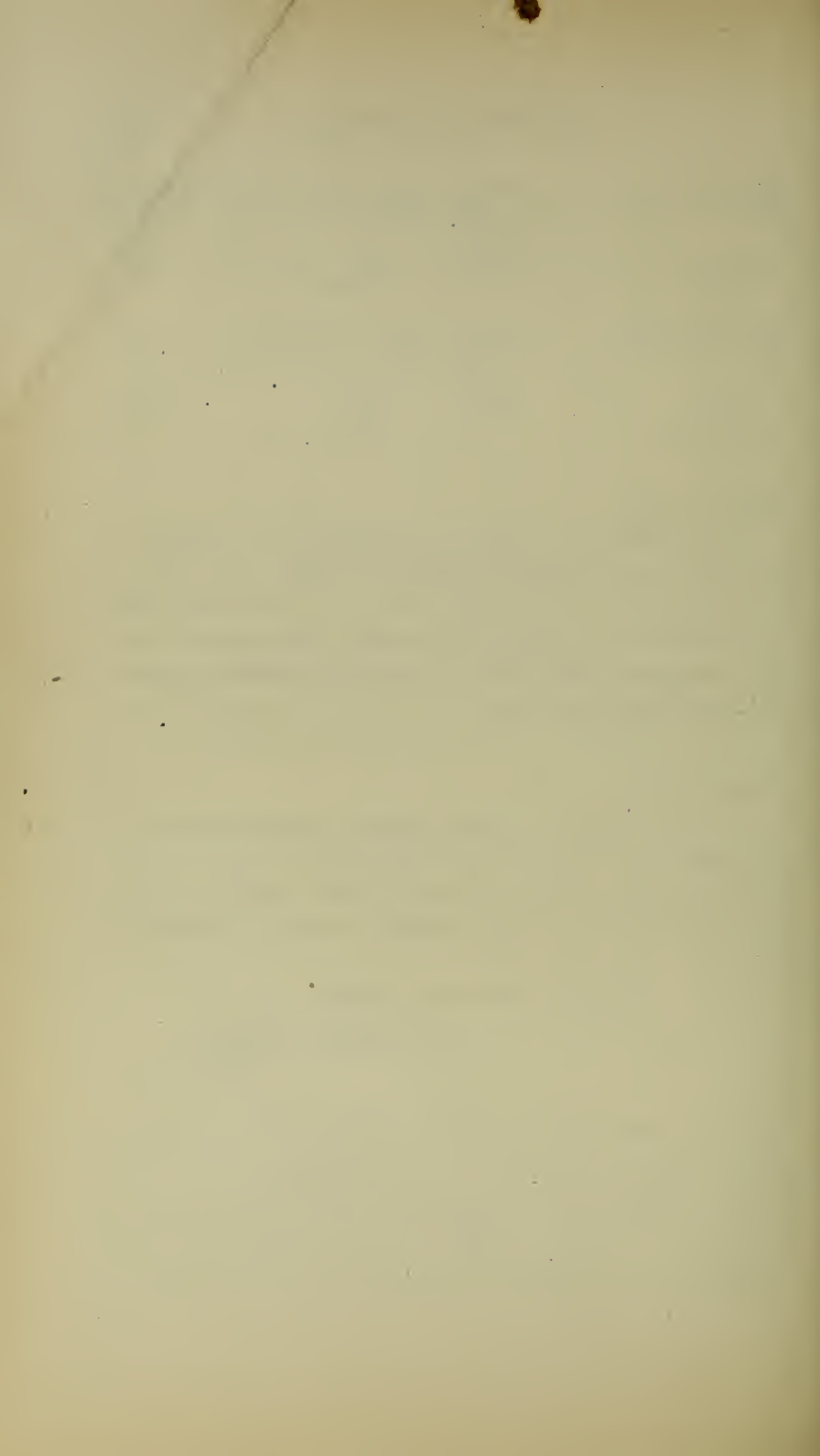
ORDER No. 17.

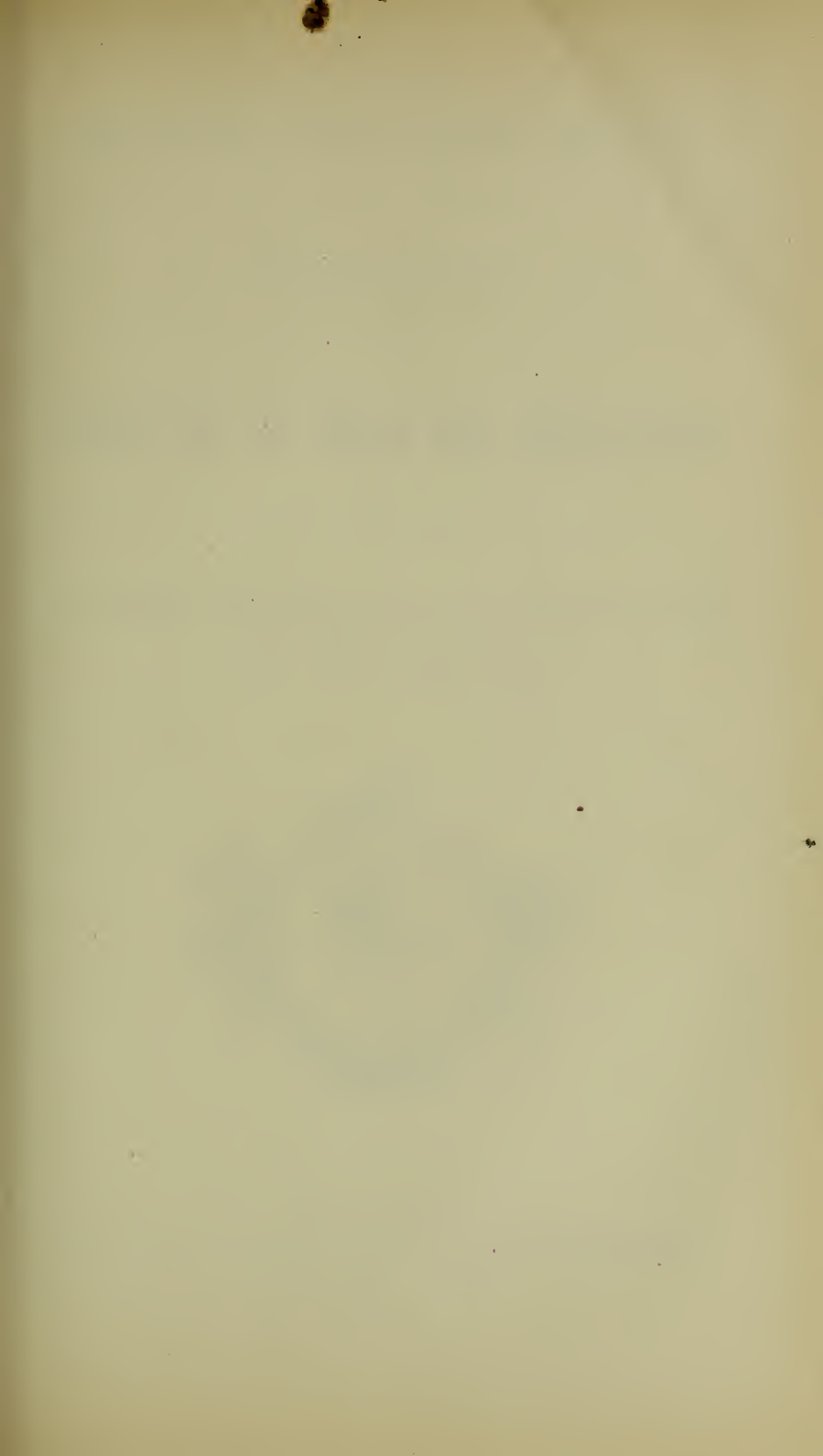
Ordered, That the salaries of the teachers heretofore recognized as "Second First Assistants," begin at the minimum salary of First Assistants, \$900, with an annual increase of \$36, till the maximum salary of \$1,080 is reached.

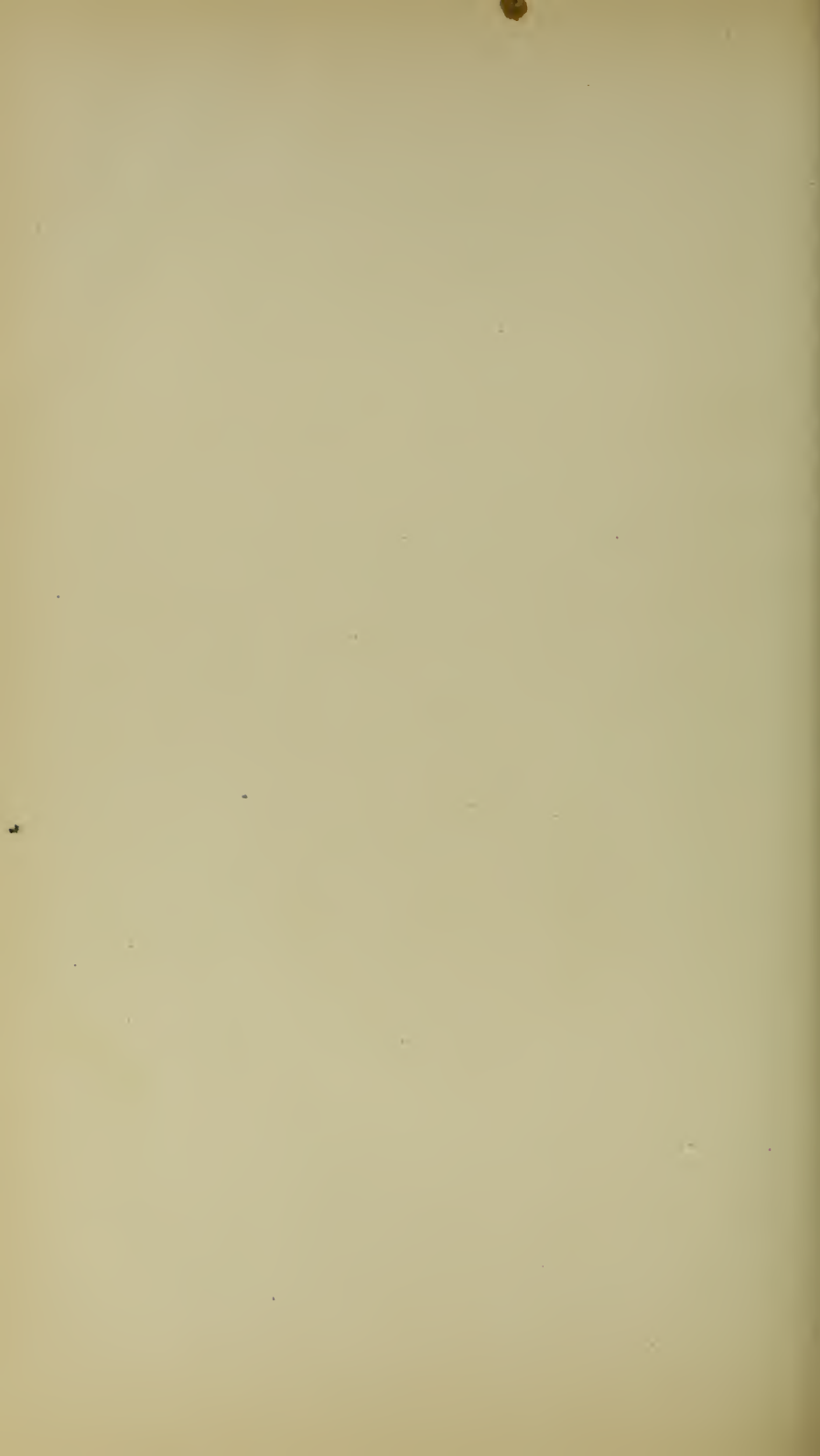
For the Committee on Salaries,

GODFREY MORSE,

Chairman.







SCHOOL DOCUMENT NO. 13.

R E P O R T

OF

COMMITTEE ON RULES AND REGULATIONS.

REVISION OF CHAPTER XIX. OF THE RULES
AND REGULATIONS.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1878.

IN SCHOOL COMMITTEE,
June 25, 1878.

On motion of Mr. Thayer, laid on the table and ordered to
be printed.

Attest :

GEO. A. SMITH,
Secretary.

CHAPTER XIX.

Regulations of the Boston Normal School.

SECTION 275. The Boston Normal School is established for the purpose of giving distinct professional instruction to those young women who intend to become teachers in the public schools of Boston.

SECT. 276. The head-master shall be a graduate of a college in good standing. He shall have a first assistant, and as many other assistants as may be necessary, provided the whole number of teachers, exclusive of the head-master, shall not exceed one for every thirty pupils. Special instruction in music and drawing shall be given in this school, under the direction of the committees on these departments.

SECT. 277. Candidates for admission must signify in writing their intention to become teachers. A diploma of graduation from any Boston High School shall entitle a candidate to admission without examination. Candidates not graduates of the Boston High Schools must pass a satisfactory examination in the ordinary High School studies, and must present evidence of good character. No candidate shall be admitted to this school who is not at least seventeen years of age, except by special vote of the committee in charge.

SECT. 278. The Board of Supervisors, in connection with the head-master, shall, from time to time, examine the pupils in the Normal School, and near the close of the school year recommend for graduation those whom they shall deem qualified; and the committee in charge shall grant diplomas to such of those thus recommended as shall have satisfactorily completed the course of study.

SECT. 279. A diploma of graduation from the Normal School, issued after the year 1872, shall entitle the holder to receive a fourth-grade certificate of qualification.

SECT. 280. The text-books used in this school shall be such of the text-books used in the other public schools of the city as are needed for the course of study, and such others as shall be authorized by the Board.

SECT. 281. When teachers are to be employed in the public schools, graduates of this school shall have the preference, other things being equal; and such graduates who are also graduates of a public High School of this city shall, when so employed, receive the same salary for their first and subsequent years of service that others receive for the second and subsequent years.

SECT. 282. This school shall begin the second Monday in September; and shall close on such day of the week preceding the Fourth of July, and with such exercises, as the committee of the school may direct.

SECT. 283. A catalogue of the Normal School shall be annually prepared, under the direction of the committee in charge, and sent to the members of the School Committee and of the Board of Supervisors, and to the principals of schools.

SECT. 284. When a graduate of this school is appointed as a teacher in any public school of this city, it shall be the duty of the head-master to make, or cause to be made by his assistants, one or more visits to her school for the purpose of criticism and suggestion in regard to her teaching.

SECT. 285. Such instruction shall be given in the Normal School, to teachers in the employ of the city, as the Board may from time to time direct.

TRAINING DEPARTMENT.

SECT. 286. The Rice Training School is intended to give the pupils of the Normal School a practical knowledge of

the methods of instruction and discipline in the public schools of Boston.

SECT. 287. The Committee on the Normal School shall have charge of the Training School.

SECT. 288. The head-master of the Normal School shall have the direction of the observation, practice, and methods of instruction in the Training School, subject to the approval of the committee in charge.

SECT. 289. The principal of the Training School shall perform in that school the usual duties of master of a Grammar School, and such duties in connection with the Normal School as the committee in charge may direct.

SECT. 290. The number and rank of teachers other than principal, and the course of study, in the Training School, shall be the same as in the Grammar and Primary Schools of the city.

REPORT.

The Committee on Rules and Regulations have given careful consideration to the several orders referred to them, May 28, concerning the revision of Chap. XIX., and they submit recommendations for such amendments as appear to them expedient.

With the exception of a few amendments of minor importance, the orders herewith submitted propose to raise the standard of admission to the Normal School; to eliminate from it all pupils who are manifestly unfit to pursue the full course; and to place the examinations for diplomas on the same basis as that of other schools; the general effect of all the proposed amendments being, in the opinion of the committee, to raise the standard of the school, and, in a great degree, to provide our Primary and Grammar Schools in the future with better prepared and more successful teachers.

The Normal School has undoubtedly done a good work since its establishment, and has sent out many well-fitted and excellent teachers; but the evidence seems to show that, for the past one or two years, it has labored under the disadvantage of being obliged to receive, and carry along as dead weights, many who ought never to have entered, and who will never be able, under the training of a Normal or any other school, to perform successfully the duties of a profession for which they are entirely unfitted by nature. It is unjust to such to hold out to them assurances that,

whatever their natural deficiencies may be, they will be made over in one year into well-prepared instructors of youth. It is unjust to the teachers of the Normal School to give them such a task. It is unjust to the city and the taxpayer to waste time and money in the endeavor to perform impossibilities. It is unjust to the cause of education and to the children of our schools to furnish to incompetent persons certificates of eligibility as teachers in our public schools, merely because they have passed a year in the Normal School.

With an earnest desire to remove the obstacles to the greatest success of the Normal School, and with the hope that the proposed changes are in the right direction, the committee recommend the adoption of the accompanying orders.

As it is undoubtedly the case that many of the graduates from our High Schools have made preparation for admission to the Normal School under the present regulations, it is recommended that the amendments do not go into effect until after the commencement of the school in September.

Respectfully submitted.

For the Committee,

WM. H. FINNEY,

Chairman.

Ordered, That Section 275 be amended by striking out the word "distinct."

Ordered, That Section 276 be amended by substituting the word "second" for the word "other," in the third line.

Ordered, That Section 277 be amended by substituting the following: —

"Candidates for admission must be at least eighteen years old, and be recommended by the master or committee of the

last school they attended. Those who have completed the fourth year in the Girls' High School will be admitted without examination. Other candidates must be examined by the Board of Supervisors, under the direction of the Committee on Examination, and must present evidence of good character. All pupils will be put on probation, and as soon as they prove unsuitable for this school shall be discharged by the committee on the school; the probation to cease at the end of the half year. No pupil who has attended the school for more than a half year shall return a second year without special permission from the committee in charge."

Ordered, That Section 278 be stricken out.

Ordered, That Section 281 be appended to present Section 279.

Ordered, That Section 282 be amended by substituting the word "first" for the word "second" in the first line.

Ordered, That Section 283 be stricken out.

Ordered, That the Sections in Chap. XIX. be renumbered in accordance with the amendments thereto.

Ordered, That so much of the amendments to Section 277 as changes the qualifications for admission go into effect after the commencement of the school in September, 1878.

Ordered, That Section 141 be amended by inserting the word "Normal" before the word "High" where it first occurs.

Ordered, That Section 205 be amended by inserting the word "Normal" before the word "High" in the tenth line; by striking out the words "except that the High Schools shall begin on the following Wednesday."

SCHOOL DOCUMENT NO. 14.

ANNUAL REPORT

OF THE

BOARD OF SUPERVISORS.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1878.

IN SCHOOL COMMITTEE,
June 25, 1878.

Received, and, on motion of Mr. Finney, ordered to be
printed.

Attest :

GEO. A. SMITH,
Secretary.

R E P O R T.

SUPERINTENDENT'S OFFICE,
MASON STREET, June 24, 1878.

To the President of the School Committee:—

DEAR SIR, — I beg to present the Report of the Board of Supervisors, as required by Section 140 of the Rules and Regulations.

Respectfully yours,
S. ELIOT, *Chairman.*

To the School Committee of Boston:—

In conformity to the requirements of Section 140 of the Rules and Regulations, the Board of Supervisors hereby present a report of their work as a Board, and as Supervisors, for the school year beginning Sept. 1, 1877.

The Board was reorganized in April, with such modifications only as the experience of two years had suggested, and such changes in the standing committees as would economize the time and equalize the work of the members.

In accordance with the Rules, the Board of Supervisors has examined the graduating classes of the Grammar Schools, two classes of the High Schools, and candidates for teachers' certificates. At the examination in April for certificates of qualification, one hundred new candidates presented themselves, and fourteen who had previously been examined, returned, — either to secure a transfer to a certificate of a higher grade or to complete an examination begun last year. Of this number seventy-six received certificates, which were

distributed as follows: Eleven of the First Grade; twelve of the Second; five of the Third; twenty-seven of the Fourth; seven of the Fifth; two of the Special Grade; seven transfers; and five certificates for completed examinations. Thirty-four of the remaining candidates were credited with satisfactory results in certain departments, in the expectation of securing a certificate at the next regular examination.

This report will indicate the good scholarship of many of the candidates; and we are happy to add that a larger proportion than at any previous examination were teachers of experience, who brought high credentials of success.

Previous to April the Board had been called upon at intervals to examine sewing teachers, teachers of evening schools, and candidates specially selected to fill vacancies, — numbering in all, seventy-seven. As the list of eligible candidates who combine successful experience with good scholarship is now quite large, it will probably supply all the needs of the schools till another regular examination occurs, so that it will not be necessary often to withdraw the supervisors from their daily work to conduct special examinations. The previous term of service of candidates certificated in April is indicated in the printed list, as an aid in the selection of teachers for positions where experience is the indispensable condition of success.

In addition to the above, the Board has been called upon for much service of a miscellaneous character, consisting, to a considerable extent, of matters referred to it by the School Board, or sub-committees, or members thereof. An enumeration of these matters seems unnecessary in this report, and it is, perhaps, enough to say that the records of the Secretary of the Board of Supervisors will show that much thought and labor have been bestowed on all matters thus referred.

But perhaps the most important, and certainly the most

difficult work of the Board, has been the preparation of a new programme for the Primary and the Grammar Schools. This may not appear, at first sight, to be a matter of much difficulty or one involving much labor. Indeed, the programme itself will hardly give one, who has not performed similar work, any adequate idea of the labor and time spent in its preparation.

The need of a new programme has been felt more and more as we have visited the schools. Whatever may have been the original adaptation of the programme now in use, the new studies which have since been introduced, with the higher requirements now made in the ordinary branches, have not only rendered it impracticable and burdensome, but it has tended to confine the instruction too much to textbooks, and take from teachers that freedom without which there can be no good teaching.

It is not intended however to say that this was the purpose or tendency of the programme when first adopted, but that it necessarily became the tendency, as new studies were from year to year added, while the original requirements remained a constant, if not an increasing quantity. Nothing has been more apparent, as we have visited the schools, especially the primary, and the lower classes of the grammar schools, than that teachers have felt a constant pressure to "go over," in school phrase, a certain number of pages, — and that it has in many instances prevented them from doing the best work of which they were capable.

In the programme we have presented, it will be observed, therefore, that we have been obliged to recognize not only the claims of the new studies, but of even better results in the ordinary branches, and at the same time to relieve the pressure which leads almost necessarily to "cramming."

If we have succeeded in the preparation of a programme which will secure the necessary uniformity, and, under competent teachers, will give better results with less pressure,

it will be admitted, we think, that our labor has not been in vain. To secure these results, it will be seen that considerable routine work, the value of which is more than doubtful, has been omitted.

The success of the programme, however, whatever may be its merits, must depend mainly on the aid and coöperation of teachers; and to secure this to the greatest extent we have been careful to leave as much freedom in methods to teachers as is consistent with the uniformity necessary in our system of schools.

The work of the several supervisors to meet the requirements of Sections 138 and 139 has taken a large portion of their time when the schools were in session, — most of the work of the Board of Supervisors having been done out of the regular school hours.

The plan of work has been in accordance with that adopted at first, with only such changes as experience has suggested. Each supervisor has been assigned to a single group, in which he has inspected and examined all the classes. In addition to this, each has had a specialty, to which he has given particular attention when visiting schools in other groups than his own. Thus, one supervisor, when visiting schools beyond his own group, has heard classes in grammar, another in arithmetic, another in history, etc., reporting to the supervisor in charge. This has given an opportunity for each supervisor, while obtaining a special knowledge of the schools in one group, to make a general estimate of the standing of the several teachers throughout the city. It is only in this way, and by frequent consultation, that we have been able to approximate a uniform standard of excellence.

To have an adequate idea of the labor required for the performance of this service it must be borne in mind that we have more than twelve hundred regular teachers, making an annual requirement of more than twenty-four hundred examinations. The visits to schools have, in fact, been

very much in excess of this number. In cases of doubt, several visits have been made by the supervisor in charge, and not unfrequently a consultation has been held with other supervisors who have visited the school. Feeling that the reputation, and perhaps the position, of the teacher is at stake, as well as the welfare of the school, we have been careful in our record that no injustice should be done either to teachers or pupils.

This record, the School Committee have wisely, by their rules, made confidential, open to the inspection only of the Superintendent and members of the School Committee. Of course any reports that may gain currency of the marking of the supervisors must be unauthorized and are mere conjecture. This record is not, however, the only estimate on which a teacher's reappointment depends, — the wish of the master, in many instances, being consulted, apparently with little reference to the record.

Perhaps the fact that the rules, as originally drawn, did not require the record to be made till after the teachers had been canvassed for reappointment may have led to this course. For some unknown, or at least unexplained, reason, however, there seems to be a very general opinion among dropped teachers that they have lost their places solely in consequence of an unfavorable report by the supervisors.

As the rules are now amended so as to require the record to be made before the 10th of May, ample time will be given hereafter for making the record a more important element in the reelection of teachers, and the supervisors will not object to taking their full share of responsibility.

The "heating apparatus" in our schools is, we think, generally satisfactory. In the few instances where it has seemed defective in any respect information of such defect has been given to the Division Committee by the supervisor in charge.

We cannot say that the "ventilating apparatus" is satis-

factory. How to preserve the purity of the air and the proper temperature of a room of the ordinary size, containing some fifty pupils, is a problem not easily solved. We know of but one school-house in the city where this is done without using the windows, which is objectionable on account of exposure to the drafts. We say but one, — the Andrew, — and perhaps this may not yet have been subjected to the severest test. This building has been occupied since the first of April, and the principal of the school reports that he has had no occasion to use the windows as ventilators, and that the air has seemed perfectly pure. If the report should be equally favorable after a winter's trial, we think there would be abundant reason for introducing the same system into other school buildings.

This imperfect report may seem, to those who do not take into consideration the fact that so large a portion of our work is of such a nature that only a confidential report can be made of it, to be wanting in definiteness. Those who, by their official position, have recourse to that report, will, we are confident, give us the credit of having performed a large amount of work; of the quality and value of the service the School Committee must judge. We can only say that it has been done according to our best judgment.

Respectfully submitted,

B. F. TWEED,

For the Board of Supervisors.

JUNE 25th, 1878.

SCHOOL DOCUMENT NO 15.

REPORT

OF

Committee on Rules and Regulations

ON

AMENDMENTS

TO THE

RULES AND REGULATIONS.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1878.

IN SCHOOL COMMITTEE, April 9, 1878.

Voted, On motion of Mr. Finney, that the Committee on Rules and Regulations have leave to report in print such verbal or other amendments as in their judgment are necessary before the revised edition is printed.

(Attest,)

GEO. A. SMITH,
Secretary.

REPORT.

IN SCHOOL COMMITTEE, July 2, 1878.

The Committee on Rules and Regulations, who were authorized — April 9, 1878 — to report in print such verbal and other amendments to the Rules and Regulations as in their judgment are necessary before the revised edition is printed, respectfully report the following amendments and recommend their adoption.

For the Committee,

WM. H. FINNEY,

Chairman.

Ordered, That the following amendments be made to the Rules and Regulations: —

1. SECTION 54 (53 as printed). Strike out, "but no person not holding a certificate of qualification of the proper grade, or of the special grade for male instructors of Evening Schools, granted by the Board of Supervisors," and substitute "only persons holding certificates of the qualifications of the proper grade, granted by the Board of Supervisors."

2. SECT. 57. Insert after the word "Schools," in the twelfth line, the words, "and the Annual Report of the Board of Supervisors."

3. SECT. 142. Insert the words "annually in the month of April, or," at the commencement of the section, before the word "whenever."

4. SECT. 147. Strike out from line 5 to line 22, and substitute the following:—

First Grade.—To masters and junior masters of High Schools, and principals of Evening High Schools.

Second Grade.—To masters, sub-masters, and second sub-masters of Grammar Schools, principals of Evening (not High) Schools, and assistants of Evening High Schools.

Third Grade.—To assistant principals and assistants of High Schools.

Fourth Grade.—To assistants of Grammar and Primary Schools.

Special Grade.—To instructors in Special Studies, Schools for the Deaf and for Licensed Minors and Kindergartens.”

5. SECT. 169. Substitute the following: “Annually on the last session of the school-day, next preceding the twenty-second of February, the principals shall assemble the pupils of the High and Grammar Schools for such patriotic exercises as they may deem advisable.”

6. SECT. 177. Strike out the words, “without recess,” in the sixth line, and substitute the words, “with a recess of ten minutes in the Primary Schools.”

7. SECT. 186. Strike out the first five lines and substitute the following: “Whenever a pupil has left school, intending not to return, the teacher shall take the name of such pupil from the list; but the previous absence shall remain recorded.”

8. SECT. 191. Strike out the words “Wednesday and Saturday afternoons,” and substitute the words “Saturdays, or during vacations.”

9. SECT. 213. Insert, after the word “scholars” in the first line, the words “from class to class.”

10. SECT. 229. Strike out the last sentence, and substitute the following: “Pupils regularly discharged from a Grammar School may be admitted at any time to the same

class of any other Grammar School on presenting their certificates of transfer."

11. SECTS. 306 and 314. Strike out the words, "designated as."

12. SECT. 44. Substitute the word "May" for the word "June."

13. SECT. 46 (45 as printed). Strike out the words "Annually in the month of May," and insert the word "annually" after the word "shall" in the second line.

Substitute the word "May" for the word "June" in the fourth line.

SCHOOL DOCUMENT NO. 16.

THIRTY-FOURTH SEMI-ANNUAL REPORT

OF THE

Superintendent of Public Schools.

SEPTEMBER, 1878.



BOSTON:
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1878.

SUPERINTENDENT'S OFFICE HOURS.

MONDAY TO FRIDAY 1 P.M.

SATURDAY 9 A.M. to 1 P.M.

REPORT.

BOSTON PUBLIC SCHOOLS,
SUPERINTENDENT'S OFFICE,
September 2, 1878.

To the School Committee: —

I respectfully present my first report, the thirty-fourth semi-annual report of the Superintendent of Public Schools.

I entered upon duty March 1, and began that day to visit the schools, spending the forenoon of every school-day but one in visiting them, until I had seen them all. My first object was simply to see them, to make the acquaintance of the teachers, so far as I did not already know them, and to obtain some knowledge of the different classes and children entrusted to their care. Since completing this round, on May 8, I have revisited many of the schools, endeavoring to become more familiar with them and with their members.

I wish I could have been accompanied on my round by every member of the School Committee. Whatever knowledge of the schools they possess, it must have been heightened by witnessing the living panorama as it unrolled itself day after day for forty days, — the school-houses and their appointments, the throng of teachers, the yet greater throng of pupils,

the animation which characterizes most of their lessons, and, above all, the high purpose which ennobles many of them, and makes it a privilege to be associated with them. Seen at intervals and in fragments, the schools cannot be so thoroughly appreciated, nor can the sympathy which they deserve from those in authority over them be so widely spread or so deeply seated, as when they are seen continuously in all their relations with themselves and with one another.

This I will say at the outset, that the public schools, whether of Boston or the country at large, never merited greater concern than they do now. If popular education can effect but a part of what has been claimed for it in the past, the present is the very time to prove it. We need a generation of clearer thoughts and nobler motives, to take the places that are now but poorly filled, and lift our occupations, our institutions, and our lives to a higher range. This, it is said, the public schools cannot bring to pass. But if they cannot, what other schools, what colleges, or universities even, can? It is in the public schools that the great body of the nation is to receive its intellectual training, and, I venture to add, its moral training. No other sources of instruction are so open, none flow so freely, none so helpfully; and it is not their fault, so much as ours in drawing from them, if they fall short of our wants. What we most want must be clear enough by this time. "Character," says Mr. Emerson, "gives splendor to youth." He might say it gives other things, and among them the power to profit by the opportunities which education offers. Discipline is essential to tone, and

tone to learning. The child who behaves ill, who has no manners, perhaps no principles, certainly no apparent ideals, may have the best literary or scientific instruction ever given, but in vain; he comes to it in indifference and leaves it in ignorance. The help that character gives to youth is continued to manhood and womanhood. Every opportunity, every interest, every purpose of life may be said to centre here. Moral training is at the heart of all training. To it as to the object for which no effort or sacrifice was too great, our schools were devoted by their founders, and we who come after can find no better.

Nothing surely can give the schools greater power over the homes connected with them. Next after their work for the children, that for the families to which the children belong is the greatest. Their intellectual force, yet more their moral force, when exerted, is felt on every side, and by none more than by those who deny its operation. Of all educational institutions the public schools reach farthest beyond themselves. They have helped to start many a family on a course never attainable or even conceivable without them, and have kept many a one from swerving from the way once taken towards purity or truth. Every child they send home at the close of the day better than he was at the beginning is a power to which the household yields, perhaps unconsciously, perhaps unwillingly, but at last.

To see what the schools are capable of doing, however, is not the same as to see them doing it. Confidence in them for what they have done is consistent with desire that they may do more. Let me make this report, in substance, an inquiry into some of the

causes which impede the action of our system, and some of the means by which they may be removed.

The most obvious impediments are those which arise from local or individual sources. Sometimes the situation or construction of a building, sometimes the ignorance or indolence of a teacher, sometimes the pressure of requirements at a particular point, — these and similar explanations may be given for many of our deficiencies. They are fair subjects of criticism, and they generally receive an ample amount of it; but they do not justify opposition to the system of which they are far from being characteristic traits. They should be frankly admitted, and freely treated, each by itself, and with all the consideration which each requires. Never vindicated, never allowed to throw their shadow over a school a moment longer than is inevitable, they may be removed, and, though other similar imperfections appear from time to time, the dark spots gradually diminish as the light increases from all quarters.

It is more difficult to see, and much more difficult to remedy, the defects arising from general causes. These may be so ingrained in a system as to be inseparable from it, until it is itself modified. If a scheme is too limited, for instance; if it admits but few studies, and but small portions of those few; if it is shorn of time, means, and resources, — then the education given under it will be limited, no matter how competent the teacher or how diligent the pupil. Should we draw up our lines in an alley when they need open ground, their movements must be ineffective. To free the schools from some of their failures it may be wise to give them more room in some directions,

and let them outgrow all narrowness. On the other hand, a scheme may be not too restricted, but too expanded, stretched over more space than it can really cover, and thus involving teachers and pupils in loose and fragmentary courses. Scattering fire does not win a field. Once more, the ground may be neither too broad nor too narrow, but too crowded, so that the ranks interfere, and sometimes press upon each other, to the confusion of them all. An educational course may be packed so full of work that one piece crushes out another; so many books to be gone over, so many pages to be taken at a lesson, so many exercises of all sorts to be attempted, if not accomplished; and then the pressure is the obstacle against which both teachers and taught beat until they are often pitifully bruised.

There are other causes of imperfection for which neither a scheme of education nor its local or individual details can be held in the slightest degree responsible. They are the fault, sometimes the misfortune, of the community. Their aspect varies with varying classes, looking now like poverty, now like luxury, and yet wearing the kindred features of ignorance and error. No committee, no school, no teacher, it might almost be added, no pupil, but is aware of these influences from without, and of the obligation to resist them. The schools may be open to the charge of yielding to them, but not to that of creating them; for this the home, the street, the theatre, and similar places, are accountable, and heavy must the account be to render.

Of all the means to remove these hindrances to our work I know none so sure to operate as the essential

principles of education. One such principle is respect for child-nature. Its weakness as well as its strength, its tendency to distraction and weariness, its slowness of growth, and its immaturity even when all the growth possible has been reached,—this should be always in view. Treat children as children. Do not say a thing should be done as if the children set to do it were years older than they are, or, having set them upon it, demand a great part of it from them when little portions are all they can really give us. We are apt to think they need more work than they do ; that they had better pursue this study or that, because we like it, or estimate its advantages very highly, and yet, though our estimate may not be exaggerated, or our liking unreasonable, it may be unwise to prescribe the study to our children. The last model to imitate is

“Blind Authority beating with his staff
The child that might have led him.”

Our schools are for our pupils, not our pupils for our schools. Pupils' wants are the ends, and pupils' capacities the means, of all wholesome education.

Another principle to maintain is respect for our teachers' nature. Treat them as teachers. They are often treated as pupils, and pupils requiring exceptional control. Why not trust their aspirations? If we would have them equal to their office, we must believe that they are so, and make them believe it; the last thing to do is to make them disbelieve it by putting them into close restraint. They need what others need,—a sense of freedom. They must of

course be under authority, observing general regulations and striving after general results, but every law that lifts itself like a wall on the right hand and the left, every requisition that is dragged after one like a stone, is an injury not only to the teacher but to the taught, and not to them alone but to the system which inflicts the injury, and the community which suffers from it. I fear we often inflict it with the best intentions. We want to help our teachers, and so we frame a rule or programme, as if it would set their feet in the right direction, and bring them out at the point to be reached in the distance. But when we show them the way they are to take, and make sure that they take it, then let them go forward by their own landmarks, or, if these fail them, by the stars above; if both fail them, then it must be because they cannot keep on, and our restrictions will never help them. The freer their movements, consistently with order and efficiency, the better for them, the better for the schools to which they will then be able to give their own life, instead of one borrowed or imposed.

Both the principles just mentioned have been counteracted by the drift of public education for the last ten or twenty years. Studies have been extended, and methods multiplied, at serious hazard to teachers and pupils engaged in them. John Adams wrote to his wife from the Continental Congress of 1774, "I believe, if it was moved and seconded that we should come to a resolution that three and two make five, we should be entertained with logic and rhetoric, law, history, politics, and mathematics, and then we

should pass the resolution." Our public schools sometimes seem almost as much oppressed as Congress. To fill, or try to fill, a course too full, results in emptying rather than filling it. One fact pushes out another, one study renders another fruitless, and, when the end is reached, it is like a desert. If this were all it would be bad enough, but there is something worse. The minds of those employed upon such work are necessarily treated as if they were physical, not intellectual, and so jammed and strained are they in most cases as to lose their elasticity, almost their vitality. Cramming never was, and never will be, educating. If educating is drawing out, cramming is driving in; if the one means bringing up or nurturing, the other means pressing down or stunting, — always the opposite. Cramming asks, How much? How soon? Educating, How well? How long? Cramming cares nothing for teacher or scholar, but only for the school or the system. Educating makes everything of the teacher and scholar, and leaves the school, if it can be spoken of as a separate object, and the system very much to themselves, sure that they will be right if the teacher and the scholar are.

Education, real education, aims straight at the will. It is not so much what young people are learning, as how they are learning, or how much they want to learn, which proves their training. The best points of training are motives. Boys and girls come to school with hardly a single motive that can be called rational, and yet this is what they must have before they can make any progress, or even take any posi-

tion. Such a motive is the first lesson, and the best that their school can give them, and other lessons will follow fast. The only way I know of beginning is to make a child's work an enjoyment rather than a burden, by helping him to see to what it leads, and by making it, whether he knows what we are doing or not, a means to an end beyond it, the exertion of some faculty he likes to exert, the satisfaction of some curiosity he likes to satisfy. Zeal for study is the great object to attain.

With more zeal there comes more ability. Excite a heartier desire to learn, and the power to learn will soon be stronger. Sir William Hamilton said, "The primary principle of education is the determination of the pupil to self-activity." Calling it the primary principle is immaterial, but making it one of our primary objects is material, I should say indispensable. What we do for a pupil is measured by what he can do for himself. This is a truism upon which I need not write. But we do not always act upon it, and without acting upon it, moral and intellectual training has a poor chance in school or out of school.

What we will do, or attempt to do, being determined, the next thing to determine is what we will not do. A German writer of the last century said: "Education should at first be more negative than positive, in order to get rid of obstructions." It certainly should be negative as well as positive. It should practise self-denial. It should avoid the danger of doing too little by trying to do too much. Let me point out some parts of our work where moderation, as I think, could not fail to be beneficial.

If some studies of our higher schools, for example, were dropped, it would be a gain rather than a loss. There are subjects taken up, it would almost seem, only to be laid down. A score or two of lessons, not always even two, can teach but very little that is desirable in any branch, while they can teach a good deal that is undesirable in encouraging superficial acquisitions. Furthermore, they take away lessons that can ill be spared in other branches, and thus render the whole course far less substantial than it should be. When one considers the great advantage of continuing a study once begun, so that after the comparatively slow advance of the earlier stages is won, the comparatively rapid advance of the later may be enjoyed, and the encouragement invariably following easy progress may attend the close, one cannot but regret that so many of the higher studies terminate a few weeks or months only after they begin. Even when continued longer, as in the languages, they do not have time for much more than a beginning, and the scholars of our High Schools put away their French, or German, or Latin, just when they ought to go on with it, rather than dabble with another language.

The course of study in the Grammar and Primary Schools, laid out by the Board of Supervisors, was adopted by the School Committee at the close of the last school year. It now goes into operation. If we do not expect too much at the outset, or too little as we become familiar with the plan, it will prove, I am confident, better suited to our present wants than the programme which it succeeds. Its great advantage

is its elasticity. One teacher can use it in one way, and another in another, and yet both can reach the same end, and see their pupils growing as they and all of us desire. It frees teachers to a considerable extent from the bondage of the text-book, and calls upon them for oral instruction in larger proportion than has been customary among us, and thus gives them, as well as their pupils, an opportunity to grow in knowledge and in the power of imparting it. If they will but spare themselves discouragement in beginning upon this comparatively new part of their work, they will soon be greatly encouraged by the signs of fresh life in themselves and in those they teach.

It will be easier to carry out the revised course of study if that part of it depending upon text-books can have some better books to depend on. Indeed, one might say that it would be more successful in some respects without any books, or any of a technical character. Spelling-books, for instance, block the way they profess to open. Children should learn to spell partly from their reading-books, partly from the other books they use, and partly from oral and written exercises. When we study a foreign language, we do not get a spelling-book to help us. We read, and write, and either correct our mistakes or leave them to our teacher, and with no other direct instruction we learn to spell the words we use. The work is to a large extent unconsciously done, and there is no better way of doing such work as spelling, at least after its first stages are passed.

On the other hand, while dispensing with some

books, we should introduce others, particularly books to be read. We not only want more reading-books, but different ones; not Readers, not fragments of writings, but writings, however brief, — a story or a history, a book of travels or a poem, — associated as vividly as possible with the author who wrote them, not a mere book-maker who has patched together pieces of them. With such reading-books, intelligently used, the inability of our children to read at sight and with expression would become less common and less painful. As for grammar, it would almost develop itself from such reading as this. Familiarity with the best thoughts and expressions would lead children, with comparatively little effort, to think and express themselves in good language. As they grow older they will be helped by a general, yet perfectly trustworthy, treatise on grammar, provided they are kept from committing any of it to memory.

Writing, like spelling and grammar, is capable of self-development, but not unless many of the books prepared upon purely mechanical principles give way to blank books or sheets, which our children may use with greater freedom of hand and of the will that guides it. The days of copy-setting were better than those of copy-engraving, for this reason, if for no other, that the teacher wrote for the pupils as well as the pupils for him. If he went further, and encouraged them to write out passages in prose or verse, perhaps helping them a little in their choice, then those days were a great deal better, and we had better revive their practices. Text-books in arithmetic are open to the same sort of criticism respecting their mechanical charac-

ter. Hardly a pupil, not to say a teacher, who uses them, but is injured by the way in which they interpose themselves, their definitions and complications, between the student and the study, until it is transformed and he with it. A faculty to be called out by the knowledge of numbers and their relations is too often stupefied by the drugs substituted for them. Instead of some conception of the simpler laws of mathematics, our scholars are misled with rules or bewildered with puzzles, until they know neither what they are trying to learn, nor what powers they are trying to use. Geography is less perplexing, but almost equally artificial. Studying the earth does not seem to be what it means, but committing lists of names, pointing out spots upon maps, perhaps drawing a map without any vision of the land or sea which it nominally represents. Most of the geographies contain an extraordinary amount of matter, not only useless to the few who can master it, but injurious to the many who cannot. History stands like a skeleton in many a school. Far from recalling the past, it frightens it away to return no more. Text-books have much of this to answer for; but not all. The best text-book in history ever printed would be a hindrance, if it were used alone, so that those using it were led to think that the movements or characters it describes are shut in between its two covers. It is still worse if they are supposed to be understood by mere repetition of the description. Perhaps the best plan is to have no text-book, but only reading-books in history; there is then no temptation to use words for thoughts, or depend on memory where imagination is

indispensable. I wish this same imagination had freer play in drawing, and that the books through which instruction is given were both more æsthetic and more elastic. But it is unnecessary to carry these remarks any further. When we consider that most text-books owe their existence to commercial rather than educational considerations, they certainly lie open to criticism.

But were the books in our schools beyond criticism, were they the best to be had or even desired, they would still do harm if too closely followed. "The function of books," says Herbert Spencer, "is supplementary,— a means of seeing through other men what you cannot see for yourself." The masterpieces of literature are guides to be trusted, and yet it is their spirit rather than their style which we are to catch, if we are able. But the mere school-book is nothing more to the teacher or the pupil than a walking-stick. It is the direct action of mind upon mind which makes good teaching, and how much or how little of this action there is in the servile use of a text-book I need not try to analyze. One of the things which most struck a recent English visitor to some German schools was his never seeing a book in the hands of a teacher while teaching. This is greater freedom than I am asking for, but not greater than it might be well to ask for. There is real meaning in the line,

" And, learning, wiser grow without his books."

After reducing our books to terms it may be well to do the same with our examinations. From the day

they begin they seem to gather volume as they proceed, until they sweep away a good deal of time and strength that might be better employed, and heap up difficulties that need never be encountered. They sometimes look as if they were intended to exclude rather than admit those who take them, and even when this forbidding aspect is avoided, a shadow still hangs over them, depressing the more sensitive pupil and preventing his doing himself justice. A long period of apprehension often precedes examinations. It may be unreasonable, but it is more unreasonable in us to give it an opportunity than for the young people to fall its victims. Bold and careless natures, the very natures which might well be more apprehensive about their responsibilities, these go unmoved, and would go so were their examinations ten times more disquieting. To such scholars our examinations do no harm, even if they do no good; but to the timid, of whom there are many, and the conscientious, of whom there are more in our keeping, I feel compelled to say that they are positively injurious. They undo a large proportion of what is done, or ought to be done, by the instruction going before them. They often undo the instruction itself, turn it from training into coaching, or whatever else the process may be called, and thus work permanent rather than temporary harm. Indeed, under an influence so arid, the stream naturally dries up at the source, and the fields through which it ought to flow are parched.

Studies too generally conform to examinations. Teachers and pupils are induced, not to say obliged, to shape their work according to the tests they expect

to be applied to it. Questions which, unanswered, prevent a study from being brought to a successful end, necessarily determine its beginning and its continuance. It becomes us, therefore, so far as we have any hand in examining, to examine in such a way as to show our respect, and encourage others in theirs, for the course that has been laid out. We should content ourselves with the subjects which it has brought into prominence, and which the average pupil may be supposed to have mastered. Subjects rather than separate facts should be the staple of our examination papers, and those whom we examine should be told to treat them freely as well as fully, with a grasp of the principles and relations which they involve. In short, we should treat our pupils as we would wish to be treated ourselves, and ask them what they may be expected to like, rather than dislike, to be asked. We should never question them on points beyond their training. If their training has been defective, it is too late to correct it by examination questions. All we can do is to look forward, and at the beginning of a new study, or a new year, suggest the broader treatment, or the fuller detail, or whatever else we may think required. Examinations themselves should take studies as they have been pursued.

It is, also, to be wished that examinations would have more concern for studies yet to come. The two, as a general rule, have little or no connection, ending on the one hand, or beginning on the other, as if they stood alone. Not one in a hundred examined retains any wish to know more of the subject under examination. The great majority are weary of it, perhaps

mortified about it, and look back, as to a bad dream from which they have waked, never, they hope, to dream it again. Who thinks this right? Who doubts that the object of an examination is missed, if it does not leave the scholar in the mood of continuing the study which he has but begun, however successful he may have been? Is the examination really "the be-all and the end-all"? Or have we made it so, without thinking of the blank wall we are building right up against our children's faces? The kinship of study to study, the attractiveness of each increasing as the course goes on, the charm of knowledge growing more and more winning; in short, the highest rewards of learning, all run the risk of being lost.

There is a still greater risk. Examinations of the sort we are considering are usually prepared for, at least just before they are taken, by a burst of cramming. On this let an English expert in mental disease, Dr. Hack Tuke, be heard for a moment:—

"The psychological mischief," he says, "done by excessive cramming both in some schools and at home is sufficiently serious to show that the reckless course pursued in many instances ought to be loudly protested against. As we write, four cases come to our knowledge of girls seriously injured by this folly and unintentional wickedness. In one, the brain is utterly unable to bear the burden put upon it, and the pupil is removed from school in a highly excitable state; in another, epileptic fits have followed the host of subjects pressed upon the scholar; in the third, the symptoms of brain fog have become so obvious that the amount of schooling has been greatly reduced; and in a fourth, fits have been induced and complete prostration of brain has followed. These cases are merely illustrations of a class, coming to hand in one day, familiar to most physicians. The enormous number of subjects which are forced into the curriculum of some schools, and are re-

quired by some professional examinations, confuse and distract the mind, and by lowering its healthy tone often unfit it for the world. While insanity may not directly result from this stuffing, and very likely will not, exciting causes of mental disorder occurring in later life may upset a brain which, had it been subjected to more moderate pressure, would have escaped unscathed."

"The other day," adds Dr. Tuke, "we met an examiner in the street with a roll of papers, consisting of answers to questions. He deplored the fashion of the day; the number of subjects crammed within a few years of growing life; the character of the questions which were frequently asked. . . . He sincerely pitied the unfortunate students." Perhaps the examiners are to be pitied likewise. They use hard words about examinations in England. Canon Barry laments "the almost fanatical belief in them." Mr. F. W. Newman speaks of their "spreading as a leprosy," and Prof. Huxley calls them "the educational abomination of desolation of the present day."

Examination has two distinct functions. One is disciplinary, a mere means of compelling attention and perseverance through a course of study. The other is educational, a process of gathering up the facts that have been acquired, presenting them in their connections, and thus developing the subject to a degree not otherwise so easily attainable. This educational part should be played all through a study as well as at its close, and it should be so played as to make the student more and more confident of his acquisitions and his powers. It is the only part to be taken either with dignity on its own side, or to the lasting benefit

of education. The other is the part of a watch-dog rather than a teacher. It pleads the necessity sometimes of enforcing order and keeping a school in outward diligence; sometimes of guarding graduation and excluding the undeserving from the crowning honor of the schools. If diligence is what we want, there are simpler ways of encouraging it; if safeguards of graduation are what we seek, we shall find better in a careful and uniform system of promotions; take care of promotions, and the graduations will take care of themselves. It is only by using examinations helpfully that we can make them helpful. Adapted as they should be to what precedes, and what is to follow after them, too moderate to injure health of mind or body, true to their own functions, they are among the most serviceable of our agencies. Like everything else that is good, like exercise, like study, like enthusiasm, they can be perverted, and then they turn into evil. Just as any other burdens, these may bend the shoulders and break the spirit, or they may be borne upon uplifted head and with buoyant heart.

If we look at examinations from the side of examiners, we shall find further reason to moderate them. The preparation and correction of examination papers in schools so numerous attended as ours absorb a large amount of time and force that might be better used. While it is wise to test instruction, it is unwise to make as much of testing as of instructing. Yet this is the natural result of keeping teachers busy as examiners. It is the same with the supervisors, as they direct the diploma examinations

of our pupils, or both direct and conduct those of teachers from other places who seek appointment here. The tendency of such incessant examining is to turn the supervisors from inspectors into examiners. Examination means judgment ; inspection means this and a great deal more. It is counsel, encouragement, sometimes inspiration. It is welcome to the teacher of mature methods, because it approves them ; and to him of immature, because it improves them. It is welcome to pupils of fair capacity and industry, for it assures them of appreciation, and sets them on towards success. It brings light to uncertainty, hope to depression, and makes the school a scene of cheerful activity and cheerful expectation. This is the office which I know the supervisors wish to fulfil, and they will have all the aid I can give them in fulfilling it. I welcomed their organization at the time it was effected as a measure of inspection, and as such, of the highest promise to public education. The good they have accomplished in face of all the difficulties inseparable from a new work has already proved the wisdom of undertaking it, and it will prove itself yet more clearly, I believe, in the future.

In moderating the requirements of our educational system we shall find opportunity of improving the moral tone of the schools. Half the temptation to dishonesty, to which too many children are constantly yielding, would disappear with the strain to which I have been objecting. Other good qualities besides truthfulness would have a better chance of cultivation. Courage, vigor, thoroughness in detail, especially in that which is comparatively unobtrusive, high-minded-

ness in generalization ; these are results of infinitely greater value than the highest percentages. They cannot grow, indeed they cannot live, under the driving wind that has been allowed to sweep through our schools.

There is an opposite extreme to be guarded against. It is keeping back pupils when fully prepared to advance. This does not teach patience, but exhausts it; it does not kindle ardor, but quenches it. There is something absolutely wrong in shutting up a pupil within the pages of a book, or the limits of any exercise, long after his work is done, merely because the work of his fellow-pupils is not done. If we drag him down so completely to their level, he can do nothing to lift them a hair's-breadth to his; his, indeed, ceases to be his, and the brightness he brought with him into the school may be extinguished, perhaps for life. Our promotions should be not merely bolts drawn against the slower or the idler children, but also swinging gates through which the quick and the earnest can go forth rejoicing.

Such are some of the simpler means by which I think the efficiency of our educational work can be increased. I have not yet so much as thought of the expedient which appears to be more popular than any other; but it may now be considered briefly. Public education, it is alleged, once useful, has become, or is becoming, ornamental; it includes many things inappropriate, while it omits many appropriate to its purpose. This purpose itself, we are told, is perverted. Instead of fitting our boys and girls to earn their bread, and making them serviceable to themselves

and others as working-men and working-women, we are turning them into scholars and artists, and throwing them as almost helpless burdens upon society. They should leave school so well trained for the different industries as to have no difficulty in entering upon them without the delays of pursuit or apprenticeship. If this is what a useful education means, — and everything else, physical, mental, and moral training, so far as it does not fit those who receive it for manual labor, is ornamental, — then it must be confessed that ornament is the characteristic of our system. But there may be a far more widely useful tendency in such a system than in anything to which we may prefer to give the name of practical. If we could but spare ourselves the common mistake of thinking ornament useless, we should be spared a good many unsound arguments against ornamental education. Is there anything in human nature or human training more useful than “the ornament of a meek and quiet spirit” ?

Were industrial education tried in the way usually recommended, it would, I fear, not only fail to remove our difficulties, but add to them. Introduced into our existing schools, it would increase the pressure already too great, or multiply the shortcomings already too numerous, in the studies now taught, while it would find so slender opportunities for itself as to turn out in all probability the most imperfect branch of all. Schools are not, and cannot be, workshops or kitchens. They can provide benches and tools where a certain number of boys may be occupied, perhaps really instructed, in handicraft. Or

they can set up a range, at which a few girls may be taught cooking of a general character. But it may be doubted if there is a mechanic in Boston who would think much of mechanical training in a common school, while it may be taken for granted that no housewife would consider school cookery of any practical advantage there or elsewhere. If industrial education is to be given, it should be of a more substantial sort. It needs its own schools, to which our boys and girls may be admitted when they are old enough to profit by them, let us say at the High School age, when, instead of attempting the higher studies, they might be better employed in manual occupations. We should then have Industrial Schools parallel with our High Schools, yet independent; a better plan, I think, than making them mere fragments of the Grammar Schools.

Even then, however, and admitting all the advantages of industrial education, we are not bound to admit that the city should provide it. It is of just that character which will flourish better on private than on public soil. It needs specialists to found it, and specialists to build it up, so that it may do its work effectively. If given by these, and to those who really feel the need of it, it will be saved from a great deal of waste, waste of energy and waste of money. It will also receive a larger share of general confidence, and, in return, contribute more to the welfare of the community. There is no greater mistake in education than in clamoring for the State to do what can be done better by individuals. If it must provide training for labor, it may soon be called to pro-

vide labor itself, and then we shall have a sad experience of full-blown communism,

“The something that infects the world.”

If the object is, as sometimes stated, to make labor respected, it will hardly be secured by making labor dependent on public education. By such education one reaches only the forms, not the realities of labor, and if the former get into the place of the latter, if toil, under constant oversight, is supposed to be the same as that which oversees itself, then genuine labor is robbed of the respect which is its due. Shall we take boys and girls, just as they are, and train them manually, supposing that they will therefore learn to honor manual employment? Or shall we try to make them more than they are, and train them mentally and morally, in the hope that as they grow wiser and better they will attain a higher idea of the industries in which they will probably engage? There can be little doubt which of these courses will exalt labor in the long run. But it is to be frankly admitted that there is such a thing as exalting labor above its merits. Unskilled labor, the toil of an unthinking man or woman, followed only for the sake of the wages it brings, this deserves little respect, and we should do nothing to secure it any. Our best work must be to increase both the supply and the rewards of skilled labor, and there is no way so direct as the common lessons of the school. These, if well taught and well learned, will make men better mechanics, better followers of every calling; these will make women better house-

keepers and mothers, or, if they are work-women, better work-women.

Industrial education is not the only educational panacea. But the few remarks here offered about it may suggest the spirit in which other special remedies are to be considered. Anything special is really out of keeping with a public-school system. If admitted, it should be very cautiously, and not a line beyond its essential relations with the system. If it can be turned from a special into a general study, it is in place, and should be cultivated by all the means we have; but if it must always remain special, requiring to be specially handled, then it should be dropped at the earliest opportunity. Such studies as continue special are always unsatisfactory. The part they bear in the work of the schools is not only a small one, but it is generally poorly performed, and the low standard of the special courses is sure, sooner or later, to depress the higher one of the general.

It is therefore for the interest of education to keep special teaching within moderate bounds. It is equally for the interest of economy to do so. Such branches, though not the costliest absolutely, are much the costliest relatively, and if retrenchment is desirable anywhere, it is here.

Another expense to retrench is that of supplies now given to children who can pay for them, as freely as to those who cannot. The text-books bought on public account and lent to those applying for them are constantly increasing in number without justifying reasons. Some books, such as those for reading, may be purchased to circulate from school to school,

or class to class, at comparatively moderate cost and on comparatively good grounds. But the almost indiscriminate supply of text-books, by the city, involves an outlay which appears to me indefensible. Then there is the appropriation for stationery, writing-books, and drawing-books, not lent, like the text-books, but given outright to all the children of the schools, without any regard to the preference of many and the ability of more, many more, to furnish themselves. The items for the last financial year were, —

Stationery,	\$10,219 01
Writing-books	6,377 99
Drawing-books	9,088 65
	<hr/>
	\$25,685 65

I went one day to a Primary School, in a suburban street, filled with poor children of foreign origin. As they were using blank-books for a purpose not required by the Regulations, I asked how they obtained them, and was pleased to be told that they bought them for themselves, without an objection from their parents. It is impossible not to feel that such supplies might be procured, generally, at as little cost, either to the City Treasury, or, what is of infinitely greater importance, to the character of the people.

What a citizen can provide for himself or his family ought to be left to his providing, for his sake and for theirs. For the city to play the benefactor unnecessarily is no benefaction. It cannot do so without discouraging the self-dependence of its citizens, which is its best foun-

dation, or encouraging ideas concerning the relations of the government and the governed, which, of all social dangers, are, perhaps the most menacing. Not how much, but rather how little, can the State do for the individual, consistently with the welfare of both, is the question to be asked in education, as in every other provision for the community. It will, of course, be variously answered; yet there is no gainsaying the general principle, that the more our schools can favor self-support among those whom they reach, the greater will be their service to the nation. As for their pupils, it is easy to see that the pouring out of school materials at their feet is no way to train them in thrift or foresight. Would we check the wasteful habits by which we are sometimes characterized nationally, here is an opportunity. There are large numbers of our children who cannot buy their books or stationery; there are others who cannot clothe themselves; there are some without the food they need. Who does not wish to help them? But help should be given with a degree of caution entirely impracticable, if the city is to give it to the mass. It should be for associations, or families, or, better still, individuals, to look after the needy, and to take care that because they are children of want they are not also children of ignorance. But it is best for every child, and for every parent, that education should cost something, and that frugality and self-denial should be as necessary to obtain it as to get food, or clothing, or shelter.

Here, as in all other influences of the schools, we are to consider what makes most for the character we wish to form. It is not merely how much these sup-

plies cost in money, but how much in self-reliance, in self-sacrifice. There are a thousand ways of looking at the same object, but only one way of grasping it, and this is by turning from the system to the living being, from the benefit or the injury, whichever it be, to him who receives it. "Not thinking," says the author of *Friends in Council*, "of the things that are to be done, but of the persons who are to do them."

I have spoken for the sake of economy. Let me add something in favor of wise expenditures, more economical in many circumstances than any retrenchments. Such, I think, are the salaries of our teachers, which, instead of being the first expenses to be cut down, ought to be the very last. We can get on without vast buildings or materials; we can wait for better times to fill our libraries or our collections; we can part forever with drills, exhibitions, and festivals, or with all that is expensive about them; but we must have men and women, whom nature as well as training has made teachers; we must have the heads and the hearts that are not found wherever we seek them; we must have the personal force which is beyond all other forces, in earth as well as heaven. If everything else were sold that we might have these treasures, they would not cost too dear. Economy beginning with them is not economy, but wastefulness.

Another point where it ceases to be real economy is in our Primary Schools. How it ever came to pass, or how, having come to pass, it has since been tolerated, that Primary teachers should be thought worth less than

others, or that their pupils should be thought as well off with inferior as with superior instruction, seems difficult to explain. Twenty-one years ago, the Report of the School Committee says, "It is scarcely possible to attach too much importance to the Primary Schools." "In every work," adds the Superintendent, my predecessor, "the first steps are the most important. Especially is this true in the business of education." From this position, taken so many years since, there has been but slight advance; indeed, it would almost seem as if the motion, if any, had been backward, I do not mean in the methods or results of teaching, but in its estimation. Of this we may be as sure as we can be of anything, that we must choose our Primary teachers from the very best candidates who offer themselves, the best in culture, the best in skill, and, when we have chosen them, honor them as their high calling merits, until the whole community appreciates how sacred a charge is that of the little children. It would be an improvement, in my opinion, and perhaps the greatest single improvement to be made in our system, were a few men of character and education employed exclusively in Primary instruction. I am not insensible to the value of that given by our principals, but with all their fidelity they cannot do just what others with undivided responsibility can, for the Primary Schools. Suppose a vice-principal were appointed for each district large enough to be entitled to his services, or for two or more districts together, with the immediate supervision and instruction of the Primary classes, and is it too much to hope,

if he is a man of true stamp, that he will raise them to a higher work than they have ever done?

Here let us pause before entering into the parts of our system. It is enough at present to consider it as a whole, and to suggest such general modifications as appear to promise favorably. There are many subjects in which I feel deep concern, but they can be deferred without harming anybody.

However general this report, it should not be closed before alluding to the retirement of two men long and intimately connected with the Boston schools. Mr. Philbrick, as Master and Superintendent, has been more identified with our system than almost any one before him, and no one who comes after him can hope to leave a broader mark upon it. He is, and long will be, missed by those associated with him in common labors. Mr. Hyde will be regretted far beyond the limits of the Everett School. The mere length of his service would make it memorable. Its animation and its efficiency have rendered it one of the historical masterpieces of Boston. Let us who remain imitate, as well as cherish the good qualities of those who have retired.

Nothing whatever can take the place of individual consecration. There is a possibility of making too much of subjects or methods, too much of courses or programmes; but we cannot make too much of the spirit in them. Apart from that, they are as lifeless as the empty shells upon our shores; perhaps very fair, graceful in shape, brilliant in color, but with no living principle. That comes to our educational forms only by the life which can be breathed into them. Where

shall we seek it? It does not spring from literature or science. It is not knowledge, or power, or anything which issues from or ends in the mind. It is something coming from without us, and tending to what is beyond us, that feeds the inner nature, and makes it apt to learn, apt to teach, and apt to live. If a single word can stand for it, that word is Faith, — faith in human capacity, faith in divine power, faith in the love on which the lever that is to move education may rest. One of its chief supports is still at our command. The Bible, driven out of other schools as if it were a source of evil, remains in our schools a source of good. One thing in it, or the natural use of one thing in it, has been taken away, for reasons doubtless sufficient to those who removed it, but insufficient, oh, how utterly insufficient, to many of those from whom it was withdrawn. Can it not be restored? Cannot the Lord's Prayer again be repeated, as it used to be, and the opening of the morning session become once more devotional? I am sure that if either teachers or pupils were consulted, not one who had ever felt his daily studies lightened by asking a blessing upon them, but would plead for being permitted once more to arise and go unto our Father. Schools can never be wholly secular. Prayer, or common prayer, can be hushed in them, and all their immediate lessons can be drawn in from the invisible to the visible. But their ultimate teaching leads on beyond all bounds of sight or time, and carries, or aids in carrying, back the soul to Him who gave it. "Take care," said a visitor to a sculptor who was erecting a monument in Westminster Abbey; "you are working for

eternity." The eternity for which he worked was but a shadow compared with that for which our schools are shaping, consciously or unconsciously, the children of their care.

SAMUEL ELIOT.

STATISTICS,

June, 1878,

ACCOMPANYING SUPERINTENDENT'S THIRTY-FOURTH
SEMI-ANNUAL REPORT,

SEPTEMBER, 1878.

SUMMARY.

Schools : —	
Normal, Latin and High	10
Grammar	49
Primary	116
Licensed Minors	2
Deaf-Mutes	1
Kindergarten	1
Evening High	1
Elementary	16
Drawing	6
	23
Total number of Schools	— 202
“ “ Teachers	1,244

PUPILS.

Males	29,553
Females	25,859
	55,412
Total number enrolled for the year	55,412
Number of children in Boston between 5 and 15 years of age	60,762

EXPENDITURES.

Salaries of Officers	\$58,035 94
“ Teachers	1,157,746 09
Incidental expenses : —	
By Committee on Public Buildings	126,428 35
By School Committee	239,905 71
School-houses and lots	113,661 09
	\$1,695,777 18
Total	\$1,695,777 18

SCHOOLS AND TEACHERS.

	SCHOOLS.			TEACHERS.		
	Houses.	Rooms.	Seats.	Males.	Females.	Total.
Normal School . . . . .	...	3	100	1	2	3
Latin School	} 3	35	1,127	13	...	13
English High School . . .				16	...	16
Girls' High School . . .	} 1	49	989	1	17	18
Girls' Latin School . . .				1	1	2
Roxbury High School . .	1	7	235	1	6	7
Dorchester High School .	1	7	205	1	4	5
Charlestown High School	1	9	300		$\frac{2}{1}$	8
West Roxbury High School	1	5	96	1	3	4
Brighton High School . .	1	4	84	1	2	3
Grammar Schools	49	550	25,864	85	473	558
Primary Schools	84	412	23,000	...	408	408
Totals	143	1,076	55,003	122	923	1,045

SPECIAL SCHOOLS AND TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Licensed Minors' Schools . . . . .	...	2	2
Horace Mann School . . . . .	...	8	8
Evening Schools	34	85	119
Evening Drawing Schools	16	...	16
Kindergarten School . . . . .	...	2	2
Gymnastics: Girls' High School . . . . .	...	1	1
Military Drill: High Schools	1	...	1
Drawing: High and Grammar Schools	5	2	7
French: High Schools	3	1	4
German: High Schools	3	...	3
Music: High, Grammar, and Primary	6	1	7
Sewing . . . . .	...	28	28
Illustrative Drawing, Normal School . . . . .	...	1	1
Totals	68	131	199

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to June, 1878.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head Masters.	Masters.	Sub-Masters.	Ushers.	Asst. Principals.	First Assistants.	Second Ass't's.	Third Ass't's.	Fourth Ass't's.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.											
Normal . . . . .	..	83	83	..	80	80	3	96.0	1	.	.	.	.	1	1	.	.
Latin	388	..	388	373	..	373	15	94.9	1	3	6	3	.	.	.	.	.
Girls' Latin . . . . .	..	28	28	..	27	27	1	95.7	.	1	.	.	.	.	.	1	.
English High	441	..	441	421	..	421	20	95.3	1	5	10	.	.	.	.	.	.
Girls' High . . . . .	..	537	537	..	501	501	36	93.0	1	.	.	.	1	1	2	3	10
Roxbury High	81	112	193	79	107	186	7	96.0	1	.	.	.	.	1	.	2	3
Dorchester High	45	60	105	43	58	101	4	95.0	1	.	.	.	.	1	.	.	3
Charlestown High	64	101	165	62	95	157	8	95.0	1	.	.	1	.	1	1	1	3
West Roxbury High	21	61	82	20	59	79	3	96.2	.	1	.	.	.	.	.	1	2
Brighton High	31	28	59	30	27	57	2	95.1	.	1	.	.	.	.	.	1	1
Totals	1,071	1,010	2,081	1,028	954	1,982	99	95.2	7	11	16	4	1	5	4	9	22

Classification, June, 1878.

SCHOOLS.	First Year Class.	Second Year Class.	Third Year Class.	Fourth Year Class.	Fifth Year Class.	Sixth Year Class.	Seventh Year Class.	Eighth Year Class.	Total.
Normal	68	..	..	..	..	..	..	..	68
Latin	27	65	94	39	32	65	20	21	363
Girls' Latin	16	3	3	4	..	..	..	..	26
English High	193	120	96	5	..	..	..	..	414
Girls' High	242	114	92	31	9	..	..	..	488
Roxbury High	56	32	42	51	..	..	..	..	181
Dorchester High	34	23	36	7	..	..	..	..	105
Charlestown High	51	30	53	19	..	..	..	..	153
West Roxbury High	26	19	20	16	..	..	..	..	81
Brighton High	21	22	13	..	..	..	..	..	56
Totals	734	433	449	172	41	65	20	21	1,935
Percentage	379	223	232	088	021	033	01	01	..

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June, 1878.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Avg'e No. of Pupils to a Regular Teacher.
Normal	2	83	41.5
Latin	12	388	32.3
Girls' Latin	1	28	28.0
English High.....	15	441	29.4
Girls' High.....	17	537	31.6
Roxbury High.....	6	193	32.2
Dorchester High.....	4	105	26.2
Charlestown High.....	7	165	23.6
West Roxbury High.....	3	82	27.3
Brighton High.....	2	59	29.5
Totals	69	2,081	30.2

Diplomas of Graduation, June, 1878.

SCHOOLS.	Boys.	Girls.	Total.
Latin.....	19	....	19
English High	81	....	81
Girls' High, Regular and Advanced .....	....	104	104
Roxbury High.....	21	20	41
Dorchester High.....	15	21	36
Charlestown High.....	13	25	38
West Roxbury High.....	1	8	9
Brighton High.....	4	7	11
Totals.....	154	185	339

GRAMMAR SCHOOLS.

Semi-Annual Returns to June, 1878.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	1st Assistants.	2d Assistants.	3d Assistants.	Sew'g Teachers.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Adams	368	166	534	342	156	498	36	93.1	1	1	.	1	1	8	1
Allston	158	190	348	145	174	319	29	91.9	1	.	.	1	1	5	1
Andrew	362	185	547	337	164	501	46	92.0	1	1	.	1	1	8	1
Bennett	165	143	308	149	131	280	28	91.0	.	1	.	.	2	4	1
Bigelow	787	...	787	756	...	756	31	96.2	1	1	1	1	1	11	.
Bowditch . . . . .	...	358	358	...	337	337	21	94.0	1	.	.	1	1	6	1
Bowdoin . . . . .	...	447	447	...	412	412	35	92.2	1	.	.	1	2	5	1
Brimmer	713	68	781	669	63	732	49	93.7	1	1	1	2	1	10	.
Bunker Hill . . .	306	296	602	292	279	571	31	94.8	1	1	.	2	2	7	1
Central	329	...	329	309	...	309	20	94.0	1	.	.	1	1	4	.
Chapman	278	287	565	266	272	538	27	95.2	1	1	.	1	1	8	1
Charles Sumner .	105	100	205	100	92	192	13	93.7	.	1	.	.	1	3	1
Comins	365	411	776	350	386	736	40	94.7	1	1	.	2	3	10	1
Dearborn	470	407	877	429	373	802	75	92.2	1	1	.	2	3	11	1
Dudley (Boys) . .	444	...	444	414	...	414	30	93.1	1	.	1	1	1	6	.
Dudley (Girls) . .	...	324	324	...	304	304	20	93.6	1	.	.	1	1	4	1
Dwight	588	...	588	558	...	558	30	95.0	1	1	1	1	1	8	.
Eliot	842	...	842	792	...	792	50	94.0	1	1	2	1	1	11	.
Emerson	376	307	683	356	291	647	36	95.0	1	1	.	2	2	7	1
Everett . . . . .	...	694	694	...	647	647	47	93.0	1	.	.	2	3	9	1
Everett, Dor. . . .	206	200	406	196	188	384	22	94.6	1	.	1	1	1	5	1
Franklin . . . . .	...	742	742	...	694	694	48	93.5	1	.	.	2	3	9	1
Frothingham . . .	270	276	546	253	254	507	39	93.0	1	1	.	1	2	7	1
Gaston . . . . .	...	433	433	...	398	398	35	91.0	1	.	.	2	1	6	1
Gibson	151	145	296	138	133	271	25	91.5	.	1	.	.	2	3	.
Hancock . . . . .	...	573	573	...	547	547	26	95.6	1	.	.	1	3	7	1
Harris	106	136	242	99	126	225	17	92.9	.	1	.	.	1	3	.
Harvard	273	280	553	259	264	523	30	94.5	1	1	.	1	1	8	1

1 Female Principal.

GRAMMAR SCHOOLS. — *Continued.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	1st Assistants.	2d Assistants.	3d Assistants.	Sec'g Teachers.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Hillside . . . . .	. . .	301	301	. . .	277	277	24	91.9	.	1	.	.	2	3	1
Lawrence	920	. . .	920	886	. . .	886	34	96.5	1	1	2	1	1	13	.
Lewis	294	326	620	283	306	589	31	94.9	1	1	.	1	1	9	1
Lincoln	620	. . .	620	585	. . .	585	35	94.3	1	1	1	1	1	8	.
Lowell	302	219	521	289	207	496	25	95.0	1	.	1	1	1	7	1
Lyman	423	185	608	396	178	574	34	94.5	1	1	.	2	2	6	1
Mather	148	169	317	129	148	277	40	88.0	1	.	.	1	1	5	.
Minot	112	113	225	106	104	210	15	93.2	.	1	.	.	1	4	.
Mt. Vernon	65	77	142	62	73	135	7	94.9	.	.	1	.	1	2	1
Norcross . . . . .	. . .	699	699	. . .	669	669	30	95.6	1	.	.	2	3	7	1
Phillips	741	. . .	741	682	. . .	682	59	92.0	1	1	1	1	1	10	.
Prescott	243	235	478	231	221	452	26	94.6	1	.	1	1	1	7	2
Quincy	651	. . .	651	622	. . .	622	29	95.2	1	1	1	1	1	8	.
Rice	632	. . .	632	595	. . .	595	37	94.4	1	1	.	1	1	8	.
Sherwin	423	464	887	403	427	830	57	93.8	1	1	.	1	4	11	1
Shurtleff . . . . .	. . .	679	679	. . .	623	623	56	92.0	1	.	.	2	3	9	1
Stoughton	134	107	241	125	101	226	15	93.4	.	1	.	.	1	5	1
Tileston	34	29	63	31	28	59	4	93.3	.	.	.	1	.	1	.
Warren	311	303	614	297	284	581	33	95.0	1	1	.	2	2	7	1
Wells . . . . .	. . .	473	473	. . .	433	433	40	92.2	1	.	.	2	.	7	1
Winthrop . . . . .	. . .	927	927	. . .	856	856	71	92.3	1	.	.	2	4	12	2
Totals	13,715	12,474	26,189	12,931	11,620	24,551	1,638	93.7	40	29	16	55	76	342	35 ⁽¹⁾

¹ Deducting repetitions, 28.

GRAMMAR SCHOOLS.
Number of Pupils in each Class, whole Number, and Ages, June, 1878.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole number.	Under eight years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years and over.
Adams	37	51	102	89	90	139	508	1	22	48	69	95	108	55	60	50
Allston	13	17	65	73	80	100	348	5	27	42	54	52	57	59	37	91
Andrew	18	34	50	80	205	208	595	2	50	74	95	84	119	74	61	36
Bennett	18	24	48	56	53	96	295	. . .	19	35	53	33	51	56	34	14
Bigelow	40	44	98	215	219	164	780	2	63	113	150	126	132	93	68	33
Bowditch	10	24	44	80	91	90	339	. . .	24	49	65	56	57	39	27	22
Rowdoin	46	54	66	96	94	80	436	3	10	50	80	85	60	40	43	65
Brimmer	46	63	122	132	177	235	775	7	53	110	119	111	121	104	79	71
Bunker Hill	28	36	88	120	168	177	617	. . .	24	62	109	118	97	83	64	60
Central	24	28	34	50	79	89	304	2	10	35	47	50	46	42	33	39
Chapman	31	34	106	106	116	171	564	. . .	29	59	75	91	93	64	61	92
Charles Sumner	9	13	16	43	55	56	192	. . .	1	15	22	42	34	38	17	23
Comins	29	59	115	100	192	257	752	. . .	23	91	115	146	136	104	76	61
Dearborn	37	77	91	144	209	277	835	1	12	53	142	158	150	125	76	118
Dudley (Boys)	37	47	47	104	114	100	449	1	15	38	70	82	80	77	47	39
Dudley (Girls)	14	25	43	61	62	106	311	1	10	36	42	49	35	39	33	65
Dwight	44	79	80	101	104	113	521	1	12	56	88	100	90	70	49	55
Eliot	33	86	98	148	212	217	794	1	19	85	135	153	156	125	81	39
Emerson	31	74	90	121	155	176	647	1	29	56	116	94	111	92	62	86
Everett	46	73	60	108	104	103	494	. . .	2	44	60	79	76	77	51	105
Everett, Dor.	23	32	54	72	111	103	395	. . .	14	46	60	55	53	54	37	76
	94	205	60	194	199	150	631	17	55	94	88	99	95	66	117	

STATISTICS.

Frothingham	15	70	98	.83	173	525	..	20	61	101	105	104	58	49	27
Gaston	36	46	109	100	109	447	2	18	44	59	67	73	70	60	54
Gibson	19	30	43	57	87	289	2	20	26	33	60	46	36	37	29
Hancock	28	36	53	104	210	531	..	17	71	98	102	97	85	38	23
Harris	18	33	55	44	60	233	4	24	33	22	28	28	38	26	30
Harvard	25	48	55	92	199	124	543	5	48	93	107	96	90	41	58
Hillside	15	46	49	57	65	287	2	15	30	53	51	46	32	27	31
Lawrence	31	92	147	182	199	199	850	..	48	127	145	172	115	101	91
Lewis	38	95	109	108	109	175	634	2	34	65	77	89	76	79	84
Lincoln	39	44	77	100	163	188	611	..	13	71	114	106	119	74	53
Lowell	31	52	54	98	163	101	499	..	11	69	83	85	84	73	50
Lyman	24	50	58	128	155	147	562	2	12	58	88	113	103	73	61
Mather	11	59	48	54	52	112	386	..	8	31	45	41	55	64	45
Minot	11	24	39	46	56	45	221	..	9	25	33	39	39	21	22
Mount Vernon	19	22	13	28	34	27	143	..	5	11	30	21	19	15	27
Norcross	47	93	95	96	102	224	657	1	32	70	122	130	110	76	53
Phillips	39	52	100	143	145	201	680	1	23	90	111	97	127	90	58
Prescott	28	51	48	113	112	138	490	..	14	60	74	77	91	76	32
Quincy	43	47	98	106	159	177	630	1	38	77	134	105	99	103	50
Rice	39	52	89	100	147	122	549	3	14	53	88	79	99	76	74
Sherwin	34	96	91	112	211	324	868	..	22	82	142	186	151	120	81
Shurtleff	48	48	85	97	185	201	664	4	34	73	102	89	97	88	70
Stoughton	16	12	47	40	47	80	242	5	15	17	51	39	42	28	17
Tilston	8	7	12	16	9	12	64	3	1	7	12	4	8	13	11
Warren	29	50	88	99	171	176	613	..	23	59	109	128	86	81	58
Wells	37	51	53	94	102	114	451	..	25	53	78	59	47	71	53
Winthrop	55	99	103	200	197	199	853	1	48	92	136	121	136	112	100
Totals	1,431	2,420	3,432	4,750	6,061	6,960	25,054	66	1,033	2,755	4,093	4,242	4,175	3,466	2,625
Percentages	.057	.097	.137	.189	.242	.278		.003	.041	.110	.163	.169	.167	.138	.105

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June, 1878.

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	534	48.6	Hancock....	11	573	52.1
Allston.....	7	348	49.7	Harris.....	4	242	60.5
Andrew.....	11	547	49.7	Harvard...	11	553	50.3
Bennett....	6	308	51.3	Hillside....	5	301	60.2
Bigelow....	15	787	52.5	Lawrence..	18	920	51.1
Bowditch...	8	358	44.8	Lewis.....	12	620	51.7
Bowdoin....	8	449	56.1	Lincoln....	12	620	51.7
Brimmer....	15	781	52.1	Lowell.....	10	521	52.1
Bunker Hill.	12	602	50.2	Lyman....	11	608	55.3
Central.....	6	329	54.7	Mather....	7	317	45.3
Chapman....	11	565	51.4	Minot.....	5	225	46.3
Chas. Sumner	4	205	51.3	Mt. Vernon.	3	142	47.3
Comins.....	16	776	42.3	Norcross....	12	699	58.3
Dearborn...	17	877	57.5	Phillips....	14	741	52.9
Dudley (<i>Boys</i>)	9	444	49.3	Prescott....	10	478	47.8
Dudley (<i>Girls</i>)	6	324	54.0	Quincy.....	12	651	54.3
Dwight.....	12	588	49.0	Rice.....	12	632	52.1
Eliot.....	16	842	52.6	Sherwin....	17	887	52.2
Emerson....	12	683	56.9	Shurtleff...	14	679	48.5
Everett.....	14	694	49.6	Stoughton..	6	241	40.2
Everett, Dor.	8	406	50.8	Tileston....	1	63	63.0
Franklin....	14	742	53.0	Warren....	12	614	51.2
Frothingham	11	546	49.6	Wells.....	9	473	52.5
Gaston.....	9	433	48.1	Winthrop...	18	927	51.5
Gibson.....	5	296	59.2	Totals.....	509	26,189	51.4 [Av.]

GRAMMAR SCHOOLS.

Diplomas of Graduation, June, 1878.

SCHOOLS.	Boys.	Girls.	Total.	SCHOOLS.	Boys.	Girls.	Total.
Adams	18	12	30	Harris	7	12	19
Allston	5	8	13	Harvard, Ch .	12	7	19
Andrew	18	..	18	Hillside.....	..	14	14
Bennett.....	8	10	18	Lawrence....	27	..	27
Bigelow.....	34	..	34	Lewis .....	..	36	36
Bowditch .....	..	10	10	Lincoln.....	39	..	39
Bowdoin .....	..	31	31	Lowell	15	14	29
Brimmer.....	32	11	43	Lyman	14	10	24
Bunker Hill...	13	13	26	Mather	5	7	12
Central	24	..	24	Minot	4	6	10
Chapman.....	13	17	30	Mt. Vernon..	4	4	8
Chas. Sumner.	3	5	8	Norcross.....	..	33	33
Comins	10	18	28	Phillips	37	..	37
Dearborn	18	11	29	Prescott	11	15	26
Dudley (<i>Boys</i>)	17	..	17	Quincy	22	..	22
Dudley (<i>Girls</i>)	..	14	14	Rice.....	38	..	38
Dwight	41	..	41	Sherwin .....	..	31	31
Eliot	33	..	33	Shurtleff....	..	47	47
Emerson	18	13	31	Stoughton ...	9	6	15
Everett .....	..	45	45	Tileston	2	3	5
Everett, Dor...	7	14	21	Warren.....	15	12	27
Franklin .....	..	34	34	Wells .....	..	18	18
Frothingham ..	8	7	15	Winthrop....	..	39	39
Gaston .....	..	32	32				
Gibson.....	9	9	18				
Hancock .....	..	17	17	Totals	590	645	1,235

PRIMARY SCHOOLS.

Semi-Annual Returns to June, 1878.

DISTRICTS.	Schools.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	7	221	87	308	205	80	285	23	92.5	213	120	333
Allston	5	132	105	237	121	91	212	25	89.4	184	84	268
Andrew	8	191	189	380	174	168	342	38	90.0	309	142	451
Bennett	4	97	99	196	87	87	174	22	88.8	150	74	224
Bigelow	12	308	246	554	280	221	501	53	90.0	382	188	570
Bowditch	11	256	226	482	235	207	442	40	91.3	324	183	507
Bowdoin	12	276	252	528	245	219	464	64	87.8	361	211	572
Brimmer	11	256	241	497	233	214	447	50	89.9	327	198	525
Bunker Hill	11	236	266	502	210	236	446	56	88.8	320	240	560
Central	4	76	69	145	71	61	132	13	91.0	95	59	154
Chapman	10	303	217	520	267	185	452	68	86.9	357	196	553
Charles Sumner	5	113	116	229	106	105	211	18	92.0	109	106	215
Comins	16	425	417	842	389	374	763	79	90.6	530	358	888
Dearborn	17	456	395	851	407	339	746	105	87.6	535	446	981
Dudley (<i>Boys</i>)	8	207	188	395	191	168	359	36	91.0	243	179	422
Dwight	6	123	139	262	110	121	231	31	88.4	211	93	304
Eliot	14	335	171	606	395	150	545	61	89.9	352	270	622
Emerson	9	256	195	451	236	179	415	36	92.0	274	196	470
Everett	11	236	254	540	262	230	492	48	91.1	364	288	652
Everett, Dor.	6	151	124	275	136	107	243	32	88.3	203	108	311
Franklin	13	297	318	615	272	287	559	56	91.0	381	231	612
Frothingham	9	209	223	432	188	193	381	51	88.2	339	149	488
Gaston	8	203	195	398	185	173	358	40	90.0	258	168	426
Gibson	5	73	78	151	63	66	129	22	85.4	113	61	174
Hancock	16	355	378	733	329	356	685	48	93.4	431	327	758
Harris	3	57	69	126	52	60	112	14	88.6	98	30	128
Harvard	13	282	290	572	255	249	504	68	88.1	405	259	664

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	Schools.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hillside	4	89	81	170	80	70	150	20	88.3	119	66	185
Lawrence	21	791	251	1,042	752	229	981	61	94.1	621	412	1,033
Lewis	11	267	240	507	242	210	452	55	89.1	339	219	558
Lincoln	7	267	67	334	234	55	289	45	86.5	205	147	352
Lowell	9	258	220	478	234	195	429	49	91.8	306	191	497
Lyman	8	231	118	349	216	108	324	25	92.4	207	173	380
Mather	5	125	110	235	110	95	205	30	87.2	156	96	252
Minot	4	81	81	162	76	73	149	13	92.0	124	62	186
Mount Vernon	3	52	50	102	50	45	95	7	93.1	53	48	101
Norcross	7	. . .	315	315	. . .	302	302	13	96.0	196	127	323
Phillips	5	120	80	200	105	67	172	28	86.0	109	101	210
Prescott	6	159	133	292	143	119	262	30	90.0	184	140	324
Quincy	7	209	129	338	193	118	311	27	92.0	260	84	344
Rice	7	193	147	340	175	132	307	33	90.3	169	129	298
Sherwin	15	373	347	720	348	323	671	49	93.2	460	314	774
Shurtleff	6	161	154	315	144	141	285	30	89.0	185	120	305
Stoughton	2	50	59	109	46	54	100	9	91.3	110	19	129
Tileston	1	19	19	38	18	17	35	3	91.3	30	15	45
Warren	8	185	206	391	165	181	346	45	88.6	264	162	426
Wells	12	267	259	526	242	229	471	55	87.8	351	193	544
Winthrop	6	124	174	298	114	158	272	26	91.0	206	100	306
Totals	408	10,301	8,787	19,088	9,391	7,847	17,238	1,850	90.3	12,522	7,882	20,404

PRIMARY SCHOOLS.

Number of Pupils in each Class, whole Number, and Ages, June, 1878.

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole Number.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Adams . . .	60	31	53	52	53	84	333	56	74	83	87	33
Allston . . .	57	40	31	28	33	79	268	66	53	65	57	27
Andrew . . .	62	56	57	56	88	132	451	86	106	117	76	66
Bennett . . .	28	25	30	32	31	78	224	56	43	51	39	35
Bigelow . . .	104	84	93	86	112	91	570	75	155	152	111	77
Bowditch . .	95	81	90	64	73	104	507	73	140	111	99	84
Bowdoin . .	102	86	95	88	85	116	572	89	133	139	118	93
Brimmer . .	58	87	76	58	83	163	525	71	111	145	119	79
Bunker Hill .	95	81	98	70	86	130	560	71	130	119	115	125
Central . . .	24	25	27	38	19	21	154	32	34	29	35	24
Chapman . .	78	79	108	79	77	132	553	98	136	123	113	83
Chas. Sumner	43	31	26	35	31	49	215	30	51	28	38	68
Comins . . .	142	115	174	103	153	201	888	128	192	210	177	181
Dearborn . .	138	133	138	117	188	267	981	119	203	213	212	234
Dudley(Boys)	56	66	49	86	78	87	422	59	89	95	85	94
Dwight . . .	48	48	45	49	49	65	304	53	83	75	67	26
Eliot	102	104	102	93	114	107	622	72	155	125	118	152
Emerson . .	70	88	53	56	87	116	470	76	92	106	98	98
Everett . . .	84	89	122	115	106	136	652	88	144	132	144	144
Everett, Dor.	22	43	58	54	51	83	311	55	78	70	64	44
Franklin . .	100	90	106	100	87	129	612	107	119	155	110	121
Frothingham	54	88	57	58	52	179	488	125	110	104	90	59
Gaston . . .	58	48	88	66	100	66	426	67	84	107	82	86
Gibson . . .	34	..	37	28	22	53	174	24	42	47	33	28
Hancock . .	101	117	105	153	123	159	758	109	155	167	159	168
Harris	21	16	17	25	18	31	128	22	42	34	21	9
Harvard . .	106	85	75	166	75	157	664	118	145	142	145	114
Hillside . . .	25	26	30	26	29	49	185	37	44	38	35	31

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole Number.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Lawrence . .	169	158	152	164	147	243	1,033	155	234	232	199	213
Lewis	85	88	99	72	80	134	558	66	133	140	132	87
Lincoln . . .	44	54	49	57	79	69	352	48	77	80	68	79
Lowell	72	69	72	84	79	121	497	68	121	117	116	75
Lyman	75	59	50	48	45	103	380	50	82	75	85	88
Mather	33	17	31	39	39	93	252	45	47	64	47	49
Minot	54	20	34	27	11	40	186	37	42	45	36	26
Mt. Vernon .	35	25	10	5	13	13	101	15	17	21	32	16
Norcross . . .	49	39	51	50	45	89	323	46	80	70	54	73
Phillips . . .	31	42	38	37	34	28	210	38	37	34	40	61
Prescott . . .	57	53	47	45	55	67	324	38	57	89	77	63
Quincy	51	43	50	55	69	76	344	76	93	91	60	24
Rice	40	40	46	79	43	50	298	29	63	77	76	53
Sherwin	88	70	131	111	161	213	774	105	185	170	179	135
Shurtleff . . .	51	50	51	47	50	56	305	28	75	82	78	42
Stoughton . .	22	16	29	18	12	32	129	37	37	36	14	5
Tileston . . .	12	. .	13	10	. .	10	45	8	14	8	6	9
Warren	92	59	51	51	60	113	426	61	94	109	73	98
Wells	76	69	68	62	140	129	544	109	128	114	108	85
Winthrop . . .	51	57	49	44	52	53	306	51	74	81	66	34
Totals	3,154	2,890	3,161	3,086	3,317	4,796	20,404	3,172	4,633	4,717	4,193	3,689
Percentage . .	.154	.142	.155	.151	.163	.235	. . .	.156	.227	.231	.206	.180

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, June, 1878.

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	7	308	44.0	Harris	3	126	42.0
Allston	5	237	47.4	Harvard	13	572	44.0
Andrew	8	380	47.5	Hillside	4	170	42.5
Bennett	4	196	49.0	Lawrence	21	1,042	49.5
Bigelow	12	554	46.2	Lewis	11	507	46.1
Bowditch	11	482	43.8	Lincoln	7	334	47.7
Bowdoin	12	528	44.0	Lowell	9	478	53.1
Brimmer	11	497	45.2	Lyman	8	349	43.9
Bunker Hill	11	502	45.6	Mather	5	235	47.0
Central	4	145	36.2	Minot	4	162	40.5
Ch's Sumner	5	229	45.8	Mt. Vernon	3	102	34.0
Chapman	10	520	52.0	Norcross	7	315	45.0
Comins	16	842	52.6	Phillips	5	200	40.0
Dearborn	17	851	50.0	Prescott	6	292	48.7
Dudley (<i>Boys</i>)	8	395	49.4	Quincy	7	338	48.3
Dwight	6	262	43.7	Rice	7	340	48.6
Eliot	14	606	43.3	Sherwin	15	720	48.0
Emerson	9	451	50.0	Shurtleff	6	315	52.5
Everett	11	540	49.1	Stoughton	2	109	54.5
Everett, Dor.	6	275	46.0	Tileston	1	38	38.0
Franklin	13	615	47.3	Warren	8	391	48.9
Frothingham	9	432	48.0	Wells	12	536	44.7
Gaston	8	398	49.8	Winthrop	6	298	46.3
Gibson	5	151	30.0				
Hancock	16	733	45.8	Totals	408	19,088	46.8 [Av.]

PRIMARY SCHOOLS.

Number of Pupils promoted to Grammar Schools, June, 1878.

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	7	56	8.0	Harris.....	3	13	4.3
Allston	5	48	9.6	Harvard.....	13	60	4.6
Andrew	8	57	7.1	Hillside	4	23	5.8
Bennett	4	26	6.5	Lawrence.....	21	157	7.5
Bigelow	12	104	8.7	Lewis	11	81	7.4
Bowditch	11	82	7.5	Lincoln	7	44	6.3
Bowdoin	12	94	7.8	Lowell	9	73	8.1
Brimmer	11	66	6.0	Lyman	8	52	6.5
Bunker Hill ..	11	70	6.4	Mather.....	5	23	4.6
Central	4	17	4.3	Minot	4	42	10.5
Charles Sumner	5	43	8.6	Mt. Vernon...	3	29	9.7
Chapman	10	77	7.7	Norcross	7	49	7.0
Comins	16	118	7.4	Phillips	5	20	4.0
Dearborn	17	111	6.5	Prescott	6	28	4.7
Dudley (<i>Boys</i>)	8	58	7.3	Quincy	7	47	6.7
Dwight	6	42	7.0	Rice	7	49	7.0
Eliot.....	14	96	6.9	Sherwin.....	15	97	6.5
Emerson	9	69	7.7	Shurtleff	6	50	8.3
Everett	11	76	6.9	Stoughton ...	2	21	10.5
Everett, Dor...	6	22	3.7	Tileston	1	12	12.0
Franklin	13	80	6.1	Warren	8	63	7.9
Frothingham ..	9	50	5.5	Wells	12	76	6.3
Gaston.....	8	52	6.5	Winthrop.....	6	111	18.5
Gibson.....	5	24	4.8				
Hancock	16	168	10.5	Totals	408	2,926	7.1

EVENING SCHOOLS.

Half-year, October, 1877, to March, 1878.

HIGH.

1877-78.	Number of Sessions.	Average No. Belonging.	AVERAGE ATTENDANCE.			Average No. of Teachers.	Average No. of Pupils to a Teacher.
			Males.	Females.	Total.		
October, 1877	23	1,600	439	197	636	12	60.5
November, 1877	20	1,300	386	170	556	12	51.
December, 1877	19	1,100	284	123	407	12	37.7
January, 1878	23	1,000	272	116	388	11	38.8
February, 1878	19	900	214	117	331	11	34.
March, 1878	21	700	166	93	259	10	29.4
Totals	125	6,600	1,761	816	2,577	68	
Averages		1,100	294	136	430	11	43.

The whole number registered for the year was 2,597.

ELEMENTARY.

SCHOOLS.	Number of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			Av. No. of Teachers, including Principals.	Av. No. Pupils to a Teacher, excluding Principal.
				Males.	Females	Total.		
Anderson Street . . .	117	185	107	35	17	52	7	7
Blossom Street	117	319	206	60	22	82	8	12
Broadway, S.B.	113	794	97	78	. .	78	11	8
Cabot Street	119	351	109	55	16	71	7	12
Dorchester	126	252	104	53	9	62	6	12
Eustis Street	127	142	71	23	10	33	6	7
Hudson Street	115	297	116	45	31	76	9	9
Jamaica Plain	123	103	46	19	3	22	3	11
Lincoln School	122	332	89	49	16	65	7	11
Lyman School	126	451	121	51	9	60	7	10
Neponset	126	92	44	14	9	23	3	11
No. Bennet Street . . .	117	511	151	53	23	76	9	13
Old Franklin	127	355	186	88	53	141	12	13
Prescott School	126	173	64	32	. .	32	4	11
Warren School	125	130	106	. .	29	29	3	15
Warrenton-st. Chapel .	76	252	94	27	27	54	6	11
Totals	1,907	4,744	1,711	632	274	956	103	10 [Av.]

DRAWING.

SCHOOLS.	No. of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			Av. No. Teachers, inc. Principals.	Av. No. Pupils to a Teacher, exc. Principals.
				Males.	Females.	Total.		
Charlestown	99	273	151	41	1	42	2	42
Dorchester	50	89	71	24	11	35	2	35
East Boston	100	271	182	37	4	41	2	41
Jamaica Plain	51	120	73	31	2	33	2	33
Roxbury	100	360	102	37	5	42	2	42
Tennyson st.	100	521	283	100	15	115	5	29
Totals	500	1,634	862	270	38	308	15	34 [Av.]

SCHOOL DOCUMENT NO. 17.

SUGGESTIONS

ACCOMPANYING THE

COURSE OF STUDY

FOR

GRAMMAR AND PRIMARY SCHOOLS.



BOSTON :
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1878.

IN SCHOOL COMMITTEE, July 9, 1878.

Ordered, That the Board of Supervisors be authorized to issue suggestions to accompany the outline courses of study for the Grammar and Primary Schools.

Attest :

GEO. A. SMITH,
Secretary.

OUTLINE COURSE OF STUDY. — PRIMARY SCHOOLS.

See Suggestions for the different Studies.

Class.	Language.	Oral Instruction.	Reading and Spelling.	Writing.	Arithmetic.	Drawing.	Music.	Physical Exercises.	Recreation.	Miscellaneous.
VI.	<p>1½ hours a week</p> <p>Oral lessons.</p> <p>Purpose, — to accustom pupils to express what they know in sentences.</p> <p>Material. — reading lessons, pictures, plants, and animals, or whatever the ingenuity of the teacher may suggest.</p>	<p>2½ hours a week.</p> <p>Simple, conversational studies of familiar plants, animals, and things; — to distinguish <i>form, color, and prominent qualities.</i> Simple poetry recited (through out the course).</p>	<p>10 hours a week.</p> <p>Reading from black-board, chart, and a Reader of a proper grade.</p>	<p>1½ hours a week.</p> <p>A few of the simplest script letters, viz.: — <i>i, u, n, m, t, d, e, o, etc.</i></p> <p>Short, easy words, names of familiar objects, combining the letters learned. Arithmetic figures.</p>	<p>2 hours a week.</p> <p>Numbers from 1 to 10.</p> <ol style="list-style-type: none"> 1. Adding and subtracting. 2. Arabic figures. 3. Ordinal numbers. 	<p>2 hours a week.</p> <p>As in Rules and Chap. XXVIII. Names, positions, and relations of straight lines. Combinations of lines to make figures. Their division into equal parts. Drawing from memory and dictation of lines in defined positions. Combinations and arrangements of points and short lines in geometric forms. Ruling lines of given length. Measuring length of given lines. Black-board. Slates.</p>	<p>1 hour a week.</p> <p>As in Rules and Chap. XXIX. First 14 pages of First National Music Reader by Simpson, some numerals and exercise in concert.</p>	<p>50 minutes a week.</p> <p>Not less than twice each session, some pleasing exercise in concert.</p>	<p>½ hour a week.</p>	<p>Miscellaneous.</p>
V.	<p>1½ hours a week</p> <p>Same as in Class VI.</p>	<p>2½ hours a week.</p> <p>Same as in Class VI, with new material. Simple talks about the human body and hygiene.</p> <p>In connection with number lessons, — coins from 1 to 10 cents.</p>	<p>10 hours a week.</p> <p>Reading from a Reader of a proper grade.</p> <p>Spelling, by sound and by letter, some easy, common words from the reading lessons.</p>	<p>1½ hours a week.</p> <p>All the small script letters, — combined into words as in Class VI. Arithmetic figures.</p>	<p>2 hours a week.</p> <p>Numbers from 1 to 10.</p> <ol style="list-style-type: none"> 1. Multiplying and dividing, with results in figures. 2. Relations of numbers from 1 to 10. <p>(See subjects for "Oral Instruction.")</p>	<p>2 hours a week.</p> <p>Curved lines explained. The simple curve. Combination of curved with straight lines. Illustrate plane geometric definitions of lines and figures, by rule and measure. Simple forms from memory and dictation. Rearrangements of exercises in design. Black-board. Slates.</p>	<p>1 hour a week.</p> <p>Notation. Time, beating time, and signs of expression. Practice in writing characters used in music. Role songs at option of teacher. Chart No. 2.</p>	<p>50 minutes a week.</p> <p>Same as in Class VI.</p>	<p>½ hour a week.</p>	<p>Miscellaneous.</p>
IV.	<p>2 hours a week.</p> <p>Same as in preceding classes.</p>	<p>2½ hours a week.</p> <p>Same as before, introducing freely comparisons between like and unlike, and studying less familiar plants, animals, and things.</p> <p>With number lessons, — pint, quart, gallon; quart, peck, bushel.</p>	<p>8 hours a week.</p> <p>Reading from a Reader of a proper grade. Supplementary reading.</p> <p>Spelling, by sound and by letter, words from the reading lessons, and other familiar words.</p>	<p>2 hours a week.</p> <p>Numbers from 1 to 20.</p> <ol style="list-style-type: none"> 1. Combinations of 10 with numbers smaller than 10. 2. Adding, subtracting, multiplying, and dividing, with results in figures. 3. Relations of numbers from 1 to 20. 4. Roman numerals to XX. 5. Meter and declimeter. 	<p>2 hours a week.</p> <p>Curved lines explained. The compound curve. Outlines of vases and pitchers, illustrating compound curves. Arranging simple leaves to fill geometric forms by repetition. Symmetry, or balance of parts, explained. Definitions of regular plane forms in words and by illustrations. Dictation and memory. Black-board. Slates.</p>	<p>2 hours a week.</p> <p>Review, and advance to end of Chart No. 12. Role songs, pages 15, 16, and 17. Writing of notes of different values, and combining them into measures.</p>	<p>50 minutes a week.</p> <p>Same as in Classes V. and VI.</p>	<p>½ hour a week.</p>	<p>Miscellaneous.</p>	

<p>III. <i>2 hours a week.</i> Pupils to write the sentences made in their oral exercises so far as they are able.</p>	<p>by habits, traits, and structure; and of objects by form and qualities. Lessons in size and distance by simple measurements, — inch, foot, yard.</p>	<p><i>8 hours a week.</i> Pupils to write the proper use of capitals, Roman numerals.</p>	<p><i>2½ hours a week.</i> Numbers from 1 to 100.</p> <ol style="list-style-type: none"> 1. Adding, subtracting, multiplying, and dividing numbers from 1 to 50, with results in figures. 2. Relations of numbers from 1 to 50. 3. Roman numerals to J. 4. Square and cubic decimeter. 	<p><i>1 hour a week.</i> Review, and dictation.</p> <p>Chart No. 15. Exercise upon sounds of the scale by numerals, syllables, and pitch names. Rote songs. Writing scale degrees under dictation.</p>	<p><i>50 minutes a week.</i> in preceding classes.</p>
<p>II. <i>2 hours a week.</i> Same as in Class III.</p>	<p><i>2½ hours a week.</i> Observation of less obvious qualities; — tints and shades of color. Study of strange animals from pictures, to infer mode of life from structure, or structure from mode of life. Simple lessons on weights and divisions of time. Talks about the human body and hygiene, continued. Fables, anecdotes.</p>	<p><i>2 hours a week.</i> Letters, words, and sentences from dictation and from the black-board. Sentences made in the language lessons to be used for writing exercises.</p>	<p><i>2 hours a week.</i> Drawing on paper in books. Review work of Classes V. and VI. on paper. Even quality of lines. Subjects of lessons in previous classes repeated in regular order.</p>	<p><i>1 hour a week.</i> Review, and advance to end of No. 20. Scale practice by singing and writing. Rote songs.</p>	<p><i>50 minutes a week.</i> Twice in the forenoon and once in the afternoon.</p>
<p>I. <i>2 hours a week.</i> Same as in Classes II. and III.</p>	<p><i>7 hours a week.</i> Reading from a Reader of a supplementary reading. Spelling as before.</p>	<p><i>2 hours a week.</i> Words and sentences used in language lessons will furnish material for exercises. The proper form of dating, addressing, and signing a letter; also the correct method of superscribing an envelope.</p>	<p><i>2 hours a week.</i> Drawing on paper in books. Review work of Classes IV. and III. on paper. [For further description see programme of instruction issued annually.]</p>	<p><i>1 hour a week.</i> Charts from 21 to 36 inclusive. Rote songs. Writing of scales in different keys.</p>	<p><i>50 minutes a week.</i> Same as in Class II.</p>

OUTLINE COURSE OF STUDY.—PRIMARY SCHOOLS.

See Suggestions for the different Studies.

Class.	Language.	Oral Instruction.	Reading and Spelling.	Writing.	Arithmetic.	Drawing.	Music.	Physical Exercises.	Recreation.	Miscellaneous.
VI.	<p>1½ hours a week.</p> <p>Oral lessons.</p> <p>Purpose,—to accustom pupils to express what they know in sentences.</p> <p>Material,—reading lessons, pictures, plants, and animals, or whatever the ingenuity of the teacher may suggest.</p>	<p>2½ hours a week.</p> <p>Simple, conversational studies of familiar plants, animals, and things;—to distinguish <i>form, color, and prominent qualities</i>. Simple poetry recited (throughout the course).</p>	<p>10 hours a week.</p> <p>Reading from black-board, chart, and Reader of a proper grade.</p>	<p>1½ hours a week.</p> <p>A few of the simplest script letters, viz:—<i>t, u, v, m, l, d, e, o</i>, etc.</p> <p>Short, easy words, names of familiar objects, combining the letters learned. Arabic figures.</p>	<p>2 hours a week.</p> <p>Numbers from 1 to 10.</p> <ol style="list-style-type: none"> Adding and subtracting. Arabic figures. Ordinal numbers. 	<p>2 hours a week.</p> <p>As in Rules and Chap. XXXVIII. Names, positions, and relations of straight lines. Combinations of lines to make figures. Their division into equal parts. Drawing from memory and dictation of lines in defined positions. Combinations and arrangements of points and short lines in geometric forms. Ruling lines of given length. Measuring length of given lines. Black-board. Slates.</p>	<p>1 hour a week.</p> <p>As in Rules and Chap. XXXIX. First 14 pages of First National Music Reader by simple, pleasing numerals and syllables. Position of body and formation of sounds.</p>	<p>50 minutes a week.</p> <p>Not less than twice each session, some by simple exercise in concert.</p>	<p>½ hour a week.</p>	
V.	<p>1½ hours a week.</p> <p>Same as in Class VI.</p>	<p>2½ hours a week.</p> <p>Same as in Class VI, with new material.</p> <p>Simple talks about the human body and hygiene.</p> <p>In connection with number lessons,—coins from 1 to 10 cents.</p>	<p>10 hours a week.</p> <p>Reading from a Reader of a proper grade.</p> <p>Spelling, by sound and by letter, some easy, common words from the reading lessons.</p>	<p>1½ hours a week.</p> <p>All the small script letters,—combined into words as in Class VI. Arabic figures.</p>	<p>2 hours a week.</p> <p>Numbers from 1 to 10.</p> <ol style="list-style-type: none"> Multiplying and dividing, with results in figures. Relations of numbers from 1 to 10. <p>(See subjects for "Oral Instruction.")</p>	<p>2 hours a week.</p> <p>Curved lines explained. The simple curve. Combination of curved with straight lines. Illustrate plane geometric definitions of lines and figures, by rule and measure. Simple forms from memory and dictation. Recollections of exercises in arrangements. Black-board. Slates.</p>	<p>1 hour a week.</p> <p>Notation. Time, beating time, and signs of expression. Practice in writing characters used in music. Rote songs at option of teacher. Chart No. 2.</p>	<p>50 minutes a week.</p> <p>Same as in Class VI.</p>	<p>½ hour a week.</p>	
IV.	<p>2 hours a week.</p> <p>Same as in preceding classes.</p>	<p>2½ hours a week.</p> <p>Same as before, introducing freely comparisons between like and unlike; and studying less familiar plants, animals, and things.</p> <p>With number lessons,—quart, peck, bushel.</p>	<p>8 hours a week.</p> <p>Reading from a Reader of a proper grade. Supplementary reading.</p> <p>Spelling, by sound and by letter, words from lessons and other familiar words.</p>	<p>2 hours a week.</p> <p>Capitals and small letters; short, easy words, names of pleasing, familiar objects; pupil's name.</p>	<p>2½ hours a week.</p> <p>Numbers from 1 to 20.</p> <ol style="list-style-type: none"> Combinations of 10 with numbers smaller than 10. Adding, subtracting, multiplying, and dividing, with results in figures. Relations of numbers from 1 to 20. Meter and decimeter. 	<p>2 hours a week.</p> <p>Curved lines explained. The compound curve. Outlines of vases and pitchers, illustrating simple leaves to fill geometric forms by repetition. Symmetry, or balance of parts, explained. Definitions of regular plane figures.</p>	<p>1 hour a week.</p> <p>Review, and advance to end of Chart No. 12. Rote songs, pages 15, 16, and 17. Writing of notes of different values, and combinations.</p>	<p>50 minutes a week.</p> <p>Same as in Classes V. and VI.</p>	<p>½ hour a week.</p>	

<p>III. 2 hours a week. Same as in preceding lessons. Pupils to write the sentences more than once. Oral exercises so far as they are able.</p>	<p>8 hours a week. Reading from a Reader of a proper grade. Supplementary reading. Spelling as before, written and oral.</p>	<p>2 hours a week. Letters, words, and short sentences, the proper use of capitals, Roman numerals.</p>	<p>2 1/2 hours a week. N numbers from 1 to 100. 1. Combinations of tens, and tens with smaller numbers. 2. Adding, subtracting, multiplying, and dividing numbers from 1 to 50, with results in figures. 3. Relations of numbers from 1 to 50. 4. Roman numerals to L. 5. Square and cubic decimeter.</p>	<p>2 hours a week. Review, and advance to end of Chart No. 15. Exercise upon sounds of the scale by numerals, syllables, and pitch names. Note scale under degrees of dictation.</p>	<p>1 hour a week. Review, and advance to end of Chart No. 15. Exercise upon sounds of the scale by numerals, syllables, and pitch names. Note scale under degrees of dictation.</p>	<p>50 minutes a week. Review, and advance to end of Chart No. 15. Exercise upon sounds of the scale by numerals, syllables, and pitch names. Note scale under degrees of dictation.</p>	<p>1 hour a week. Review, and advance to end of Chart No. 15. Exercise upon sounds of the scale by numerals, syllables, and pitch names. Note scale under degrees of dictation.</p>
<p>II. 2 hours a week. Same as in Class III.</p>	<p>7 hours a week. Reading from a Reader of a proper grade. Supplementary reading. Spelling as before. 23 hours a week. Observation of less obvious qualities; of color. Study of strange animals from pictures, to infer mode of life from structure, or structure from mode of life. Simple lessons on weights and divisions of time. Talks about the human body, and hygiene, continued. Fables, anecdotes.</p>	<p>2 hours a week. Letters, words, and sentences from dictation and from the black-board. Sentences made in the language lessons to be used for writing exercises.</p>	<p>3 1/2 hours a week. Numbers from 1 to 100. 1. Adding, subtracting, multiplying, and dividing, with results in figures. 2. Relations of numbers from 1 to 100. 3. Roman numerals to C. 4. Liter and dekaliter; dekameter.</p>	<p>2 hours a week. Drawing on paper in books. Review work of Classes V. and VI. on paper. Even quality of lines. Subjects of lessons in previous classes repeated in regular order.</p>	<p>1 hour a week. Review, and advance to end of Chart No. 20. Scale practice by singing and writing. Note songs.</p>	<p>50 minutes a week. Twice in the forenoon and once in the afternoon.</p>	<p>1 hour a week. Review, and advance to end of Chart No. 20. Scale practice by singing and writing. Note songs.</p>
<p>I. 2 hours a week. Same as in Classes II. and III.</p>	<p>7 hours a week. Reading from a Reader of a proper grade. Supplementary reading. Spelling as before. 23 hours a week. Work of Class II. continued. Complementary colors. Harmonies of colors. Plants and animals gathered into families. Vegetable, animal, and mineral products distinguished. Observation of the qualities and mechanism of things as adapted to their use.</p>	<p>2 hours a week. Words and sentences in language lessons will furnish material for exercises. The proper form of dating, addressing, and signing a letter; also the correct method of superscribing an envelope.</p>	<p>3 hours a week. Numbers from 1 to 1,000, and of hundreds with smaller numbers. 1. Combinations of hundreds, tens, and units. 2. Adding, subtracting, multiplying, and dividing numbers from 1 to 144, with results in figures. 3. Relations of numbers from 1 to 144. 4. Adding and subtracting, multiplying and dividing numbers from 144 to 1,000, no multiplier or divisor larger than 10 being used. 5. Roman numerals to M. 6. Centimeter; gram and kilogram.</p>	<p>2 hours a week. Drawing on paper in books. Review work of Classes IV. and III. on paper. [For further description see programme of instruction issued annually.]</p>	<p>1 hour a week. Charts from 21 to 36 inclusive. Note songs. Writing of scales in different keys.</p>	<p>50 minutes a week. Same as in Class II.</p>	<p>1 hour a week. Charts from 21 to 36 inclusive. Note songs. Writing of scales in different keys.</p>

Opening Exercises. — 1/4 hour a week.

Recesses. — 2 1/2 hours a week.

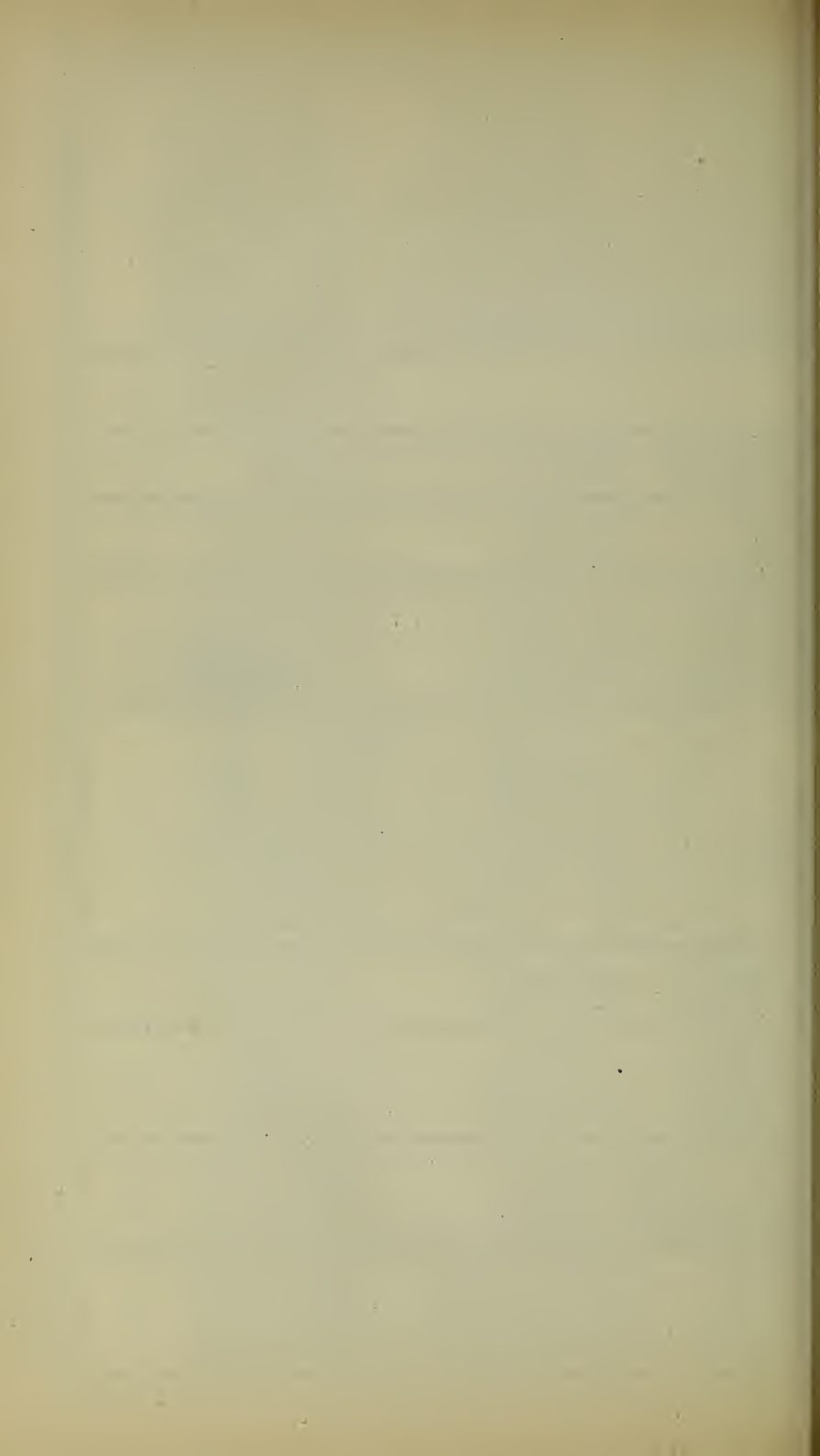
OUTLINE COURSE OF STUDY. — GRAMMAR SCHOOLS.

See Suggestions for the Different Studies.

Classes.	Language.	Oral Instruction.	Reading and Spelling.	Writing.	Arithmetic.	Geography.	History and Civil Gov't.	Physic.	Book-keeping.	Drawing.	Music.
VI.	3 hours a week. Oral and written exercises in the use of language as the expression of thought. Exercises the same in kind as those of the Primary Schools, adapted to the capacity of pupils of this class. Letter-writing.	2½ hours a week. Elementary studies in Natural History. Plants. — May to Nov. Animals. — Nov. to May. Qualities and properties of objects. Talks about trades, occupations, and articles of commerce. Poetry recited.	6 hours a week. Reading from a Reader of a proper grade. Supplement. — Primary reading throughout the course. Spelling from the reading, and other lessons; chiefly written exercises.	2 hours a week. Two books each half-year. Blank-books alternate lessons.	4 hours a week. 1. Combination of thousands, writing and reading integers. 2. Relations of tenths, hundredths, and thousandths to units; writing and reading decimals to thousandths. 3. Addition and Subtraction of integers to millions; of decimals to thousandths; and of U. S. money. 4. The units of U. S. money with relations to one another; also, of Liquid and Dry Measure. Oral exercises with simple numbers, to precede and accompany Written Arithmetic.	2 hours a week. Oral lessons, with the use of the globe and maps, as soon as the class is prepared for them.	History and Civil Gov't.	Physic.	Book-keeping.	1½ hours a week. (As in Rules and Regulations, Chap. XXVIII.) Drawing on paper in books. Review lines, angles, and figures on large scale. Division of lines into equal and unequal parts. Figures inscribed within, and described about figures, Elementary design. Dictation and memory. Proportion of parts to whole design.	1 hour a week. (As in Rules and Regulations, Chap. XXIX.) Music Charts (Second Series). Exercises and songs in the use of the Charts, and in the first 33 pages of Second Music Reader. Continued practice in writing.
V.	3 hours a week. Same as in Class VI.	2½ hours a week. Subjects of Class VI. continued. Talks about common phenomena. Anecdotes. Poetry recited.	6 hours a week. Reading from a Reader of a proper grade, or its equivalent. Spelling as before.	2 hours a week. Two books each half-year. Blank-books alternate lessons.	4 hours a week. 1. Multiplication and division of integers; of decimals; and of U. S. money. 2. The units of Avoirdupois weight and of Troy weight, with their relations. Oral exercises. —	2 hours a week. Oral lessons continued, with such use of the text-book and such map-drawing as is appropriate.	History and Civil Gov't.	Physic.	Book-keeping.	1½ hours a week. Drawing on paper in books. Tangent curves, and curved, with straight lines. Review compound and simple curves on large scale. Abstract curves. Details of historical ornament. Conventionalism explained and illustrated. Repetition on an axis and around a centre. Geometrical problems. Dictation and memory. Elementary design with conventional leaves. Geometrical drawing with compasses. Definitions, and eight problems.	1 hour a week. Charts from Class VI. exclusive. Conventional scale, both in singing and writing. Songs at option of pupils. Rules of cadence. Rules of breathing.
IV.	3 hours a week. Same as in Classes V. and VI.	2½ hours a week. Elementary Natural History continued. Common metals and minerals. Useful woods. Stories from Mythology and Ancient History. Poetry and prose recited.	5 hours a week. Reading from a Reader of a proper grade, or its equivalent. Spelling as before.	2 hours a week. Two books each half-year. Blank-books alternate lessons.	4 hours a week. 1. Factors, measures, and multiples. 2. Common Fractions. 3. The units of Long, Square, and Solid Measure, with their relations. 4. Decimal Fractions reviewed and completed. Oral exercises.	3 hours a week. Study of the earth as a globe, with reference to climate, meridians, zones (with their characteristics), winds, currents, and the life of man as varied by climate and physical features of the globe. The physical grand divisions studied and compared; with maps.	History and Civil Gov't.	Physic.	Book-keeping.	1½ hours a week. Drawing on paper in books. Filling of geometric shapes with conventional ornament. Details of historical ornament, unsymmetrical. Abstract curves based on the spiral. Conventional leaves. Objects in profile. Dictation and memory. Elementary design. Processes of mechanical repetition. Geometrical drawing with compasses. Problems 9 to 44.	1 hour a week. Charts (Third Series). Scale and plan in drawing. Singing in different keys up to three sharps and four flats. Fracture of the bone in the first 22 pages of Third Reader.

<p>III. 3 hours a week. Same continued. Grammar begun. The parts of speech. — Analysis of simple sentences.</p>	<p>2 hours a week. Elementary Natural History continued. Physiology of life in the middle ages. Poetry and prose recited.</p>	<p>3 hours a week. Reading from a Reader of a proper grade, or its equivalent. Spelling as before.</p>	<p>1 1/2 hours a week. Two books each half-year. Blank-books alternate lessons.</p>	<p>4 hours a week. Metric System. 1. Percentage. — (a) Simple interest. (b) Discount. Oral exercises.</p>	<p>2 1/2 hours a week. Physical and geographical of the countries of the grand divisions begun; with map drawing.</p>	<p>2 1/2 hours a week. United States History to July 4th, 1776.</p>	<p>1 hour a week. Outlines of Physics, to be taught as far as practicable by experimental method.</p>	<p>1 1/2 hours a week. Drawing on paper in books. Horizontal, vertical and central repetition compared. Details of historical ornament. Common objects. Enlargement and reduction of ornamental details. Symmetry of ornamental lines. Elementary design, from historic designs. Dictation, memory, and design, combined in single lesson. Geometrical drawing with compasses. Problems 45 to 73.</p>	<p>1 hour a week. Charts. Reverse Chart of Third Series to be completed. Songs in various keys by one key to another. Vocal culture continued.</p>	
<p>II. 3 hours a week. Exercises in writing continued. Business Letters. The subdivisions of the parts of speech. The inflections of nouns, verbs, adjectives, and adverbs. Analysis of easy compound sentences. The rules of syntax illustrated by familiar examples</p>	<p>2 hours a week. Physiology. Biographical and historical sketches. Poetry and prose recited.</p>	<p>3 hours a week. Reading from a Reader of a proper grade or its equivalent. Spelling as before.</p>	<p>1 hour a week. One book each half-year. Blank-book alternately.</p>	<p>4 hours a week. 1. Percentage continued. Commission and other simple applications. (a) Profit and loss. (b) Partial payments. (c) Partial interest. 2. Ratio and proportion. 3. Compound numbers completed. Oral exercises.</p>	<p>2 1/2 hours a week. Physical and geographical of the countries of the grand divisions completed; with map drawing.</p>	<p>3 hours a week. United States History, completed and reviewed.</p>	<p>1 hour a week. Outlines of Physics, continued.</p>	<p>1 1/2 hours a week. Drawing on paper in books. Historical objects. Subtlety of curvature. Elementary design from given subjects. Enlargement, and reversing of objects. Model, and object drawing. 1st, from copy; 2d, from the circle. Regular forms, and irregular natural forms based on them. Geometric basis of objects of use. The cone and cylinder, and objects based on them. The spheroid, and ovoid, and objects based on them.</p>	<p>1 hour a week. Fourth Music Reader. Sol-lection from page 50 to 78. Exercises recited from page 79 to 84. Frequent change of parts. Songs at option, but with exclusion of Continuation of writing exercises and transposition.</p>	
<p>I. 3 hours a week. 1st half-year. 2d half-year. Exercises in writing as in the preceding classes, with the application of grammar to ordinary English.</p>	<p>1 hour a week. Conversational lessons on topics and allusions connected with the studies. Declaration or Recitation.</p>	<p>2 1/2 hours a week. Reading from a Reader of a proper grade, or its equivalent. Spelling as before.</p>	<p>1 hour a week. Commercial and miscellaneous cellaeous forms. Blank-book alternately.</p>	<p>3 1/2 hours a week. 1st half-year. 2d half-year. 1. Powers of numbers. 2. Square root and its common applications. 3. Mensuration. 4. Reviews. [After completing the reviews, cube root and its applications, and exchange may be studied.] Oral exercises.</p>	<p>3 hours a week. 1st half-year. 2d half-year. General review. Astronomical and physical phenomena, and political relations, more carefully studied. Camps of the Grand Army of the United States, and of Great Britain, drawn from memory.</p>	<p>3 hours a week. History of England. Constitution of United States; of Massachusetts.</p>	<p>1 1/2 hours a week. Outlines of Physics, continued.</p>	<p>2 hours a week. 2d half-year. Sign-Envelope Day-book, Cash-book, Ledger, to be kept. Practice in the use of common Business Forms.</p>	<p>1 hour a week. Drawing on paper in books. Elaborate details of historic ornament, compared. Natural foliage, copied with pen and ink. Elementary design from given subjects in given shapes. Half-tinting. Memory drawing of designs. Model and object drawing: 1st, from copy; 2d, from object. The perspective of parallel lines in rectangular objects. Cube, prisms, and pyramids, and objects based on them. Botanical analysis of plants, for designs.</p>	<p>1 hour a week. Fourth Music Reader. Sol-lection from page 50 to 78. Also, Triad Exercises recited from page 79 to 84. Frequent change of parts. Songs at option, but with exclusion of Continuation of writing exercises and transposition.</p>

Physical Exercises — 50 minutes a week. Every class to practise in concert proper physical exercises not less than five minutes each session (Regulations, Sect. 234). Sewing — 2 hours a week for girls (Regulations, Sect. 235). Opening Exercises — Half-hour a week. Recesses — 1 hour 40 minutes a week.



SUGGESTIONS

ACCOMPANYING THE COURSE OF STUDY

FOR

GRAMMAR AND PRIMARY SCHOOLS.

NOTE. — These are suggestions, not directions. They have been prepared in the hope of helping our teachers to follow the revised course of study with greater ease. But there is no intention of restricting the methods of teaching, or of turning any one from methods that have been tried successfully, to those that are untried. There is only one end in education, but there are many means of reaching it; and the teacher who has his own means, and those effective, has the best for *him*.

LANGUAGE.

Primary Schools.

The purpose of these lessons, — which is to accustom pupils to express what they know in language suited to their age and capacity, at first orally and afterward in writing, — should be kept constantly in mind by the teacher, to stimulate her invention and to guide her judgment in the adoption of the best methods.

The programme can do little more than to indicate the importance of this work by the time allotted to it, and to suggest some among the many methods which the ingenious teacher will use. Nor is it possible to set definite limits to the work to be accomplished by the several classes. This will depend much on the capacity and aptness of the teacher,

and cannot fail to manifest its results in any examination to which the pupils may be subjected. It will, of course, be understood that though the exercises are essentially the same in the several classes, they are expected to be progressive, and that pupils should be thrown more and more on their own resources as they advance.

It may not, however, be improper to caution the teacher against the expectation of great and immediate results. The process must necessarily be slow in its early stages; but, if intelligently persevered in, its effects will be felt with increased force as pupils advance to the grammar and high schools.

In the oral exercises pupils should be required to speak audibly and distinctly, and to make *complete sentences*. This cannot be too strongly insisted on. An answer given in a word or phrase, which can only be understood by knowing the question, does not secure the end desired.

As soon as pupils begin to write, care should be taken that every sentence should begin with a capital, that the words should be spelt correctly, and that a period should be placed at the end of a sentence that tells something, and a question mark at the end of a sentence that asks a question. Beyond the use of these two punctuation marks, it would seem unnecessary to trouble pupils in the primary schools, since the sentences that they form will be short, and they are not able at this stage to make proper discrimination in the use of the comma, semicolon, etc.

The earnest teacher will experience little difficulty in finding material for these language lessons. The pictures in the reading-book, the selections that the pupils read, and whatever may arouse their curiosity and lead to habits of observation and discrimination, the skilful teacher will use; especially the oral lessons on plants and animals will furnish interesting and instructive material, that may be used indefinitely.

At first only the most prominent objects in a picture, or the most obvious qualities of an object, should receive attention. Thus, in examining a picture in the reading-book, in answer to suggestive questions by the teacher, the pupil will say that he sees two little girls, that they are looking at a bird's nest, that the nest has four eggs in it, and that the bird is sitting near by on the branch of the tree.

This, perhaps, is sufficient for the lowest class. At a later stage the skilful teacher will find no difficulty in interesting the pupil in the skill with which the nest is made, the beauty of the eggs, and the motherly anxiety of the bird whose hiding-place has been discovered.

No doubt the pupils will at first, and for some time, require much assistance, which may be given chiefly by suggestive questions, leading them to name the most important thing, or quality first, and then to speak of other things in relation to it.

Whenever an imperfect or ungrammatical sentence is made, it is recommended that an opportunity be given for some pupil to correct it. As pupils advance, more particular descriptions may be brought out by judicious questioning. In some such way as that indicated above, it is believed that these oral exercises may furnish material for elementary lessons in composing and writing.

LANGUAGE.

Grammar Schools.

The purpose of these lessons is the same as that of the primary lessons, — to develop the power of oral and written expression. The attempt to do this by a study of the technicalities of grammar has proved a failure, and it seems now to be generally admitted that facility in the use of language can only be acquired by abundant exercise in using it as the expression of thought.

The time specially allotted to this does not, perhaps, fully indicate what is regarded as its relative importance to other studies. All the recitations, whether oral or written, in whatever branch, should be regarded also as exercises in the correct use of language. The material for these lessons will thus be found to some extent in the subjects suggested for the primary schools, and also in the lessons in geography, history, and almost all the branches taught in our schools. Nothing fixes knowledge so definitely in our minds as to state it in our own language. Much information on subjects not connected with the school work may be imparted by the teacher, to be reproduced by pupils in these lessons. As in the primary course, it is impossible to assign definite limits to the work of the several classes; it is, perhaps, enough to say that it should be progressive, more being required both in thought and expression as we advance towards the higher classes. It is believed that a careful supervision of the work of the several classes by the principal, with an occasional test of their success, may, in time, furnish a proper standard of the results to be expected in the several grades.

ORAL INSTRUCTION.

Primary Schools.

This phrase is applied to that department of instruction which aims to secure proper mental activity in children by the study, first of their surroundings, and afterward, of whatever is appropriate, though unfamiliar. Children are naturally observant and curious. They begin early to care for plants, animals, and other things around them. We need only to cherish and guide their curiosity, in order to train their eyes to quick seeing, their ears to attentive listening, their hands to careful handling; and thus to lead

them, through the use of their perceptive faculties, to the development of thought and to its proper expression.

For introductory lessons in the lower grades, the teacher may present familiar animals and plants, in the living forms, in preserved specimens, or in pictures; choosing, as far as possible, those which represent families, — as the cat, the dog, the duck, etc. The lessons upon any animal may begin with the characteristics which are best known; — whether habits, uses, or structure. Thus, a talk about the habits of the cat may lead to adaptations of structure; while the uses of the cow or the horse may lead to the study of parts. Later, by comparing different animals, attention may be called to marked likenesses and differences.

In studying common objects with little children, the teacher may direct observation to the most evident properties, — form, color, and general qualities. Under this last head may be included, in the higher grades, the study of measure, weight, size, place, direction, etc. Simple scales and a few measures, which may be easily obtained, will furnish means of recreation and of profitable occupation.

“Little and often” is the secret of success in primary schools; and a few minutes of each session rightly employed in oral instruction will give large results. The teacher gets many hints by studying children at their play; — watching the natural activity of their faculties, and noticing that, while intensely interested for a little while, they soon turn to a new amusement.

Whether at play or in school children can be kept interested and busy only by frequent changes of occupation. This needed variety is, however, the opportunity of the primary teacher; and, by using it wisely, the children are brought to a varied though simple knowledge of the world in which they live. The mistake of trying to teach too much in any direction should be carefully avoided, especially in the lower classes.

While hints and suggestions may be sought on all sides, the teacher should not look for models to be blindly copied. The details of her method should be her own, adapted to the special circumstances, and varied by her own experience of success or failure. Certainly no work in any grade of schools can be a surer test of teaching ability, or of the range and accuracy of a teacher's knowledge.

The true teacher will begin with the child where he begins ; remembering always that, while he will be constantly gaining useful information, his mental development is the more important result. He should, therefore, be told nothing which he can find out readily for himself, through the exercise of his perceptive faculties in examining objects, natural and artificial. At the proper time, he will, by comparison, form judgments and find ways to express them. This training is fundamental, and will facilitate progress in the higher grades of instruction.

Applying these principles to any line of oral teaching, it may be said, — first, that the material for the lessons must be well chosen and skilfully presented ; secondly, that as the natural movement of the child's mind is toward the new, in the direction of his curiosity, much will be gained by such change of material as will give novelty while reviewing the points of former lessons. The materials for studying the common qualities of objects are easily accessible ; and, for lessons on color, different colored worsteds, silks, tissue papers, bits of ribbon, pattern cards, etc., will serve a good purpose, even where color blocks and charts are provided. The inventive and interested teacher will have no difficulty in finding resources.

As a result of proper oral teaching, the vocabulary given, and the ideas it represents, will be so naturalized in a child's mind, that the presentation of a new object will suggest as many of the known terms as are applicable to it ; thus making " an object-lesson," in the technical sense, possible and profitable.

Children should be able to tell, in simple, easy sentences, *what* they know of any object studied, and *how* they learned it. They will thus take their first steps in language naturally, and will add daily to their vocabulary. Freedom and variety of expression should be encouraged, and the teacher should be careful not to fall into the use of formulæ, or set phrases, however well understood.

By these and similar methods, proper early training is given to the observing powers by their daily use; to the memory, so retentive in childhood, by learning to apply and to spell new words as they are introduced; to the judgment by the comparison of objects as to their similarities and differences; and in the use of language by practice in oral and written descriptions; while incidentally, yet surely, the habit of close attention is formed. At intervals the teacher will naturally call up mental images of absent objects, or will encourage a child to describe what he is thinking of, so that the class may be able to guess his thought; and thus the teaching will become conceptive and begin to train the imagination. Familiar fables and stories that illustrate traits of character may be introduced, by which effective moral influence and valuable aid in discipline will also be secured.

If such teaching gives proper play to all the faculties, and helps to develop the child's whole nature, may it not claim the thoughtful preparation and the best efforts of every primary-school teacher?

ORAL INSTRUCTION.

Grammar Schools.

With the same purpose in view, the same methods will apply to grammar schools as to primary. Children learn to see by seeing, and to think by thinking. As they pass on to higher grades they will be prepared to observe more and more the relations of things,—how they depend upon

each other ; how they differ from and resemble each other, — and so to begin to arrange them into natural classes. Thus the simple lessons from nature will become elementary studies in natural science, giving fresh enjoyment and bringing healthful moral influences, through an intelligent and reverent appreciation of nature and of life. More and more may be done each successive year to cultivate the taste and the imagination, and to prepare for the practical duties of life.

Simple talks about the sun, moon, and stars ; about the common phenomena of wind, clouds, rain, frost, etc. ; about what we obtain from plants, animals, and the mineral world, and how it is prepared for use, thus leading to lessons on trades, occupations, and commerce ; stories of life in ancient times, in the middle ages, in other countries ; accounts of great discoveries and inventions ; vivid biographical sketches ; — all these and many more topics will be fruitful resources for mental training, while they illustrate the reading, geography, and history lessons, and furnish abundant material for language lessons, oral and written. The aid needed in preparing for this oral instruction will be found in such books as Miss Yonge's *Stories of History*, Hawthorne's *Wonder Book*, Bulfinch's *Age of Fable* and *Age of Chivalry*, Cox's *Tales of Ancient Greece*, Wood's *Homes without Hands*, and recently published books on familiar science and natural history.

Teachers should not be troubled with the question, "how much is to be accomplished with any class," but should seek to secure the best results in the time assigned to this department, letting the range of topics treated vary with the character and ability of the different classes.

PHYSIOLOGY.

The chief purpose of a series of lessons in physiology, in the grammar-school course, is to give that knowledge of the

structure and functions of the human body which is essential to the preservation of health. The following topics may be treated with reference to their practical bearing, and with great freedom from the technicalities of scientific study : —

- I. The framework of the body, — important as a protection for the internal organs, and for the attachment of the muscles. The structure of bones, as adapted to their use. The principal parts of the skeleton and their contents, without putting stress upon the number and names of the bones.
- II. The muscles, as a motor apparatus. Their structure as adapted to their use. How motion is effected. Use of joints, tendons, and ligaments.
- III. The growth and renewal of the parts of the body, as dependent upon good food, good blood, good air.
 - Digestion — organs of; use of each; process and result of digestion.
 - Circulation — organs of; their use; course of the blood.
 - Respiration — organs of; their use; effects of good and bad respiration.
- IV. The skin. Its structure and functions.
- V. The nervous system as the directing power in the body, and the special senses briefly treated.
- VI. Hygiene: naturally treated in connection with the preceding topics, but the following points may need special emphasis : —
 - Exercise — amount and limits of.
 - Food — quality, quantity, time, and manner of eating.
 - Bathing, clothing, posture, ventilation, sleep.
 - Conditions for and amount of mental labor.

READING.

The object to be sought in this branch of instruction is twofold. The pupils should be taught (1) to *take in*, with the

eye and the mind, the meaning of the printed sentences ; and then (2) to *express* this meaning intelligently by the voice. The reading matter should therefore be suited to their understanding, or not far above it.

The methods used to accomplish this result in the different grades must vary with different teachers. Good sense, helped by observation and experience, will suggest new and changing ways of interesting the pupils and of advancing them in the various steps.

The following suggestions may be of use :—

After children have learned to recognize simple words they may be taught to read short simple sentences from the black-board or chart and from the book, the teacher aiding them by reading each sentence ; for at the outset they can be expected to do little except by imitation.

Bad habits formed at the beginning will be very hard to correct, either by the teachers who allow the children to form them, or by the teachers who next receive the class : such a habit, for example, as that of uttering the words one by one, slowly and monotonously. The articles *a* and *the* should from the first be pronounced with the following word, as if they formed a part of it ; for instance, *a boat*, *a goat*, should be spoken as if they were single words like *about*, *ago*. So, too, the pupils may from the outset be taught by the example of the teacher to read *in phrases* ; *e.g.*, The-two-kits lap-the-milk in-the-pan.

Some explanation of what is to be read is often needed in every grade. Proper emphasis and expression, of the simplest kind, are impossible if one does not understand what he is reading ; but, when the thought is well understood, the reader, of whatever age, may be expected to express it in an easy, natural manner. In the lower grades, and with more difficult selections, the teacher will of course prepare the lesson with the class, — explaining, questioning, and making clear all new and hard words and phrases. A talk about

the picture will often give an opportunity to make the children familiar with words which they are to meet for the first time in print.

It is better to take the easier and more interesting selections first.

As the teacher sets copies on the black-board for writing, so he should set an example in reading naturally and intelligently. It is not *rules* for reading that will help the children, but *imitation* and *practice* of a natural manner of reading.

Constant care must be taken to prevent screaming, shouting, and drawling. A natural pitch of the voice, — not too high, — pleasant intonation, and distinct articulation should be aimed at. Declamatory reading is never desirable, but a style of reading suited to the home circle should be cultivated.

If a pupil miscalls a word it is not best to correct by repeating the isolated word, but rather to give the whole phrase of which it is a part.

It is well for the teacher and a part of the scholars sometimes to close their books and listen to the reading of others. Or sometimes one or two copies of some book containing an interesting story may be passed from one scholar to another, the class listening. The hearers will wish to understand the whole story, and the readers will be incited to read so that they can be understood.

Pupils should frequently be called upon to give, in their own language, the sense of a paragraph or sentence which they have just read. So, after the lesson has been read, they should be called upon to give, in their own language, an oral or written account of its contents.

Each class should go over as much ground as possible, provided that all be fairly understood and read understandingly. The text-books assigned to the various classes indicate not the *amount* to be read, but the *kind* of reading-

matter to be used. No exact limits can be fixed as to what is to be read within a given time. The classes should have as much *supplementary* reading as possible, outside the book assigned. The "Nursery" and Mrs. Rickoff's "Monday Mornings" are specimens of suitable reading, equivalent to a Reader of the "Second" or "Third" grade. Equivalents to the higher grades can be found in the reading-books prescribed for the Latin School.

As soon as a child can read easy sentences he should be encouraged to read other books than the reading-books.

It is impossible to state the exact results which are to be expected in each class. The intelligent and ingenious teacher, who aims to accomplish the object first mentioned, will produce satisfactory results.

SPELLING.

In the outline course of study spelling is associated with reading, but it belongs quite as properly with language lessons, writing, and other branches. The practical use of correct spelling is found only when thoughts are expressed in writing. Exercises in spelling should therefore be as far as possible written. The aim all along should be for the pupil to be able to spell the words of his own vocabulary. He should have constant practice in familiar words and also in the new words met in any of his lessons. It is too much, of course, to expect him to remember the correct spelling of *all* the words of his constantly increasing vocabulary; but he may at least be spared useless drill upon words which he cannot use and of whose meaning he is ignorant. It is desirable to train children to spell correctly common words; but they should not be expected to spell unusual and difficult words.

As early as possible passages from the reading-lessons should be copied, and sentences should be written daily from dictation. The sentences which the pupils make in

their oral exercises or in their language lessons will thus give material for a spelling-lesson. When the pupils are far enough advanced they may write out the substance of any of their daily lessons in geography, history, physiology, etc., or copy good passages of prose and poetry. It is manifest that words spelled thus in vital connection with each other and with their meaning will be better remembered than when they are written in lists as isolated, dead fragments.

Care should be taken that the pupils copy correctly. The imitative faculty being strong in children, they would, no doubt, make fewer mistakes if they were never to see or hear words misspelled.

Through the whole course of study, beginning with the earliest attempts, pupils should be held responsible for good spelling in all the written exercises connected with the various branches.

Varied and interesting methods to secure good spelling, and at the same time to lead pupils to a good choice of words in speech and writing, will occur to teachers. Among these may be mentioned the use of synonyms; of words of similar meaning that cannot be substituted one for another; of the different modes of forming derivatives from root-words, etc. Pupils in the upper classes may be led to perceive the few fundamental rules of orthography and pronunciation which belong to our language.

WRITING.

A good handwriting, free, uniform, legible, and natural, is better than engraved copies, and to secure this, much more depends on the teacher than on the system taught.

A well-arranged, progressive series of lessons in copy-books is indispensable in order to discipline the hand to regularity, and to correct errors; yet too exclusive use of

engraved copies tends to destroy individual characteristics, — an essential element of the best writing.

Good position, securing the power to move the hand and arm in any direction, — without which we cannot write easily or legibly, — is fundamental; hence, from the lowest to the highest grades, correct position, movement, and form, should be systematically and persistently taught, — good forms made and analyzed, and poor ones corrected, by illustrations upon the black-board.

Neatness and legibility should be required in the written exercises in connection with the various studies.

To encourage and secure the individuality which ought to characterize good writing, blank books, in which to copy valuable maxims, choice selections of prose and poetry, abstracts of lessons, etc., are recommended to be used, alternating with the copy-book.

Upon the lowest line of each page of the copy-book let the pupil write his name and age, the name of the school and class, and the date when the page was completed.

Retain the last set of writing-books finished till another set is completed and criticised.

ARITHMETIC.

The course of study in arithmetic includes only subjects that are either essential or useful, and that may, if studied in their proper order and by natural methods, be understood by the pupil. From the beginning to the end of the course he is to acquire a real knowledge of numbers and of their relations and uses. Although a knowledge of arithmetical terms, figures, and processes is essential to the expression and use of numbers, it cannot be a substitute for a knowledge of numbers themselves. The immediate end to be reached in the study of arithmetic, as well as of other subjects of elementary instruction, is the acquisition of a useful amount of real knowledge, with the ability to use it understandingly

and readily, and to express it correctly and clearly. If this knowledge, acquired in the right order and in a sensible manner, be simply and naturally expressed in the language appropriate to arithmetic, numbers and their expression will be so firmly associated that the one will naturally respond to the other.

Not only should the pupil be kept from repeating mere words and figures as if they were numbers, and mere formulas and processes as if they were reasons and ends, but also from the opposite, though lesser, evil of slighting the sign and the process. Correctness in the use of figures is essential, and, if cultivated with the understanding, has a not unimportant moral influence. On the other hand, rapidity, although desirable, is not indispensable, and, when made an end, is too likely to consume the time, which, instead of being spent in acquiring unnecessary skill, might be given to a more intelligent and useful exercise.

Let the pupil, then, do real work in numbers, and let him express what he does, to the end that he may by daily exercise grow into a clear and useful knowledge, and that he may express that knowledge by the language of arithmetic instead of studying the language as if it were arithmetic itself.

Happily, in acquiring the most useful knowledge of arithmetic, a pupil must at the same time receive the best mental training that this study can give. At least in this subject "practical utility" and "mental discipline" are not at variance; neither need be sacrificed to the other.

The School Board has determined the general subjects of the course in arithmetic, and the general order of subjects, but has left details and — with some slight exceptions — methods to the wisdom and skill of the teachers themselves. Of the familiar principles which should determine the methods of teaching arithmetic, none deserve greater attention than the following: —

1. That in childhood the activities of perception are greater

than other mental activities. 2. That both single and related perceptions must be clear and distinct in order that the memory may do its proper work. 3. That the imagination and reflective powers of children cannot live and thrive on abstractions, but must feed daily and hourly on present or recalled perceptions, or on conceptions that may at any moment be realized in thought. 4. That children — when their minds are acting freely and naturally — think and reason, and can no more help thinking and reasoning than they can help seeing when their eyes are open. 5. That the mind is not educated until its power, not only of gaining knowledge without help, but also of applying and using its knowledge, has been drawn out and made effective.

Although these principles do not apply to instruction in arithmetic alone, yet the right methods of teaching it depend especially upon them. They plainly teach —

1. That arithmetic, although a deductive *science*, should at first be studied and taught inductively; that, accordingly, objects of sense — especially those of sight, of sound, and of the muscular sense — should be numbered singly and in groups by the child; that the numbered objects and groups of objects, present, recalled, or imagined, be of so many kinds, and be represented so often by the same figures, that the child will gradually learn the general (“abstract”) nature of numbers and the general office of figures; that the operations be at first with numbered objects and groups, and be so simple, of so many kinds, and expressed so frequently by the same signs and figures, that the elementary truths of arithmetic will, in a general form, begin to dawn on the mind of the child.

2. That figures and names of numbers should, at first, be associated *immediately* with numbered objects and groups whose relation to each other is distinctly perceived, and with the simple mental work that the child actually does in order to reach a certain end; afterwards,

slowly and understandingly, with numbers themselves, and the operations performed with them; and, untiringly, year after year, with real and representative problems both within and slightly beyond the knowledge and the ability of the child to solve: to the end that "the memory may do its proper work," and may not, because eye and ear have been trained to associate only names of numbers with names, figures with figures, operations with little or nothing that is actual and intelligible, be left to the fatal and wasteful process of recalling little else than unmeaning signs and sounds.

3. (1) That, because much of the mental activity of a child consists in forming the images of sensible objects and in the play of the imagination, he should be allowed and encouraged to number the familiar objects which he has recalled or which are pictured before him, and, by changing their number, together with their size, form, or color, and the time, place, or other circumstance connected with them, to make up simple problems which may be solved by himself or his class-mates. (2) That, as thought involves a consciousness of identity, similarity, or difference, and as these relations are the basis of thought in numbers, but cannot be clearly conceived in an "abstract" form by children, there should be at the very start and during the study of elementary arithmetic exercises which involve the perception of the relations of numbered objects; that, accordingly, the following questions — varied, of course, in matter and simpler in form — should be asked and their answers should be sought and found by the pupils themselves. [The questions given below are not such as should be put to the pupil. They merely indicate the subjects and the order. The questions actually put should be in the simplest form and be varied according to circumstances.]

PRIMARY SCHOOL, CLASS VI. *a.* How many objects [of sight, sound, touch, motion, etc.] do you perceive [see, hear, touch, move, etc.; whether at once or in succession]? *b.*

How many objects in a certain group [or collection, line, series, etc., natural or artificial]? *c.* How many objects in two groups [and more; whether equal or unequal in number; whether perceived at once or in succession]? *d.* How many groups? *e.* How many objects after adding a certain number? *f.* How many objects after subtracting a certain number? *g.* How many more objects in one group [and in several groups] than in another [and in several others]? *h.* How many less? *i.* How many objects of a group must be taken away from it in order that there may *be* a certain number left in it? *j.* How many objects must be added to those in a group in order that the sum may *be* a certain number? *k.* How many objects must be added to or taken away from a group in order that the sum or difference may *be equal* to the number of objects in another group? [Such exercises as are indicated by the foregoing questions should be continued until the child (1) recognizes and names one object and the number of objects in groups of two, three, four, and five; (2) combines every two or more of these groups into a single group of not more than ten objects, and names the number; (3) is able to find out the relations of addition and subtraction, (4) and of more and less, between every two groups of not more than ten objects. (See illustrations of (2), (3), and (4), under *i.* and *j.* in class V.)]

CLASS V. *a.* If the number of objects in each of the equal groups and the number of groups be known, how many objects are in all the equal groups? Also, *b.* how many objects in all the equal groups, together with those in a smaller group, if there be one? *c.* If the number of objects in each of the equal groups be known, how many groups must be combined to form a group of a given number of objects? *d.* How many objects must belong to each group, in order that a given number of equal groups may be combined into a group of a given number of objects? *e.* If the whole number of objects and the number in each of the equal

groups into which the whole number is separated ("divided") be known, how many equal groups are there? Also, *f.* how many equal groups are there, and how many objects in the remaining group, if there be one? *g.* If the whole number of objects and the number of equal groups into which the whole number of objects is separated ("divided") be known, how many objects in each of the equal groups? Also, *h.* how many objects in each of the equal groups, and how many in the remaining group, if there be one? *i.* *In general*, of what numbers is each number of objects, not larger than ten, the sum? [*e.g.*, Three objects are the sum of one object, one object and one object; of two objects and one object; of one object and two objects.] Also, *j.* what is the relation of each number of objects not larger than ten to itself and to each of the other numbers not larger than ten? [(1) The relation by addition and subtraction; (2) by more and less, or by difference; (3) by multiplication, and by division in its two forms; *e.g.*, *The relation of three and one to each other*: (1) Two objects added to one object make three objects; two of the three objects taken away leave one object. (2) Three objects are two more than one; one object is two less than three objects. (3) Three objects are three times one object; one object in three objects three times, and one object is one-third of three objects. *The relations of three and two*: (1) and (2), as above. (3) Three objects are either once two objects and one object more, or once two objects and one-half of two objects; two objects in three objects, either once with one object remaining or once and one-half; two objects are two-thirds of three objects. *The relations of three and three to each other*: (1) If no objects be added to three objects, and if none of the three be taken away, the result will be three objects. (2) Three objects are neither more nor less than three other objects; *i.e.*, three objects are equal to three objects. (3) Three objects are once three objects; three objects in three

objects, once ; three objects are three-thirds of three. It is suggested that, as the relations of 1 to 1 cannot be easily apprehended, they be studied last, the following order being perhaps the best : 2 to 1, 2 to 2 ; 3 to 1, 3 to 2, 3 to 3 ; 4 to 1, 4 to 2, 4 to 3, 4 to 4 ; and so on to 10 ; and last 1 to 1.]

CLASS IV. *a.* What is the sum of the objects in a group of ten and a group containing less than ten? Also, *b.* of two groups of ten? *c.* What are the relations of addition and subtraction, and *d.* of more and less, between ten objects and every number of objects from eleven to twenty? *e.* In general, of what numbers is every number of objects from eleven to twenty the sum? Also, *f.* what are the relations of addition and subtraction, of more and less, of multiplication and of division in its two forms, between every two numbers not larger than twenty? [Order : 11 to 1, to 2, to 3, and so on to 11 ; 12 to 1, to 2, to 3, and so on to 12 ; etc. See illustrations under *i.* and *j.* class V.]

CLASSES III., II., I. [The relations correspond to those in the lower classes. See illustrations. If the relations of the smaller numbers be really perceived, and if they be often expressed by words and figures in solving the simple problems given, the pupils will probably need no other exercises to fix these relations in the mind. The limits of useful familiarity with results in addition and subtraction are plain. It is sufficient for practical purposes to know and to have ready for use the sum of every two numbers neither of which is larger than ten, and the difference of every two numbers neither of which is larger than twenty. If a pupil is familiar with these results, and has a real knowledge of decimal composition, relations, and notation of numbers, he is prepared to add and subtract with larger numbers. In multiplication and division the boundaries of desirable familiarity with results are not so plainly marked. Logically, a hundred is the largest product and dividend, and ten the largest multiplier and divisor that need be ready for use in the larger

numbers. But eleven is so easy and twelve so useful a multiplier and divisor, that one hundred forty-four and twelve are not undesirable limits. Beyond the limits referred to, no special effort need be made to fix relations in the mind; the most useful, being used the oftenest, will fix themselves. Indeed, it is sufficient for the pupil to be *able* to find, within a reasonable time, the true relations of the larger numbers, and to express the results correctly.]

4. That because children think and reason — though not consecutively and logically — they should be *allowed* to think and reason in numbers, inductively and by immediate inference at first, and deductively after arriving at simple truths; that, accordingly, neither “rules” nor principles should at first be presented to pupils, but simple facts which they can apprehend, and simple problems whose solution requires them to use their mother-sense, and does not prevent them by difficulties in matter and form from using naturally and understandingly their mother-tongue; that after a principle has been evolved from the solutions of simple problems, and has been clearly stated by the pupils, they may illustrate and apply it, may use it as a guide and a reason, in their future and more difficult work.

5. That, in order to educate the power of applying and using the knowledge of arithmetic and of gaining further knowledge of it without help, the mind must be so exercised that it will be able not only to receive and reproduce ideas of number that have been clearly, orderly, and pleasingly presented to it, but also to make a positive effort to arrive at a definite end, although the way to it be hard and rough; and, accordingly, the ear and eye should be trained with the understanding to perceive readily what is given and what is required in the simple oral and written problems, and the mind, knowing the object to be accomplished, should do the work with no more than needed help; the problems should gradually become more difficult to solve and should

represent as nearly as possible reality; the inventive power should be exercised in making up both oral and written problems; and, finally, a "subject" should be studied by the pupil and should, with little or no help, be mastered by him.

In teaching the metric system, instructors may be helped by reading Sawyer's "Metric Manual," and other publications of the Metric Bureau.

Each pupil should see, handle, and *use* the measures and weights. With the help of his teacher, he can easily make of wood, tape, paper, or of other material, a meter and any useful part of a meter. In his drawing lessons, he may represent a decimeter in length and a square decimeter, and, also, sub-multiples and small multiples of these. In the number lessons, he may use to advantage ten splints or straws, each a decimeter long. By placing them in line he may illustrate any desirable part of a meter, and, at the same time, have an exercise in the relations of the first ten numbers. With four splints he may enclose a square decimeter; and, with simple apparatus, he may be made familiar, or, better, may make himself familiar, with the most useful units of volume, capacity, and weight. Whatever real knowledge of the metric system he gets, must help him in understanding the decimal system of numbers.

GEOGRAPHY.

This should not be a study of dry details, but of the home of man; the study of the diversified surface and varied climates of the earth; of the distribution of vegetable and animal life; and of the conditions of human life as to manners, customs, occupations, governments, and religions.

As travel broadens the ideas, so will the study of geography if rightly pursued; and pupils may increase the value of their lessons by reading books of travel, and stories of great explorers. The teacher can afford to deal sparingly in statistics, latitudes, longitudes, areas, and

heights, and to avoid dry definitions and detailed map-questions, that lead only to a recital of names of places destitute of associations. Such knowledge is not worth the time it takes to acquire it, though it may secure rapid, accurate recitations. Rather let pupils be encouraged to express, in their own language, whatever of interest and value they may gain from the text-book and from other sources of information.

The first lessons, with little children, may be entirely oral, the teacher using vivid style and familiar language; the aim being to create an interest in different natural features and products, and in the customs and occupations of people in different parts of the earth. The teaching cannot be too simple, the treatment of subjects too familiar. It is proper to presuppose a certain preparation for geography in the primary schools, where the children will have heard of north, south, east, west; of plants and animals from hot and cold countries; and of different ways of living in different places. The teacher of geography may begin, then, by talks about travelling over the great earth to see it, to get what is needed here, or to carry to people in other parts what they need. She may address the imagination and make the first lessons a series of word-pictures, as far as possible. Showing a globe, she may give an idea of the form and size of the earth; and by simple illustrations, — as, for instance, that plants grow on the land, and ships sail on the sea, and that everywhere birds fly into the air, — she may lead to the conception of land and water on the surface of the earth, and of air surrounding it.

The study of the natural features may begin with object-teaching, — a hill, a pond, a river, — whatever is known to, or can be seen by, the children. Pictures, or black-board drawings, will serve to give the first ideas of unknown features; and a tray of moulder's sand, in which the children will delight to form mountains, valleys, peninsulas, etc., will

be a valuable aid. After such conceptions children will read intelligently the concise expressions of the text-book, called definitions.

What the earth affords on its surface (or vegetation and animals); under its surface (as coal and metals); what the water affords (as fish, salt, and sponge); what is around the earth (leading to talks about wind, clouds, and rain), — these, and similar topics, will form a series of appropriate early lessons.

The children will thus come naturally to the need of maps, and by making a map of the streets in the vicinity of the school-house, and a plan of the school-room, they will learn the difference between maps and pictures. Outline maps of the grand divisions may be introduced, and the children may learn to point out rivers, mountains, bays, and other natural features, designating very few, if any, by their special names. It will be natural next to compare these maps with the globe, and to show the position of the grand divisions there, and, perhaps, the equator and the hot and cold parts. By simple methods the maps of hemispheres may be explained, and then briefly studied.

In the second year the children will be ready to take up such general study of the countries of each grand division as is adapted to their age. This study will be more interesting and useful if still largely oral, with such explanation of the text that the children may catch its full meaning before attempting to read it for themselves. The teacher may think it wise to take very early in this course the study of our own vicinity, and state, and country, giving more time and detail to it than to other parts. Map-drawing may be associated with this study of countries from the beginning, though it may not be desirable to insist yet upon drawing from memory.

A class will thus be prepared for what may be designated the second stage of study; or to take up a more careful, sys-

tematic course. This would naturally begin with further consideration of the form of the earth, the observation of the circles on the globe, easy statements and illustrations of the earth's motions, seasons, zones, and of the life of man as dependent upon surface, climate, and civilization. Here it would be interesting to point out the earliest civilized countries, to trace briefly the progress of discovery, and the transplanting of languages, manners, and customs, by colonization.

Then would follow the careful study of the physical and political characteristics of different countries, noting the dependence of the latter upon the former, and important historical associations, giving more or less time to each country according to its importance. Recitation by topics and map-drawing will be the indispensable accompaniments of this course. Rapid sketching of maps on slate or black-board, as an aid to the study of countries and for reference during recitations, will be useful; but elaborately finished maps are unnecessary. It may be suggested that, while a system of triangulation is an aid to many pupils, it is more difficult for others to hold it in the memory than to draw good outlines without it.

The third and last stage of study is intended to be a general review, with special attention to important points. The pupils of the first class are mature enough to form clear conceptions of the phenomena that belong to astronomical and physical geography, and of their effects upon climate and civilization. They can consider more fully than before the earth as a planet; the changes of the seasons; the variation in the length of day and night in different parts of the earth; the different daily path of the sun at different seasons; the variation in time as corresponding to variation in longitude; the causes of winds and currents; the contrasts in contour and relief and natural scenery; the commercial and political relations of different nations, with the special interests

of each. They can thus arrange and classify knowledge acquired in previous years and make it a permanent possession.

HISTORY.

The leading purpose of this study should be to awaken an interest in historical subjects.

Make prominent the men, localities, facts, and features that are of a representative character, so that the pupil will have a clear idea of the place each occupied in the development of the nation.

Maps and diagrams of places where important events have occurred should be made and freely used. Nothing assists more to fasten in the mind an event than a knowledge of the place where it occurred.

Short biographical sketches of persons prominent in different periods will help fix the time, place, and circumstances of the events in which such persons were conspicuous. Only a very few of the most important dates of such events as have become landmarks in history ought to be memorized. The order and sequence of events, rather than the exact date of each, should be the aim.

As little as possible, including dates, should be committed to memory. It is the thought, the relation of cause and effect, that is desirable; and this will rarely be secured if the pupil is required or allowed to commit and repeat the words of the text-book. The imagination especially should be cultivated.

Assign lessons by topics, not by sections or pages of the text-book, and require pupils to recite in their own language.

Encourage pupils to consult other histories beside the text-book, and to read any book illustrating the period studied. Historical relics, engravings and views of places historically important, should, if possible, be exhibited and explained.

In United States history carefully consider the principal discoveries and explorations, the settlement of such colonies as especially moulded and modified the social, political, and religious institutions of the country, the different kinds of government established by the colonies, and how they were united in a common defence, to secure their rights as set forth in the Declaration of Independence and embodied in the Constitution. The period since the establishment of the Federal Government should be more thoroughly treated than any other. It is better to know what the nation has done, how it has increased its territory, developed its resources, settled great and vital questions, and advanced to its present position, than to be acquainted with a large number of antecedent but less important facts.

The value of English history depends very largely upon connecting it with the history of our own country. Teachers are therefore recommended to pass more lightly and rapidly over the earlier periods, dwelling only upon such points as the earlier races, governments, and institutions, and reserving their labors in detail for the later periods, from about 1500 to our own time. No single text-book will be found sufficient.

In studying the Constitution of the United States, and of Massachusetts, read the documents themselves, referring from one to the other and from both to the English Constitution, or those parts of it which are the sources of our own. We have here an excellent opportunity of studying history by original documents, and it should be made as much of as possible.

PHYSICS.

The course of study provides that the teaching of Physics shall be "as far as practicable by the experimental method." The ingenuity of the teacher will, doubtless, find the practicability of this method under nearly all circumstances. It

may be well, however, to indicate the reasons for introducing this branch of study earlier in the grammar-school course, and the nature of the work it seems desirable to accomplish in the respective classes.

The object of the change is to give to a larger number of scholars than heretofore the opportunity of obtaining such knowledge of the elementary facts and principles of Physics, and such training in methods of observing and investigating, as will be helpful to them in life. As a large majority of these scholars are cut off from school privileges either at or before the end of the grammar-school course, the plan of instruction should have chief reference to their especial requirements.

Only the most familiar physical facts need be made the study of the third class. In some instances the underlying principle may be recognized; but the aim will chiefly be the cultivation of the observing faculty, and the attainment of some practical knowledge. It will not be necessary to follow closely any particular order of subjects or lessons. The result, however, will probably be an acquaintance, on the part of the scholars, with a few facts from most of the departments of Physics, some understanding of simple mechanical principles and their applications, and considerable interest in experimenting.

In the second class former attainments may be tested, instruction continued with the same ends in view, attention given to the general divisions of the subject, and the classification of phenomena. Inquiry into causes will naturally come into greater prominence. This will demand much experimental practice, for the purpose of discovery or verification.

The way will thus be opened for systematic, and somewhat more comprehensive study in the first class. This will insure a review of previous work, and the completion of the outline study of the subject. More attention may be

given in this class to physical laws and theories, to mechanical contrivances for utilizing the forces of nature, and to the principles involved in the construction of philosophical instruments. Experimental practice may thus be made more general and effective.

SEWING.

The main object of instruction in sewing is to fit girls for greater usefulness in their homes; and, to this end, the teaching should be progressive and thoroughly practical. Right beginnings will be secured by special attention, at first, to the posture of pupils, the proper holding of the work and of the needle, and the adaptation of needle and thread to the material in use. With sewing, as with all other branches of instruction, variety and interest are necessary to success, and the teacher will gain much by inducing parents to supply the little ones with work requiring only simple stitches and short seams, and to vary the material and kind of work as the instruction proceeds. As far as the teacher can control it let the child have, at the start, the encouragement of making something useful, not the wearisomeness of taking meaningless stitches on meaningless pieces of cloth. And let her be promoted from one kind of stitch and garment to another, till she has learned all the varieties of useful sewing. Especially let her be encouraged to mend, patch, and darn well, to make good button-holes, to cut, fit, and baste her work, and to secure neatness of finish.

PHYSICAL EXERCISES.

A few exercises well done will be much more pleasing, interesting, and beneficial than many indifferently performed; therefore teach a few well-arranged, simple movements that pupils can make without imitating the teacher or a pupil placed before the class to guide or direct the exercise.

Require precision and uniformity. If pupils know just what movements to make, without dictation from the teacher, they will delight in them, especially when executed to music.

Avoid all sudden or jerking movements. If the hand or arm is to be carried out from the body horizontally, vertically, or obliquely, let it be done as though carrying a heavy weight as far as possible, stretching every muscle to its utmost tension.

It is a poor excuse for neglecting physical exercises in school to say, "No time." Time will be gained by practising a few well-arranged, symmetrical exercises. Whenever a recitation languishes on account of inattention or weariness, and pupils become restless, a moment or two spent in judicious physical exercises will change the entire aspect of the room, and pupils will be prepared to apply their minds to study with renewed vigor.

If practicable, rooms should be thoroughly ventilated during these exercises.

Sitting, counting aloud, or singing, should not, as a general thing, be allowed while exercising.

Do not allow pupils to strike upon their chests unless their lungs are fully inflated. It is not safe to practise any physical exercise with very small children in which they will be required to strike their chests, for they will not and cannot keep their lungs properly inflated.

Teachers should give personal attention and direction to the subject, and not permit exercise in any way but the right one. Have a well-defined object in view, and endeavor to make every movement tend toward that object.

RECREATION.

Part of Wednesday and Friday afternoons, or other more convenient times, may be spent in merely entertaining exer-

cises. The following are suggested, not as a list, but as specimens:—

1. Nursery Songs.
2. Games with action, as, King George and his Troops.
3. Games without action, as, Putting in a Word.
4. Stories.
5. Talks.

MISCELLANEOUS.

The half-hour under this head is not intended for work, but for a breathing-time as the children in the primary schools grow older, and need an occasional pause in their lessons. It is also meant to provide the teachers with a few comparatively spare moments in which they can attend to various details.



SCHOOL DOCUMENT NO. 18.

RULES

OF THE

SCHOOL COMMITTEE

AND

Regulations of the Public Schools

OF THE

CITY OF BOSTON.

JULY, 1878.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1878.

CITY OF BOSTON.

IN SCHOOL COMMITTEE, June 11, 1878.

Ordered, That a sufficient number of copies of the Rules of the School Committee and Regulations of the Public Schools, including all amendments to the close of the present school year, be printed for the use of the Board and of the Schools.

Attest :

GEO. A. SMITH,
Secretary.

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* Chapters XXVII., XXVIII., XXIX., of the previous editions, viz.: Courses of Study, Programme of Instruction in Drawing and Music, are now embodied in Document 21, 1878.

TERMS USED IN THE RULES AND REGULATIONS.

Board. — This word, used alone, applies only to the School Committee as a body.

Board of Supervisors. — This term is always printed in full, and is applied to the Superintendent and the Supervisors, when acting as an organized body.

Supervisor. — One of the Board of Supervisors acting as an individual. The Superintendent is not a Supervisor; but he is a member and the chairman of the Board of Supervisors.

Principal. — A Head-master, Master, Sub-master, or second Sub-master in charge of a school or district.

High Schools. — This term includes the Public Latin Schools, as well as all the other High Schools, except the Normal.

Division. — Several districts grouped together in charge of a Committee of the Board.

Division Committee. — Three or five members of the Board in charge of a division.

Committee in charge. — Applied in a general sense to the Committee on the Normal School, the Committee on High Schools, a Division Committee, or to any other committee in charge of one or more schools.

District. — A Grammar School with the Primary Schools attached to it. The word is used in no other sense in the Rules and Regulations.

School Officers. — Applied to the Superintendent, Supervisors, Auditing Clerk, and Secretary.

Rules. — Applied only to the duties of the members of the Board.

Regulations. — Applied to the duties of all school officers, instructors, and other persons in the service of the Board.

R U L E S

OF THE

BOARD OF SCHOOL COMMITTEE.

CHAPTER I.

Organization.

SECTION 1. The mayor of the city shall be *ex officio* Presiding officer. president of the Board of School Committee. A vice-president, whose duty it shall be to preside in the absence of the president, shall be elected, by ballot, at the meeting for organization. When neither of these officers is present the Board shall choose a president *pro tempore* by ballot.

SECT. 2. At the meeting for organization, each Secretary. year, the Board shall elect, by ballot, a secretary, an auditing clerk, and a messenger, each of whom may be removed at the pleasure of the Board; and the president shall appoint, subject to the approval of the Standing committees. Board, the following standing committees, each consisting of the number of members set against its title: on Accounts, five; on Drawing and Music, five; on Examinations, five; on Evening Schools, five; on Nominations, five; on Rules and Regulations, five; on Salaries, five; on Supplies, five; on School-houses and District Lines, five; on Sewing, five; on Text-Books, five; on Truant Officers, five, including the mayor, who shall be chairman; on Elections, three;

on Kindergartens, three; on Schools for Deaf-Mutes, three; on Licensed Minors, three.

Districts.

SECT. 3. The city shall be divided into districts, comprising a Grammar School and a certain number of Primary Schools, as the Board shall designate, each district taking the name of the Grammar School. The

Divisions.

several districts shall be grouped in Divisions, for the purpose of supervision by the members of the Board, as follows: No. 1, the schools of East Boston; No. 2, of Charlestown; No. 3, Eliot, Hancock, Mayhew, Wells, Phillips, and Bowdoin schools; No. 4, Bowditch, Quincy, Winthrop, and Brimmer Schools; No. 5, Franklin, Dwight, Everett, and Sherwin Schools; No. 6, the schools of South Boston; No. 7, of Roxbury; No. 8, of West Roxbury and Brighton; No. 9, of Dorchester.

Committees in charge.

SECT. 4. The president shall appoint, at the meeting of the Board for organization each year, subject to its approval, a committee for each division, of three or five members. At the same meeting he shall also appoint a Committee on the Normal School, and a Committee on High Schools, each committee consisting of five members.

Chairman.

SECT. 5. The member first named on any committee shall be the chairman thereof; except that the Committee on the Normal School, on High Schools, and each Division Committee, shall elect its own chairman.

Meetings.

SECT. 6. The regular meetings of the Board shall be held on the evenings of the second and fourth Tuesdays in each month, except July and August; and special meetings may be called whenever they are necessary.

Quorum.

SECT. 7. A majority of the Board shall constitute

a quorum ; but a less number may vote to send for ^{No quorum.} absent members, to call the roll and record the names of absentees, or to adjourn.

SECT. 8. Whenever a vacancy occurs in the Board ^{Vacancy.} the Committee on Elections shall consult with the chairman of the Board of Aldermen, and report to the Board of School Committee, on or before the day of election, one or more suitable candidates to fill ^{Candidates.} said vacancy.

CHAPTER II.

Powers and Duties of the Presiding Officer.

SECTION 10. The presiding officer shall call the ^{Opening of} Board to order at the hour appointed for meeting, and ^{meetings.} cause the records of the last meeting to be read as soon as a quorum is present. Business shall proceed in the following order, unless the Board otherwise direct : —

1. Papers from the City Council.
2. Unfinished business of the preceding meeting.
3. Reports of the Committee on Nominations on the nomination and confirmation of teachers.
4. Reports of other committees.
5. Written reports from the Superintendent and Board of Supervisors.
6. Motions, Orders, Resolutions, Petitions, etc.

^{Order of busi-}
ness.

SECT. 11. The presiding officer shall preserve order ^{Duties of the} in the meetings ; he shall decide all questions of order, ^{presiding} subject to an appeal to the Board by any member, ^{officer.} which appeal shall be decided forthwith ; and on

points of order he may speak in preference to any other member.

Same.

SECT. 12. The presiding officer shall, when two or more members claim the floor, name the member entitled to it.

Same.

SECT. 13. The presiding officer shall state to the Board, in their order, all motions when seconded, and they shall be acted upon, unless withdrawn by the mover previous to an amendment; he shall declare the result of each vote, and, in case of doubt, shall without debate require the members to stand and be counted.

Chairman of
Committee of
the Whole.

SECT. 14. The presiding officer shall appoint the chairman of the Committee of the Whole, and may at any time call a member to the chair, but for not more

Presiding officer
may debate a
question.

than one meeting. He may take part in debate, but shall leave the chair and not resume it until the question is decided. On questions of order he may state facts and give his opinions without leaving his place.

Yeas and nays.

SECT. 15. The presiding officer shall order the yeas and nays on any question whenever one-fifth of the members present require it.

Order of mo-
tions.

SECT. 16. The presiding officer shall, when motions are made naming sums or fixing times, first put to vote the largest sum, or the longest time. When a question is under debate, he shall entertain no motion but ¹to adjourn, ²to lay on the table, ³for the previous question, ⁴to postpone to a day certain, ⁵to commit or recommit, ⁶to amend, or ⁷to postpone indefinitely, which motions shall have precedence in the above order.

Motion to ad-
journ.

SECT. 17. The presiding officer shall consider a motion to adjourn always in order, except when a member has the floor, or a question has been put and

not decided. Motions to adjourn, to lay on the table, to take from the table, and for the previous question, shall be decided without debate. Any member who moves to adjourn to a day certain shall assign his reasons therefor.

Motions not
debatable.

SECT. 18. The presiding officer shall put the previous question in this form: "Shall the main question be now put?" And its adoption shall end all debate, and bring the Board to a vote upon pending amendments, if there are any; and then upon the main question.

Previous ques-
tion.

SECT. 19. The president, or, in his absence, the vice-president, *may*, and, at the written request of three members, *shall*, call a special meeting of the Board; but on not less than twenty-four hours' notice.

Special meet-
ings.

SECT. 20. Committees shall be nominated by the presiding officer, unless otherwise ordered by the Board.

Appointment
of committees.

CHAPTER III.

Rights and Duties of Members.

SECTION 25. A member desiring to present any matter for the consideration of the Board, or to speak upon any question, shall rise and address the presiding officer, and, when recognized by him, shall be at liberty to proceed; he shall avoid personality, and, when referring to any member, shall designate him by the ward in which he resides, or in some other appropriate and respectful manner.

Duties of mem-
bers in debate.

SECT. 26. No member while speaking shall be interrupted by another, except by a call to order, or to

Call to order.

correct a mistake ; if called to order, he shall immediately sit down, unless permitted to explain ; and the Board, if appealed to, shall decide the case without debate.

Violation of
rules.

SECT. 27. If the Board decide that a member has violated any of its rules, he shall not be allowed to speak, unless by way of excuse for the same, until he has apologized therefor.

Rules of debate.

SECT. 28. No member shall speak on a question more than once until all others have had an opportunity, nor more than twice without permission from the Board, when objection is made.

Motions.

SECT. 29. Motions shall be submitted in writing, if the presiding officer or any member of the Board request it.

Motions to
reconsider.

SECT. 30. The action of the Board on any question may be reconsidered at the same meeting by a majority of the members present ; but at a subsequent meeting, a majority of the whole Board shall be required. A motion to reconsider must be made by a member voting with the majority, and only one motion for that purpose shall be in order.

Members to
vote.

SECT. 31. Every member present shall vote unless excused by the Board.

Motions, etc.,
may be com-
mitted.

SECT. 32. Motions and reports may, at the pleasure of the Board, be committed and recommitted.

Division of
a question.

SECT. 33. Any member may require the division of a question, when it is susceptible of division.

Reading of a
paper objected
to.

SECT. 34. If objection be made to the reading of any paper, the question shall be decided by a vote of the Board.

Suspension of
rules.

SECT. 35. No rule or regulation of the Board shall be suspended except by the vote of three-fourths of the members present, unless the motion therefor has lain on the table at least one week.

CHAPTER IV.

Duties of Standing Committees.

SECTION 40. The Committee on Elections shall, immediately after the appointment of the standing committees, at the meeting for organization, receive and examine the certificates of election of the members, and shall report the result without unnecessary delay; and whenever any person is elected to fill a vacancy in the Board this committee shall examine his certificate of election, and report as above provided. All cases of contested election shall be heard and reported upon by this committee.

Committee on Elections.

Certificates of elections.

Contested elections.

SECT. 41. The Committee on Rules and Regulations shall take into careful consideration every proposition to establish, to repeal, or to amend any rule or regulation which is referred to them by the Board, and shall report in writing, stating their reasons, for or against such rule, regulation, or proposed alteration; and no such proposition shall be acted upon by the Board until after it has been referred to this committee and reported upon. Amendments to the Rules or Regulations shall be read at two different meetings of the Board before they are finally acted upon.

Committee on Rules and Regulations.

SECT. 42. The Committee on Accounts shall consider and report upon all propositions requiring the expenditure of money, before the final action of the Board, except such as may be submitted by the Committees on Salaries and on Text-Books, and such as are included in the duties of the Committee on Supplies.

Committee on Accounts.

They shall audit all pay-rolls of salaries and all bills of expenditure authorized by the Board or its commit-

Pay-rolls.

tees, and make requisition on the City Auditor, each month, for the payment of such as they have approved.

Estimate of expenses.

They shall, in conference with the Committee on Supplies, prepare and present to the City Auditor, before the fifteenth day of February, annually, an estimate of the expenses of the public schools for the next financial year.

They shall make out bills for tuition of non-resident pupils attending the public schools, and transmit the same to the City Collector for collection.

Auditing clerk.

The Auditing Clerk shall be present at all meetings of the committee, certify to the correctness of the accounts, and render such clerical assistance as may be required. Annually, at the close of the financial year, he shall submit, in detail, an account of the expenditures for the past year, and this committee shall submit the same in a report to the Board in June of each year.

Janitors.

This committee shall appoint the janitors for the several school-houses, make such rules as they deem necessary for their government, and fix their compensation; and may discharge them, subject to the approval of the Board. The compensation of janitors shall be in full for all services rendered.

Committee on School-houses and District Lines.

SECT. 43. The Committee on School Houses and District Lines shall consider all applications for the erection or alteration of school-houses, and for the establishment of new Primary Schools; and they shall report to the Board in writing before any action thereon is taken. They shall have the general supervision of the warming and ventilation of the several school-houses. All applications for changes of district lines shall be referred to this committee, who shall report upon them in writing before they are acted upon by the Board.

Warming and ventilation. Changes of district lines.

This committee shall consider the fitness of any location, and the suitability of any plans, for any school-house to be erected; or the plans for any addition to or alteration of any building to be used for school purposes, which plans may be submitted to the Board for approval by the City Council, or any committee thereof. And this committee, after having obtained the opinion thereon in writing of the Superintendent of Schools, is hereby authorized, unless otherwise ordered, to approve or disapprove any such location or plans.

Erection of
school-houses.

SECT. 44. The Committee on Salaries shall consider all propositions to establish or to change the salaries of all persons, except janitors, in the service of the Board; or to pay for extra services in teaching; and shall report upon them in writing before they are acted upon by the Board. At the last meeting in April of each year they shall report to the Board a full schedule of salaries of the instructors, as herein provided, for the ensuing school year.

Committee on
Salaries.

Schedule of
salaries.

SECT. 45. The Committee on Supplies shall have exclusive authority in furnishing all materials used by the Board, its officers, or the public schools. They shall have exclusive power to authorize such expenditures, except it be for salaries, as may be required in teaching such branches of study as have been adopted by the Board, not exceeding the several amounts appropriated for the same.

Committee on
Supplies.

They shall, if it be deemed expedient, annually advertise for proposals, and contract with responsible parties, to furnish the text-books necessary to carry out the provisions of the General Statutes, Chap. 38, Sects. 29 and 30, and shall see that the provisions are fully complied with.

Text-books.

Printing.

They shall have the supervision of all printing, and furnish such as may be required by the Board, its officers, or the public schools, except such as may be otherwise provided for; and all documents and reports, unless it be otherwise ordered, shall be limited to four hundred copies.

City property.

They shall have the custody and management of all property belonging to the city which is held by this Board, and shall authorize such expenditures as may be necessary for the care and protection of the same.

Auditing Clerk.

The Auditing Clerk shall attend all meetings of this committee, shall record their transactions, and render such assistance as shall be required. Annually, in the month of May, he shall submit, in detail, an account of the articles purchased and furnished to the several grades of schools, as well as of the material on hand; and annually, in the month of June, the committee shall submit the same in a report to the Board.

They shall give written authority to the Auditing Clerk to submit to the Committee on Accounts such bills as are correct and duly authorized.

Committee on
Text-books.
Courses of
study.

SECT. 46. The Committee on Text-Books shall annually examine the courses of study prescribed for the schools, and recommend to the Board, at the first meeting in April, such changes in the text-books and such improvements in the courses of instruction as they may deem expedient. Every proposition for the introduction of a text-book, book of reference, globe, map, or chart, must come from or be referred to this committee; and no new text-book or book of reference shall be used in any day-school until it has been recommended by this committee and approved by the Board.

Books of
reference,
globes, maps,
charts.

SECT. 47. No new text-books shall be adopted, Introduction of new text-books. except on condition that the pupils of the public schools be furnished at such a reduction from the wholesale price as shall be agreed to by the Committee on Supplies, who shall see that this condition is complied with, and that the book is introduced only at the beginning of the school-year.

SECT. 48. The Committee on Drawing and Music Committee on Drawing and Music. shall have the general supervision of these branches of instruction in all the schools. At the second meeting in June, or when vacancies occur, they shall nominate to the Board, for election, the director and special teachers for these departments; they shall report to the Board in writing in September.

SECT. 49. The Committee on Sewing Committee on Sewing. shall have the general supervision of the instruction in sewing in all the schools where it is taught; they shall examine the pupils, as far as practicable, in this branch; they shall nominate to the Board, for election, the teachers of sewing for the several Grammar Schools in which girls are instructed, at the second meeting in June, or when vacancies occur; and they shall make a written report to the Board in September.

SECT. 50. The Committee on the Horace Mann Committee on Horace Mann School for the Deaf. School for the Deaf shall have the care and management of the institution of this name, and shall nominate to the Board, at the second meeting in June, or when vacancies occur, as many suitable teachers as may be required. Annually, in the month of September, they shall submit to the Board a written report of the condition of the school.

SECT. 51. The Committee on Kindergartens Committee on Kindergartens. shall have the care and management of all schools of this name and character which are supported by the

City of Boston ; they shall nominate the teachers for them at the second meeting in June, or when vacancies occur, and shall make a written report in September.

Committee on
Evening
Schools.

SECT. 52. The Committee on Evening Schools shall have the general supervision of the Evening Schools ; they shall nominate the teachers for them as they are needed ; only persons holding certificates of qualifications of the proper grade, granted by the Board of Supervisors, shall be nominated ; and in the selection of instructors the preference shall be given to graduates of the Normal and High Schools of the city.

Committee on
Schools for Li-
censed Minors.

SECT. 53. The Committee on Schools for Licensed Minors shall have the care and management of all schools included in their title ; they shall nominate to the Board, at the second meeting in June, or when vacancies occur, the teachers for the schools of this kind ; and in the month of September they shall make a written report of the condition of the schools under their charge.

Committee on
Truant Officers.

SECT. 54. The Committee on Truant Officers shall have the general supervision and control of the truant officers employed in connection with the public schools ; they shall make such regulations for the government of the officers in the discharge of their duties as may be necessary, and assign them to the several school districts as they shall deem expedient. Annually, at the second regular meeting in June, or when vacancies occur, or as otherwise ordered by the Board, they shall nominate suitable persons for truant officers, one of whom shall be designated as chief ; and shall report an appropriate compensation for the same. Such officers, when confirmed, shall hold their office for the ensuing school year, unless sooner removed by the Board. Annually, in September, his committee shall report to the Board in writing.

SECT. 55. The Committee on Nominations shall, unless otherwise ordered by the Board, nominate all school officers, and consider and report upon such nominations as may be referred to them.

Committee on
Nominations.
(See Sects .68,
82, 83, 84, 87.)

SECT. 56. The Committee on Examinations shall have the general direction and supervision of all examinations, whether of pupils in the schools or of candidates for positions as instructors, except the annual examinations by the supervisors, and those made by principals or teachers in the schools or classes under their own charge.

Committee on
Examinations.

SECT. 57. Whenever a motion, order, or resolution is referred to a committee, the chairman thereof shall give the member offering it an opportunity to be heard before the committee; and shall report to the Board within one month after such reference.

Member to be
heard by
committee.

CHAPTER V.

Duties of Committees in Charge of Schools.

SECTION 65. The Committee on the Normal School, and the Committee on High Schools, shall perform the same duties, observe the same rules, and exercise the same rights, so far as they are applicable to their respective schools, as are hereinafter prescribed for committees in their supervision of the Grammar Schools.

Committee on
High Schools.

SECT. 66. The member first named on each Division Committee shall call a meeting for organization within ten days after its appointment, at which meeting a

Organization
committees in
charge.

chairman and secretary shall be chosen. The secretary of the Board shall be furnished with a statement of such organization as soon as it is completed. Meetings shall be called on not less than twenty-four hours' notice, provided that meetings of committees at which all the members thereof shall be present may be called without notice, and the proceedings of the same shall be duly recorded. The Division Committees shall have charge of the Grammar and Primary Schools of their respective divisions, and they shall visit them and the other schools of the city as often as practicable.

Diplomas of graduation.

(See Sect. 141.)

SECT. 67. Diplomas of graduation, signed by the president of the Board and the principal of the school, shall be awarded to the pupils of the graduating class of each High and Grammar School who have passed a satisfactory diploma examination. Each principal shall immediately furnish the auditing clerk with the names of the scholars to whom diplomas have been awarded. The diplomas shall be presented, at the Annual Exhibition, by any member of the committee in charge; and, in their absence, by any other member of the Board, a supervisor, or the principal.

Canvassing lists of teachers.

Recommendations of teacher.

SECT. 68. Annually, in the month of May, the Committee on the Normal School, the Committee on High Schools, and each Division Committee, shall canvass the lists of teachers of the several schools and districts under their charge, and after consulting the records of the supervisors, and conferring with the principals of the districts, shall recommend to the Committee on Nominations such regularly confirmed subordinate teachers as have served acceptably during the whole or any part of the current school year. They shall also send to the same committee at the same

time a carefully prepared statement of the number of Statement.
 scholars in the school during the year, and an estimate
 of the number of instructors to which the school may
 be entitled under the Regulations, with such other
 information as may be serviceable to the committee
 in the discharge of the duty required of them in this
 section. For this purpose, suitable blanks, prepared Blanks.
 under the direction of the Committee on Nominations,
 shall be sent to the committees as early as the first of
 May in each year. These blanks, when filled out,
 shall be returned to the secretary on or before the
 twentieth of May, in sealed envelopes, endorsed with
 the name of the school, to be opened only by the
 Committee on Nominations, who shall, after determin Nomination of
subordinate
teachers.
 ing whether or not the services of all the candidates
 therein named are needed, report to the Board on
 these recommendations at the first meeting in June.
 At the same time and in the same manner, except that Of principals.
 no person not a member shall be present at their ses-
 sions, the committees herein mentioned shall recom-
 mend, or decline to recommend, to the Committee on
 Nominations, the principals of the several schools and
 districts for reëlection.

SECT. 69. Committees in charge may make any Division Com-
mittees may
make tempo-
rary arrange-
ments, advise
instructors, and
settle difficul-
ties.
 temporary arrangement, not contrary to the Regula-
 tions, which the welfare of the schools or the teachers
 may require; they shall advise instructors in any
 emergency, and arbitrate in cases of difficulty
 between them, or between instructors and parents;
 but the parties may appeal to the Board if they
 desire to do so.

SECT. 70. Division Committees may make such Transfer of
teachers.
 transfers as do not advance the rank or salary of
 teachers, and such changes in the location of Primary

Schools, within each of the districts under their charge, as they may deem necessary. All propositions for transfer of teachers from one district to another, or from one grade to another, shall be submitted to the Board through the Committee on Nominations.

CHAPTER VI.

The Committee on the Annual Report.

Number. SECTION 75. A special committee of three members of the Board shall be appointed, at the first meeting in September, to prepare and superintend the publication of the Annual Report, as required by the general statutes. This report, when accepted by the Board,

Printed. shall be "printed for the use of the inhabitants" of the city; and the secretary shall see that the requisite number of copies of the same are sent to the city clerk, and

Another edition. to the Board of Education of the State. Another edition of the Annual Report shall be issued in a

Contents. volume, which shall also contain the reports for the year of the Superintendent of Schools and the Annual Report of the Board of Supervisors; those of the committee on Music and Drawing; such other reports as the said special committee may deem advisable; a list of the medal and diploma scholars, and of the recipients of the Lawrence prizes; the usual statistical tables, and the organization of the schools; but no other matter shall be included in the volume, except by the order of the Board. Reports and other matter for publication shall be presented, on or before the first day of December, to the Committee on the

Annual Report. The Board shall determine the number of copies of each edition of the report, not exceeding three thousand of the bound volume, to be printed; and both editions shall be distributed by the secretary, under the direction of the Committee on the Annual Report, unless otherwise ordered by the Board.

Number of
copies.

Distribution.

CHAPTER VII.

Election of Instructors of the Public Schools.

SECTION 80. The school year shall begin on the first Monday in September. The salaries of re-elected teachers shall begin on the first day of September; and of all others at the date when they enter upon their duties.

School year.

SECT. 81. Annually, in the month of June, the Board shall elect the instructors of the public schools, and fix their salaries for the ensuing school year; and the salaries established at the beginning of a school year shall not be changed during that year.

Annual election
of instructors.

SECT. 82. At the annual meeting for the election of instructors, which shall be held with closed doors, the Committee on Nominations shall report upon the several lists of candidates returned to them by the Normal, High School, and Division committees. The principals, whose grade shall be specified, shall be elected by ballot, *thirteen* votes being necessary for a choice. The Director of Music and the Director of Drawing shall be elected in the same manner, and by the same vote. The subordinate instructors shall be elected by the confirmation of the Board. All instructors when elected shall hold their offices for the

Reports of Com-
mittee on Nomi-
nations.

Ballot.

ensuing school year, unless sooner removed by the Board.

Vacancy,
principal
of Normal and
High Schools.

SECT. 83. If a vacancy exist in the principalship of the Normal, or any High School, the committee in charge shall be joined to the Committee on Nominations; and this joint committee, after consulting with the Board of Supervisors, shall nominate one or more candidates to the Board for election. The successful candidate shall thereupon receive a certificate entitling him to draw his salary.

If a vacancy exist in the principalship of any district the Division Committee in charge of such district shall be joined to the Committee on Nominations, and this joint committee shall select two or more candidates from those persons who hold the certificate of qualification of the Board of Supervisors, and nominate them to the Board for election.

Subordinate
instructor
needed.

SECT. 84. When a new instructor not a principal is needed in any school or district, either to fill a vacancy or for any other reason, the committee in charge, in consultation with the principal, shall select one or more candidates from those persons who hold the certificate of qualification of the Board of Supervisors, and recommend the same to the Board, through the Committee on Nominations, in the manner and form provided for the reelection of subordinate instructors.

(Sect. 68.)

Not eligible.

SECT. 85. No person whose fitness for the position for which he may be a candidate has not been considered by a committee of the Board shall be eligible for election as an instructor in any public school.

Special instruc-
tors.

SECT. 86. Special instructors other than directors shall be nominated by the several standing committees having in charge their respective schools,

studies, or exercises; those not under the direction of any standing committee shall be nominated for the several schools in which they are to be employed in the same manner as the regular teachers.

SECT. 87. If a vacancy exist in a subordinate position in any school, and it is desirable, in the opinion of the committee in charge, to procure the services of some instructor who has not been examined as required, application shall be made to the Committee on Nominations, who, if they approve the purpose, may invite a member of the Board, and direct a supervisor or the principal to examine and inquire into the qualifications of the proposed candidate, and, if he is employed in teaching, to visit his school, at the expense of the city. Upon a favorable report, in writing, approved by the Committee on Nominations, the Board of Supervisors shall specially examine the candidate, who, if qualified, shall receive the usual certificate.

Special
examination of
instructor.

SECT. 88. All regular instructors not elected by ballot shall be nominated to the Board on probation; and they shall be entitled to the established salary from the time of entering upon their duties; but they shall not be confirmed until after a satisfactory trial of three months. The committee in charge, in consultation with the principal, shall recommend teachers on probation for confirmation in the manner required for nomination on probation.

Teachers on
probation.

Confirmation.

(See Sect. 68.)

SECT. 89. Instructors, after retiring from the service of the Board, shall, when reelected, be regarded as new teachers; but any such newly-elected instructor who has not been out of the service more than three years may, upon the report of the Committee on Salaries, be put by the Board upon the advanced salary to which any previous term of service may entitle the incumbent.

REGULATIONS.

CHAPTER VIII.

Duties of the Messenger.

Messenger.

SECTION 91. It shall be the duty of the messenger to be present at all the meetings of the Board, with an assistant, and to render such service to the officers and members as may be required. He shall furnish a suitable person to act as door-keeper, and to have charge of the coat-room at all such meetings.

Assistant in rooms.

SECT. 92. He shall have in constant attendance during office hours, at the rooms of the School Committee, an assistant, who shall be satisfactory to the secretary, and who shall render such service to the committees of the Board and the school officers as may be required of him.

Salary.

SECT. 93. The salary of the messenger shall be in full for the services of himself and such assistants.

CHAPTER IX.

Duties of the Secretary.

Records and files.

SECTION 95. The secretary shall keep a permanent record-book, in which shall be regularly recorded the proceedings of the Board. He shall have charge of all the documents, papers, and files of the Board; and may nominate such assistants as shall be necessary, subject to election by the Board.

SECT. 96. He shall notify all regular and special meetings of the Board, and of any committee of the same, when requested by the chairman or any two members thereof; he shall notify instructors of their appointment; the chairman of any committee appointed of its purpose and the names of its members, and shall give such other notices as the Board may require; and he or any assistant that may be appointed shall perform the duties of secretary for the Board of Supervisors, or for any committee when required to do so.

Notify meetings.

Secretary of supervisors or committees.

SECT. 97. He shall prepare the annual returns required by the statutes of the Commonwealth, and transmit the same, legally signed, to the secretary of the Board of Education, on or before the thirtieth day of April.

Returns to Secretary of the Board of Education.

SECT. 98. He shall transmit to members of the Board, committees, teachers, or other persons interested, any documents or copies of orders or resolutions, as directed, or as occasion may require; and he shall also transmit to the city auditor, immediately after their passage, attested copies of all votes of the Board establishing or altering salaries, or authorizing the expenditure of money; and he shall perform such other duties as the School Committee may prescribe.

Votes to be transmitted.

SECT. 99. He shall prepare a manual of the public schools, and cause it to be printed and ready for distribution on or before the fifteenth day of February in each year.

Manual.

SECT. 100. He shall have his office open, and shall be present, or have an attendant in charge, every day throughout the year, Sundays and legal holidays excepted, from 9 o'clock, A.M., to 5 o'clock, P.M.,

Office hours.

but on Saturdays the office may be closed at 2 o'clock, P.M.

CHAPTER X.

Duties of the Auditing Clerk.

Duties of auditing clerk. SECTION 105. The auditing clerk shall perform his duties, under the direction of the Committee on Accounts and the Committee on Supplies, as provided by the Rules, unless otherwise ordered by the Board. He shall appoint such assistants as may be required, subject to the approval of the Board.

Prepare pay-rolls and audit bills.

SECT. 106. He shall prepare the pay-rolls of all salaries in accordance with the regulations or orders of the Board, and shall audit all bills of expenditure authorized by the Board or the Committee on Accounts.

Charge, distributions, and record of property.

SECT. 107. He shall have the charge of all property under the control of the Board not otherwise provided for, and shall see to the proper care and protection of the same. He shall purchase and have charge of the distribution of all books, and all other articles which the Board may have authorized to be furnished in the public schools or offices, and he shall keep a record of all property held by the Committee on Supplies, or in use in the schools.

Prepare diplomas.

SECT. 108. He shall attend to the preparation of the diplomas when awarded, and deliver them to the principals at least one day before the annual exhibition.

Census.

SECT. 109. He shall cause a census to be taken of all the school children between the ages of five and

To keep account of expenditures.

fifteen, according to law. He shall keep accounts of

all the expenditures of the Board in suitable books, which shall always be open to the inspection of its members; and shall notify all meetings of the Committee on Accounts and the Committee on Supplies, and keep a record of the proceedings thereof.

SECT. 110. He shall have his office open, and shall ^{Office hours.} be present, or have an attendant in charge, every day throughout the year, Sundays and legal holidays excepted, from 9 o'clock, A.M., to 5 o'clock, P.M.; but on Saturdays the office may be closed at 2 o'clock, P.M.

CHAPTER XI.

Duties of the Superintendent.

SECTION 115. A superintendent of the public schools ^{Election.} shall be elected, by ballot, biennially, beginning at the second regular meeting of the Board in 1876, who shall hold his office for the two years next ensuing. His salary shall be fixed at the same meet- ^{Salary.} ing, and at least thirteen votes shall be required for an election.

SECT. 116. He shall devote himself to the study of ^{General duties.} the public-school system, and keep himself acquainted with the progress of instruction and discipline in other places, in order to suggest appropriate means for the improvement of the public schools in this city, and he shall see that the regulations of the Board in regard to these schools are carried into full effect.

SECT. 117. He shall visit each school as often as ^{Visiting schools.} his other duties will permit, that he may obtain, as far as practicable, a personal knowledge of the condition of all the schools, and be able to suggest im-

provements and remedy defects in their management. He shall advise the teachers on the best method of instruction and discipline, and, to promote this object, he shall hold occasional meetings of the teachers; and he is authorized to dismiss the Grammar Schools one half-day semi-annually, and the Primary Schools one half-day each quarter, for this purpose.

Meetings of
Grammar and
Primary School
teachers.

Assistance to
committees.

SECT. 118. He shall render such aid and communicate such information to the various committees as they may require of him; and shall attend the meetings of any committee when requested to do so by the chairman thereof. He shall determine the forms of all registers, record-books, blanks and cards used in the schools, and shall see that they are of uniform patterns. He shall make investigation 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 for such non-attendance and to suggest and apply the remedies.

Register, etc.

Absentees from
schools.

Building and
altering school-
houses.

SECT. 119. He shall consult with those who have control of the building and altering of school-houses, and shall communicate to them such information on the subject as he may possess; he shall suggest such plans as he may consider best for the health and convenience of the teachers and pupils, and most economical for the city, and he shall advise with those through whom the school appropriations are expended, to secure uniformity in their plans, and economy in their expenditures.

School ex-
penses.

Attend meetings
of the Board.

SECT. 120. He shall attend the meetings of the Board, except when the election of superintendent is under consideration, and shall express his opinion or communicate information on any subject when requested. He may also propose to the Board such

legislation touching the schools as he may deem necessary. At the meetings in March and September he shall present to the Board a semi-annual report, in print, giving an account of the schools he has visited, and the other duties he has performed, together with such facts and suggestions relating to the condition of the schools, and the increase of their efficiency and usefulness, as he may deem advisable. He shall embrace in his reports an abstract of the semi-annual returns of the public schools, and a schedule showing the number of teachers then employed; and these reports shall be referred to the special committee upon the annual report. He shall perform such other duties as the School Committee may prescribe or from time to time direct.

Semi-annual
report.

Other duties.

SECT. 121. He shall decide when there shall be but one session of the Grammar and Primary Schools on account of stormy weather.

One session.

SECT. 122. He shall be a member of the Board of Supervisors, and when present shall preside at their meetings.

Chairman of
Board of
Supervisors.

CHAPTER XII.

Duties of the Supervisors.

SECTION 136. The Board of Supervisors shall be the Executive Board of the School Committee, and as such may be called upon to perform any of the duties of School Committees under the statutes of the Commonwealth, except such as are legislative in their nature. But neither the superintendent nor the super-

Executive
Board.

visors shall have any authority over or direction of the principals, or other instructors, except as provided by the Board in the Regulations, or otherwise.

Election of supervisors.

SECT. 137. Biennially, in the month of January, or as soon thereafter as may be practicable, beginning in the year 1876, the School Committee shall elect by ballot six supervisors; and shall fill such vacancies as may occur at other times. The votes of a majority of the whole number of the members of the School Committee shall be necessary for a choice.

Votes required.

Visit and examine schools.

SECT. 138. The supervisors, one or more, as their Board shall determine, shall visit all the schools as often as practicable, and shall, once a year, examine carefully each teacher's method of conducting a school, and of teaching classes in various branches of study; and shall, before May 10, record the results of the examinations in suitable books kept in the supervisors' office, and open only to the inspection of the Board and of the superintendent.

Record results.

Other visits.

SECT. 139. In addition to the examinations in detail, it shall be the duty of the supervisors to inspect all the schools, in order to ascertain, —

1. The sanitary condition of the schools, houses, and premises, including the working of the heating and ventilating apparatus.

2. The mode of government, including motives to study.

3. The principles and methods of classifying and promoting pupils.

4. The merits, defects, and needs of the various schools and classes, and, in general, the physical, mental, and moral condition of the scholars.

Reports.

And the supervisors shall, before December 10, of

each year, and may at other times, report thereon in writing, with such remarks and suggestions as they may deem expedient, to the several Division Committees and to the Committee on High Schools and the Committee on the Normal School. These reports shall be open only to members of the School Board and to the superintendent.

SECT. 140. The Board of Supervisors shall make a report in writing on their work as a Board, and as supervisors, to the School Committee at their last meeting in June of each year.

SECT. 141. The Board of Supervisors, under the direction of the Committee on Examinations, shall superintend the annual examinations of the graduating classes of the High and Grammar Schools. In schools of like grade, written examinations shall be conducted at the same time in each study, and with the same questions, as adopted by the Board of Supervisors, and approved by the Committee on Examinations. The results of the annual examinations, with the instructors' record of the scholarship and deportment of the pupils, shall be exhibited in a suitable blank, and submitted, with such explanations and recommendations as the principals may desire to make, to the Committee on Examinations, who shall award the medals and diplomas; and no further examination shall be required of the graduates of the Grammar Schools for admission to any of the High Schools. Those members of the graduating class who have failed to receive diplomas shall, if they have been earnest in study and correct in deportment, receive a certificate of honorable mention.

Examine gradu-
ating classes.

Applicants for
situations as
teachers.

SECT. 142. Annually, in the month of April, or

whenever the needs of the school may require, and the Committee on Examinations shall direct it to be done, the superintendent shall cause to be inserted, in at least four newspapers of the State, an advertisement inviting applicants for situations as teachers to present themselves for examination at a specified time and place.

Advertisements.

Written applications.

SECT. 143. Candidates shall be required to make written application, in their own handwriting, stating their age, place of birth, where they were educated, what experience, if any, they have had in teaching, and in what grade of schools they desire to be employed; but this application may be made at the time of the examination. The Board of Supervisors shall not admit to an examination any person who is not a graduate of the Boston Normal School or of one of the State Normal schools, or who has not had at least one year's experience in teaching.

Not eligible.

Questions.

SECT. 144. The questions for the examination of candidates shall be adopted by the Board of Supervisors, and shall be approved by the Committee on Examinations.

Moral character, etc.

SECT. 145. The examination of candidates shall include inquiry into the moral character, the health, and the aptness to teach of the applicants.

Who may be present.

SECT. 146. No person, not a member of the School Committee or of the Board of Supervisors, shall be allowed to be present at any examination of candidates.

Certificates of qualification.

SECT. 147. The Board of Supervisors shall grant certificates of qualification of the several grades, after examination, to such candidates as they shall consider entitled to them, as follows:—

First Grade. — To masters and junior masters of High Schools, and principals of Evening High Schools.

Second Grade. — To masters, sub-masters, and second sub-masters of Grammar Schools, principals of Evening (not High) Schools, and assistants of Evening High Schools.

Third Grade. — To assistant principals and assistants of High Schools.

Fourth Grade. — To assistants of Grammar and Primary Schools.

Special Grade. — To instructors in Special Studies, Schools for the Deaf and for Licensed Minors, and Kindergartens.

The certificate of qualification shall be signed by Signed by. the superintendent and at least a majority of the supervisors; and no certificate shall be signed in blank.

SECT. 148. The Board of Supervisors shall grant Certificates of service. certificates of service to all instructors in their respective grades, who were in the service of the city of Boston as teachers on the tenth day of January, 1876, when regularly confirmed; and also to the teachers of the Evening High School who were then in the service of the city; and this certificate shall entitle the holders thereof to all the rights and privileges conferred by the certificate of qualification. The Board Special cases. of Supervisors shall have authority to report to the Board, for special consideration, all cases that they deem exceptional.

SECT. 149. No certificate, the holder of which has Certificates not valid. been out of the service of the city for a term of two years, shall be valid, unless renewed by the Board of Supervisors after careful investigation.

No higher
grade.

SECT. 150. No instructor shall be employed in any higher grade of schools than that for which the certificate shall qualify the holder thereof; and no instructor whose certificate is not recorded in the office of the Committee on Accounts shall be entitled to draw any salary as a teacher or as a substitute; and the auditing clerk shall not allow the name of any such teacher or substitute to be entered or to remain on the pay-rolls.

Recorded.

Pay-roll.

Visit and exam-
ine evening
schools.

SECT. 151. The Board of Supervisors shall designate one or more of their own number to visit and examine the evening schools, in their season, as often as once in each month, and report thereon to the chairman of the Committee on Evening Schools.

Other duties.

SECT. 152. The Board of Supervisors, or the members thereof, shall perform such other duties as the School Committee may prescribe, or from time to time direct.

May attend
meetings

SECT. 153. The supervisors may attend the meetings of the School Committee, and shall do so when requested by the Board, or by any committee thereof. Any supervisor shall, if called upon by the Board, express an opinion, or communicate information, on any subject pertaining to the schools.

CHAPTER XIII.

Duties of the Principals.

Monthly report.

SECTION 160. Each principal shall make a monthly report to the Board of Supervisors on or before the fifth day of school-time after the expiration of the month covered by such report. For this purpose

Blanks.

blanks shall be prepared by the Board of Supervisors, and sent to the principals by the secretary. These blanks shall propose the questions to be answered and indicate the subjects upon which information is desired. The object of these reports is to keep the Board and the committees thereof accurately informed at all times as to the manner in which the Regulations are enforced, and to assist in their enforcement by keeping the more important of them fresh in the minds of the principals. These reports shall be prepared under the direction of the principals and signed by them; and shall be kept on file in the office of the Board of Supervisors for the inspection of the members of the Board only.

Object of reports.

Signed

On file.

SECT. 161. 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 of all. They shall have the special charge of the graduating classes, giving an average of at least two hours a day to their instruction; and in mixed schools this instruction shall be given to the boys and girls at the same time. They shall visit and examine the schools of their districts as often as they can consistently with their other duties, but not less than twice in each year.

Principal.

Graduating classes.

Visits and examination.

SECT. 162. During the first week in February and September each principal shall, on blanks furnished for this purpose, make to the superintendent returns of the number of pupils, and also the names and date of admission of those pupils whose parents or guardians do not reside in the city.

Returns.

Notice of
appointment of
teachers.

SECT. 163. Each principal, within one week after the appointment of a teacher, shall send to the auditing clerk the full name of such teacher, with the date of entering upon the duties of the office; he shall also give immediate notice when any teacher has been transferred to another school, or district, or has resigned or been removed.

Of teachers
transferred.

Report cases
of corporal
punishment.

SECT. 164. Every principal shall require all subordinate teachers in his school or district to report to him, at the close of each day, all cases of corporal punishment, stating the name of the pupil, the amount of the punishment, and the reason for its infliction.

Suspension of
scholars.

SECT. 165. A principal may suspend a scholar from school for violent and pointed opposition to authority in any particular instance, or when the example of the pupil is very injurious, and in cases where reformation appears to be hopeless; but he shall immediately inform the committee in charge and the parent or guardian of his action, and mention it in his next monthly report to the Board of Supervisors. If any scholar so suspended shall make a satisfactory apology to the teacher or to the principal, as the latter shall direct, and give promise of amendment, he shall, with the consent of the committee in charge, be reinstated in the school.

Apology.

Rules for the
yard, etc.

SECT. 166. The principals shall prescribe such rules for the use of the yards and out-buildings as shall insure their being kept in a neat and proper condition; he shall examine them as often as may be necessary for that purpose; he shall be held responsible for any want of cleanliness on the premises; and, when anything is out of order, he shall give immediate notice thereof to the auditing clerk.

SECT. 167. The principals shall, under the direction ^{Janitor.} of the Committee on Accounts, have the control of the janitors, and shall see that the rules for their government are enforced. Janitors shall be required to use extraordinary precautions against fire, especially when ^{Fire.} the scholars are in the building. The principal shall inform the chairman of the Committee on Accounts of any neglect of duty or any improper conduct on the part of the janitors.

SECT. 168. The principals shall patiently hear and impartially investigate any charges or complaints ^{Charges or complaints.} which may be preferred by parents or others against teachers in their schools or districts; and shall use their best endeavors to redress any real grievances.

SECT. 169. Annually, on the last session of the school-day next preceding the 22d of February, the principals shall assemble the pupils of the High and Grammar Schools, for such patriotic exercises as they may deem advisable. ^{Washington's birthday.}

CHAPTER XIV.

General Regulations of the Public Schools.

SECTION 175. All teachers of the public schools are ^{Teachers to observe the Regulations.} required to make themselves familiar with these Regulations, especially with such as relate to their individual duties, and to the instruction and discipline of their own schools, and are also required to see that the rules are faithfully observed.

SECT. 176. The teachers shall punctually observe ^{General duties.} the hours appointed for opening and dismissing the

schools, and, during school hours, shall faithfully devote themselves to their duties. In all intercourse with their scholars they shall strive to impress on their minds, both by precept and example, the great importance of earnest efforts for improvement in morals, manners, and deportment, as well as in useful learning.

School-hours.

SECT. 177. The morning session of the Grammar and Primary Schools shall begin at nine o'clock, and close at twelve o'clock, with a recess of twenty minutes for every pupil when one-half of the session has expired. The afternoon session shall begin at two o'clock and close at four o'clock, with a recess of ten minutes in the Primary Schools. *Provided*, that teachers may judiciously exercise the right to detain a pupil for a reasonable time, not exceeding fifteen minutes at noon, and thirty minutes in the afternoon, after the regular hour for dismissing school, either for purposes of discipline or to make up imperfect lessons; but no scholar shall be detained, except for his own fault or neglect.

After school.

One session.

SECT. 178. When the schools are to be suspended for the afternoon, on account of stormy weather, the superintendent shall cause "twenty-two" to be struck and repeated by the fire-alarm telegraph, at quarter before twelve o'clock; and the Primary Schools shall be dismissed at twelve o'clock, and the Grammar Schools at one o'clock.

Fifteen minutes before school.

SECT. 179. All the school-rooms shall be opened, and the teacher shall be present, both morning and afternoon, *fifteen minutes* before the time for the session to begin. The teachers shall require the scholars to be in their seats punctually at the hour for beginning school.

Morning exercises.

SECT. 180. The morning exercises of all the schools shall begin with the reading in each class-room, by the

teacher, of a portion of Scripture without note or comment ; and no other religious exercises shall be allowed in the public schools.

SECT. 181. Good morals being of the highest Good morals. importance to the pupils, and essential to their progress in useful knowledge, instruction therein shall be given in all the schools. It shall be the duty of In school and out. the instructors to secure good conduct and a proper deportment on the part of their pupils, both in school and out, and especially in going to and returning from school.

SECT. 182. In every school shall be kept a register, Register. in which shall be recorded the names, ages, dates of admission, and places of residence of the scholars ; and, in addition to this, other records shall be kept of Records. the absence and tardiness of the scholars, and of their class exercises, which shall show their advancement and standing.

SECT. 183. Application shall be made for school Books and blanks. registers, books for records, blanks for monthly reports, books for indigent children, and stationery, to the auditing clerk, through whom the Committee on Supplies will furnish what is required to all the schools.

SECT. 184. Teachers may visit other schools once Teachers may visit other schools. a quarter to observe their methods of discipline and instruction, if the care of their pupils has been provided for in a manner satisfactory to the principal.

SECT. 185. All instructors shall endeavor to main- Corporal punishment. tain such discipline in their schools as is exercised by a kind and judicious parent in his family, avoiding corporal punishment in all cases where good order can be preserved by milder measures ; and in no case re-

sorting to confinement in a closet or wardrobe, or to any cruel or unusual punishment. Corporal punishment shall be inflicted only after the nature of the offence has been fully explained to the scholar, and shall be restricted to blows on the hand with a rattan.

Report all cases.

At the close of the day each instructor shall report in writing to the principal all cases of corporal punishment during such day, stating the name of the pupil, the amount of the punishment, and the reason for its infliction; and the principal shall mention the number of such cases in his monthly report to the Board of Supervisors. Corporal punishment shall not be inflicted upon girls in Grammar Schools, or upon any scholars in the High Schools, except in the three lowest classes of the Latin School, which shall, in this respect, be subject to the regulations of the Grammar Schools.

Of girls in
Grammar
Schools for-
bidden.

Absence.

SECT. 186. Whenever a pupil has left school, intending not to return, the teacher shall take the name of such pupil from the list; but the previous absence shall remain recorded. The name of a pupil who is suspended from school, under any rule of the Board, shall be taken from the list. Any pupil shall be recorded as absent who has not been in school at least one-half of the session.

Substitutes.

SECT. 187. Whenever a subordinate teacher is absent, a substitute, holding a certificate of the proper grade, shall be employed by the principal, unless otherwise directed by the committee in charge, in the place of the absentee. Substitutes shall be paid by the teachers in whose places they are employed at the rate herein provided; and the principals shall make monthly returns to the Committee on Accounts, of all

Payment of.

substitutes employed in their schools or districts, in a blank furnished for the purpose. Substitutes shall ^{Three days.} not be employed in any school for more than three days at a time without the approval of two members of the committee in charge, the chairman being one of them. The committee in charge of any school or district may grant leave of absence to, and appoint a ^{Leave of absence.} substitute for, the principal thereof for not more than one week at a time, or any subordinate teacher for not more than one month at a time, and the Board for any longer terms. But leave of absence granted or vacancies existing for any cause, for a longer time than such week or month, shall be reported to, and substitutes or temporary teachers, who fill such places, shall be approved by the Board.

The compensation of substitutes and temporary teachers shall be determined by the following rule: ^{Rule for finding compensation.} Divide the annual salary of the instructor in whose place the substitute is employed, or the maximum salary of the position in the case of a temporary teacher, by *four*; and the quotient will be the compensation, in cents, for each school-day of actual service. Temporary teachers may be appointed by committees in charge, for a term not exceeding three months, upon the approval of the Committee on Nominations; such appointments to be reported to the Board at the meeting next following.

SECT. 188. Teachers shall give vigilant attention to the ventilation and temperature of their school-rooms ^{Temperature and ventilation.} both in winter and summer, and see that the air of the rooms is effectually changed at each recess, and at the end of each school session.

SECT. 189. The teachers shall so arrange the daily ^{Physical exercise.}

exercises in their classes that every scholar shall have, each forenoon and afternoon, some kind of physical exercise, for not less than five minutes.

Teachers not allowed to sell books, etc.

SECT. 190. No instructor shall be allowed to sell, or keep for sale, any book, stationery, or other articles required for use in the schools.

Teacher not to keep private schools or edit newspapers, etc.

SECT. 191. No teacher shall keep a private school, or teach in any public school other than that in which he is regularly employed, or instruct private pupils before 6 o'clock, P.M., except on Saturdays, or during vacations, or edit any newspaper, or any religious or political periodical.

Prizes and presents.

SECT. 192. Teachers shall not award diplomas or prizes to their pupils, or receive any present of money

Contributions.

or other property from them. No contributions for any purpose shall be permitted in any public school.

Advertisements.

SECT. 193. No advertisement shall be read to the pupils of any school on the premises thereof, or be posted on the walls or fences of any school building;

Agents.

and no agent or other person shall be permitted to enter any school premises for the purpose of exhibiting, either to teachers or pupils, any new book or article offered for sale.

Authorized books and studies.

SECT. 194. The books used and the studies pursued in all public schools shall be such only as are authorized by the Board; and the teachers shall not permit any unauthorized publications to be distributed in their schools.

Books and utensils.

SECT. 195. Pupils shall not be allowed to remain in any of the public schools unless they are furnished with the books and utensils regularly required in the respective classes.

Indigent pupils.

SECT. 196. Pupils who, through the poverty or

negligence of their parents or guardians, are not provided with the necessary text-books, shall be furnished with them, under the provision of the General Statutes, Chap. 38, § 30; and teachers shall make application therefor to the auditing clerk, through whom they will be provided by the Committee on Supplies.

SECT. 197. All children living in the city who are upwards of five years of age, and are not disqualified by non-compliance with the regulations of the Board, shall be entitled to attend the public schools; but neither a non-resident pupil, nor one who has only a temporary residence in the city, shall be allowed to enter or to remain in any school, unless the parent, guardian, or some other responsible person, has signed an agreement to pay the tuition of such scholar, or until a certified copy of a vote of the Committee on Accounts permitting such scholar to attend the school has been transmitted to the principal. The principals shall, at the commencement of each term, on blanks furnished for the purpose, send to the Committee on Accounts the names of such scholars, and of their parents or guardians, with their place of residence. And it shall be the duty of that committee each term to make out bills for tuition and transmit the same to the City Collector for collection.

Who may attend school.

Non-resident pupils.

Bills for tuition.

SECT. 198. No pupil who has been expelled from or is under suspension in one school shall be admitted to another, except by consent of the Board.

Suspensions.

SECT. 199. No pupil shall be admitted to any of the public schools without the certificate of a physician that such pupil has been vaccinated, or is otherwise protected against the small-pox; but this certificate shall not be required of pupils who are transferred

Vaccination.

from one public school to another, nor shall any child from any family in which scarlet fever or other contagious disease has occurred be allowed to attend any school in the city until the expiration of four weeks from the commencement of the last case in such family, such length of time being certified in writing to the teacher by a physician, or some responsible member of the family.

Cleanliness.

SECT. 200. Every pupil must come to school cleanly in his person and dress, and with his clothes in proper repair; in case of neglect, in this respect, it shall be the duty of the teacher to send him home to be suitably prepared for school.

Tardiness.

SECT. 201. Tardiness, unless satisfactorily explained, shall be subject to a proper penalty. No pupil

Absence.

shall be absent a part of any session for the purpose of receiving instruction elsewhere; nor shall a pupil leave before the close of school without the consent of the teacher. Pupils detained from school or coming late

Excuse.

must present an excuse, but scholars shall not be sent home for such excuse. Teachers shall report the names

Truants.

and residences of truants, with the names of their parents or guardians, to the truant officers.

Special studies.

SECT. 202. No programme of a special study shall be put into use in any school until it has been adopted by the Board, after the committee on such special study has reported upon the same.

Exhibitions.

SECT. 203. There shall be exhibitions of the High and Grammar Schools at such times as the Board shall direct, due notice of which shall be given to the

Length.

members by the secretary. The exhibitions shall not exceed two hours in length; and they shall be conducted

Object.

in such a manner as to present the attainments of the scholars in the studies pursued during the year;

but no public exhibition of proficiency in music, drawing, physical exercises, military drill, or other special study, shall be given by all or a part of the schools, without the consent of the Board, or by any or all of the schools of a district without the consent of the committee in charge. Other exhibitions.

SECT. 204. An exhibition of the acquirements of the pupils of the public schools in music or in drawing shall be held under the direction of the committee on these branches when the Board shall so direct. Music and drawing.
The Annual Festival, complimentary to the medal and diploma scholars, shall be held at such time and place as the Board shall determine, under the direction of a committee of five members of the Board, to be appointed at the first meeting in April. Annual Festival.

SECT. 205. The following holidays and vacations shall be granted to the schools, viz.: every Saturday; 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 last Tuesday in June, and to the Normal, High, and Grammar Schools from their respective exhibitions, to the first Monday in September. Holidays and vacations.
The president of the Board, or, in his absence, the vice-president, is authorized to suspend the schools, not exceeding six sessions, in each municipal year. President may suspend the schools.
No other holidays shall be allowed, except by vote of three-fourths of the members of the Board present; and no school shall be suspended on any other occasion, except for important reasons peculiar to that school, and then only by express permission of the committee in charge. No other holidays.

CHAPTER XV.

*Regulations of the Primary Schools.*Primary
Schools.

SECTION 210. The Primary Schools form the lowest grade in the system of public instruction established in this city; and in them are taught the rudiments of an English education.

Admission.

SECT. 211. Children shall be admitted into those schools which are the most convenient for them to attend, and for which they are qualified, provided such schools are not already full; and in all cases of doubt or difficulty, in respect to the admission of pupils, the teacher shall apply to the principal for advice and direction. Teachers of the sixth class, with the permission of the Division Committee, may decline to receive pupils after the eighth week following the first Monday of February or September, or whenever the number of pupils shall exceed fifty-six; but a record shall be kept by each teacher of the names and residence of all applicants who have been refused admission, so that Division Committees may know the number of children requiring school accommodations. Applicants shall be admitted in the order of application.

Sixth class.

Record.

Transfer of
pupils.

SECT. 212. A certificate of transfer shall be required of pupils moving from one school to another.

Promotions.

SECT. 213. The regular promotion of scholars from class to class shall be made on the first Monday in February and the first Monday in September. Occasionally, promotions may be made on Monday of any week, whenever the principal of the district may deem it advisable.

Intermediate
Schools.

SECT. 214. Intermediate Schools, for the instruction

of children *over eight years of age*, not qualified for the Grammar School, may be established in any district. The course of study shall be the same as in the Primary Schools; and the principal may introduce writing and such other studies as he may deem Other studies.* advisable. Sewing shall be taught in any Intermediate class of girls, under the direction of the Committee on Sewing, if the Division Committee deem it expedient. Any Primary scholar over ten years of age, and not in the first or second class, may be removed to an Intermediate School by the principal.

SECT. 215. Teachers shall give particular attention Physical culture. (See Chap. xxvii.) to the physical culture and to the comfort of the pupils under their care. They shall arrange the daily exercises in their classes so that every scholar shall have twice in each session, in addition to the recess, some kind of physical exercise in the school-room. If a recess in the open air is impracticable, the children shall be exercised in the school-room. Recesses. The recesses of schools shall be arranged or approved by the principal of the district.

SECT. 216. Fifty-six pupils shall be the standard Number of pupils to a teacher. number to one teacher; but an additional teacher may be nominated, when there is an excess of thirty pupils registered for admission, and one may be removed where there is a deficiency of thirty in the district, unless the Board shall otherwise order, in cases where the size of the room is evidently insufficient for so large a number. In Intermediate Schools one teacher shall be allowed for every thirty-five pupils, provided that there shall be no more than one Intermediate School in a district. The schools in each district shall be classified under the direction of the principal.

Grade of instructors in Primary Schools.

SECT. 217. The teachers of the Primary Schools shall be fourth assistants. The salary of the fourth assistants shall be established at a minimum rate for the first year of service, with an annual increase during the succeeding five years, so that the maximum rate shall be reached for the sixth and each subsequent year of service. The committee in charge may recommend and the Committee on Nominations, if they deem it advisable, may nominate a fourth assistant, whose term of service shall begin with the salary of any year after the first in the series of five years; and the salary of such instructor shall annually be increased in the same manner as if the candidate had served during the preceding years of such term.

Salary.

Muslc. (See Chap. xxvii.)

SECT. 218. Instruction in vocal music shall be given by the regular teachers, on each day of the week, during the last hour of the morning session.

Drawing.

SECT. 219. Instruction in drawing for two hours each week shall be given by the regular teachers, in lessons not exceeding thirty minutes in length.

CHAPTER XVI.

Regulations of the Grammar Schools.

Grammar Schools.

SECTION 225. The Grammar Schools form the second grade in the system of public instruction established in this city; and in them are taught the common branches of an English education.

SECT. 226. The Grammar Schools shall be organized, and instructors of the several ranks shall be elected, as follows:—

1. The number of scholars used in this section, in determining the rank of instructors to be nominated for the annual election, shall be the average whole number, and in ascertaining the number of subordinate teachers of all ranks, the greatest whole number belonging at any one time, in the several schools for the current school year.

2. The instructors of the Grammar Schools shall be masters, sub-masters, second sub-masters, and first, second, and third assistants. The salaries of the several ranks of instructors of the second and fourth grades shall be established at a minimum rate for the first year of service, with an annual increase during the succeeding five years, so that a maximum rate shall be reached for the sixth and each subsequent year of service. The committee in charge may recommend, and the Committee on Nominations, if they deem it advisable, may nominate, an instructor of any such rank, whose terms of service shall begin with the salary of any year after the first in a series of five years; and the salary of any such instructor, if the nomination be confirmed, shall be annually increased in the same manner as if the candidate had served during the preceding years of such term.

3. One principal shall be elected for every district. In schools of three hundred scholars, or more, the principal shall be a master. In schools of two hundred, or more, but less than three hundred, the principal shall be a sub-master. In schools of one hundred, or more, but less than two hundred, the principal

Instructors of the several ranks.

Number used.

Grade of instructors in Grammar Schools.

(Sect. 147.)

Salaries.

Principals.

Rank.

shall be a second sub-master. In schools of less than one hundred the principal shall rank as first assistant.

Rank changed.

4. The rank of any instructor may be changed by vote of the Board, upon the report of the Committee on Nominations, whenever the average whole number in the school for the preceding quarter shall warrant a change; but such action shall take effect only at the beginning of the month following favorable action of the Board. When the rank of any instructor is reduced by the operation of this regulation, such instructor shall receive the maximum salary of the lower rank; but when the rank of any instructor so reduced is increased in like manner, the salary shall be that to which any previous term of service in the same or any higher rank, or in both, may entitle the incumbent.

Number of scholars to a teacher.

5. Besides the principal, each Grammar School, of one hundred scholars, or more, shall be allowed one instructor, of whatever rank, for every fifty-six pupils registered; but in schools of less than one hundred the principal shall be included in the complement of teachers. The Board may elect an additional teacher when there is an excess of thirty pupils recorded, or remove one when there is a deficiency of thirty pupils, in each case upon the recommendation of the Committee on Nominations. The number of teachers herein allowed shall not be exceeded unless the proper grading of the school, or the insufficiency of the seating capacity of the school-rooms, shall require such excess.

Excess of thirty.

Number of subordinate instructors.

6. The number of subordinate instructors of the several ranks above that of third assistant to which schools shall be entitled shall be as indicated in the following schedule:—

NUMBER OF IN-STRUCTORS OF ALL RANKS FOR THE NUMBER OF SCHOLARS IN SAME LINE.	NUMBER OF SCHOLARS.	Sub-masters.	Second Sub-masters.	First Assistants.	Second Assistants.
Boys.					
3 or 4	142 to 253 .....	.....	.....	.....	1
5.....	254 to 309 .....	.....	.....	.....	2
6.....	310 to 365 .....	.....	.....	1	1
7 to 9.....	366 to 533 .....	.....	1	1	1
10.....	534 to 589	1	.....	1	1
11 to 14.....	590 to 813	1	1	1	1
15 or more.....	Over 813	1	2	1	1
GIRLS.					
3 or 4	142 to 253 .....	.....	.....	.....	1
5.....	254 to 309 .....	.....	.....	.....	2
6.....	310 to 365 .....	.....	.....	1	1
7 to 9.....	366 to 533 .....	.....	.....	2	1
10.....	534 to 589 .....	.....	.....	2	2
11 to 14.....	590 to 813 .....	.....	.....	2	3
15 or more.....	Over 813 .....	.....	.....	2	4
BOYS AND GIRLS.					
3 or 4	142 to 253 .....	.....	.....	.....	1
5.....	254 to 309 .....	.....	.....	.....	2
6.....	310 to 365 .....	.....	.....	1	1
7 to 9.....	366 to 533 .....	.....	1	1	1
10.....	534 to 589	1	.....	1	1
11 to 14.....	590 to 813	1	.....	2	2
15 or more.....	Over 813	1	.....	2	3

NOTE. — Table showing the number of instructors to which any number of scholars will entitle a Grammar School or all the Primary Schools of a district.

NO. OF SCHOLARS.	NO. OF TEACHERS.	NO. OF SCHOLARS.	NO. OF TEACHERS.
From 30 to 85.....	1	From 590 to 645.....	11
86 to 141.....	2	646 to 701.....	12
142 to 197.....	3	702 to 757.....	13
198 to 253.....	4	758 to 813.....	14
254 to 309.....	5	814 to 869.....	15
310 to 365.....	6	870 to 925.....	16
366 to 421.....	7	926 to 981.....	17
422 to 477.....	8	982 to 1,037....	18
478 to 533.....	9	1,038 to 1,093 ..	19
534 to 589.....	10	1,094 to 1,149 ..	20

EXPLANATION. — A Grammar School, having from two hundred and fifty-four to three hundred and nine scholars, both inclusive, is entitled to five subordinate teachers. Two hundred and fifty-four scholars give five teachers; any greater number, up to and including three hundred and nine, gives no more than five teachers. Five hundred and thirty-four to five hundred and eighty-nine scholars in the Primary Schools of a district give ten teachers.

For the annual election the greatest number belonging at any one time is taken in ascertaining the number of teachers allowed to a school or district; at other times the whole number belonging when action is proposed to be taken.

Other teachers. 7. All other regular teachers of the complement to which any school may be entitled shall be third assistants.

SECT. 227. Pupils shall not be admitted into the

Grammar Schools except by special permit of the Division Committee, unless, on examination, they shall be able to read, at first sight, easy prose; to spell common words of one, two, or three syllables; to distinguish and name the marks of punctuation; to perform mentally simple questions in addition, subtraction, and division; to answer readily any proposed combination of the multiplication table in which neither factor exceeds ten; to read and write Arabic numbers expressed by three figures, and the Roman numerals as far as the sign of one hundred; and to enunciate, clearly and accurately, the elementary sounds of our language.

SECT. 228. In the months of January and June Promotions. each principal shall examine the first classes of the Primary Schools in the district; and such pupils as are found qualified shall receive a certificate of ad- Certificate. mission to a Grammar School. The parent of any Appeal. pupil not accepted may, if dissatisfied, appeal to the Division Committee.

SECT. 229. Pupils promoted from the Primary Time of enter- Schools shall enter the Grammar Schools on the first ing. Monday of February or of September; other applicants residing in the district may enter on any Monday morning, provided they are qualified. Pupils regularly discharged from a Grammar School may be admitted at any time to the same class of any other Grammar School on presenting their certificates of transfer.

SECT. 230. Lessons to be learned out of school Out-of-school shall be such as a scholar of good capacity can learn lessons. in an hour's study. Lessons to be studied in school shall not be such as to require a scholar of ordinary capacity to study out of school to learn them.

Six classes.

SECT. 231. Each school shall be divided into six classes; and each class may be subdivided as its number may require. If any division completes the course of study assigned to its class previous to the regular time for promotion, it may, with the approval of the principal, begin upon the text-books prescribed for the next higher class.

Districts.

SECT. 232. No pupil shall be admitted to or retained in any school except that of the district in which such pupil lives, without the written consent of the Division Committee; when the school the pupil desires to attend is in a different division from the one to which he belongs, the written consent of each Division Committee shall be required.

Special permits.

SECT. 233. In the first and second classes instruction in vocal music shall be given in two lessons, of half an hour each, and in the third, fourth, fifth, and sixth classes in four lessons of fifteen minutes each, every week, by the regular teachers; and vocal music shall in all respects be regarded as one of the regular studies of the school.

Vocal music.

SECT. 234. All the classes shall be instructed so that they can take proper physical exercise in concert in the school-rooms, and the teacher shall give careful and regular attention to such exercise for not less than five minutes each session.

(See Chap. xxvii.)

Physical exercise.

SECT. 235. Instruction shall be given in sewing, twice a week, for one hour at a time, to the fourth, fifth, and sixth classes of girls in the Grammar Schools; and such instruction may be extended into other classes by the Board, on the joint recommendation of the Committee on Sewing and the Division Committee of the school where such extension is proposed. The

Sewing.

SECT. 235. Instruction shall be given in sewing, twice a week, for one hour at a time, to the fourth, fifth, and sixth classes of girls in the Grammar Schools; and such instruction may be extended into other classes by the Board, on the joint recommendation of the Committee on Sewing and the Division Committee of the school where such extension is proposed. The

Committee on Sewing shall nominate, for confirmation, ^{Sewing teachers.} qualified persons as teachers of this branch, each of whom shall have general oversight in the department assigned to her, and shall be assisted in teaching by the regular teacher of the class under instruction; and this committee may discharge the regular teachers of sewing, subject to the approval of the Board, and ^{Substitutes.} may, whenever necessary, employ substitutes.

SECT. 236. Instruction in drawing shall be given ^{Drawing.} in two lessons of forty-five minutes each, every week, by the regular teachers, in accordance with the programme adopted by the Board.

SECT. 237. It shall be the duty of the principals ^{Organization.} of districts to superintend the organization of all the classes of the Primary and Grammar Schools. No pupil who is qualified for admission to any High ^{Graduates.} School, convenient for him to attend, shall, without the consent of the Division Committee, be allowed to remain in the graduating class of a Grammar School after the close of the year in which he was a member of such class.

SECT. 238. Every teacher shall be at liberty to use ^{Books or cards.} such books or cards as he may deem desirable, for the purpose of illustration or for examples; but such books or cards shall not be used to the exclusion or neglect of the prescribed text-book; nor shall pupils be required to furnish themselves with any but the regular text-books.

SECT. 239. One text-book in mental arithmetic, ^{Mental arithmetic.} and one in written arithmetic, and no more, shall be used in the Grammar Schools.

SECT. 240. In the arrangement of the studies and ^{Forenoon studies.} recitations in the Grammar Schools, those which most

severely task the pupils shall, as far as practicable, be assigned to the forenoon.

Books of refer-
ence.

SECT. 241. No books of reference belonging to any public school shall be kept out of the school-house during school hours. The master shall be responsible for all the books of reference, globes, maps, and charts of his district, and shall, annually, in the month of September, make a correct return of the same to the Committee on Supplies.

CHAPTER XVII.

Regulations of the High School.

High Schools.

SECTION 245. The High Schools form the third grade of the system of public instruction established in this city; and in them a course of advanced study is provided for those who have completed the course in the Grammar Schools. The general Regulations of the Public Schools, Chapter XIV., so far as they are applicable, are required to be enforced in all the High Schools. The Latin Schools are excepted from the application of Sections 248, 249, 250, 253, and 254 of this chapter.

Exceptions.

Instructors.

SECT. 246. The High Schools shall be organized, and instructors of the several ranks shall be elected, as follows:—

Numbers used.

1. The number of scholars used in this section in determining the rank of instructors to be nominated

for the annual election shall be the average whole number for the current school year.

2. In High Schools of one hundred and fifty pupils, or more, the principal shall be a head-master; and in those of less than one hundred and fifty pupils the principal shall be a master. Rank of instructors.

3. The rank of any instructor may be changed by vote of the Board, upon the report of the Committee on Nominations, whenever the average whole number in the school for the preceding quarter of the current school year shall warrant a change; but such action shall take effect only at the beginning of the month following favorable action of the Board. When the rank of any instructor is reduced by the operation of this regulation, such instructor shall receive the maximum salary of the lower rank; but when the rank of any instructor so reduced is increased, in like manner, the salary shall be that to which any previous term of service in the same or any higher rank, or in both, may entitle the incumbent. Change of rank.

4. Besides the principal, each High School for girls and boys shall be allowed one instructor, of whatever rank, for every thirty pupils registered; and in High Schools, for either girls or boys, one instructor for every thirty-five pupils registered. An additional instructor may be elected for an excess of twenty pupils; and one may be removed for a deficiency of twenty. Number of scholars to an instructor. Excess of twenty.

The salaries of instructors of the several ranks of the third grade, except that of assistant principal, shall be established at a minimum rate for the first year of service, with an annual increase during the succeeding five years, so that the maximum rate shall be reached for the sixth and each subsequent year of service. Salaries of instructors.

The committee in charge of any High School may recommend, and the Committee on Nominations, if they deem it advisable, may nominate a first, second, third, or fourth assistant, whose term of service shall begin with the salary of any year after the first in the series of five years; and the salary of such instructor, if the nomination be confirmed by the Board, shall be annually increased in the same manner as if the candidate had served during the preceding years of such term.

Rank of
instructors.

5. Instructors of the third grade shall be designated as follows: assistant principal, first assistant, second assistant, third assistant, and fourth assistant.

Number of
instructors.

6. The number of subordinate instructors of the several ranks of the third grade to which High Schools shall be entitled, shall be as indicated in the following schedule:—

SCHOOLS.	Assist. Principal.	First Assistants.	Second Assistants.	Third Assistants.
GIRLS AND BOYS.				
Less than 100				1
100 to 150.....		1		
or			1	1
150 to 200.....		1	1	
or		1		2
200 to 250.....		1	1	1
GIRLS.				
500 or more.....	1	1	2	3

All other subordinate instructors shall be fourth assistants.

All male instructors in the High Schools who are not principals shall be masters and junior

masters. Such instructors who have been employed ten years or more as regular teachers in the High Schools of this city shall be masters; and those who have been so employed less than ten years shall be junior masters. The committee in charge of any High School may recommend, and the Committee on Nominations, if they deem it advisable, may nominate a junior master, whose term of service shall begin with the rank and salary of any year after the first in the series constituting the term of a junior master; and the salary of such instructor, if his nomination be confirmed by the Board, shall be annually increased in the same manner as if he had served during the preceding years of such term.

Rank of subordinate instructors.

Salary.

SECT. 247. All male instructors regularly employed shall be graduates of colleges in good standing, or of institutions which confer degrees of a corresponding grade.

Graduates of colleges.

SECT. 248. Boys under the age of thirteen, or girls under the age of fourteen, shall not be admitted to any High School.

Age for admission.

SECT. 249. Applicants for admission other than graduates of the public Grammar Schools shall present certificates of good character from the principals of the schools they last attended, and shall pass a satisfactory examination, which shall be equivalent to that of the graduating classes of the Grammar Schools.

Certificates of character.

SECT. 250. The examination for admission of applicants who are not graduates of the Grammar Schools shall take place at such time as the Committee on High Schools shall direct; and shall be conducted at the same time in each study, and with the same questions, which shall be adopted by the

Examination of applicants not graduates.

Board of Supervisors, and approved by the Committee on Examinations.

Members not graduates of Grammar Schools.

SECT. 251. Pupils who are members, but not graduates, of Grammar Schools, or who have been members of such schools at any time within the current municipal year, shall not be admitted to an examination for admission to any High School; provided, that boys who have attained the age of fourteen, and girls who have attained the age of fifteen, though members, but not graduates, of Grammar Schools, may be examined at the appointed time, and admitted, if qualified; and the principals shall grant, or, for sufficient reason, decline to grant, the required certificate of good character.

Questions to be decided.

SECT. 252. Whenever any question is raised, under the regulations of the Board, in regard to the admission of an applicant, it shall be decided by the Committee on High Schools.

Course of study; three years.

Fourth year's course.

SECT. 253. The course of study shall be for three years, and shall be arranged by the Committee on High Schools, and approved by the Board. A fourth year's course for such pupils as have completed the three years' course in any of the High Schools of the city shall be open to boys in the English High School, and to girls in the Girls' High School.

Diplomas.

(See Sect. 141.)

SECT. 254. Pupils who have completed the three years' course to the satisfaction of the Committee on Examinations shall be entitled to a diploma; and those who have completed the fourth year's course, to an additional diploma, on the same condition.

Military drill.

SECT. 255. Instruction in military drill shall be given in the High Schools, under the charge of a special drill officer, to all boys, of good physical condition, who are thirteen years old, or more. The

time occupied in drill shall not exceed two hours in each week.

SECT. 256. Special teachers of modern languages and of other branches or exercises may be employed as directed by the Board. Special teachers.

SECT. 257. The sessions of the High Schools shall begin at 9 o'clock, A.M., and close at 2 o'clock, P.M., every week day except Saturday, when there shall be no session. No variation of the school hours required by this section shall be made except by vote of the Board. School hours.

CHAPTER XVIII.

Regulations of the Public Latin School.

SECTION 265. The purpose of this school is to give a thorough general culture to boys who intend to pursue the higher branches of learning, or to prepare for professional life. Public Latin School.

SECT. 266. The school shall be organized in eight classes, and the full course of study shall be for eight years; but no applicant shall be admitted to any class below the sixth, unless the parent or guardian shall certify to the head-master, in writing, that he intends to give such applicant a collegiate education. Eight classes. Condition for admission in lowest classes.

SECT. 267. Graduates of the Grammar Schools, to whom diplomas have been awarded, shall be admitted, without examination, to such advanced classes as their qualifications may entitle them to enter. Other applicants for admission must be at least nine years of age; and they shall present certificates of character from the principals of the schools they last attended, Admission of graduates of Grammar Schools. Other applicants.

and pass a satisfactory examination at such time as the committee in charge may direct.

Qualifications
for eighth class.

SECT. 268. Candidates for admission to the eighth class must be able to read simple prose fluently, to spell common words correctly, and to write simple sentences legibly from dictation; to distinguish the parts of speech; to perform readily any easy examples in the four simple rules of arithmetic, and in fractions; and must have a general knowledge of the geography of the United States.

Examination of
graduating
class.

SECT. 269. The Board of Supervisors shall examine the graduating class each year; and the standard of examination shall be that of admission to colleges of the highest grade.

CHAPTER XIX.

Regulations of the Girls' Latin School.

Girls' Latin
School.

SECTION 275. This school is established for the purpose of giving girls a thorough preparation for college.

Rank of
instructors.

SECT. 276. The principal shall have graduated with distinction at some college of good standing. He shall have a first assistant, and as many other assistants as may be necessary, provided the whole number of teachers, exclusive of the principal, shall not exceed one for every thirty pupils.

Six classes.

SECT. 277. The school shall be organized in six classes, and the course of study shall be for six years.

Candidates for
admission.

SECT. 278. Candidates must be at least twelve years of age, and must each present a certificate of character from the principal of the school last attended, and a written statement from parents or

guardians of their intention to give such candidate a collegiate education. They shall also pass a satisfactory examination at such time as the committee in charge shall direct. Examination.

SECT. 279. The requisites for admission to the sixth class shall be the same as, or equivalent to, the requisites for admission to the third class of the Grammar Schools. Requisites for admission.

SECT. 280. The Board of Supervisors shall examine the graduating class each year; and the standard of examination shall be that of admission to colleges of the highest grade. Pupils who have completed the course of study to the satisfaction of the Committee on Examinations shall be entitled to a diploma. Examination of graduates. Diploma.

SECT. 281. This school shall be exempt from the operation of Sections 248, 249, 250, 253, and 254.

CHAPTER XX.

Regulations of the Boston Normal School.

SECTION 290. The Boston Normal School is established for the purpose of giving professional instruction to young women who intend to become teachers in the public schools of Boston. Boston Normal School.

SECT. 291. The head-master shall be a graduate of a college in good standing. He shall have a first assistant, and as many second assistants as may be necessary, provided the whole number of teachers, exclusive of the head-master, shall not exceed one for every thirty pupils. An additional instructor may be elected for an excess of twenty pupils, and one may be removed for a deficiency of twenty. Rank of instructors. Excess of twenty. Special

Special instruction. instruction in music and drawing shall be given in this school, under the direction of the committee on these departments.

Candidates for admission. SECT. 292. Candidates for admission must be at least eighteen years old, and must be recommended by the master or committee of the last school they attended. No candidate who is less than eighteen years of age shall be admitted to this school, except by special vote of the committee in charge. Those who have completed

Examination of admission. the fourth year in the Girls' High School will be admitted without examination. Other candidates must be examined in the ordinary High School studies by the Board of Supervisors, under the direction of the Committee on Examinations, and must present evidence of good character. All pupils will be put on probation, and as soon as they prove unsuitable for this school shall be discharged by the committee on the school; the probation to cease at the end of the half year. No pupil who has attended the school for more than a half year shall return a second year without special permission from the committee in charge.

Examination of graduates. SECT. 293. The Board of Supervisors shall, from time to time, examine the pupils in the Normal School, and near the close of the school year recommend for graduation those whom they shall deem qualified; and the committee in charge shall grant diplomas to such of those thus recommended as shall have satisfactorily completed the course of study.

Certificates of graduates. SECT. 294. A diploma of graduation from the Normal School, issued after the year 1872, shall entitle the holder to receive a fourth-grade certificate of qualification. When teachers are to be employed in the public schools, graduates of this school shall have the preference, other things being equal.

Text-books. SECT. 295. The text-books used in this school

shall be such of the text-books used in the other public schools of the city as are needed for the course of study, and such others as shall be authorized by the Board.

SECT. 296. This school shall begin on the first Mon- School year.
day in September; and shall close on such day of the week preceding the Fourth of July, and with such exercises, as the committee of the school may direct.

SECT. 297. A catalogue of the Normal School Catalogue.
shall be annually prepared, under the direction of the committee in charge, and sent to the members of the School Committee and of the Board of Supervisors, and to the principals of schools.

SECT. 298. When a graduate of this school is Visits of head-
masters or
assistants.
appointed as a teacher in any public school of this city, it shall be the duty of the head-master to make, or cause to be made by his assistants, one or more visits to her school for the purpose of criticism and suggestion in regard to her teaching.

SECT. 299. Such instruction shall be given in the Instructions to
teachers.
Normal School, to teachers in the employ of the city, as the Board may from time to time direct.

TRAINING DEPARTMENT.

SECT. 300. The Rice Training School is intended Training
Schools.
to give the pupils of the Normal School a practical knowledge of the methods of instruction and discipline in the public schools of Boston.

SECT. 301. The Committee on the Normal School In charge of
committee.
shall have charge of the Training School.

SECT. 302. The head-master of the Normal School Head-master's
powers.
shall have the direction of the observation, practice, and methods of instruction in the Training School, subject to the approval of the committee in charge.

Principal of
Training
School.

SECT. 303. The principal of the Training School shall perform in that school the usual duties of master of a Grammar School, and such duties in connection with the Normal School as the committee in charge may direct.

Number and
rank of
teachers.

SECT. 304. The number and rank of teachers other than principal, and the course of study, in the Training School shall be the same as in the Grammar and Primary Schools of the city.

CHAPTER XXI.

Regulations of Horace Mann School for the Deaf.

School for deaf-
mutes.

SECTION 310. This school was established by the Boston School Committee, in coöperation with the State Board of Education, as a day school for deaf children, to whom it may be accessible.

Age of admis-
sion.

SECT. 311. Pupils over five years of age are admitted in accordance with an act passed by the Legislature in 1869 (Gen. Stats., Chap. 333) :—

“The governor, with the approval of the Board of Education, is hereby authorized to send such deaf-mutes or deaf children as he may deem fit subjects for instruction, at the expense of the Commonwealth, to the American Asylum at Hartford, or to the Clarke Institution for Deaf-Mutes at Northampton [or any other school for deaf-mutes in this Commonwealth], as the parents or guardians may prefer.”

Object of school.

SECT. 312. This school is designed to give an elementary English education, but, as a preparation for this, it must first impart to pupils entering as deaf-mutes the meaning and use of ordinary language. It

aims to teach all of its pupils to speak, and to read the speech of others from their lips. The general regulations of the public schools, Chapter XIV., so far as applicable, are to be enforced in this school. Regulations.

SECT. 313. The teachers shall be a principal, a first assistant, and as many other assistants as may be necessary, provided the instructors, beside the principal, shall not exceed one for every ten pupils, and an additional teacher may be nominated whenever there is an excess of five pupils registered. Instructors. Number of pupils to an instructor.

SECT. 314. The sessions of this school shall begin at 9.15, A.M., and close at 2.15, P.M., on every week day except Saturdays, when there shall be no session. Sessions.

CHAPTER XXII.

Regulations of Kindergartens.

SECTION 320. These schools are established for the admission of children from three to six years of age, to be promoted to the Primary Schools when qualified. In them are taught habits of neatness, observation, and attention. Simple lessons are given in singing, counting, and drawing, and, by means of object-lessons, a course of instruction is given, partly oral, and partly industrial, to quicken the minds and occupy the hands of the children. Kindergartens.

SECT. 321. Children shall be admitted into those schools which are the most convenient for them to attend, provided such schools are not already full, and in all cases of doubt or difficulty in respect to the Admission of pupils.

- admission of pupils, the teacher shall apply to the Committee on Kindergartens, for advice and direction. Teachers, with the permission of the committee on these schools, may decline to receive pupils whenever the number of pupils to a teacher shall exceed twenty-four; but a record shall be kept, by each teacher, of the names and residence of all applicants who have been refused admission, and an additional teacher may be nominated when there is an excess of twelve pupils registered for admission. Applicants shall be admitted in the order of application. The teachers in Kindergartens shall be fourth assistants.
- Number of pupils to a teacher.**
- Instructors.**
- Promotions.** SECT. 322. The regular promotion of scholars shall be made on the first Monday in February, and the first Monday in September.
- Regulations.** SECT. 323. There shall be at least one recess in the course of the session, and the daily exercises shall be rapid, and of such a nature as not to tax the minds of the pupils. The sessions shall begin at 9 o'clock, A.M., and close at 12 o'clock, M., every day of the week. No variation of the school hours required by this section shall be made except by vote of the Board.
- Sessions.**

CHAPTER XXIII.

Regulations of Schools for Licensed Minors.

- Schools for licensed minors.** SECTION 328. The Schools for Licensed Minors are established for the instruction of boys holding licenses as newsboys, bootblacks, and peddlers, and shall be under the general supervision of the Commit-

tee on Licensed Minors, and in charge of such principals of the districts in which they are severally situated as that committee shall direct.

SECT. 329. The sessions of these schools shall Sessions. begin at 9, A.M. and close at 11, A.M., every day of the week, except Saturdays, and there shall be an afternoon session of two hours, the time of beginning to be determined by the committee on these schools. On Saturdays there shall be no session.

SECT. 330. The teachers shall be fourth assistants. Instructors.

SECT. 331. One teacher shall be allowed for every Number of pupils to an instructor. thirty-five pupils.

SECT. 332. The text-books shall be such as are Text-books and programme of studies. authorized by the Board, and the programme of studies and exercises shall be prescribed by the committee on these schools.

CHAPTER XXIV.

Regulations of the Evening Schools.

SECTION 335. Evening schools for adults, and such Evening Schools established. children as may be admitted under the direction of the Committee on Evening Schools, may be established in such places as the committee in charge, with the approval of the Board, shall from time to time deem expedient. But no evening school shall be established with less than forty pupils, and any evening school may be discontinued when the average monthly attendance shall fall below thirty pupils.

SECT. 336. There shall be one term of the evening Term. schools, beginning on the first Monday of October, and ending on the last school evening of February. The schools shall be opened at seven o'clock, and closed at Hours.

nine o'clock, on five evenings of the week, from Monday to Friday, inclusive, the evenings of legal holidays excepted. The school-rooms shall be opened, and the teachers present, fifteen minutes before the beginning of school hours.

Instructors.

SECT. 337. The principal shall have the general management of the school; he shall have as many assistants as may be necessary, provided that their number shall not exceed one for every fifteen scholars.

Number.

Examination,
etc., of appli-
cants.

SECT. 338. The principal of each school, with such assistants as shall be necessary, shall be in attendance at the school buildings, for the examination, registry, and classification of applicants for admission, on such evenings, before the beginning of the term, as the standing committee may designate.

Standing com-
mittee.

SECT. 339. The standing committee shall have the general supervision of the schools, and shall appoint all teachers; and each school shall be under the special charge of one member of this committee. The Board of Supervisors shall designate one or more of their own number to visit and examine the schools as often as once every month, and to report their condition and progress to the chairman.

Visits of
supervisors.

Records.

SECT. 340. The principal of each school shall keep a record of the admission, attendance, and scholarship of the pupils, and shall report, at the close of each month, to the superintendent, the whole number of pupils, with the average attendance for the month, together with such other information as may be required; and the superintendent shall, in his semi-annual reports, communicate to the Board an abstract of such returns.

Classification.

SECT. 341. Pupils shall, in all cases, be classified according to their attainments and progress in study,

and the course of instruction shall correspond as nearly as possible with that of the Primary and Grammar Schools. Special instruction, however, may be given, at the discretion of the standing committee; and a school for instruction in High-School branches Evening High School. may be established.

SECT. 342. A teacher may discharge a pupil for Discharge of pupil. disobedience or improper conduct, with the consent of the standing committee, and such pupil shall not be readmitted except with their consent.

SECT. 343. Public examinations and exhibitions Exhibitions. may be held, at the discretion of the standing committee, at the end of the school year.

SECT. 344. Teachers in evening schools shall have Teachers may visit day-schools. free access to the day schools to observe methods of discipline and instruction.

SECT. 345. A teacher of music may be employed, Music. at the discretion of the standing committee.

SECT. 346. The Regulations of the School Com- Regulations. mittee other than those in this chapter shall, as far as applicable, be applied to evening schools.

SECT. 347. Each teacher shall be furnished with a Copy of Regulations. copy of these Regulations, or with the Rules and Regulations of the School Committee.

CHAPTER XXV.

Regulations of the Free Evening Schools for Industrial Drawing.

SECTION 352. Evening schools for free instruction Evening Drawing Schools. in industrial drawing, under the direction of the Committee on Drawing, may be established in such of the school-houses, — with the consent of the Commit-

tee on School-houses, — and in such other places, as the standing committee shall from time to time deem expedient.

Term.

SECT. 353. There shall be one term of the evening drawing schools, beginning on the third Monday of October, and ending on the Friday next preceding the third Monday in March.

Hours.

SECT. 354. The schools shall be opened at seven o'clock, and closed at nine o'clock, on Monday, Tuesday, Thursday, and Friday of each week, the evenings of legal holidays excepted. The rooms shall be opened, and the teachers present, fifteen minutes before the beginning of school hours.

Examination,
etc., of appli-
cants.

SECT. 355. The teachers of each school shall be in attendance at the school buildings, for the examination, registry, and classification of applicants for admission, on such evenings, before the beginning of the term, as the standing committee may designate.

Age for admis-
sion.

SECT. 356. No person shall be admitted under the age of seventeen years, nor at any other age, or at any other time than the beginning of the term, except by express permission of the standing committee.

Number of
teachers.

SECT. 357. A teacher shall be appointed for twenty-five pupils, and an additional teacher for every twenty-five, or a majority fraction thereof. In schools having an average attendance of one hundred or more pupils, the principal shall be a master. In schools having an average attendance of less than one hundred pupils the principal shall be a head-assistant.

Returns to su-
perintendent.

SECT. 358. The principal teacher of each school shall report at the close of every month to the superintendent of public schools the whole number of pupils, with the average attendance for the month, together with such other information as may be re-

quired; and the superintendent shall, in his semi-annual reports, communicate to the Board an abstract of such returns.

SECT. 359. A teacher may discharge a pupil for disobedience or improper conduct, with the consent of the standing committee, and shall communicate to the principal teachers of the other drawing schools the names of all pupils thus dismissed. No pupil discharged for misconduct shall be admitted to any of the other drawing schools without the consent of the standing committee.

Discharge of pupils.

SECT. 360. Diplomas may be awarded, at the end of the term, to those who have, in the judgment of the committee, completed the course creditably.

Diplomas.

CHAPTER XXVI.

Regulations of the Truant Officers.

SECTION 364. The several school districts having been so grouped together as to make the labors of the officers as nearly equal as possible, each truant officer shall be assigned to one of these groups, and shall be held responsible for the judicious and faithful discharge of the duties of his office.

Assignment of officers.

SECT. 365. Each truant officer shall give his whole time to the discharge of the duties of his office, except as may be otherwise provided for vacations by the Committee on Truant Officers. He shall endeavor to procure the attendance at school of all the children of the districts assigned to him who are required by law to attend school; and shall, by persuasion and argument, both with the children and their parents or guardians, and by other means than legal compulsion, strive to secure such attendance.

Duties of officers.

When a child
may be arrested

SECT. 366. When a truant officer shall be unable, in a district assigned to him, to procure the attendance at school, either public or private, of any child who is an habitual truant, or who is required by the provisions of statute law to attend school, it shall be the duty of such officer, after consultation with any member of the Division Committee in which such district is included, or with the chairman of the Committee on Truant Officers, to procure a warrant and arrest such child, who shall be brought for trial before a magistrate having jurisdiction in the case.

Reports of scar-
let fever.

SECT. 367. The Chief Truant Officer shall obtain daily from the office of the Board of Health the reports of all cases of scarlet fever and other diseases dangerous to the public health, and the several truant officers shall immediately give notice thereof to the principals of the districts to which they are assigned.

Meetings of
officers.

SECT. 368. The truant officers shall meet on the first and third Mondays of each month, at four o'clock, P.M., and oftener, when considered necessary by the chief, or by the chairman of the Committee on Truant Officers, or when the superintendent deems it necessary to consult with them. At these meetings they shall confer together as to the most efficient methods of discharging the duties incumbent upon them; and the subordinate officers shall report in writing to the chief all cases of truancy, and all violations of law with regard to the attendance of children at school, which they may have investigated. It shall be the duty of the chief to keep a record of the doings of the truant officers, to file their reports and his own, and, once in each month, to transmit to the Committee on Truant Officers a report of the doings of himself and his subordinates.

Special meet-
ings.

Record.

Report.

CHAPTER XXVII.

Boundaries of School Districts.

FIRST DIVISION.

Adams District, for Boys and Girls.

Comprises that portion of East Boston lying south and east of a line running from the bay on the east, by the centre of Marion street to the railroad; thence along the railroad to Decatur street; thence by the centre of Decatur to Chelsea street; thence by the centre of Chelsea to Elbow street; thence by the centre of Elbow to Meridian street; thence by the centre of Meridian to Maverick street; thence by the centre of Maverick to Havre street; thence by the centre of Havre street to the water.

Chapman District, for Boys and Girls.

Beginning at Mystic river, and running easterly by the centre of Central square and Bennington street to Marion street, by the centre of Marion street to a line midway between Princeton and Lexington streets; by said line easterly to Brooks street, by the centre of Brooks street to Trenton street, by the centre of Trenton to Putnam street, by the centre of Putnam street to Chelsea creek, and thence by the water to the point of beginning.

Emerson District, for Boys and Girls.

Comprises all that portion of East Boston lying easterly of a line commencing at Chelsea creek, and running by the centre of Putnam street to Trenton street; thence by the centre of Trenton to Brooks street; thence by the centre of Brooks

street to a line midway between Princeton and Lexington streets; thence westerly by said line to Marion street, and by the centre of Marion street to the shore of Boston Harbor.

Lyman District, for Boys and Girls.

Beginning at Mystic river, and running easterly through Central square and Bennington street to Marion street; thence by the centre of Marion street to the railroad; thence along the railroad and by the centre of Decatur, Chelsea, Elbow, Meridian, Maverick, and Havre streets to the water; thence by the water to the bound first named.

SECOND DIVISION.

Bunker Hill District, for Boys and Girls.

Beginning at Mystic river, on the boundary line between Charlestown and Somerville; thence by said line to Mill pond; thence to Mill street; thence by rear of Mill to Main street; thence by centre of Main to Mead street; thence by both sides of Mead to Russell street; thence by a line across Russell to Bunker Hill street; thence across Bunker Hill to North Mead street; thence by both sides of North Mead street, including Grant's court, across Medford street; thence by Mystic river to the point of beginning.

Frothingham District, for Boys and Girls.

Beginning at Mystic river, at the end of Tufts street; thence by the centre of Tufts to Bunker Hill street; thence by centre of Bunker Hill to Lexington street; thence by both sides of Lexington street to Monument square; thence by Monument square to Winthrop street; thence by centre of Winthrop to Adams street; thence by centre of Adams street

to the Navy Yard wall; thence by Chelsea street to Mystic river; thence by the water to the point of beginning.

Harvard District, for Boys and Girls.

Beginning at Prison Point bridge; thence by the centre of Austin to Main street; thence across Main to Warren street; thence by the centre of Warren to Pleasant street; thence by both sides of Pleasant to High street; thence by High to Winthrop street; thence by the centre of Winthrop to Adams street; thence by the centre of Adams street to Navy Yard wall; thence in a southerly direction by Navy Yard wall to Charles river; thence by the water to the point of beginning.

Prescott District, for Boys and Girls.

Beginning at Mystic river at the end of Webster street; thence by the rear of Webster to Bunker Hill street; thence by the centre of Bunker Hill to Green street; thence by both sides of Green to Bartlett street; thence by rear of Bartlett street to Monument square; thence by Monument square to Lexington street; thence by rear of north side of Lexington to Bunker Hill street; thence by centre of Bunker Hill to Tufts street; thence by the centre of Tufts street to Mystic river; thence by the water to the point of beginning.

Warren District, for Boys and Girls.

Beginning at Mill pond at the end of Mill street; thence by both sides of Mill to Main street; thence by centre of Main to Mead street; thence by rear of Mead to Russell street; thence by a line across Russell to Bunker Hill street; thence across Bunker Hill to North Mead street; thence by rear of North Mead, excluding Grant court, across Medford street to Mystic river; thence by the water to Webster street; thence by both

sides of Webster to Bunker Hill street; thence by centre of Bunker Hill to Green street; thence by rear of Green to Bartlett street; thence by both sides of Bartlett to Monument square; thence by Monument square to High street; thence across High to Pleasant street; thence by rear of the south side of Pleasant to Warren street; thence by centre of Warren across Main to Austin street; thence by centre of Austin to the water; thence by the water to the point of beginning.

THIRD DIVISION.

Bowdoin District, for Girls.

Beginning at Cambridge bridge; thence by the centre of Cambridge street to North Russell street; thence by the centre of North Russell to Eaton street; thence by the centre of Eaton to Chambers street; thence by the centre of Chambers to Green street; thence by the centre of Green to Leverett street; thence by the centre of Leverett to Causeway street; thence by the centre of Causeway street to the Boston and Maine railroad; thence by said railroad to Haymarket square; thence by the centre of Haymarket square to Union street; thence by the centre of Union street to Dock square; thence by Dock square to Washington street; thence by the centre of Washington to Court street; thence by the centre of Court to Tremont street; thence by the centre of Tremont to Beacon street; thence by the centre of Beacon to Otter street; thence by the centre of Otter street to the water; thence by the water to the point of beginning.

Eliot District, for Boys.

Beginning on the Lowell railroad at the water; thence by the railroad to Causeway street; thence by the centre of Cause-

way to Portland street; thence by both sides of Portland to Hanover street; thence by both sides of Hanover to Washington street; thence by centre of Washington to State street; thence by centre of State street to the water; thence by the water to the point of beginning.

Hancock District, for Girls.

Beginning on the Boston and Maine railroad at the water; thence by the railroad to Haymarket square; thence across Haymarket square to Union street; thence by the centre of Union street to Dock square; through Dock square to Washington street; thence by the centre of Washington street to State street; thence by the centre of State street to the water; thence by the water to the point of beginning.

Phillips District, for Boys.

Beginning on the Lowell railroad at the water; thence by the railroad to Causeway street; thence by the centre of Causeway street to Portland street; thence by rear of the west side of Portland to Hanover street; thence by the centre of Hanover to Washington street; thence by the centre of Washington to Court street; thence by the centre of Court to Tremont street; thence by the centre of Tremont to Beacon street; thence by the centre of Beacon to Charles street; thence by the centre of Charles to a point on a line of Byron street extended; thence by said line and centre of Byron to Brimmer street; thence by centre of Brimmer street to passage-way immediately in the rear of estates fronting on Beacon street; thence in a south-westerly direction by said passage-way to the water; thence by the water to point of beginning.

Wells School District, for Girls.

Beginning at the water on the easterly end of Cambridge bridge; thence by the water to the Boston and Maine railroad; thence by the railroad to Causeway street; thence by the centre of Causeway to Leverett street; thence by the centre of Leverett to Green street; thence by the centre of Green to Chambers street; thence by the centre of Chambers to Eaton street; thence by the centre of Eaton, North Russell, and Cambridge streets to the point of beginning.

FOURTH DIVISION.

Bowditch District, for Girls.

Beginning at the water at the foot of State street; thence by the centre of State to Devonshire street; thence by the centre of Devonshire, Otis, and Kingston streets to Albany street, to the point of junction with the Boston and Albany railroad; thence by the railroad to the water; thence by the water to the point of beginning.

Brimmer District, for Boys.

Beginning at the water at the foot of Otter street; thence by the centre of Otter to Beacon street; thence by the centre of Beacon to Tremont street; thence by the centre of Tremont to Court street; thence by the centre of Court to State street; thence by the centre of State to Devonshire street; thence by the centre of Devonshire, Otis, Kingston, and Albany streets to Harvard street; thence by the centre of Harvard to Tyler street; thence by the centre of Tyler street prolonged, to the Boston and Albany railroad; thence by the railroad to Harrison avenue; thence by the centre of Harrison avenue to Dover street; thence by the centre of

Dover and Berkeley streets to the railroad; thence by the railroad to Fairfield street; thence by the centre of Fairfield street to the water; thence by the water to the point of beginning.

Ordered, That the Grammar scholars who attend the Newbury-street school come from a territory bounded as follows: beginning at the water opposite the centre of the foot of West Chester park; thence by the water to Otter street; thence by preceding line extended to Brimmer street; thence by the centre of Brimmer to Byron street; thence by the centre of Byron street extended to Charles street; thence by the centre of Charles street to Boston & Providence railroad crossing; thence by Boston & Albany railroad to West Chester park; thence by the centre of West Chester park to the point of beginning.

Quincy District, for Boys.

Beginning at the east end of Brookline street; thence by the centre of Brookline street to Harrison avenue; thence by the centre of Harrison avenue to the Boston & Albany railroad; thence by the railroad to Tyler street prolonged; thence by the centre of Tyler, Harvard, Albany, and Kingston streets to Summer street; thence by the centre of Otis and Devonshire streets to State street; thence by the centre of State street to the water; thence by the water to the point of beginning.

Winthrop District, for Girls.

Beginning at the water at the foot of Otter street; thence by the centre of Otter to Beacon street; thence by the centre of Beacon to Tremont street; thence by the centre of Tremont to Court street; thence by the centre of Court to State street; thence by the centre of State to Devonshire street; thence by

the centre of Devonshire, Otis, Kingston, and Albany streets, to the point of junction with the Boston & Albany railroad; thence by the line of the railroad extended, to the water on the east; thence by the water to Dover-street bridge; thence by the centre of Dover street and the centre of Harrison avenue to the Boston & Albany railroad; thence by the railroad to Dartmouth street; thence by the centre of Dartmouth street to the water; thence by the water to the point of beginning.

FIFTH DIVISION.

Dwight District, for Boys.

Includes all the territory between the centre of Brookline street and the former boundary line between Boston and Roxbury.

Everett District, for Girls.

Includes all the territory between the centre of Harrison avenue, beginning at East Brookline street and the centre of Canton street, and the former boundary line between Boston and Roxbury.

Franklin District, for Girls.

Beginning at the east end of Canton street; thence by the centre of Canton street to the Boston & Albany railroad; thence by the railroad to Harrison avenue; thence by the centre of Harrison avenue to Dover street; thence by the centre of Dover street to the bridge; thence to the water; thence to the point of beginning.

Rice District, for Boys.

Beginning on Brookline street at Harrison avenue; thence by the centre of Brookline street to Warren avenue; thence

by the centre of Fairfield street to the Boston & Albany railroad; thence by the centre of the railroad to Berkeley street; thence by the centre of Berkeley and Dover streets to Harrison avenue; thence by the centre of Harrison avenue to the point of beginning.

Sherwin District, for Boys and Girls.

Beginning at the intersection of Washington and Ruggles streets; thence through the centre of Ruggles to Tremont street; thence through the centre of Tremont, southward, to the south-west side of Tremont place; thence through Tremont place, taking both sides, to the Boston & Providence railroad; thence across the marsh to the bridge on Parker street that crosses Stony brook; thence across the marsh to Brookline line, on a straight line with Tremont place; thence on the line between Brookline and Roxbury to the intersection of said line with the original line between Boston and Roxbury; thence by said line between Boston and Roxbury to Harrison avenue; thence through the centre of Harrison avenue to Eustis street; thence through the centre of Eustis to Washington street; thence through the centre of Washington street to the point of beginning.

SIXTH DIVISION.

Andrew District, for Boys and Girls.

Beginning at Dorchester bay, and running by the northerly boundary line of Ward 24, to the South bay; thence by the water in a northerly direction, to the easterly boundary of the Norcross district, and by it to Eighth street; thence through the centre of Eighth and G streets to Dorchester bay; thence by the water to the point of beginning.

Bigelow District, for Boys.

Comprises all that part of South Boston lying between the sections of the Lawrence and the Lincoln Schools.

Gaston District, for Girls.

Comprises that part of South Boston included in the Lincoln district, for boys.

Lawrence District, for Boys.

Comprises all that part of South Boston west and north-west of the centre of D street.

Lincoln District, for Boys.

Includes all that part of South Boston east and south-east of a line beginning at the centre of Dorchester street on the northern shore, and running to G street; thence through the centre of G street to the southern shore.

Norcross District, for Girls.

Comprises that part of South Boston west and north-west of the centre of E street.

Shurtleff District, for Girls.

Comprises that part of South Boston lying between the sections of the Norcross and the Lincoln School.

SEVENTH DIVISION.

Comins District, for Boys.

Beginning at the junction of Tremont and Ruggles streets; thence through the centre of Ruggles street and across the marsh to the Brookline line; thence along said line to Heath street; thence along the northerly side of Heath and New

Heath streets to Pynchon street; thence along the westerly side of Pynchon to Cedar street; thence through the centre of Pynchon to Tremont street; thence through the centre of Tremont street to the point of beginning.

Comins District, for Girls.

Beginning on Tremont street at Tremont place, along the south-westerly side of Tremont place, across the marsh to the Brookline line; thence along the Brookline line to Heath street; thence along the northerly side of Heath and New Heath streets to Pynchon street; thence along the westerly side of Pynchon to Cedar street; thence through the centre of Cedar to Centre street; thence along the north-westerly side of Centre to Roxbury street, across Roxbury to Dunlow street, through the centre of Dunlow across the ledge to Elmwood street; thence through the centre of Elmwood street to Stony brook; thence along Stony brook to Culvert street; thence through the centre of Culvert to Tremont street; thence through the centre of Tremont street to the point of beginning.

Dearborn District, for Boys and Girls.

Beginning at the junction of Warren and Washington streets; thence through the centre of Washington to Eustis street; thence through the centre of Eustis street to Harrison avenue; thence through the centre of Harrison avenue to the former boundary line between Boston and Roxbury; thence along said line and the South bay to the former boundary line between Roxbury and Dorchester; thence along said line to Dudley street; thence through the centre of Dudley street to Mt. Pleasant avenue; thence through the centre of said avenue to Fairland street; thence through the centre of Fairland to Winthrop street; thence along the north-easterly side of

Winthrop to Warren street; thence through the centre of Warren street to the point of beginning.

Dudley District, for Boys.

Beginning at the corner of Washington and Ruggles streets; thence through the middle of Ruggles to Tremont street; thence through the middle of Tremont street to Roxbury crossing; thence through the centre of Pynchon to Cedar street; thence through the centre of Cedar to Washington street; thence along a straight line to the junction of Circuit and Regent streets; thence by both sides of Regent to Warren street; thence through the centre of Warren to Washington street; thence through the centre of Washington street to the point of beginning.

Dudley District, for Girls.

Beginning at the corner of Washington and Ruggles streets; thence through the centre of Ruggles to Tremont street; thence through the centre of Tremont to Culvert street; thence through the centre of Culvert street to Stony brook, along Stony brook to Elmwood street; thence through the centre of Elmwood to Dunlow street; thence through the centre of Dunlow to Roxbury street, across Roxbury to Centre street; thence by both sides of Centre to Cedar street; thence by the centre of Cedar to Washington street; thence by a straight line to the junction of Circuit and Regent streets; thence by both sides of Regent street to Warren street; thence by the centre of Warren street to Washington street; thence by the centre of Washington street to the point of beginning.

Lewis District, for Boys and Girls.

Beginning on Warren street at Regent street, all the terri-

tory south-west of Regent to Circuit street; all the territory west of the junction of Circuit and Regent streets and a straight line to the centre of Cedar street; thence by the centre of Cedar to Highland street; thence by the centre of Highland to Hawthorn street; thence by both sides of Hawthorn and along the westerly side of Ellis and Thornton streets to Marcella street; thence by the easterly side of Marcella to Washington street; thence by the centre of Washington to School street; thence by the centre of School street to Walnut avenue; thence by the centre of Walnut avenue to Seaver street; thence by the centre of Seaver street to Blue Hill avenue; thence by the centre of Blue Hill avenue to Central avenue; thence by the centre of Central avenue to the old Roxbury and Dorchester line; thence by said line, in a northerly direction, to Dudley street; thence by the centre of Dudley street to Mount Pleasant avenue; thence by the centre of Mount Pleasant avenue to Fairland street; thence by the centre of Fairland to Winthrop street; thence by both sides of Winthrop to Warren street; thence by the centre of Warren street to the point of beginning.

Lowell District, for Boys and Girls.

Beginning at the junction of Tremont and Heath streets; thence by both sides of Heath to New Heath street; thence by both sides of New Heath to Pynchon street, including the south end of Terrace street; thence by both sides of Pynchon street to Cedar; thence by the centre of Cedar to Highland street; thence by the centre of Highland to Marcella street; thence by both sides of Marcella to Washington street, including Vale street and all the territory west of Thornton and Ellis streets; thence by the centre of Washington to School street; thence by the centre of School

to Boylston street; thence by the centre of Boylston to Centre street; thence in a direct line to Brookline boundary; thence by Brookline boundary to Tremont street; thence by the centre of Tremont to the point of beginning.

EIGHTH DIVISION.

Allston District, for Boys and Girls.

All the territory north of the Boston & Albany railroad in Ward 25,—except that part of North Beacon street which lies on that side,—and all that territory which lies east of a line running from the railroad by the easterly side of the main building at the new cattle-yard, to the ledge on the northerly side of Cambridge street; thence to the westerly side of Warren street, at its intersection with Allston street, and thence to the Brookline line.

Bennett District, for Boys and Girls.

All the territory in Ward 25 on the southerly or westerly side of the line of the Allston District.

Central School, for Boys, and Hillside District, for Girls.

Beginning at the junction of Centre and Boylston streets; thence by centre of Boylston street, Boylston avenue, School street, Walnut avenue, Seaver street, Blue Hill avenue, Back, Walk Hill, and Washington streets, to junction of Boston & Providence railroad; thence by said railroad to Dedham Branch railroad; thence by Dedham Branch railroad to South street; thence by the centres of South, Bussey, Walter, Centre, and Allandale streets to Brookline line; thence by said line to Willow pond; thence by a line from the northern point of Willow pond to the point of beginning.

Charles Sumner District, for Boys and Girls.

Beginning at the junction of Walk Hill and Washington street; thence by the centre of Walk Hill street to the old Dorchester line; thence by the centre of Back to Ashland street; thence by the centre of Ashland street to Hyde Park boundary line; thence by said line to its junction with Poplar street; thence in a north-westerly direction to the junction of High and Washington streets; thence by a line in a northerly direction to the junction of Church and Centre streets; thence by the centre of Church street to Brookline line; thence by said line to Allandale street; thence by the centre of Allandale to Centre street; thence by centre of Centre, Walter, Bussey, and South streets, to Dedham Branch railroad; thence by said railroad to its junction with the Boston & Providence railroad on Washington street; thence by the centre of Washington street to the point of beginning.

Mt. Vernon District, for Boys and Girls.

Beginning at the junction of Poplar street with Hyde Park boundary line; thence in a north-westerly direction to the junction of High and Washington streets; thence in a northerly direction to the junction of Church and Centre streets; thence by the Centre of Church street to Brookline line; thence by Brookline and Newton lines to Charles river; thence by Charles river to Dedham line; thence by Dedham line to Hyde Park line; thence by Hyde Park line to the point of beginning.

NINTH DIVISION.

Dorchester-Everett District, for Boys and Girls.

Beginning on Quincy street at the former boundary line between Boston and Dorchester, and following this line on the brook to South bay; thence on said boundary line to old

Harbor; thence following the shore around Cow pasture and Savin Hill to the Old Colony and Newport railroad; thence by the Old Colony and Newport railroad to Bay street; thence by the north side of Bay street to Dorchester avenue; thence by the centre of Dorchester avenue to Savin Hill avenue; thence by the centre of Savin Hill avenue to Pleasant street; thence by the north side of the new street or streets across Jones' hill to Hancock street; thence by the centre of Glendale and Columbia streets to Quincy street; and thence by the south side of Quincy street to the point of beginning.

Gibson District, for Boys and Girls.

Beginning at the former boundary line between Boston and Dorchester on Quincy street; thence by the south side of Quincy street to Columbia street; thence across the fields to the junction of Green and Geneva streets; thence by the centre of Geneva to Bowdoin street; thence by the brook in a south-easterly direction to a point west of the end of Charles street; thence to the Shawmut railroad; thence by the railroad to Ashmont street; thence by the centre of Ashmont to Washington street; thence by the centre of Washington (southerly direction) to a (new) street; thence by the centre of two (new) streets extending west and north-west to Madison street; thence by the east side of Madison street to the boundary line between Boston and West Roxbury; thence by said line to the junction of Blue Hill avenue and Central avenue; thence by the centre of Central avenue to the former boundary line between Boston and Dorchester; thence by said line to the point of beginning.

Harris District, for Boys and Girls.

Beginning at the point where the Old Colony & Newport railroad crosses Commercial street near Beach street; thence

by the Old Colony & Newport and the Shawmut railroads to (the new) street next north of the Shawmut railroad; thence by the north side of (the new) street to Adams street; thence by the centre of Adams street to Field's corner; thence by the centre of Dorchester avenue to Charles street; thence by the north side of Charles street to a point on the brook west of the end of Charles street; thence in a south-easterly direction to the Shawmut railroad; thence by the Shawmut railroad to Ashmont street; thence by the centre of Ashmont to Commercial street; thence by the west side of Commercial street to the water at Tenean bridge; thence around Commercial point and Harrison square to the point of beginning.

Mather District, for Boys and Girls.

Beginning at the southern shore of Savin Hill, on the Old Colony & Newport railroad; thence by railroad to Bay street; thence by the north side of Bay street to Dorchester avenue; thence by the centre of Dorchester avenue to Savin Hill avenue; thence by the centre of Savin Hill avenue to Pleasant street; thence by the north side of the new street or streets across Jones' hill to Hancock street; thence by the centre of Glendale and Columbia streets to Quincy street; thence across the fields (no streets) to the junction of Green and Geneva streets; thence by the centre of Geneva to Bowdoin street; thence by the brook in a south-easterly direction to a point west of the end of Charles street; thence by the north side of Charles street to Dorchester avenue; thence by the centre of Dorchester avenue to Field's Corner; thence by the centre of Adams to (the new) street next north of the Shawmut railroad; thence by the north side of (the new) street to the Shawmut railroad; thence by the Shawmut and Old Colony and Newport railroads in a northerly direction to the water; thence by the water to the point of beginning.

Minot District, for Boys and Girls.

Beginning at Tenean bridge on Commercial street; thence by the west side of Commercial to Ashmont street; thence by the centre of Ashmont street to Dorchester avenue; thence by the Shawmut railroad to Neponset river; thence by the river to the point of beginning.

Stoughton District, for Boys and Girls.

Beginning at Neponset river near the junction of the Shawmut railroad and the Dorchester & Milton Branch railroad; thence to and by the Shawmut railroad to Dorchester avenue; thence by the centre of Ashmont to Washington street; thence by the centre of Washington in a southerly direction to (a new) street; thence by (two new) streets extending in a westerly and north-westerly direction to Norfolk street; thence by the centre of Norfolk street to the New York & New England railroad bridge near Madison street; thence in a southerly direction crossing Forest Hills avenue and River street at a point midway between the houses of A. D. Capen and Tilden Ames (now or formerly) to Neponset river; thence by the river to the point of beginning.

Tilston District, for Boys and Girls.

Beginning at a point on Neponset river from which a line extended to the northward would pass through a point half-way between the houses of A. D. Capen and Tilden Ames on River street; thence by said line to the New York and New England railroad bridge on Norfolk street; thence by the centre of Norfolk to Madison street; thence by the east side of Madison street to the boundary line between West Roxbury and Boston; thence by said boundary line to the boundary line between Boston and Hyde Park; thence by the last-named line to Neponset river; thence by the river to the point of beginning.

APPENDIX.

APPENDIX.

LAWS RELATING TO SCHOOL COMMITTEES.

AN ACT

TO REORGANIZE THE SCHOOL COMMITTEE OF THE CITY OF
BOSTON.

Be it enacted, etc., as follows:—

SECTION 1. The qualified voters of the City of Boston, at the annual municipal election occurring in the year eighteen hundred and seventy-five, shall elect twenty-four persons, inhabitants of the city, to constitute with the mayor of said city, who shall be, *ex officio*, chairman thereof, the school committee of said city, the members of which shall serve without compensation; the eight persons who shall have received the largest number of votes shall hold their office for three years; the eight persons who shall have received the next largest number of votes shall hold their office for two years; and the eight persons who shall have received the next largest number of votes shall hold their office for one year. In case two or more persons elected shall have received an equal number of votes, those who are the seniors by age shall, for the division into classes hereby required, be classified as if they had received the largest number of votes in the order of ages. And thereafter the qualified voters shall annually elect eight persons, inhabitants of the city, to serve as members of the school committee for the term of three years.

School committee to consist of mayor and twenty-four persons elected by the voters.

Eight members to be elected every year.

SECT. 2. It shall be the duty of the clerks of the several wards of said city to make returns to the city clerk, after each municipal election, of the votes cast in their several

Clerks of wards to make returns of votes to city clerk.

wards for members of the school committee, and after the entry by the city clerk of said returns, or of an abstract thereof, in the official book kept for such purpose, it shall be the duty of the board of aldermen to examine and compare said returns, and thereupon to cause certificates of election to be issued to such and so many of the members of said school committee as appear to have been chosen at such election; but said school committee shall be the final judge of the qualifications and elections of its own members.

Organization of
committee.

SECT. 3. The persons so chosen as members of the school committee shall meet and organize on the second Monday in January, in the year eighteen hundred and seventy-six, and annually thereafter, at such time and place as the mayor may appoint. The unexpired term of office of all members and officers of the school committee as hitherto organized and established shall terminate immediately upon the organization of the school committee elected under this act.

Quorum.

SECT. 4. A majority of all the members of the school committee shall be necessary to constitute a quorum for the transaction of business. They shall choose a secretary, not of their own number, who shall also serve as secretary to the board of supervisors, an auditing clerk, and such other subordinate officers as they may deem expedient, and shall define their duties, fix their compensation, and may remove them at pleasure.

Powers and du-
ties of commit-
tee.

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

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

SECT. 6. Whenever, in the judgment of the school committee, a new building or any addition to or alteration of a building is needed for school purposes, of an estimated cost of over one thousand dollars, they shall make a statement in writing to the city council of the necessity of the proposed building, addition, or alteration; and no contract for the purchase or lease of land, or for the erection, purchase, or lease of any building, or for any addition to or alteration of any building for school purposes, shall be authorized by the city council until such statement has been made, nor until the locality and plans for the same have been approved by the school committee or by a sub-committee thereof, duly authorized to approve the same.

Building or altering school-houses.

SECT. 7. The school committee shall elect a superintendent of schools and a board of supervisors, consisting of not more than six members, and shall define their duties and fix their compensation. The superintendent and the members of the board of supervisors shall hold office for the term of two years, unless sooner removed; and they may be removed for cause at any time by the school committee. No member of either branch of the city council or of the school committee shall hold the office of superintendent or supervisor, and no member of either branch of the city council shall be a member of the school committee. The superintendent shall be a member of the board of supervisors, and shall, when present, preside at their meetings.

Superintendent and supervisors to be elected by committee.

SECT. 8. The votes of a majority of the whole number of members of the school committee shall be necessary to elect the superintendent of schools, the supervisors, the head-masters of the Latin, Normal, and High schools, the masters of the Grammar schools, or the director of a special study or exercise.

Votes required to elect superintendent, masters, etc.

[Approved May 19, 1875.]

AN ACT

TO INCORPORATE THE BOSTON SCHOOL COMMITTEE.

Be it enacted, etc., as follows:—

School committee of the City of Boston incorporated [1877-53].

SECTION 1. The school committee of the city of Boston, for the time being, is hereby made a corporation by the name of the School Committee of the City of Boston, and said committee, and its successors in office, elected according to law in said city, shall continue a body corporate for the purposes hereinafter set forth, with all the powers and privileges, and subject to all the duties, restrictions, and liabilities set forth in all general laws which now are, or may hereafter be, in force relating to such corporations.

Real and personal estate.

SECT. 2. Said corporation shall have authority to receive and hold all sums of money, and real and personal estate, not exceeding in the aggregate the value of two hundred thousand dollars, which money may be given, granted, bequeathed, or devised to it for the benefit of the teachers in the public schools of the city of Boston, or their families, requiring charitable assistance, or for the benefit of any persons or the families of any persons who have formerly been such teachers, requiring charitable assistance. It shall have power to manage and dispose of the same, according to its best discretion, and to execute any and all trusts according to the tenor thereof, which may be created for the purposes aforesaid.

Charlestown School Trust Fund.

SECT. 3. Said corporation shall likewise be entitled to receive from the members of the school committee within the present limits of that part of the city of Boston which was formerly the city of Charlestown, the fund known as the Charlestown School Trust Fund, and shall hereafter manage said fund and disburse the income thereof within the limits of the former city of Charlestown, according to the tenor of the instruments creating said trust.

RULES OF THE CORPORATION.

[Adopted in Sch. Com. Apr. 10, 1877.]

The President of the Board shall be President of the Corporation, *ex officio*.

The Secretary of the Board shall be Secretary of the Corporation, *ex officio*.

A Treasurer shall be chosen by ballot, annually, at the first regular meeting of the Board.

The Committee on Accounts of the School Committee shall be the Directors of the Corporation.

EXTRACTS FROM GENERAL STATUTES.

CHAP. 38, SECT. 8. [The city council of any city, and any town, may establish and maintain one or more industrial schools, and raise and appropriate the money necessary to render them efficient. Such schools shall be under the superintendence of the board of school committee of the city or town wherein they are established, and such board shall employ the teachers, prescribe the arts, trades, and occupations to be taught in such schools, and shall have the general control and management thereof; *provided*, that in no case shall the expense of any such school exceed the appropriation specifically made therefor; and *provided*, that nothing in this act contained shall authorize the school committee of any city or town to compel any scholar to study any trade, art, or occupation, without the consent of the parent or guardian of such scholar, and that attendance upon any such school shall not take the place of the attendance upon public schools required by law.] Industrial schools.

CHAP. 38, SECT. 16. [No person shall be deemed to be ineligible to serve upon a school committee by reason of sex.] Women eligible.

CHAP. 38, SECT. 17. If any person elected a member of the school committee, after being duly notified of his elec- Vacancy in school committee.

tion in the manner in which town officers are required to be notified, refuses or neglects to accept said office, or if any member of the board declines further service, or, from change of residence or otherwise, becomes unable to attend to the duties of the board, the remaining members shall, in writing, give notice of the fact to the selectmen of the town, or to the mayor and aldermen of the city, and the two boards shall thereupon, after giving public notice of at least one week, proceed to fill such vacancy; and a majority of the ballots of persons entitled to vote shall be necessary to an election.

Term of service of persons filling vacancies

CHAP. 38, SECT. 19. The term of service of every member, elected in pursuance of the provisions of the two preceding sections, shall end with the municipal or official year in which he was chosen, and, if the vacancy which he was elected to fill was for a longer period, it shall, at the first annual election after the occurrence of the vacancy, be filled in the manner prescribed for original elections of the school committee.

[Substituted for Section 27, Chapter 38.]

Bible to be read in the schools without note or comment.

[SECTION 1. The school committee shall require the daily reading of some portion of the Bible without written note or oral comment, in the public schools; but they shall require no scholar to read from any particular version, whose parent or guardian shall declare that he has conscientious scruples against allowing him to read therefrom, nor shall they ever direct any school-books calculated to favor the tenets of any particular sect of Christians, to be purchased or used in any of the public schools.]

For certain scholars at expense of towns.

CHAP. 38, SECT. 30. If any scholar is not furnished by his parent, master, or guardian, with the requisite books, he shall be supplied therewith by the school committee at the expense of the town.

Expense of books so supplied to be taxed to parents.

CHAP. 38, SECT. 31. The school committee shall give notice in writing to the assessors of the town, of the names of the scholars supplied with books under the provisions of

the preceding section, of the books so furnished, the prices thereof, and the names of the parents, masters, or guardians, who ought to have supplied the same. The assessors shall add the price of the books to the next annual tax of such parents, masters, or guardians; and the amount so added shall be levied, collected, and paid into the town treasury, in the same manner as the town taxes.

[Amendment to Section 32, Chapter 38.]

[SECTION 1. Any city, by an ordinance of the city council, and any town, by legal vote, may authorize the school committee to purchase text-books for use in the public schools, said text-books to be the property of the city or town, and to be loaned to pupils under such regulations as the school committee may provide.]

Text-books furnished by cities and towns and loaned to pupils.

CHAP. 38, SECT. 36. Every town not divided into school districts shall provide and maintain a sufficient number of school-houses, properly furnished and conveniently located, for the accommodation of all the children therein entitled to attend the public schools; and the school committee, unless the town otherwise direct, shall keep them in good order, procuring a suitable place for the schools where there is no school-house, and providing fuel and all other things necessary for the comfort of the scholars therein, at the expense of the town.

Towns not restricted to maintain school-house, etc.

[Decision of the Supreme Court, 98 Mass., 587.]

“The power of the school committee to fix the compensation of the teachers of the schools of a city, and bind the city to pay the same, cannot be controlled by the city council, except by voting to close the schools after they have been kept open the time required by law.”

[Substituted for Sections 3 and 4, Chapter 40.]

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

Duties of school committees as to persons between 5 and 15 years.

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 school year, including only wages and board of teachers, fuel for the schools, and care of the fires and school-rooms, and they shall transmit such certificate to the secretary of the board of education. The form of such certificate shall be as follows, to wit:—

We, the school committee of _____, do certify that on the first day of May, in the year _____, there were belonging to said town, the number of _____ persons between the ages of five and fifteen; and we further certify that said town raised the sum of _____ dollars, for the support of public schools for the preceding school year, including only the wages and board of teachers, fuel for the schools, and care of fires and school-rooms; and that said town maintained, during said year, each of the schools required to be kept by the first section of the thirty-eighth chapter of the General Statutes for a period not less than six months; and we further certify that said town maintained during said year _____ school for the benefit of all the inhabitants of the town as required by section two of chapter thirty-eight of the General Statutes for _____ months and _____ days.

} *School Committee.*

[ss.]

On this _____ day of _____ personally appeared the above-named school committee of _____ and made oath that the above certificate by them subscribed is true. Before me,

Justice of the Peace.

20 days or 40
half-days one
month.
1865, 142.

In the returns made by the school committee to the secretary of the board of education, twenty days or forty half-days of actual session shall be counted as one month.

NON-RESIDENTS.

CHAPTER 41, SECTION 7. With the consent of school committees first obtained, children between the ages of five and fifteen years may attend school in cities and towns other

than those in which their parents or guardians reside ; but whenever a child resides in a city or town different from that of the residence of the parent or guardian, for the sole purpose of attending school there, the parent or guardian of such child shall be liable to pay to such city or town, for tuition, a sum equal to the average expense per scholar for such school for the period the child shall have so attended.

PUPILS TO BE VACCINATED.

SECT. 8. The school committee shall not allow any child to be admitted to, or connected with, the public schools who has not been duly vaccinated.

SECTION 1. Sewing shall be taught, in any city or town, in all the public schools in which the school committee of such city or town deem it expedient.

Sewing may be taught in public schools. [1876-3.]

SECT. 2. The action of the school committee of any city or town in causing sewing to be taught in the public schools thereof, is ratified, confirmed, and made valid to the same extent as if this act had passed prior to such teaching.

Action of school committees ratified.

SECTION 1. The school committee shall direct what books shall be used in the public schools, and shall prescribe, as far as is practicable, a course of studies and exercises to be pursued in said schools.

Committee to direct what books shall be used in schools, [1876-47.]

SECT. 2. In any town or city in this Commonwealth a change may be made in the school-books used in the public schools by a vote of two-thirds of the whole school committee thereof, at a meeting of said committee, notice of such intended change having been given at a previous meeting of said committee.

May change books by two-thirds vote of whole committee.

SECT. 3. If any change is made, as provided for in section second of this act, each pupil then belonging to the public schools, and requiring the substituted book, shall be furnished with the same by the school committee at the expense of said town or city.

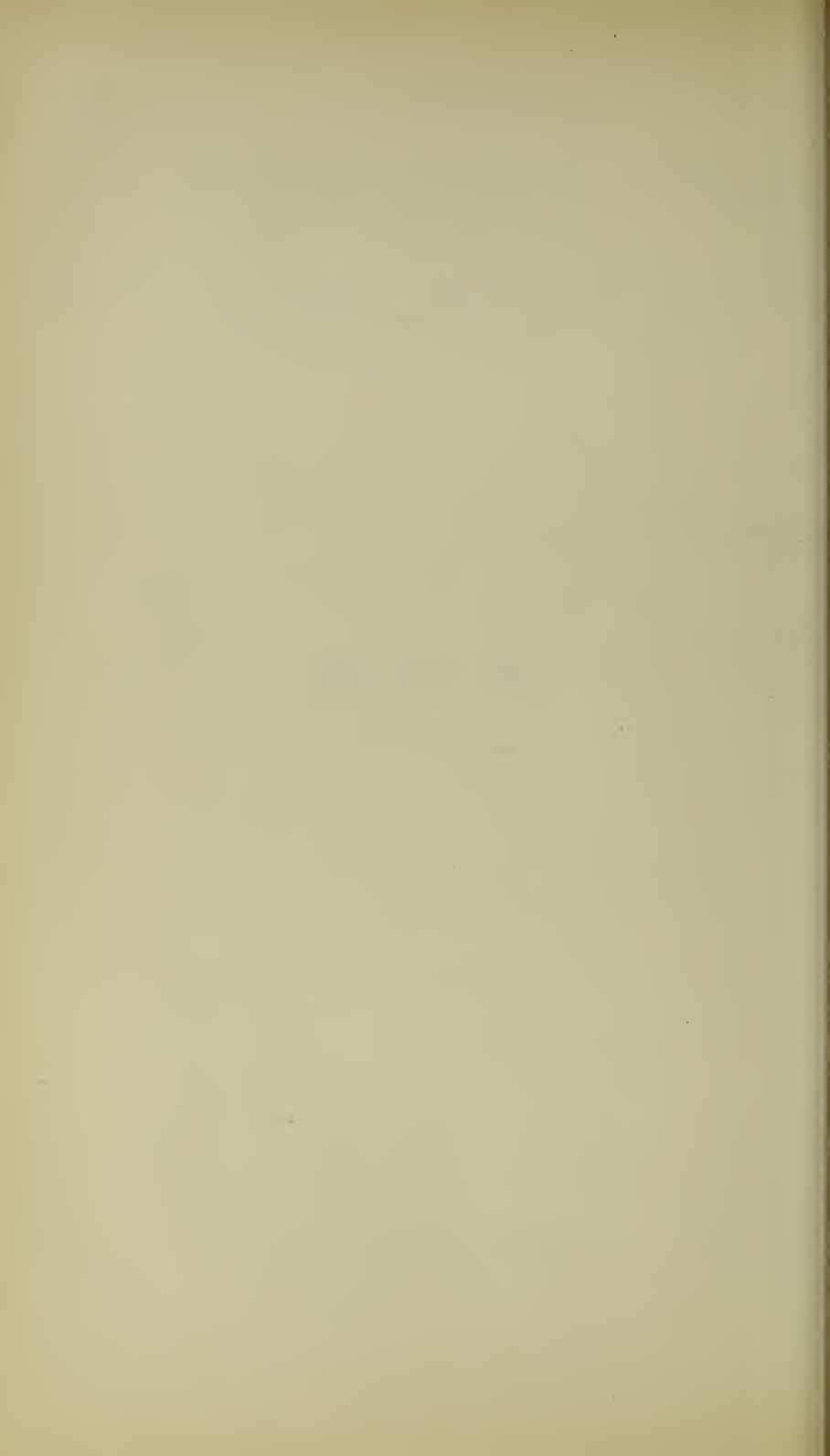
If books are changed, to be furnished at expense of town or city.

Amended [1877-24] by adding thereto the words "on giving up a copy of the superseded book in condition fit to be used."

Repeal of G. S.
38, § 28.

SECT. 4. Section twenty-eight of chapter thirty-eight of the General Statutes (and others) are hereby repealed.

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SCHOOL DOCUMENT NO. 19.

L I S T

OF

Candidates Eligible as Teachers

IN THE

PUBLIC SCHOOLS.

DECEMBER, 1878.



BOSTON :
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1878.

L I S T
OF
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BOSTON PUBLIC SCHOOLS.
DECEMBER, 1878.

The following list contains the names and addresses of those who hold certificates of qualification, and are eligible for service as teachers in the Boston Public Schools. Information concerning the several candidates, their experience and evidences of success in teaching, etc., may be found at the office of the Board of Supervisors.

Special information respecting the graduates of the Normal School may also be obtained of the Head-Master of that school.

Unless it be otherwise stated, those engaged in teaching are employed in the place of address. The figures indicate the number of years the candidate has taught school. The capital letters indicate the grade of schools in which the candidate desires to teach, viz. : H., High School ; G., Grammar School ; P., Primary School ; E., Evening School. The small letters indicate whether the candidate is available, as, s., substitute ; t., temporary teacher ; p., permanent teacher. The candidates are ready for service at once, unless otherwise stated ; the date, given in some instances, indicates that

- Clarence L. Howes *Hanover, Mass.*
 [1. H.G. p.]
- Edward B. Lefavour *Beverly, Mass.*
 [Principal High School, Holbrook, Mass. 1. H.G. p.]
- George C. Mann *99 Charles Street.*
 [Acting Principal W. Roxbury High School. 2½. H. p.]
- George W. Minns *Concord, Mass.*
 [Principal Private School. 19. H. s.t.p.]
- George P. Montague { *40 State Street, or 14 Elm*
 { *Street, Chelsea, Mass.*
 [1. H.G. s.t.p.]
- Charles S. Moore *Box 274, Taunton, Mass.*
 [Principal High School. 5. H. p.]
- Frank N. Parsons *Derry, N.H.*
 [2½. H.G. s.t.p.]
- J. A. Reinhart *West Chester, N. Y.*
 [Principal of Union Free School. 8. H.G. p.]
- Wm. A. Reynolds *Melrose, Mass.*
 [20. H.G. s.t.p.]
- Ambrose C. Richardson { *60 Mt. Auburn Street,*
 { *Cambridge, Mass.*
 [2. H. p.]
- Charles E. Ridler *Kingston, Mass.*
 [Principal High School. 13. H.G. p.]
- Daniel A. Robinson *2 Thacher St., Bangor, Me.*
 [5. H.G. s.t.p.]
- Frank W. Rollins *North Abington, Mass.*
 [Principal High and Grammar School. 1. H.G. p.]
- George C. Shepard *Framingham, Mass.*
 [1. H.G. s.t.p.]
- John P. Slocum *Reading, Penna.*
 [Teaching Private School. 5. H.G. s.t.p. Sept. 1, 1879.]
- John W. Tufts *Wolfville, N.S.*
 [Principal Horton Collegiate Academy. 6. H. p.]
- John Vaughn *20 Oneida Street.*
 [Teaching Evening High School. 1. H.G. s.t.p.]
- George W. Warren { *60 State Street, or Farm-*
 { *ington, Conn.*
 [Teaching Private School. 10. H.G. s.t.p. Sept. 1, 1879.]
- Edwin C. Woodward *Castine, Me.*
 [Principal High School. 5. H.G. p.]

- Idella M. Swift *Northampton, Mass.*
 [Teaching Clarke Institution. 4. H.G. s.t.p. Sept. 1, 1879.]
 Mary F. Thompson *Boston Street, Dorchester.*
 [First Ass't Dor.-Everett School. 7. H. p.]
 Ellen Watson *Plymouth, Mass.*
 [Teach'g Priv. School, Manchester, Conn. 1½. H.p. Sept. 1, 1879.]

SECOND GRADE.

MASTERS, SUB-MASTERS, AND SECOND SUB-MASTERS OF
 THE GRAMMAR SCHOOLS.

- Joseph W. Armington *Weymouth, Mass.*
 [Principal Grammar School. 15. G. p.]
 Horace T. Atwood *Norwood, Mass.*
 [Principal Grammar School. 4. G. p.]
 Stephen G. Bailey { *200 Moody Street, Low-*
 { *ell, Mass., or Boston*
 [6. E.G.s.t.] { *University School of*
 { *Medicine.*
 Joel C. Bolan { *4 Harvard Pl., Charles-*
 { *town, Mass.*
 [1. G. s.t.p.]
 Clarence Boylston *Milton, Mass.*
 [Principal Grammar School. 3. G. p.]
 Edward C. Burbeck *Box 269, Nashua, N.H.*
 [Principal Grammar School. 7. G. p.]
 George H. Cary *Pittsfield, Mass.*
 [Principal Grammar School. 12. G. p.]
 James W. Cheney, Jr. *Merrimacport, Mass.*
 [Principal High School. 8½. G. p.]
 Samuel W. Clark { *Care of E. Hutchinson, 69*
 { *Devonshire St.*
 [12. G. s.t.p.]
 Gilman C. Fisher *Dover, N.H.*
 [10. G. s.t.p.]
 John B. Gifford *Bridgewater, Mass.*
 [Principal High School. 5 G. p.]
 William D. Jackson *Bridgewater, Mass.*
 [0. G. p.]
 Tilson A. Mead *Hingham, Mass.*
 [Principal Grammar School, East Weymouth. 2. G. p.]

- Frederic O. Nickerson { *14 Webster Street, E. Som-*
erville.
 [Principal High School, Scituate, Mass. 1. G. s.t.p.]
- Edward W. Shannon { *3 Weld Hall, Cambridge,*
Mass.
 [Teaching Evening School. G. s.t.p. Sept. 1, 1879.]
- Douglas Streeter *18 Beacon Street.*
 [Teaching Evening School. 1. G. s.t.p.]
- Julius H. Tuttle *30 Tremont Street.*
 [1. Temporarily withdrawn.]
- Henry Vosholl *40 South Russell Street.*
 [5. G. s.t.p.]
- John H. Wardwell *54 Bowdoin Street.*
 [7. G. s.t.p.]
- John E. Wetherbee { *10 Greenville Street, High-*
lands.
 [2. E. Clerk Evening High School. Not available at present.]

FOURTH GRADE.

FIRST, SECOND, AND THIRD ASSISTANTS OF THE GRAMMAR SCHOOLS.

- Sarah E. Adams *130 W. Brookline Street.*
 [Substitute Brimmer School. 4 mos. G.P. s.t.p.]
- Sarah L. Arnold *Harrisburg, Pa.*
 [Teaching in Private School. 1. G.P. p.]
- Abby H. Babson *263 Shawmut Ave.*
 [7 mos. G.P. s.t.p.]
- Althea W. Barry { *33 Rockland Street, High-*
lands.
 [7 mos. G.P. s.t.p.]
- Jane Bassett *20 Holyoke Street.*
 [Teaching Grammar School, Raynham, Mass. 3. G.P. p.]
- Lucy J. Beebe { *395 Fourth Street, So-*
Boston.
 [1. G.P. s.t.p.]
- Mrs. Mary J. Beebe *4 Bradford Street.*
 [10. G.P. s.t.p.]
- Grace Bennett { *367 State St., Springfield,*
Mass.
 [Teaching Private School. 1. Temporarily withdrawn.]
- Annie A. Bent *Canton, Mass.*
 [2. P. s.t.p.]

- Alice V. Proctor *Spencer, Mass.*
 [4. G. p.]
- M. Alice Reed } *176 Shurtleff St., Chelsea,*
Mass.
 [Teaching Primary School. 1. G.P. p.]
- Sylvia A. Richards } *49 Bonair St., E. Somer-*
ville, Mass.
 [Teaching Evening School. 0. G.P. s.t.p.]
- Alice R. Rogers *So. Weymouth, Mass.*
 [Teaching High School. 10. G.P. p.]
- Fanny L. Rogers *Cummington, Mass.*
 [10. G.P. s.t.p.]
- Mrs. Josephine L. Sanborn . . } *14 Maple St., Worcester,*
Mass.
 [Teaching High School. 11. G. p.]
- Anna L. Savil *Box 397, Concord, N.H.*
 [Teaching High School. 3. G.P. p.]
- Alice Shepard *West Bridgewater, Mass.*
 [Teaching Grammar School. 2. G.P. s.t.p. Feb. 22, 1879.]
- Ellen M. Smith *51 M Street, So. Boston.*
 [Teaching Evening School. 1. G.P. s.t.p.]
- L. Maria Stetson *Medford, Mass.*
 [Substitute Brimmer School. 12. G.P. s.t.p.]
- Mary E. Symonds *494 Washington Street.*
 [1—. G.P. s.t.p.]
- Ida F. Taylor *27 Union Park Street.*
 [Teaching Evening School. 1½. G.P. s.t.p.]
- Hannah A. Tucker } *21 Prospect St., Worces-*
ter, Mass.
 [Teaching Grammar School. 3. G. p.]
- Fannie G. Tufts *Medford, Mass.*
 [0. G.P. s.t.p.]
- Mary E. Waller *Newton, Mass.*
 [0. G. s.t.p.]
- Mrs. Jennie I. Ware } *Box 209, So. Framing-*
ham, Mass.
 [6. G.P. p.]
- Carrie P. Wellington *Box 451, Waltham, Mass.*
 [3. G.P. s.t.p.]
- Mabel F. Wheaton } *Care of F. W. Kittredge,*
Egleston Square.
 [Substitute Dudley School. 1. G.P. s.t.p.]
- Abbie M. Wiswall *Newton Centre, Mass.*
 [1. G.P. s.t.p.]
- Annie A. White *150 W. Chester Park.*
 [6. Temporarily withdrawn.]

- Anna Goodwin *Box 1, Medford, Mass.*
 [Teaching Grammar School. 4. Temporarily withdrawn.]
- Clara L. Harrington *Hull, Mass.*
 [1. P. s.t.p.]
- Gertrude Hawkins *Fitchburg, Mass.*
 [1. P. s.t.p.]
- Anne G. Lauriat *Medford, Mass.*
 [1½. Temporarily withdrawn.]
- Fannie E. Leahy *114 Prince Street.*
 [Teaching Evening School. 1. P. p.]
- Emma F. Manson *Scituate, Mass.*
 [Teaching Primary School. 2. P. s.t.p.]
- Emma L. Merrill { *131 Dale Street, High-*
 [5 mos. P. s.t.p.] } *lands.*
- Clara I. Metcalf *21 School Street.*
 [2. P. s.t.p.]
- Jennie E. Metcalf *Box 91, Winchester, Mass.*
 [Teaching Primary School, Medford, Mass. 2½. P. p.]
- Climena B. Moore *2 Cliff Place, Highlands.*
 [Teaching Evening School. 7. P. s.t.p.]
- Ella E. Morrill *145 Charles Street.*
 [Teaching Evening School. 2. P. s.t.p.]
- Clara M. Moseley *Atlantic, Mass.*
 [Teaching Evening School. 1. P. s. t.p.]
- Annie L. Newcomb { *1 Kearsarge Ave., High-*
 [Teaching Evening School. 2. P. s.t.p.] } *lands.*
- Sarah L. Norris *East Dedham, Mass.*
 [Teaching Primary School. 4. P. s.t.p.]
- Mary C. Penniman { *Care J. H. Bufford's*
 [2. P. p.] } *Sons, 141 Franklin St.*
- Viola G. Roys *Ashton, R.I.*
 [Teaching. 1. P. p.]
- Eunice J. Simpson *Box 483, Newton, Mass.*
 [10. s.t.p.]
- Julia A. Story *Essex, Mass.*
 [Teaching Primary School. 2½. P. p.]
- Winella W. Stratton *Neponset, Mass.*
 [Teaching Evening School. 1. P. s.t.p.]
- Carrie H. Summers *Jamaica Plain.*
 [Teaching Evening School. 0. P. s.t.p.]
- Eliza M. Warren { *Care of Mr. G. E. Gil-*
 [Teaching, Concord, Mass. 7. P. s.t.p.] } *christ, 8 Pemberton Sq.*
- Nellie M. Whitney *Manchester, N.H.*
 [Teaching Primary School. 7. P. t.p.]
- Annie L. Wood *Box 23, Wellesley, Mass.*
 [Teaching Primary School, Newton, Mass. 4 P. p.]

SPECIAL GRADE.

FRENCH.

Narcisse Cyr	18 <i>Boylston Street.</i>
Charles H. Gates	{ 55 <i>Waterman St., Providence, R.I.</i>

EVENING HIGH SCHOOL.

Edward S. Lewis	16 <i>Dover-st. Place.</i>
William T. Souther	<i>City Hospital.</i>

ELEMENTARY EVENING SCHOOLS.

Rufus P. Hubbard	13 <i>Winter Street.</i>
Daniel J. Mullen	{ 102 <i>Quincy Street, Highlands.</i>
Frank L. Wellman	14 <i>Pemberton Square.</i>
Alexander Wiswall	15 <i>Marshall Street.</i>

EVENING DRAWING SCHOOLS.

Joseph T. Clark	[Temporarily withdrawn.]
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KINDERGARTEN.

Helen E. Hawkins	
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SEWING TEACHERS.

Mrs. Emily S. Beckford	1 <i>Sawyer Street.</i>
Mrs. Sarah J. Bray	15 <i>Monument Sq., Ch'n.</i>
Mrs. Catherine J. Cadogan	{ 88 <i>Warren Street, Highlands.</i>
Caroline R. Dawes	{ 9 <i>Champnoy Place, Highlands.</i>
Mrs. Mary A. Donovan	

Mrs. Sarah Felt	13 Joy Street.
Harriet Gardinier	4 Bradford Street.
Mrs. Olive C. Hapgood	Roxbury.
Mary G. Lanning	97 F Street, So. Boston.
Harriet Lemist	Norfolk House.
Lizzie C. LeMoyne	7 Bowdoin Square.
Ellen F. Lowell	{ 9 Douglas Street, Cam- bridgeport, Mass.
Hattie M. Mace	{ 27 Woodward St., So. Boston.
Helen Morey	{ 193 Lexington St., East Boston.
Elizabeth Pye	{ Box 391, Hyde Park, Mass.
Mary V. Riley	6 G Street, So. Boston.
Mrs. Sarah H. Strauss	36 Dwight Street.
Lizzie A. Thomas	514 Tremont Street.
Sarah E. Titcomb	Gardner Street, Allston.
Helen A. Underhill	14 West Street.
Mrs. Harriet N. Wason	{ 92 Bow Street, Charles- town.

GRADUATES OF THE BOSTON NORMAL SCHOOL

ELIGIBLE FOR POSITIONS AS ASSISTANTS OF GRAMMAR SCHOOLS
AND TEACHERS OF PRIMARY SCHOOLS.

[The year following the name indicates the year of graduation.]

- Mary E. Abercrombie (1878) . . . 275 *Shawmut Avenue*.
[G.P. s.t.p.]
- Ida H. Adams (1877) . . . { *Washington St., Jamaica*
Plain.
[Substitute Hillside Primary School. 6 mos. G.P. s.t.p.]
- Jessie S. Aldrich (1877) . . . 45 *Walnut Avenue*.
[G.P. s.t.p.]
- Carrie L. Baker (1874) . . . 3 *Milford Street*.
[Teaching Evening School. G.P. s.t.p.]
- Nellie M. Bennett (1877) . . . 90 *Kendall Street*.
[4 mos. G.P. s.t.p.]
- Nathalia Bent (1874) . . . *Brockton, Mass.*
[Teaching Primary School. 3. G.P. p.]
- Caroline D. Bere (1878) . . . *Sharon, Mass.*
[G.P. s.t.p.]
- Mary L. Bibbey (1877) . . . 7 *Vernon Place*.
[Teaching Evening School. G.P. p.]
- Eudora F. Bickford (1873) . . . 1 *Causeway Street*.
[G.P. s.t.p.]
- Florence J. Bigelow (1878) . . . { *Cottage St., cor. Norfolk*
Ave., Dorchester.
[G.P. s.t.p.]
- Hattie P. Bill (1875) . . . *Waltham, Mass.*
[Teaching Grammar School. 3. G.P. p.]
- Delia Bingham (1874) . . . { *310 E. Rich St., Colum-*
bus, Ohio.
[Teaching Grammar School. 2½. G.P. p.]
- Annie R. Blanchard (1875) . . . *Billerica, Mass.*
[Teaching Primary School. 3. G.P. p.]
- Mary W. Blanchard (1875) . . . { *8 Mt. Vernon St., Charles-*
town.
[G.P. s.t.p.]
- Clara H. Booth (1876) . . . { *212 Dorchester St., So.*
Boston.
[Teaching Evening School. G.P. s.t.p.]

- Lucy M. Bosworth (1876) . . . { *119 Bunker Hill Street,*
Charlestown.
 [Teaching Evening School. G.P. s.t.p.]
- Hattie J. Bowker (1878) . . . { *813 Broadway, So. Bos-*
ton.
 [G.P. s.t.p.]
- Mattie K. Borden (1878) . . . *10 Bigelow Street.*
 [Teaching Evening School. G.P. s.t.p.]
- Anna J. Bradley (1874) . . . *Chestnut Ave., Jam. Plain.*
 [G.P. s.t.p.]
- Mary Bradley (1874) . . . *Curtis St., Jam. Plain.*
 [G.P. p. Temporarily withdrawn.]
- Ellen A. Brown (1873) . . . *Union Ave., Mt. Bowdoin.*
 [Teaching Evening School. G.P. s.t.p.]
- Helen L. Brown (1875) . . . *Woburn, Mass.*
 [3 mos. G.P. s.t.p.]
- Annie E. Bryant (1876) . . . *East Lexington, Mass.*
 [Teaching Ungraded School. 1. G.P. p.]
- Martha G. Buckley (1878) . . . *27 Swan Street.*
 [Teaching Evening School. G.P. s.t.p.]
- Helen F. Burgess (1878) . . . *Fuller St., Dorchester.*
 [G.P. s.t.p.]
- Adeline J. Callender . . . *Harrison Square.*
 [Temporarily withdrawn.]
- Lucy G. M. Card (1877) . . . *34 Regent St., High'ds.*
 [G.P. s.t.p.]
- Charlotte Challis (1878) . . . { *75 Essex Street, Chelsea,*
Mass.
 [G.P. s.t.p.]
- Julia Challis (1874) . . . { *75 Essex Street, Chelsea,*
Mass.
 [Teaching Primary School at Brockton. 4. G.P. p.]
- Annie D. Clough (1878) . . . *33 Warren Avenue.*
 [G.P. s.t.p.]
- Mary E. Colburn (1875) . . . *11 Burroughs Place.*
 [Teaching Evening School. 1. G.P. s.t.p.]
- Mary C. Copeland (1874) . . . *Brockton, Mass.*
 [Teaching Grammar School. 4. G.P. p.]
- Ellen B. Crooker (1878) . . . *62 G Street, So. Boston.*
 [Teaching Evening School. G.P. s.t.p.]
- Lena J. Crosby (1877) . . . { *787 E. Fourth St., So.*
Boston.
 [G.P. p.]
- Emma A. Cudworth (1877) . . . { *1 Lagrange Place, High-*
lands.
 [G.P. s.t.p.]

- Frances E. Cullen (1875) . . . } 497 E. Eighth St., So.
 [G.P. s.t.p.] } Boston.
- Elizabeth R. Cummings (1878) . 129 Emerson Street.
 [Teaching Evening School. G.P. s.t.p.]
- Mary T. Cunningham (1875) . . } 36 Newbern St., High-
 } lands.
 [Teaching Evening School. G.P. s.t.p.]
- Alice M. Cushing (1874) . . . } Parkman Street, Harrison
 } Square.
 [Teaching Evening School. 1. G.P. s.t.p.]
- Hattie A. Darling (1878) . . . Savin Hill Avenue.
 [G.P. s.t.p.]
- Ida H. Davis (1873) 3 Canton Street Place.
 [Temporary teacher Bowditch District. 6 mos. G.P. s.t.p.]
- Sarah E. Deane (1875) 2757 Washington Street.
 [Teaching Evening School. G.P. s.t.p.]
- Florence I. Drake (1877) 3 Mt. Warren, Highlands.
 [Teaching Evening School. 3 mos. G.P. s.t.p.]
- Mary E. Driscoll (1876) Centre St., Jam. Plain.
 [Temporary teacher Central District. 4 mos. G.P. s.t.p.]
- Clara C. Dunn (1877) 125 Tyler Street.
 [3 mos. G.P. s.t.p.]
- Anna M. Edmunds (1876) 59 Quincy Street.
 [7 mos. G.P. s.t.p.]
- Sabina Egan (1877) } Gore Ave., cor. Terrace
 } Street, Highlands.
 [Teaching Evening School. 4 mos. G.P. s.t.p.]
- Sarah B. Ellithorpe (1875) . . . Hudson, Mass.
 [Teaching Intermediate School. 3. G.P. p.]
- May G. Esdon (1876) } 53 Old Harbor St., So.
 } Boston.
 [4 mos. G.P. s.t.p.]
- Amoritta E. Esilman (1877) . . . Byron Court, Jam. Plain.
 [Teaching Evening School. G.P. s.t.p.]
- Lizzie W. Everett (1875) Newton Upper Falls.
 [Teaching Primary School, Newton. 2. G.P. p.]
- Annie A. E. Fagan (1877) 96 Hammond Street.
 [Teaching Evening School. G.P. s.t.p.]
- Mary L. Farrington (1878) . . . } 34 Clarence Street, High-
 } lands.
 [G.P. s.t.p.]
- Catherine J. Finneran (1877) . . . Downer Street, Highlands.
 [Teaching Evening School. 7 mos. G.P. s.t.p.]
- Ella F. Fitzgerald (1878) 283 E Street, So. Boston.
 [Teaching Evening School. G.P. s.t.p.]

- Kate E. Fitzgerald (1874) . . . { 218 Athens Street, So.
Boston.
[Teaching Evening School. G.P. s.t.p.]
- Mary L. Fitzgerald (1877) . . . { 228 W. Ninth St., So.
Boston.
[Teaching Evening School. G.P. s.t.p.]
- Mary E. Flynn (1875) 6 C Street, So. Boston.
[Teaching Evening School. 1. G.P. s.t.p.]
- Sarah G. Fogarty (1878) 14 Kennard Avenue.
[G.P. s.t.p.]
- Minnie J. Folger (1878) 42 Pearl St., E. Som'ville.
[G.P. s.t.p.]
- Rosanna Follan (1876) Green St., Jam. Plain.
[G.P. s.t.p.]
- Martha L. Frame (1878) { 73 Eutaw Street, East
Boston.
[G.P. s.t.p.]
- Essie A. French (1878) 211 W. Canton Street.
[G.P. s.t.p.]
- Ella Fuchs (1878) 150 K Street, So. Boston.
[P. s.t.p.]
- Emma F. Gallagher (1878) . . . 17 Ball Street.
[G.P. s.t.p.]
- Callie E. Gary (1875) { 31 Washington Street,
Charlestown.
[6 mos. G.P. s.t.p.]
- Frances W. Gill (1873) 40 Palmer St., Highlands.
[3 mos. G.P. s.t.p.]
- Agnes Gordon (1876) Box 66, Lowell, Mass.
[G. s.t.p.]
- Sara M. Graham (1874) Box 148, Lexington, Mass.
[3½. G.P. p.]
- Lizzie L. Gray (1877) { 1005 H Street, Washing-
ton, D.C.
[Teaching. 1. G.P. p.]
- Carrie Therese Hale (1877) . . . { 391 W. Broadway, So.
Boston.
[G.P. s.t.p.]
- Ida E. Halliday (1876) { 98 Marion St., East Bos-
ton.
[7 mos. G.P. s.t.p.]
- Martha W. Hanley (1878) Rear 2298 Washington St.
[G.P. s.t.p.]
- Lydia E. Hapenny (1877) 81 Russell Street.
[Temporary teacher Prescott District. 1. G.P. s.t.p.]

- Dora M. Leonard (1878) . . . 91 Fort Avenue.
[G.P. s.t.p.]
- Mary L. Lewis (1873) . . . Hyde Park, Mass.
[G.P. s.t.p.]
- Minnie L. Lincoln (1876) . . . { 169 Ruggles St., High-
lands.
[G.P. s.t.p.]
- Carrie J. Littlefield (1877) . . . 9 Dallas Pl., Highlands.
[G.P. s.t.p.]
- Hattie A. Littlefield (1878) . . . 9 Dallas Place, Highlands.
[Teaching Evening School. G.P. s.t.p.]
- Alice H. Long (1875) . . . Melrose, Mass.
[Teaching Intermediate School. 2. G.P. p.]
- Mary E. Mann (1874) . . . Bowdoin Sq., Dorchester.
[3 mos. G.P. p.]
- Abbie C. McAuliffe (1877) . . . { 74 Richmond St., Charles-
town.
[Teaching Evening School. G.P. s.t.p.]
- Ellen C. McDermott (1874) . . . 107 Vernon Street.
[Teaching Evening School. G.P. s.t.p.]
- Elizabeth McDonald (1876) . . . Newbern St., Jam. Plain.
[G.P. p.]
- Hannah L. McGlinchey (1876) . . . 787 Sixth St., So. Boston.
[Teaching Evening School. 6 mos. G.P. s.t.p.]
- Agnes McGowan (1878) . . . { 34 Union St., Charles-
town.
[Teaching Evening School. G.P. s.t.p.]
- Ellen E. McKean (1875) . . . Manchester, N.H.
[Teaching. G.P. p.]
- Emma L. Merrill (1875) . . . 131 Dale St., Highlands.
[G.P. s.t.p.]
- Frances Merrill (1876) . . . Stoneham, Mass.
[G.P. s.t.p.]
- Ella W. Mitchell (1877) . . . { 2 Meridian Place, East
Boston.
[G.P. s.t.p.]
- Mary Lizzie Morrissey (1876) . . . { 141 Princeton St., East
Boston.
[3 mos. G.P. s.t.p.]
- Dora Morrison (1877) . . . 603 Fifth St., So. Boston.
[3 mos. G.P. s.t.p.]
- Mary E. Morse (1877) . . . Boston Street, Dorchester.
[Teaching Evening School. G.P. s.t.p.]

- Helen L. Moulton (1876) . . . *Box 1415, Nashua, N.H.*
[G.P. s.t.p.]
- Amelia M. Mulliken (1877) . . . } *Box 103, Lexington,*
[G.P. s.t.p.] } *Mass.*
- Harriet D. Mulliken (1877) . . . *1 Highland Pl., Highlands.*
[Teaching Evening School. G.P. s.t.p.]
- M. Agnes Murphy (1875) . . . *3 Chapel St., Highlands.*
[Teaching Evening School. G.P. s.t.p.]
- Mary Murphy (1877) . . . *50 Regent St., Highlands.*
[G.P. s.t.p.]
- Hannah A. Nash (1873) . . . *Greenfield, Mass.*
[4. G.P. s.t.p.]
- Eva M. Nay (1877) . . . *8 Warren Pl., Highlands.*
[G.P. s.t.p.]
- Marion Newell (1878) . . . *24 Staniford Street.*
[G.P. s.t.p.]
- Henrietta Nichols (1877) . . . *5 E. Fifth St., So. Boston.*
[G.P. s.t.p.]
- Eliza R. Noyes (1874) . . . *Canton, Mass.*
[G.P. s.t.p.]
- Elizabeth E. O'Connell (1876) . . . *50 Vale St., Highlands.*
[Teaching Evening School. G.P. s.t.p.]
- Fannie L. O'Connell (1875) . . . *50 Vale St., Highlands.*
[Teaching Evening School. G.P. s.t.p.]
- Mary E. O'Conner (1878) . . . } *60 Telegraph Street, So.*
[Teaching Evening School. G.P. s.t.p.] } *Boston.*
- Honora T. O'Dowd (1873) . . . *4 Baldwin Place.*
[Teaching Evening School. 1. G.P. s.t.p.]
- Ella A. Orr (1878) . . . *631 Dorchester Ave.*
[G.P. s.t.p.]
- Sarah A. Overend (1875) . . . } *188 London Street, East*
[Teaching Evening School.] } *Boston.*
- Sadie P. Paine (1877) . . . *5 Mystic St., Charlestown.*
[6 mos. G.P. s.t.p.]
- Elizabeth Palmer (1877) . . . *5 Alpine St., Highlands.*
[Teaching Evening School. G.P. p.]
- Mary A. Palmer (1877) . . . *S. Eagle St., East Boston.*
[Teaching Evening School. G.P. s.t.p.]
- A. Lizzie Park (1873) . . . *Norwood, Mass.*
[Teaching. 5. G.P. p.]
- Lizzie F. Parker (1875) . . . *Stoneham, Mass.*
[G.P. s.t.p.]

- Susie C. Peabody (1875) . . . } 74 *Lexington Street, Wal-*
tham, Mass.
 [Teaching. G.P. p.]
- Florence A. Perry (1878) . . . *Savin Hill Ave.*
 [G.P. s.t.p.]
- Oria J. Perry (1877) . . . *Roslindale.*
 [G.P. s.t.p.]
- Sophronia H. Phinney (1877) . . } 24 *Princeton Street, East*
Boston.
 [G.P. s.t.p.]
- Mary E. Pierce (1878) . . . *Adams, cor. Richmond St.*
 [G.P. s.t.p.]
- Charlotte Ann Pike (1876) . . } 191 *Everett Street, East*
Boston.
 [Teaching Evening School. G.P. s.t.p.]
- Mary Ella Pitcher (1877) . . . *80 Pinckney Street.*
 [Teaching Evening School. 8 mos. G.P. s.t.p.]
- Mary B. Powers (1874) . . . } 565 *E. Eighth St., So.*
Boston.
 [Teaching Evening School. 1. G.P. s.t.p.]
- Margaret H. Price (1876) . . . *Box 233, Newton, Mass.*
 [G.P. s.t.p.]
- Jane Reid (1876) . . . } 1613 *Hickory St., St.*
Louis, Mo.
 [Teaching Grammar School. 1½. G.P. p.]
- Margaret F. Riley (1874) . . . *95 W. Springfield St.*
 [G.P. s.t.p.]
- Clara E. Roberts (1878) . . . *9 Akron St.*
 [G.P. s.t.p.]
- Laura S. Russell (1877) . . . *201 K St., So. Boston.*
 [Teaching Evening School. G.P. s.t.p.]
- Mary G. Ruxton (1878) . . . *Morton St.*
 [Teaching Evening School. G.P. s.t.p.]
- Mary E. Ryder (1877) . . . *Centre St., Dorchester.*
 [1. G.P. s.t.p.]
- Mary F. Savage (1878) . . . *9 Leeds Street.*
 [3 mos. G.P. s.t.p.]
- Annie W. Seaverns (1878) . . . *2 Dudley Place.*
 [G.P. s.t.p.]
- Caroline A. Shepard (1878) . . *Prescott Place, Dorchester.*
 [G.P. s.t.p.]
- Marietta D. Shepherd (1874) . . } 101 *Inman St., Cam-*
bridgeport, Mass.
 [G.P. s.t.p.]
- Emma F. Simmons (1878) . . . } 383 *Fourth Street, So.*
Boston.
 [Teaching Evening School. G.P. s.t.p.]

- Carrie M. Small (1877) } *17 Mt. Vernon Street,*
Charlestown.
 [Teaching Evening School. 4 mos. G.P. s.t.p.]
- Emma T. Smith (1878) } *36 Williams Street.*
 [G.P. s.t.p.]
- Mary W. Smith (1878) } *428 Bunker Hill Street,*
Charlestown.
 [G.P. s.t.p.]
- Grace L. Stevens (1878) } *2 Dunreath Place, High-*
lands.
 [G.P. s.t.p.]
- Alice G. Stockman (1877) } *2463 Washington Street,*
Highlands.
 [G.P. s.t.p.]
- Alma E. Strout (1875) } *403 Athens Street.*
 [G.P. s.t.p.]
- Sarah E. Stumpf (1875) } *640 E. Fourth St., So.*
Boston.
 [Teaching Evening School. G.P. s.t.p.]
- Cornelia M. Sullivan (1877) } *59 Centre Street.*
 [Teaching Evening School. G.P. s.t.p.]
- Catherine S. Summers (1874) } *Jamaica Plain.*
 [Teaching Evening School. G.P. s.t.p.]
- Miriam B. Swett (1876) } *Newtonville, Mass.*
 [G.P. s.t.p.]
- Mary A. Titcomb (1875) } *Franklin, Mass.*
 [G.P. s.t.p.]
- Fannie L. Toppan (1878) } *11 Woodward Street, So.*
Boston.
 [G.P. s.t.p.]
- Hattie M. Tucker (1878) } *237 Princeton St., East*
Boston.
 [Teaching Evening School. G.P. s.t.p.]
- Nellie B. Tucker (1876) } *73 Putnam Street, East*
Boston.
 [Teaching Evening School. 6 mos. G.P. s.t.p.]
- Nellie M. N. Tucker (1877) } *Dorchester.*
 [Temporarily withdrawn.]
- Lucy D. Tuckerman (1878) } *24 Somerset Street.*
- Hattie E. Turner (1876) } *Care Henry Turner, At-*
lantic Avenue.
 [G.P. s.t.p.]
- Grace St. L. Urann (1878) } *Columbia Street.*
 [G.P. s.t.p.]
- Minnie S. Warren (1877) } *234 Silver St., So. Boston.*
 [Teaching Primary School, W. Somerville, Mass. 9 mos. G.P. p.]

NAMES OF CANDIDATES WHOSE CERTIFICATES HAVE EXPIRED.

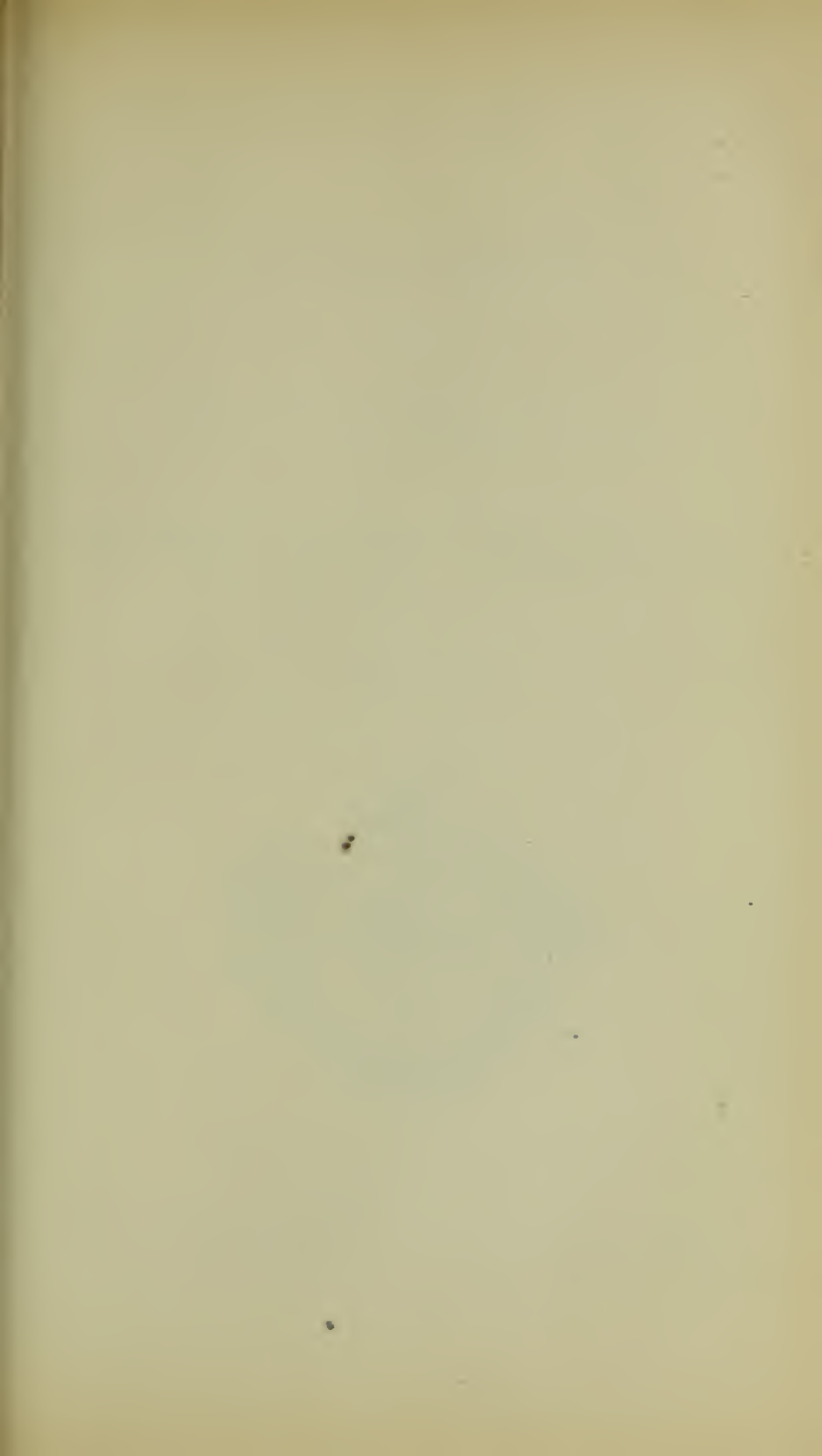
SECTION 149 OF THE RULES OF THE SCHOOL COMMITTEE. — No certificate, the holder of which has been out of the service of the city for a term of two years, shall be valid, unless renewed by the Board of Supervisors after careful investigation.

At a meeting of the Board of Supervisors held November 11, 1878, it was

“ *Voted*, That the list of certificates which have expired by limitation (under Section 149), is subject to change whenever an applicant for renewal of certificate shall present to this Board sufficient reason therefor.”

Jennie Abbott,
Lavinia E. Adams,
Helen M. Bell,
Hattie A. Bickford,
Lizzie S. Chadbourne,
Ella L. Chittenden,
Octavia Curtis,
Maria L. Dean,
Melissa M. Dole,
Annie E. Drew,
Clara Edwards,
Amanda C. Ellison,
Rebecca F. English,
Mary A. Goodwin,
Julia Gowing,
Emily E. Hildreth,

Jennie L. M. Hill,
Emma S. Holbrook,
Florence A. Howe,
Isabelle F. Lee,
Miriam Levi,
Mary L. Lewis,
Della Merrick,
Margaret E. Moynihan,
Elizabeth D. Mulrey,
Fannie A. Nickerson,
Harriet I. Preble,
Annette W. Sawyer,
Clara J. Snow,
Ella F. Soule,
Annabel Stetson,
Emily W. Withey.





SCHOOL DOCUMENT NO. 20.

ANNUAL REPORT

OF THE

COMMITTEES ON

MUSIC AND DRAWING.

1878.



BOSTON :
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.

1878.

IN SCHOOL COMMITTEE, Sept. 10, 1878.

Accepted, and, on motion of Mr. Perkins, ordered to be printed.

Attest :

GEO. A. SMITH,
Secretary.

REPORT.

As the Committees on Music and Drawing are about to be consolidated, they have thought it unnecessary to prepare separate reports, as hitherto. They now respectfully submit a joint Annual Report, containing mention of all proposed changes in, as well as arrangements and suggestions for, the management of these studies in the public schools during the coming year.

The necessity of employing a large number of special instructors, until the regular teachers were fitted to replace them, has hitherto made it impossible to carry on these studies in a manner calculated to insure success otherwise than at a large expense, but, as through attendance at the normal classes many of them have become capable of teaching music and drawing, it can now be left in their hands to a great extent, without risk of checking the march of improvement or lowering the standard of attainment. This arrangement will doubtless tend to satisfy many persons who, in consideration of the great expense of special instruction, have regarded music and drawing as drains upon the public purse out of all proportion to their utility. Henceforth they will be for the most part taught by the regular teachers; and, as marks awarded for them will be counted like marks given for other studies, they will no longer stand outside the regular curriculum, as if simply allowed and not required.

Drawing is now generally admitted to be one of the four fundamental studies best calculated to fit children for practi-

cal life ; and this not only because it is the language of form in every branch of industry, but also because, by quickening the power of the eye to seize the forms of letters and words, it helps children to learn to read ; and by training the hand to represent forms it helps them to learn to write. Being thus important in itself as a means of expression, and as an auxiliary to the acquirement of other means of expression, it is really one of the most valuable studies pursued in our public schools, and we may trust that the time is not far distant when we shall cease to hear it spoken of as an accomplishment, by those who are at present wholly or partially blind to its practical importance. The Director of Drawing, Mr. Walter Smith, has well said, that "No house was ever built, no steam-engine or steamboat ever constructed, no garden ever laid out, no ship ever planned, no tunnel ever bored, no machine ever put together, without its aid." It lies at the basis of all industry, as at the basis of all art, and the attacks made against its practice in the schools come from those who overlook the fact that it is as vitally linked with the first as it is with the last. That, indeed, is the only ground on which drawing can be taught in public schools.

We claim an equal right for music to a place in common-school education, but on very different grounds. Although it has not the same practical bearing upon life, if by practical use we are to understand an absolute money-making power, its moral influence is even greater. It not only raises the minds of the young to nobler planes of sentiment than those habitual to them, by making them breathe for a time a pure atmosphere of pleasurable emotion, which strengthens, while it healthily refreshes, the spirits of all who join in it ; but it develops ideas of order and obedience, as part-singing is impossible without discipline, and forms a bond of brotherhood between the singers, by demanding concurrent and systematized action. While part-singing is thus morally beneficial, it is also physically useful, as being a most

healthy exercise for the lungs. Finally, it must not be forgotten that music, which, when of high quality, finds its way to all hearts through delighted ears, is invaluable at the Annual School Exhibitions. Without it they would be dead and lifeless.

The vital points in any scheme of instruction are a plan of work, and competent experts to judge and test it. These we may fairly claim to have secured in the administration of music and drawing. In each the plan of work has been slowly matured, and, after undergoing many modifications suggested by experience, is now well adjusted to our circumstances and requirements. Not that we suppose it to be perfect in music or drawing, but when we compare our own with some foreign systems, we find cause for a certain degree of legitimate satisfaction.

Thus, in regard to the teaching of music in England, Mr. Hullah, the able Inspector for Elementary Schools, says in his report (1876-7), "What has latterly been done for music in schools has rather impeded than furthered its improvement. The State gives one shilling for each child who is reported by an inspector, *nominal or otherwise*, to be able to sing by *ear*. The songs required of scholars are worthless as a means of musical culture; they take up time that might be given to the real study of the subject, and, as I have been repeatedly told by school-masters whom I knew to be competent to teach, prevent their turning their knowledge to account in teaching their pupils not half-a-dozen songs, but *music*." These plain statements have had their proper effect, for the President of the Committee of Council on Education has lately informed Parliament that Mr. Hullah is to be sent to the Continent to report on the teaching of music. As the present "limp system" is said to cost England £90,000 per annum, it is most desirable that she should look abroad for light. In the schools of Holland and Belgium Mr. Hullah will find, as he

would find in our own schools, were he to honor them with a visit, a system which teaches children to understand the values of notes, to sing at sight, to observe time, measure, and rhythm, and to recognize all musical signs and marks of expression.

In this connection the Committee on Music think it but just to express their sense of the great services rendered to Primary-School instruction in music by the late special instructor, Mr. Luther W. Mason, who mainly organized and has zealously worked to perfect it during his many years of faithful service in the public schools, now brought to an honorable close.

So much has been said of our system of instruction in drawing in previous reports that we need not expatiate upon it here. It has certainly produced remarkable results, and we have reason to be grateful to our able Director, Mr. Walter Smith, who, with ample knowledge of the merits and defects of foreign systems, organized and shaped it to suit our peculiar circumstances. In the future it will be possible to carry it on at a reduced expense to the city. A saving of \$3,600 has been effected by dropping three of the special instructors; but it is to be remembered that had we not had their aid in the past, the regular teachers would not have been, as they now are, capable of taking their places. A further saving will eventually be effected in the cost of drawing-books; but here again it must be remembered that it is the experience which has been gained through those at first used, that we have learned how they may be produced more cheaply and yet serve an equally useful purpose. The need of drawing-books in the schools is shown by the fact, that the work of pupils in the Upper Primary and High-School classes, where they are not used, is less good than that of Grammar-School pupils who use them. The reason of this is, that while teachers who have learned to draw as adults can teach well from copies,

few can put examples on the black-board. They need to have a definite course of work laid down for their guidance. As a rule teachers can write far better than they can draw, and yet their pupils cannot get along without writing-books. Without drawing-books the pupils would have to depend upon the manual skill of their teachers, which, as proved by the examination papers, is often inferior to their own, at least to that of pupils in the upper classes, although they were taught what they know by the use of books, under the direction of these same teachers. It is clear, then, that an organized system laid down in books is absolutely necessary, since without it we should have to depend upon many teachers, with different views and limited knowledge; or, in other words, upon their accidental qualifications. Blank books, which would have to be provided were illustrated books displaced, cost eight cents apiece, while the latter cost fifteen cents. Surely, no one can grudge the difference in cost, unless they consider it cheaper to throw away eight cents than to spend fifteen wisely.

We heartily join in the wish expressed by the Superintendent, Dr. Eliot, in his Annual Report, "that the imagination had freer play in drawing, and that the books through which instruction is given were both more æsthetic and more elastic;" but at the same time we doubt whether they could be æsthetically improved without exciting opposition. Drawing in public schools is meant, we are told, to train the hand and the eye to exactness, and not to be taught with reference to its artistic applications; and that this is the feeling of many influential persons has been shown by the fact that, even in the High Schools, where the pupils of the graduating classes have been, to some extent, supplied with casts and flat copies of a high order, and with flowers and other natural objects calculated to excite a love of beauty in their minds, the effort to make the course more æsthetic has

been spoken of in the School Board, and in the newspapers, as illegitimate in school training.

Under these circumstances we hardly see any other possible course than that taken, which seems most certain to enable the study to maintain a foothold in the schools.

According to the present arrangement the pupils draw through eighteen books in twelve years, four of which are blank, and fourteen illustrated.

In the Primary Schools the Primary Manual is used by the teacher, and the card series Nos. 1 and 2 by the pupils. As these are already in the schools, no annual expense is incurred for copies.

In the Grammar Schools the teachers use the Grammar-School Manual, and the pupils such drawing books as are mentioned in the following programme:—

Class 6.—September to February, No. 6 Freehand book; February to July, No. 6, Review of.

Class 5.—September to February, No. 1 Geometry; February to July, Freehand No. 2.

Class 4.—September to February, No. 2 Geometry; February to July, Freehand No. 3.

Class 3.—September to February, No. 3 Geometry; February to July, Freehand No. 4.

Class 2.—September to February, No. 1 Model; February to July, Freehand No. 5.

Class 1.—September to February, No. 2 Model; February to July, Freehand No. 6.

In the High Schools the senior class uses no books.

The middle use No. 1 Perspective from September to February, and blank-books from February to July.

The junior use No. 2 Perspective from September to February, and blank-books from February to July.

Some saving of material might be effected if the principals of schools were directed to return all half-used books to the School Committee rooms, in order that they might be made

over or exchanged; and a great saving in expense would certainly result if the pupils of the High Schools were required to pay for books and drawing materials.

The well-put argument of the Superintendent of Public Schools (see Annual Report, page 27) against the present policy of supplying text-books to "children who can pay for them as freely as to those who cannot," is equally applicable to drawing-books and drawing materials. It is not by doing away with them altogether, which would be tantamount to putting a complete stop to the study of drawing, and making all past sacrifices fruitless, that expenses should be diminished; but by making the cost of them fall upon those who can afford to bear it. We cannot do without books, though we can and shall have them at a cheaper rate; neither can we buy fewer than at present, when the upper classes in the Primary Schools use blank-books, the different classes in the Grammar Schools use two printed books per annum for each pupil, the senior class in the High Schools use no books, and the middle and junior classes only one printed book per annum for each pupil.

The Committees on Music and Drawing, foreseeing the reduction in the number of special instructors which was made in the month of June, took pains to satisfy themselves beforehand that this step, which would place these branches of instruction on a new footing in the public schools, could be taken without risk of detriment to their efficiency. In the month of March the special instructors in music were directed to prepare lists of the names of all teachers in the districts under their charge whom they considered competent to teach it. These lists, being sent in, satisfied the committee that the Grammar and Primary Schools were amply provided with competent teachers, needing only occasional supervision from the special instructors.

The same fact was ascertained in regard to drawing,

through the examinations held by the Director. These showed that out of 1,066 teachers, we now have 494 who have passed in all the five subjects required, namely: Perspective, Geometry, Freehand, Model, and Memory Drawing; 137 who have passed in 4 subjects; 124 in 3; 74 in 2, and 41 in 1 subject, leaving a remainder of 196 who have passed in none. Of more than 100 of these, who have been excused from attending normal lessons, on account of ill-health, or defective eyesight, duly certified by a physician, nothing is to be said; but the rest are plainly at fault. It is true that there are some among the comparatively few teachers who have neglected to qualify themselves to teach drawing, who can justly plead want of time to do justice to all the demands made upon their strength; but all should remember that normal instruction is given in order to fit them for a work which, until they are able to undertake it, must be done by special instructors, and that, by their non-attendance, they thwart the always avowed intention of the School Board to dispense with a costly system of special instruction as soon as possible. Independently of all economical considerations, this is shown to be the true course, by the fact that the best results have been attained in the Grammar Schools, where for the last two years the regular teachers have been chiefly depended on to teach drawing. In the High Schools, where special instruction is most needed, it can only be given to the graduating classes, as the special instructors must devote a part of their time to examining and marking the work done under the regular teachers in the lower classes.

Among the teachers in every school some are better fitted than others to teach music or drawing, as the case may be, and it seems reasonable that these should be charged with the responsibility of carrying them on, now that so little special instruction can be given. This suggestion has been made to the principal of the schools in a joint circular lately

issued by the two committees, and doubtless it will be generally adopted. The special instructors in music will advise the regular teachers who are in doubt as to the conduct of their classes, when they visit each district once a fortnight, so far as practicable, to examine and report on their work. Such help cannot be so regularly counted on from the special instructors in drawing, as the greater part of their time is to be given to teaching the graduating classes of the High Schools, and to examining and marking the work of the lower classes in the same; but in case of need the principals have been requested to write to the chairman of the Committee on Drawing, asking for the attendance of a special instructor, who can be sent at any time. It is proposed that the special instructors in drawing shall give two days a week to the instruction of the graduating classes in the High Schools allotted to them, and one full day a week to examining and marking the work of the pupils of the lower classes, taught by the regular teachers, so as to see that it is being done according to the programme. Copies of the marks awarded to each pupil, both in the graduating and lower classes, are to be handed in to the principals of the schools, weekly or monthly as they may desire.

A summary of those marks, and a general report on the condition of drawing in each of the schools under instruction, is also to be sent to the chairman of the Committee on Drawing, and a duplicate of the said report to the Director of Drawing. In this way the condition of each school will be ascertained, and a necessary supervision kept up in every grade.

The Division of work between the special instructors in music and drawing has been made so as to cover the whole ground as far as possible. On account of their small number it must be of a somewhat superficial character, as far as direct teaching is concerned; but this is hardly to be regretted,

since it will give the regular teachers an increased sense of responsibility, and make them regard the special instructors as counsellors and not as substitutes.

WORK OF THE DIRECTORS AND SPECIAL INSTRUCTORS.

DRAWING.

The Director, Mr. Walter Smith, will teach one normal class, consisting of the pupils of the Normal School, and those teachers of the public schools who have not yet obtained full certificates. He will direct and supervise drawing in the High and Grammar Schools, and the Free Evening Drawing Schools; hold semi-annual examinations of all schools and classes, and report on them, and deliver lectures where they are needed.

Mr. Henry Hitchings, will teach the English High-School graduating class two days in the week, from 9, A.M. to 2, P.M., and will spend one day in examining and marking the work of pupils in the lower classes. He will also teach the Girls' High-School graduating and advanced classes, two days in the week, from 9, A.M. to 2, P.M.

Mr. Lucas Baker will teach the graduating classes of the Charlestown and Brighton High-Schools on three days in the week, and will examine and mark the work done in the lower classes on two days.

Miss Mercy A. Bailey will teach the graduating classes of the Dorchester and West Roxbury High Schools on four days in the week, and will spend one day in the Girls' High School, to examine and mark the work done in the middle and junior classes.

Miss Balch; fourth assistant in the Roxbury High School, who has long aided the late special instructor, Mr. Nutting,

in teaching drawing, and is specially fitted for the work, will take the responsibility of carrying it on in that school.

MUSIC.

The Director, Mr Julius Eichberg, will teach the graduating classes in all the High Schools, supervise the classes taught by the regular teachers, hold examinations of teachers and pupils, and give normal instruction.

The Grammar-School districts will be visited once a fortnight, as far as possible, by the special instructors, who will examine and report on the work of the regular teachers.

Mr. J. B. Sharland will take charge of the following seventeen districts; Franklin, Brimmer, Winthrop, Exeter-Street, Dwight, Everett, Sherwin, Comins, Dearborn, Dudley (Boys), Dudley (Girls), Lewis, Lowell, Central, Charles Sumner, Hillside, and Mt. Vernon.

Mr. Henry A. Holt will take charge of seventeen districts, as follows: Wells, Eliot, Hancock, Quincy, Andrew, Bigelow, Gaston, Lawrence, Lincoln, Norcross, Shurtleff, Allston, Bennett, Bowditch, Bowdoin, Phillips, and Rice.

Mr. J. M. Mason will take charge of the following sixteen districts: Adams, Chapman, Emerson, Lyman, Bunker Hill, Frothingham, Harvard, Prescott, Warren, Dorchester-Everett, Gibson, Harris, Mather, Minot, Stoughton, and Tileston.

Before concluding this report a few words remain to be said about the Free Evening Drawing Schools. The expense of maintaining them during the coming winter will be much less than in previous years, as they are to be open five months instead of six, and as one of them, the Jamaica Plain School, will be closed. Owing to its disadvantageous location this school was not sufficiently well attended to enable the Drawing Committee to recommend its continuance. The committee have, however, presented to the School Board a petition from a large number of persons resident at

Roslindale and in the vicinity, asking for an Evening Drawing School, and have recommended it favorably, on the ground that it can be opened in the Charles Sumner School-House, with no other expense to the city than that of lighting and heating the rooms needed.

During the coming term the Tennyson-street School classes will be divided between the Appleton-street School-house, and the Mechanics' Hall, in Bedford street. The expense incident to the transportation of material to these buildings is to be borne by the Mechanics' Charitable Association, and the directors of the same have granted the use of rooms in their Bedford-street building to the pupils of the classes in instrumental drawing, rent free, in consideration of the loan of the Tennyson-street School-house to their Association by the School Board, for the Mechanics' Fair.

The Evening Drawing Schools will be open from the third Monday in October to the Friday next preceding the third Monday in March, at Appleton street and Bedford street, Charlestown City Hall, Dorchester High School, King-street School, Roxbury, East Boston, and, if permission is granted by the School Board, in the Charles Sumner School-house at Roslindale. The master, the head assistant, and the assistants in these schools, will not be changed, as the Drawing Committee have every reason to be satisfied with their capacity and their zeal. The Free Evening Drawing Schools were established for mechanics and artisans wishing to make up deficiencies in their education, which, as they feel, seriously interfere with their success in life. Skilled labor commands high wages, and skilled labor is what these schools should produce. With a view of increasing their utility the Drawing Committee would advise that the age for admission for boys should be changed from fifteen to seventeen years of age, as this measure will tend to prevent boys whose real age is difficult to determine, from entering the classes and taking up room which might be better

occupied ; and, also, that a teacher should be allowed for every twenty-five instead of every thirty pupils, as this latter number hardly allows a teacher to give as much time to each pupil as is desirable, if the pupil be really intent upon hard work.*

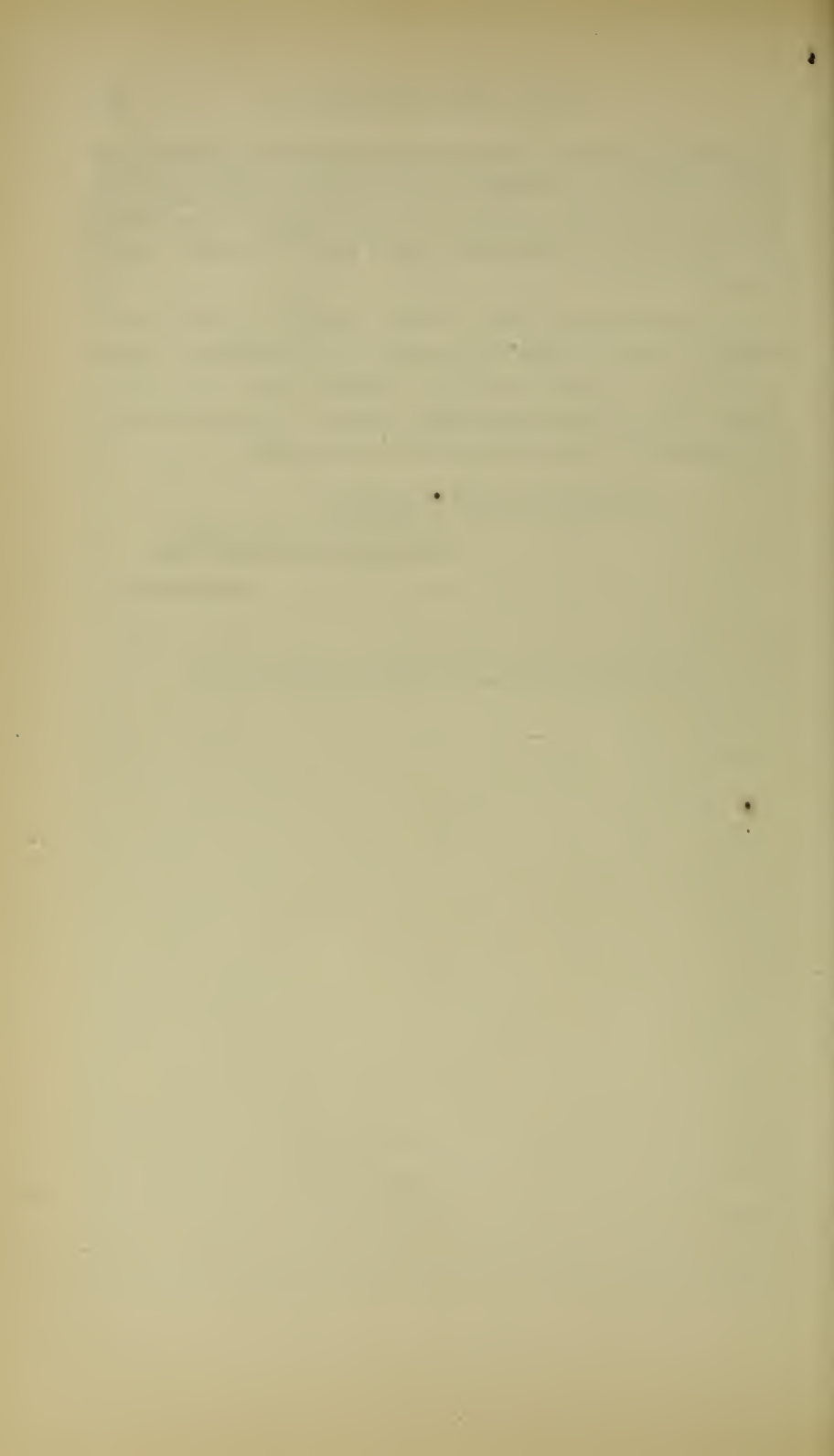
In legislating for these evening schools we should not forget how much indirect good they do, by keeping so large a number of persons usefully employed, some of whom, without them, might spend their time not only unprofitably, but harmfully to themselves and the community.

In behalf of the Committee,

CHARLES C. PERKINS,

Chairman.

* These orders were adopted by the School Board on Sept. 10th.



SCHOOL DOCUMENT NO. 21.

PRIMARY, GRAMMAR, HIGH, LATIN,
AND NORMAL SCHOOLS.

T E X T - B O O K S

AND

COURSES OF STUDY

AUTHORIZED FOR THE SCHOOL YEAR 1878-79.



BOSTON :
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1878.

IN SCHOOL COMMITTEE, Sept. 24, 1878.

Ordered: That the list of books, as adopted by the Board, for the school year 1878-79, be printed, and that no other books be used in any of the public schools of this city.

(A true copy.)

Attest:

GEO. A. SMITH,
Secretary.

PRIMARY SCHOOL TEXT-BOOKS.

Sixth Class.

Franklin Primer, Leigh's type. .

Fifth Class.

Franklin Second Reader, Leigh's type.
Worcester's Primary Spelling Book.

Fourth Class.

Franklin Second Reader.
Worcester's Primary Spelling Book.
First Music Reader.

Third Class.

Franklin Second Reader.
Worcester's Primary Spelling Book.
Eaton's Primary Arithmetic.
First Music Reader.

First and Second Classes

Franklin Third Reader.
Worcester's Primary Spelling Book.
Eaton's Primary Arithmetic.
First Music Reader.

All the Classes.

First Primary Music Chart.
Prang's Natural History Series.

Supplementary Reading.

IN SCHOOL COMMITTEE, Sept. 24, 1878.

Ordered, That the monthly juvenile magazine, "The Nursery," be provided as supplementary reading matter for the Primary Schools, in such quantities as may be indicated by the Board of Supervisors.

GRAMMAR SCHOOL TEXT-BOOKS.

Sixth Class.

Franklin Fourth Reader.

Worcester's Spelling Book.

Eaton's Intellectual Arithmetic.

Warren's Primary Geography.

Hooker's Child's Book of Nature (*permitted* as a reading or lesson book).

Intermediate Music Reader.

Fifth Class.

Franklin Intermediate Reader.

Worcester's Spelling Book.

Eaton's Intellectual Arithmetic.

Eaton's Grammar School Arithmetic.

Warren's Primary Geography.

Hooker's Child's Book of Nature (*permitted* as a reading or lesson book).

Intermediate Music Reader.

Fourth Class.

Franklin Fifth Reader.

Worcester's Spelling Book.

Eaton's Intellectual Arithmetic.

Eaton's Grammar School Arithmetic.

Warren's Common School Geography.

Intermediate Music Reader.

Third Class.

Franklin Fifth Reader.
 Worcester's Spelling Book.
 Eaton's Intellectual Arithmetic.
 Eaton's Grammar School Arithmetic.
 Warren's Common School Geography.
 Swinton's New Language Lessons.
 Anderson's Grammar School History of the United States.
 Intermediate Music Reader.

Second Class.

Franklin Sixth Reader.
 Eaton's Intellectual Arithmetic.
 Eaton's Grammar School Arithmetic.
 Warren's Common School Geography.
 Swinton's New Language Lessons.
 Worcester's Comprehensive Dictionary.
 Anderson's Grammar School History of the United States.
 Fourth Music Reader.

First Class.

Franklin Sixth Reader.
 Eaton's Intellectual Arithmetic.
 Eaton's Grammar School Arithmetic.
 Warren's Common School Geography.
 Swinton's New Language Lessons.
 Worcester's Comprehensive Dictionary.
 Worcester's History.
 Cooley's Elements Natural Philosophy.
 Fourth Music Reader.

All the Classes.

American Text-Books of Art Education.
 A. R. Dunton's Writing-Books, University Series, or Payson, Dunton & Scribner's.

Prang's Aids for Object-Teaching, "Trades."

Higginson's History of the United States (*as a reading-book*).

Supplementary Reading.

IN SCHOOL COMMITTEE, Sept. 24, 1878.

Ordered, That the Committee on Supplies be authorized to purchase, at the request of the Board of Supervisors, not exceeding two hundred copies each, of any or all of the following books, to be used under the direction of the Board of Supervisors, as auxiliary reading-books in the Grammar Schools: —

Hawthorne's Wonder Book.

Hawthorne's Tanglewood Tales.

Miss Martineau's Crofton Boys.

Thomas Hughes' Tom Brown's School Days at Rugby.

Danas' Two Years before the Mast.

De Foe's Robinson Crusoe.

Irving's Sketch Book.

HIGH SCHOOL TEXT-BOOKS.

ENGLISH.

First Year.

Bain's Brief English Grammar.

¹Irving's Sketch-Book.

²Scott's Lady of the Lake.

Second Year.

Abbott's "How to Write Clearly."

Selections from Addison's Spectator.

Hill's Rhetoric.

Hales's Longer English Poems.

Third Year.

Trevelyan's Selections from Macaulay.

Shakespeare and Milton; selections in the Clarendon Press Series (or any equivalent selections which may be recommended by the Board of Supervisors).

Hales's Poems.

Second and Third Years.

¹Macaulay's Essays.

¹ Such selections as may be authorized by the Committee on High Schools.

² IN SCHOOL COMMITTEE, Sept. 24, 1878.

Ordered, That the High Schools be allowed to use any text-books in English now owned by the city, as supplementary reading matter to that now prescribed.

First, Second, and Third Years.

Worcester's Comprehensive Dictionary.

• FRENCH.

First, Second, and Third Years.

Keetel's Elementary Grammar.

Spiers and Surenne's Dictionary (octavo).

First and Third Years.

Joynes' Otto's French Reader.

Second Year.

Saintine. Picciola.

Ereckmann-Chatrion. Le Conscriit de 1813.

“ “ Madame Thérèse.

Bôcher's College Series of French Plays.

Souvestre. Au Coin du Feu.

Third Year.

Taine. Notes sur l'Angleterre.

Lacombe. La Petite Histoire du Peuple Français.

Bôcher's College Series of French Plays.

Herrig's La France Littéraire.

GERMAN.

First Year.

Otto's Grammar, for pupils beginning German the first year.

Whitney's Grammar, for pupils beginning German the third year.

First and Third Years.

Storme's Easy German Reader.

Whitney's German Reader.

Second Year.

Schiller's William Tell.

Müller's College Plays.

Whitney's German Reader.

Third Year.

Goethe's Hermann und Dorothea.

Goethe's Prose.

First, Second, and Third Years.

Köhler's German Dictionary.

LATIN.

First, Second, and Third Years.

Allen & Greenough's Latin Grammar, for use only in the Roxbury, West Roxbury, and Brighton High schools.

Harkness's Latin Grammar, for use only in the English High, Girls' High, Dorchester High, and Charlestown High schools.

First and Third Years.

Allen's New Latin Method, for use only in the Roxbury, West Roxbury, and Brighton High schools.

Harkness's New Latin Reader, for use only in the English High, Girls' High, Dorchester High, and Charlestown High schools.

First, Second, and Third Years.

Latin School series, I. and II.

Third Year.

Virgil, any edition approved by the Committee on Text-books.

HISTORY.

First, Second, and Third Years.

Swinton's Outlines of the World's History.

Third Year.

Martin's Civil Government.

MATHEMATICS.¹

First Year.

Bradbury's Eaton's Algebra.

Second and Third Years.

Bradbury's Elementary Geometry, or
Chauvenet's Geometry.

Second Year.

Bradbury's Elementary Trigonometry, or
Greenleaf's Trigonometry.

¹ NOTE. — One set of apparatus for illustrating the Metric System is allowed each High School, at an expense not exceeding \$15.00 for each school.

PHYSICS.

Second and Third Years.

Norton's Natural Philosophy.

ASTRONOMY.

Third Year.

Kiddle's Astronomy.

CHEMISTRY.

*Third Year.*Eliot & Storer's Elementary Manual of Chemistry, edited by
Nichols.

BOTANY.

First and Third Years.

Gray's School and Field Book of Botany.

ZOÖLOGY.

Second and Third Years.

Morse's Zoölogy.

PHYSIOLOGY.

Third Year.

Hutchison's Physiology.

MUSIC.

First, Second, and Third Years.

Eichberg's High School Music Reader.

DRAWING.

First, Second, and Third Years.

American Text-books of Art Education.

“Advanced” Classes of the English High and Girls’
High Schools.

ENGLISH HIGH SCHOOL.

LATIN.

Harkness’s Latin Grammar.
Harkness’s New Latin Reader.

FRENCH.

Corneille’s Cid.

GERMAN.

Goethe’s Faust.
Hermann und Dorothea.
Schiller’s William Tell.

MATHEMATICS.

Greenleaf’s Trigonometry.
Loomis’s Navigation.
Peck’s Analytical Geometry.

CHEMISTRY.

Eliot and Storer’s Qualitative Analysis.

PHYSICS.

Ganot’s Physics.
Peck’s Mechanics.

GIRLS' HIGH SCHOOL.

ENGLISH.

Selections from Chaucer, from Shakespeare, and from Milton.

FRENCH.

Herrig's La France Littéraire.

LATIN.

Cicero, Virgil and Horace (any edition).

MATHEMATICS.

Bradbury's Elementary Geometry and Trigonometry.

CHEMISTRY.

Hill's Lecture Notes on Qualitative Analysis.

ASTRONOMY.

Kiddle's Astronomy.

PSYCHOLOGY.

Noah Porter's Elements of Intellectual Science.

Peabody's Moral Philosophy.

LATIN SCHOOL TEXT-BOOKS.

LATIN.

Andrews' Lexicon.

White's Abridged Lexicon.

Harkness's Grammar.

“ Prose Composition.

“ Reader.

Smith's Principia Latina, Part II.

Latin School Series, Vol. I. : Phædrus, Justin, and Nepos.

Harkness's Cæsar.

Greenough's Catiline of Sallust.

Latin School Series, Vol. II. : Ovid, Curtius, and Cicero.

Greenough's Ovid.

“ Virgil.

“ *or* Harkness's Orations of Cicero.

GREEK.

Liddell & Scott's Lexicon.

Goodwin's Grammar.

White's Lessons.

Jones's Prose Composition.

Goodwin's Reader.

The Anabasis of Xenophon.

Boise's Homer's Iliad.

ENGLISH.

Soule's Hand-book of Pronunciation.
 Hill's General Rules for Punctuation.

Hawthorne's Wonder Book.
 " Tanglewood Tales.
 Cox's Tales of Ancient Greece.
 Bulfinch's Age of Fable.
 Plutarch's Lives of Famous Greeks and Romans.

The Crofton Boys, by Harriet Martineau.
 Tom Brown's School Days at Rugby, by Thomas Hughes.
 Two years before the Mast, by Richard H. Dana, Jr.
 Robinson Crusoe, by DeFoe.
 One of Scott's novels.

Three plays of Shakespeare.
 Selections from the poems of
 Milton.
 Pope.
 Gray.
 Goldsmith.
 Wordsworth.
 Scott.
 Campbell.
 Byron.
 Macaulay (The Lays of Ancient Rome).
 Tennyson.
 Lowell.
 Holmes.
 Whittier.
 Longfellow.
 Bryant.

Selections from the essays of
Addison.

Steele.

Selections from the works of
Prescott.
Irving.

A few orations or speeches of

Burke.

Pitt.

Fox.

Webster.

Everett.

Sumner.

FRENCH.

Spiers and Surene's French Dictionary (octavo).

Keetels' French Grammars, Elementary and Analytical.

Contes des Fées, par Perrault.

Jean qui grogne, par Mme. de Ségur.

Jeanne d'Arc, par Michelet.

Robinson Suisse, par Wyss.

Batavia, par Conscience.

Voltaire's History of Charles XII.

Duruy's or Guizot's History of France.

Selections from the Works of Sainte-Beuve.

Selections from Taine's English Literature.

GERMAN.

Whitney's Grammar.

Whitney's Reader.

HISTORY.

Higginson's Young Folks' History of the U. S.

Smith's Smaller History of Rome.

“ “ “ “ Greece.

Long's Classical Atlas.

GEOGRAPHY.

Geikie's Primer of Physical Geography.
Warren's Common School Geography.

PHYSIOLOGY.

Macé's History of a Mouthful of Bread.
Foster's Physiology; Science Primer.

BOTANY.

Gray's How Plants Grow.
" School and Field Book of Botany.
Apgar's Plant Analysis.

ZOOLOGY.

Morse's Zoölogy.
Agassiz's Sea-side Studies.

MATHEMATICS.

Eaton's Common School Arithmetic.
" High " "
Tower's Intellectual Algebra.
Bradbury's Eaton's Algebra.
Hill's First Lessons in Geometry.
Lowell's Science of Form.
Peirce's Plane and Solid Geometry, *or* Chauvenet's
Geometry.

DRAWING.

Walter Smith's American Text-books of Art Education.

MUSIC.

Eichberg's High School Music Reader.

NORMAL SCHOOL TEXT-BOOKS.

The text-books used in this school shall be such of the text-books used in the other public schools of the city as are needed for the course of study, and such others as shall be authorized by the Board.

REFERENCE BOOKS

FOR PRIMARY AND GRAMMAR SCHOOLS.

Adopted Jan. 23, 1877 (page 12, Minutes 1877.)

PRIMARY SCHOOLS.

Worcester's Comprehensive Dictionary.
 National Music Teacher.
 Walter Smith's Teachers' Manual of Freehand Drawing.
 Monroe's Vocal Gymnastics.

GRAMMAR SCHOOLS.

Johnson's Atlas.
 Flammarion's Atmosphere.
 Martin's Civil Government.
 Appleton's American Encyclopædia, or Johnson's Encyclo-
 pædia.
 Chambers's Cyclopædia.
 Chambers's Cyclopædia of English Literature.
 Anthon's Classical Dictionary.
 Webster's Quarto Unabridged Dictionary.
 Webster's National Pictorial Dictionary.
 Worcester's Quarto Unabridged Dictionary.
 Thomas's Dictionary of Biography and Mythology.
 Guyot's Earth and Man.
 Reclus's Earth.
 Lossing's Field Book of the Revolution.
 Gould Brown's Grammar of English Grammars.

Lippincott's Gazetteer.
 Bancroft's History of the United States.
 Palfrey's History of New England.
 Shurtleff's Topographical History of Boston.
 Weber's Universal History.
 Reclus's Ocean.
 Wilson's Punctuation.
 Frothingham's Rise of the Republic.
 Frothingham's Siege of Boston.
 Hawes's Synchronology of Ancient and Modern History.
 Philbrick's Union Speaker.

MAPS AND GLOBES.

Cutter's Physiological Charts.
 Cornell's Series Maps. } Not exceeding one set
 Guyot's Series, Maps Nos. 1, 2, 3. } to each floor.
 Joslyn's 15-inch Terrestrial Globe, on Tripod (one for each
 Grammar School).
 9-inch Hand-Globe, Loring's Magnetic (one for each Gram-
 mar School-room).

COURSES OF STUDY.

PRIMARY SCHOOLS.

SIXTH CLASS.

Language, one and one-half hours a week. Oral lessons. Purpose, — to accustom pupils to express what they know in sentences. Material, — reading lessons, pictures, plants, and animals, or whatever the ingenuity of the teacher may suggest.

Oral Instruction, two and one-half hours a week. Simple conversational studies of familiar plants, animals, and things; to distinguish *form, color, and prominent qualities.*

Simple poetry recited (throughout the course).

Reading and Spelling, ten hours a week. Reading from black-board, chart, and a Reader of a proper grade.

Writing, one and two-thirds hours a week. A few of the simplest script letters, viz., *i, u, n, m, t, d, e, o,* etc. Short, easy words, names of familiar objects, combining the letters learned. Arabic figures.

Arithmetic, two hours a week. *Numbers from 1 to 10.* 1. Adding and subtracting. 2. Arabic figures. 3. Ordinal numbers.

Drawing, two hours a week. (Regulations, Chap. XXVIII.) Names, positions, and relationship of straight lines. Combinations of lines to make

figures. Their division into equal parts. Drawing from memory and dictation of lines in defined positions. Combinations and arrangements of points and short lines in geometric forms. Ruling lines of given length. Measuring length of given lines. Black-board. Slates.

Music, one hour a week. (Regulations, Chap. XXIX.) First fourteen pages of First National Music Reader by rote. Scales by numerals and syllables. Position of body and formation of sounds.

Physical Exercises, fifty minutes a week. Not less than twice each session, some simple, pleasing exercise in concert.

Recreation, one half-hour a week.

FIFTH CLASS.

Language, one and one-half hours a week. Same as in Class VI.

Oral Instruction, two and one-half hours a week. Same as in Class VI., with new material. Simple talks about the human body and hygiene. In connection with number lessons, — coins from one to ten cents.

Reading and Spelling, ten hours a week. Reading from a Reader of a proper grade. Spelling by sound and by letter some easy, common words from the reading lessons.

Writing, one and two-thirds hours a week. All the small script letters, — combined into words as in Class VI. Arabic figures.

Arithmetic, two hours a week. Numbers from 1 to 10. 1. Multiplying and dividing, with results in

figures. 2. Relations of numbers from 1 to 10. (See subjects for "Oral Instruction.")

Drawing, two hours a week. Curved lines explained. The simple curve. Combination of curved with straight lines. Illustrate plane geometric definitions of lines and figures by rule and measure. Simple forms from memory and dictation. Rearrangements of exercises in design. Black-board. Slates.

Music, one hour a week. Notation. Time, beating time, and signs of expression. Practice in writing characters used in music. Rote-songs at option of teacher. Chart No. 2.

Physical Exercises, fifty minutes a week. Same as in Class VI.

Recreation, one half-hour a week.

FOURTH CLASS.

Language, two hours a week. Same as in preceding classes.

Oral Instruction, two and two-thirds hours a week. Same as before, introducing, freely, comparisons between like and unlike; and studying less familiar plants, animals, and things. With number lessons, — pint, quart, gallon; quart, peck, bushel.

Reading and Spelling, eight hours a week. Reading from a Reader of a proper grade. Supplementary reading. Spelling, by sound and by letter, words from the reading lessons and other familiar words.

Writing, two hours a week. Capitals and small letters; short, easy words; names of pleasing, familiar objects; pupil's name.

Arithmetic, two and one-half hours a week. Numbers from 1 to 20. 1. Combinations of ten with numbers smaller than ten. 2. Adding, subtracting, multiplying, and dividing, with results in figures. 3. Relations of numbers from 1 to 20. 4. Roman numerals to XX. 5. Meter and decimeter.

Drawing, two hours a week. Curved lines explained. The compound curve. Outlines of vases and pitchers, illustrating compound curves. Arranging simple leaves to fill geometric forms by repetition. Symmetry, or balance of parts, explained. Definitions of regular plane forms in words and by illustrations. Dictation and memory. Black-board. Slates.

Music, one hour a week. Review, and advance to end of Chart No. 12. Rote songs, pages 15, 16, and 17. Writing of notes of different values, and combining them into measures.

Physical Exercises, fifty minutes a week. Same as in Classes V. and VI.

Recreation, one-half hour a week.

Miscellaneous, one-half hour a week.

THIRD CLASS.

Language, two hours a week. Oral exercises as in preceding lessons. Pupils to write the sentences made in their oral exercises so far as they are able.

Oral Instruction, two and two-thirds hours a week. Same as before. Grouping of animals by habits, traits, and structure; and of objects by form and qualities. Lessons in size and distance by simple measurements, — inch, foot, yard.

Reading and Spelling, eight hours a week. Reading from a Reader of a proper grade. Supple-

mentary reading. Spelling as before, written and oral.

Writing, two hours a week. Letters, words, and short, simple sentences; the proper use of capitals. Roman numerals.

Arithmetic, two and one-half hours a week. *Numbers from 1 to 100.* 1. Combinations of tens, and of tens with smaller numbers. 2. Adding, subtracting, multiplying, and dividing numbers from 1 to 50, with results in figures. 3. Relations of numbers from 1 to 50. 4. Roman numerals to L. 5. Square and cubic decimeter.

Drawing, two hours a week. Review work of previous classes. Proportion and size. Testing accuracy by scale. Designing new combinations of old forms. Symmetry and repetition further illustrated. Enlarging from cards. Reducing from black-board. Black-board and slates.

Music, one hour a week. Review, and advance to end of Chart No. 15. Exercise upon sounds of the scale by numerals, syllables, and pitch names. Rote songs. Writing scale degrees under dictation.

Physical Exercises, fifty minutes a week. Same as in preceding classes.

Recreation, one-half hour a week.

Miscellaneous, one-half hour a week.

SECOND CLASS.

Language, two hours a week. Same as in Class III.

Oral Instruction, two and two-thirds hours a week. Observation of less obvious qualities of objects; tints and shades of color.

Study of strange animals from pictures, to infer mode of life from structure or structure from mode of life.

Simple lessons on weights and divisions of time.

Talks about the human body and hygiene, continued.

Fables, anecdotes.

Reading and Spelling, seven hours a week. Reading from a Reader of a proper grade. Supplementary reading. Spelling as before.

Writing, two hours a week. Letters, words, and sentences from dictation and from the black-board.

Sentences made in the language lessons to be used for writing exercises.

Arithmetic, three and one-half hours a week.

Numbers from 1 to 100. 1. Adding, subtracting, multiplying, and dividing, with results in figures. 2. Relations of numbers from 1 to 100. 3. Roman numerals to C. 4. Liter and dekaliter, dekameter.

Drawing, two hours a week. Drawing on paper in books. Review the work of Classes V. and VI., on paper. Even quality of lines. Subjects of lessons in previous classes repeated in regular order.

Music, one hour a week. Review, and advance to end of No. 20. Scale-practice by singing and writing. Rote songs.

Physical Exercises, fifty minutes a week. Twice in the forenoon and once in the afternoon.

Recreation, one-half hour a week.

Miscellaneous, one-half hour a week.

FIRST CLASS.

Language, two hours a week. Same as in Classes II. and III.

Oral Instruction, two and two-thirds hours a week. Work of Class II. continued. Complementary colors. Harmonies of colors. Plants and animals gathered into families. Vegetable, animal, and mineral products distinguished. Observation of the qualities and mechanism of things as adapted to their use.

Reading and Spelling, seven hours a week. Reading from a Reader of a proper grade. Supplementary reading. Spelling as before.

Writing, two hours a week. Words and sentences. Sentences used in language lessons will furnish material for exercises. The proper form of dating, addressing, and signing a letter; also the correct method of superscribing an envelope.

Arithmetic, three and one-half hours a week. Numbers from 1 to 1000. 1. Combinations of hundreds, and of hundreds with smaller numbers. 2. Adding, subtracting, multiplying, and dividing numbers from 1 to 144, with results in figures. 3. Relations of numbers from 1 to 144. 4. Adding and subtracting, multiplying and dividing numbers from 144 to 1000, no multiplier or divisor larger than ten being used. 5. Roman numerals. 6. Centimeter, gram, and kilogram.

Drawing, two hours a week. Drawing on paper in books. Review the work of Classes IV. and III. on paper. [For further description see programme of instruction issued annually.]

Music, one hour a week. Charts from 21 to 36,

inclusive. Rote songs. Writing of scales in different keys.

Physical Exercises, fifty minutes a week. Same as in Class II.

Recreation, one-half hour a week.

Miscellaneous, one-half hour a week.

[NOTE. — Opening exercises, one-half hour a week. Recesses, two and one-half hours a week.]

GRAMMAR SCHOOLS.

SIXTH CLASS.

Language, three hours a week. Oral and written exercises in the use of language as the expression of thought. Exercises the same in kind as those of the Primary School, adapted to the capacity of pupils of this class. Letter-writing.

Oral Instruction, two and one-half hours a week. Elementary studies in natural history. Plants — May to November. Animals — November to May. Qualities and properties of objects. Talks about trades, occupations, and articles of commerce. Poetry recited.

Reading and Spelling, six hours a week. Reading from a Reader of a proper grade. Supplementary reading throughout the course. Spelling from the reading, and other lessons, chiefly written exercises.

Writing, two hours a week. Two books each half year. Blank books at alternate lessons.

Arithmetic, four hours a week. 1. Combination of thousands; writing and reading integers. 2. Relations of tenths, hundredths, and thousandths to units; writing and reading decimals to thousandths. 3. Addition and subtraction of integers to millions;

of decimals to thousandths; and of U.S. money. 4. The units of U.S. money, with their relations to one another; also of liquid and dry measure. Oral exercises with simple numbers, to precede and accompany written arithmetic.

Geography, two hours a week. Oral lessons, with the use of the globe and maps, as soon as the class is prepared for them.

Drawing, one and one-half hours a week. (Regulations. Chap. XXVIII.) Drawing on paper in books. Review lines, angles, and figures on large scale. Division of lines into equal and unequal parts. Figures inscribed within, and described about figures. Elementary design. Dictation and memory. Proportion of parts to whole design.

Music, one hour a week. (Regulations. Chap. XXIX.) Music Charts (Second Series). Exercises and songs in the first twenty pages of charts, and in the first thirty-three pages of Second Music Reader. Continued practice in writing.

FIFTH CLASS.

Language, three hours a week. Same as in Class VI.

Oral Instruction, two and one-half hours a week. Subjects of Class VI. continued. Talks about common phenomena. Stories. Anecdotes. Poetry recited.

Reading and Spelling, six hours a week. Reading from a Reader of a proper grade, or its equivalent. Spelling as before.

Writing, two hours a week. Two books each half-year. Blank books at alternate lessons.

Arithmetic, four hours a week. 1. Multiplication

and division of integers; of decimals and of U.S. money. 2. The units of avoirdupois weight and of troy weight, with their relations. Oral exercises.

Geography, two hours a week. Oral lessons continued, with such use of the text-book and such map drawing as is appropriate.

Drawing, one and one-half hours a week. Drawing on paper in books. Tangency of curved with curved, and curved with straight lines. Review compound and simple curves on large scale. Abstract curve. Details of historical ornament. Conventionalism explained and illustrated. Repetition on an axis and around a centre. Geometric views of objects. Dictation and memory. Elementary design, with conventional leaves. Geometrical drawing with compasses. Definitions and eight problems.

Music, one hour a week. Charts from No. 21 to 40, inclusive. Chromatic scale, both in singing and writing. Songs at option of teacher. Rules of breathing.

FOURTH CLASS.

Language, three hours a week. Same as in Classes V. and VI.

Oral Instruction, two and one-half hours a week. Elementary natural history continued. Common metals and minerals. Useful woods. Stories from mythology and ancient history. Poetry and prose recited.

Reading and Spelling, five hours a week. Reading from a Reader of a proper grade, or its equivalent. Spelling as before.

Writing, two hours a week. Two books each half year. Blank books at alternate lessons.

Arithmetic, four hours a week. 1. Factors, measures, and multiples. 2. Common fractions. 3. The units of long, square, and solid measure, with their relations. 4. Decimal fractions reviewed and completed. Oral exercises.

Geography, three hours a week. Study of the earth as a globe, with reference to form, motions, parallels, meridians, zones (with their characteristics), winds, currents, and the life of man as varied by climate and civilization. The physical features of the grand divisions studied and compared; with map-drawing.

Drawing, one and one-half hours a week. Drawing on paper in books. Filling of geometric shapes with conventional ornament. Details of historical ornament, unsymmetrical. Abstract curves based on the spiral. Conventional leaves. Objects in profile. Dictation and memory. Elementary design. Processes of mechanical repetition. Geometrical drawing with compasses. Problems 9 to 44.

Music, one hour a week. Charts (Third Series), scale and staff intervals. Singing in different keys up to three sharps and four flats. Practice of the first twenty numbers in charts, and first twenty-two pages of Third Reader.

THIRD CLASS.

Language, three hours a week. Same continued. Grammar begun. The parts of speech; analysis of simple sentences.

Oral Instruction, two hours a week. Elementary natural history continued. Physiology begun. Stories of life in the middle ages. Poetry and prose recited.

Reading and Spelling, three hours a week. Read-

ing from a Reader of a proper grade, or its equivalent. Spelling as before.

Writing, one and one-half hours a week. Two books each half year. Blank books at alternate lessons.

Arithmetic, four hours a week. 1. Metric System. 2. Percentage. (a) Simple Interest. (b) Discount. Oral exercises.

Geography, two and one-half hours a week. Physical and political geography of the countries of the grand divisions begun; with map-drawing.

History, two and one-half hours a week. United States history to July 4, 1776.

Physics, one hour a week. Outlines of physics, to be taught as far as practicable by the experimental method.

Drawing, one and one-half hours a week. Drawing on paper in books. Horizontal, vertical, and central repetition compared. Details of historical ornament. Common objects. Enlargement and reduction of ornamental details. Symmetry of unsymmetrical lines. Elementary design, from historic details. Dictation, memory, and design, combined in single lesson. Geometrical drawing with compasses. Problems 45 to 73.

Music, one hour a week. Charts. Reverse Charts of Third Series, to be completed. Songs in various keys. Transposition from one key to another. Vocal culture continued.

SECOND CLASS.

Language, three hours a week. Exercises in writing continued. Business letters. Grammar. The subdivisions of the parts of speech. The inflexions of nouns, pronouns, verbs, adjectives, and adverbs.

Analysis of easy complex and compound sentences. The rules of syntax illustrated by familiar examples.

Oral Instruction, two hours a week. Physiology. Biographical and historical sketches. Poetry and prose recited.

Reading and Spelling, three hours a week. Reading from a Reader of a proper grade, or its equivalent. Spelling as before.

Writing, one hour a week. One book each half-year. Blank book alternately.

Arithmetic, four hours a week. 1. Percentage continued. (a) Commission and other simple applications. (b) Profit and loss. (c) Partial payments. (d) Compound interest. 2. Ratio and proportion. 3. Compound numbers completed. Oral exercises.

Geography, two and one-half hours a week. Physical and political geography of the countries of the grand divisions completed; with map-drawing.

History, three hours a week. United States history completed and reviewed.

Physics, one hour a week. Outlines of physics continued.

Drawing, one and one-half hours a week. Drawing on paper in books. Historical objects. Subtlety of curvature. Elementary design from given subjects. Enlargement and reversing of objects. Model and object drawing; 1st, from copy; 2d, from object. The ellipse, perspective of the circle. Regular forms, and irregular natural forms based on them. Geometric basis of objects of use. The cone and cylinder, and objects based on them. The sphere, spheroid, and ovoid, and objects based on them.

Music, one hour a week. Fourth Music Reader. Solfeggios from page 50 to 78. Also, Triad Exercises from page 79 to 84. Frequent change of parts. Songs at option, but with exclusion of rote-singing. Continuation of writing exercises and transposition.

FIRST CLASS.

Language, three hours a week, first half year. *Three and one-half hours a week,* second half year. Exercises in writing as in the preceding classes, with the application of grammar to ordinary English.

Oral Instruction, one hour a week. Conversational lessons on topics and allusions connected with the studies. One hour a week, declamation or recitation.

Reading and Spelling, two and one half hours a week. Reading from a Reader of a proper grade, or its equivalent. Spelling as before.

Writing, one hour a week. Commercial and miscellaneous forms. Blank book alternately.

Arithmetic, three and one-half hours a week, first half year. Four hours a week, second half year. 1. Powers of numbers. 2. Square root and its common applications. 3. Mensuration. 4. Reviews. [After completing the reviews, — cube root and its applications, equation of payments, and exchange may be studied.] Oral exercises.

Geography, three hours a week, first half year. General reviews. Astronomical and physical phenomena, and political and commercial relations more carefully studied. Maps of the grand divisions, of the United States, and of Great Britain, drawn from memory.

History and Civil Government, three hours a week. History of England. Constitution of United States, and of Massachusetts.

Physics, one and one-half hours a week. Outlines of physics continued.

Book-keeping, two hours a week, second half year. Single entry; day book, cash book, and ledger to be kept. Practice in the use of common business forms.

Drawing, one and one-half hours a week. Drawing on paper in books. Elaborate details of historic ornament compared. Natural foliage, copied with pen and ink. Elementary design from given subjects in given shapes. Half tinting. Memory drawing of designs. Model and object drawing; 1st, from copy; 2d, from object. The perspective of parallel lines in rectangular objects. Cube, prisms, and pyramids, and objects based on them. Botanical analysis of plants for designs.

Music, one hour a week. Fourth Music Reader. Solfeggios from page 50 to 78. Also, Triad Exercises from page 79 to 84. Frequent change of parts. Songs at option, but with exclusion of rote-singing. Continuation of writing exercises and transposition.

NOTE. — Physical exercises, fifty minutes a week. Every class to practice in concert proper physical exercises not less than five minutes each session. (Regulations. Sect. 234.) Sewing, two hours a week for girls. (Regulations. Sect. 235.) Opening exercises, half hour a week. Recesses, one hour forty minutes a week.

HIGH SCHOOLS.

(See Note a.)

FIRST YEAR.

English and History. — *Five hours till March 1st. Three hours after March 1st.* 1. English: (1) Brief accounts of certain authors, with the study of some of their best works. (2) Reading aloud, reciting or speaking selections in prose and poetry from the authors. (3) Elementary exercises in writing English, including practical applications of Grammar. 2. Ancient History.

Foreign Language. — *Five hours till March 1st, and three hours after March 1st.* Latin, or French, or German. *See note b.*

Mathematics. — *Five hours.* 1. Algebra (four hours). 2. Principles of Arithmetic, with practical instruction in the Metric System (one hour). *See note d.*

Natural and Physical Sciences. — *Four hours after March 1st.* Botany.

SECOND YEAR.

English and History. — *Four hours.* 1. English: (1) Brief accounts of authors, etc., as in first year. (2) Reading aloud, etc., as in first year. (3) Principles of Rhetoric and their application to writing English, with exercises to increase the vocabulary. 2. Mediæval History. 3. Modern History begun.

Foreign Language. — *Three hours.* The same language, continued.

Mathematics. — *Five hours a week.*

1. Shorter Course (to be completed in second year): — Plane Geometry and Plane Trigonometry,

with simple applications; also, the properties and mensuration of certain solids (*four hours*). See notes *b*, *e* (1), and *f*;

or,

1. Longer Course (to be continued in third year): Plane Geometry and Plane Trigonometry (*four hours*). See note *e* (2), (3).

2. Book-keeping by Double Entry with Commercial Arithmetic [or Zoölogy] (*one hour*).

Natural and Physical Science. — *Three hours*. Physics (*three hours*). Zoölogy, including Human Anatomy and Physiology [in place of Book-keeping] (*one hour*). See notes *b* and *f*.

THIRD YEAR.

English and History. — *Five hours*. 1. English: (1) Selections from Milton and Shakespeare studied critically. (2) Reading aloud, etc., as before. (3) Writing Essays. 2. Modern History. 3. Civil Government.

Foreign Language. — *Four hours* [with *Mathematics or Natural Science* (*two hours*)].

Either the language studied two years to be continued (*one hour*); and Latin, French, or German, begun (*three hours*).

Or the language begun (*four hours*);

or,

Foreign Language. — *Six hours*. The language studied two years to be continued (*three hours*). Latin, French, or German, begun (*three hours*).

Mathematics [or *Natural Science*]. — *Two hours* [with *Foreign Language*, *four hours*]. Solid Geometry and Mensuration. See note *e* (3).

Natural and Physical Science. — Five hours.

1. Physics (continued) (*two hours*). 2. Chemistry (*two hours*). See note *c*. 3. Descriptive Astronomy (*one hour*). Zoölogy [*in place of Mathematics*] continued till March 1; and Botany (continued from first year) after March 1 (*two hours*). See note *e* (3).

NOTE *a*. The number of sessions a week is five; the number of hours a session, five; and the average length of an "hour" for class exercises or study is about fifty minutes. Of the twenty-five school hours in a week, one hour is to be given to Music; two hours to Military Drill for the boys and to Calisthenics for the girls; five hours (one each day) in the first and second years, and four hours in the third year, to study; fifteen hours in the first and second years, and sixteen hours in the third year, to English, Foreign Languages, History, Natural and Physical Science, and Mathematics.

NOTE *b*. The choice of the study must be subject to the approval of the principal.

NOTE *c*. Another hour, usually given to study, may be used in the Chemical Laboratory.

NOTE *d*. The study of Arithmetic is, so far as practicable, to be united with the study of Algebra.

NOTE *e*. (1) Those pupils that elect the shorter course in Mathematics will complete it during the second year, and may take either Book-keeping or Zoölogy. If they elect Natural Science, they will give to it two hours during the third year; and the whole time assigned to a foreign language may be given to the language begun the third year; or the language already studied two years may be continued one hour a week.

(2) Those pupils that elect the longer course in Mathematics may, at the close of the second year, drop the language studied two years, and give four hours a week to the language begun the third year, or continue the language already studied, one hour a week.

(3) Pupils pursuing for the third year either Mathematics or Natural Science can, with the consent of the principal, give extra time to the language already pursued two years.

NOTE *f*. Pupils intending to pursue the shorter course in Mathematics, or to enter the Normal School, are advised to elect Zoölogy.

PUBLIC LATIN SCHOOL.

FIRST YEAR.

Latin. — 1. Forms. 2. Translating into English easy Latin sentences and the Reader. 3. Vocabulary and turning English into Latin (sentences like those in the Reader).

English. — 1. Reading aloud from (1) Hawthorne's Wonder Book and Tanglewood Tales, and G. W. Cox's Tales of Ancient Greece; (2) Harriet Martineau's Crofton Boys; (3) Scott's and Holmes's poems. 2. Recitation of poems selected from Scott and Holmes. 3. Exercises to secure (1) correct enunciation, (2) distinct articulation, (3) right accent. 4. Spelling words in common use and in the reading lessons. 5. Writing from dictation with special attention to (1) capitals, (2) punctuation, (3) paragraphs, and (4) the correct forms of nouns and pronouns to express gender, number, and case.

History. — (Reading Tales of Ancient Greece. [See "English."])

Geography, to end as early as March 31. — 1. Geikie's primer of physical geography (supplemented by oral instruction). 2. Principles of Mathematical Geography. 3. Explanation of geographical terms.

Natural Science, to begin as early as April 1. — Physiology: Macé's history of a mouthful of bread.

Mathematics. — Written arithmetic: 1. Review of the four fundamental rules. 2. Decimal and vulgar fractions. 3. Compound numbers (including the metric system). Mental arithmetic: parallel with the written.

Drawing. Music. Penmanship. Gymnastics and military drill.

SECOND YEAR.

Latin. — 1. Forms and syntax. 2. Viri Romæ. 3. Writing from dictation. 4. Vocabulary and turning English into Latin (sentences like those in Viri Romæ). 5. Recitation of Latin.

English. — 1. Reading aloud (1) some of Plutarch's lives of famous Greeks; (2) Tom Brown's School days at Rugby, by Thomas Hughes; (3) Goldsmith's and Whittier's poems. 2. Recitation of poems selected from Goldsmith and Whittier. 3. Pronunciation (Soule's Hand-book). 4. Spelling words in the lessons in reading and geography. 5. Writing from dictation with special attention to (1) punctuation, (2) syllabication, (3) correct forms of adjectives and adverbs to express comparison, and of verbs to express voice, mood, tense, number, and person.

History. — (Reading lives of famous Greeks. [See "English."])

Geography, to end as early as March 31. — 1.

General physical features of the continents, with outline map-drawing. 2. Distribution of plants and animals, with their uses.

Natural Sciences, to begin as early as April 1. — Botany: Gray's "How Plants Grow."

Mathematics. — Written arithmetic: 1. Percentage. 2. Reckoning of time. 3. Simple and compound interest. Mental arithmetic: parallel with the written. Geometry: oral instruction in connection with the lessons in drawing to give the mind clear and distinct conception of form.

Drawing. Music. Penmanship. Gymnastics and military drill.

THIRD YEAR.

Latin. — 1. Forms and syntax. 2. Phædrus, and Justin's life of Alexander the Great. 3. Writing from dictation. 4. Vocabulary and turning English into Latin (sentences like those of Justin). 5. Recitation.

English. — 1. Reading aloud (1) some of Plutarch's lives of famous Greeks; (2) Two Years Before the Mast, by Richard H. Dana, Jr.; (3) Byron's and Longfellow's poems. 2. Recitation of poems selected from Byron and Longfellow. 3. Exercises in elocution, with special attention to developing the voice. 4. Spelling words in the lessons in reading, geography, and natural science. 5. Writing from dictation, with special attention to (1) punctuation, (2) abbreviations, and (3) syntax (solecisms illustrated and corrected).

French. — 1. Forms and pronunciation. 2. At the outset, easy French translated into English, with help of teacher and dictionary (Contes des fées, par

Perrault; or Jean qui grogne, par Mme. de Ségur).
3. Vocabulary and turning English into French.

History. — (Reading lives of famous Greeks [See "English."])

Geography, to end as early as March 31. — Physical, political, and historical geography: (1) early condition of the inhabitants of the earth as to occupations and governments; (2) first steps in civilization; (3) study of Greece, Italy, Spain, and Portugal, Northern Africa, and the islands of the Mediterranean.

Natural Sciences, to begin as early as April 1. — Botany; Gray's "How Plants Grow." Reading of Gray's "How Plants Behave."

Mathematics. — Written arithmetic: 1. Discount and present worth, and "problems" in interest. 2. Profit and loss. 3. Partnership and other simple applications of the principles of percentage. Mental arithmetic: parallel with the written. Geometry: Hill's First Lessons, supplemented by oral instruction. (Drawing lessons kept in view.)

Drawing. Music. Penmanship. Gymnastics and military drill.

FOURTH YEAR.

Latin. — 1. Forms and syntax. 2. Nepos's life of Miltiades, Themistocles, Aristides, Alcibiades, Epaminondas, and Hannibal. 3. Translation of Latin at sight. 4. Vocabulary and turning English into Latin (sentences like those of Nepos). 5. Recitation.

English. — Reading aloud (1) some of Plutarch's lives of famous Romans; (2) De Foe's Robinson Crusoe; (3) Macaulay's Lays of Ancient Rome, Campbell's and J. R. Lowell's poems. 2. Recitation of Macaulay's "Lays" and of selections from Campbell's

and J. R. Lowell's poems. 3. Exercises in elocution with a special attention to improving the quality of the voice. 4. Spelling words in the lessons in reading, geography, natural science, and history. 5. (1) Punctuation (A. S. Hill's Rules). (2) Writing abstracts of Plutarch's lives (abstracts to be criticised by the teacher and corrected by the pupil).

French. — 1. Forms, pronunciation, and syntax. 2. Translation into English (Robinson Suisse, par Wyss; or, Batavia, par Conscience). 3. Writing from dictation. 4. Vocabulary and turning English into French. 5. Recitation.

History. — History and Geography of Ancient Greece. (Reading lives of famous Romans. [See "English."])

Geography, to end as early as March 31. — (4) Study of France, Great Britain, Central and Northern Europe; (5) Study of Russia and Russian possessions in Asia; Middle Asia, China, Japan, and India; (6) the Ottoman Empire — except the part in North Africa.

Natural Sciences, to begin as early as April 1. — Zoölogy: Morse's Zoölogy.

Mathematics. Written arithmetic: — 1. Ratio, simple and compound proportion (same examples worked by analysis). 2. Evolution. 3. Involution: square and cube root, with easy applications. Mental Arithmetic: parallel with the written. Geometry: Lowell's Science of Form (first seventy pages or more).

Drawing. Music. Penmanship. Gymnastics and military drill.

FIFTH YEAR.

Latin. — 1. Forms, syntax, and prosody. 2.

Cæsar's Gallic War, I.-IV. ; Ovid (2,000 lines). 3. Latin at sight. 4. Vocabulary and turning English into Latin (sentences like those of Cæsar). 5. Recitation.

English. — 1. Reading aloud (1) some of Plutarch's lives of famous Romans ; (2) one of Scott's novels ; (3) Gray's, Pope's, and Bryant's poems. 2. Recitation of poems selected from Gray, Pope, and Bryant. 3. Exercises in elocution, to secure natural and correct expression. 4. Spelling words in the lessons in reading, geography, natural science, and history. 5. Writing abstracts of Plutarch's lives (abstracts to be criticised and corrected).

French. — 1. Forms, pronunciation, and syntax. 2. Voltaire's History of Charles XII. 3. Writing from dictation. 4. Vocabulary and turning English into French. 5. Recitation.

History. — History and geography of Ancient Rome. (Reading lives of famous Romans. [See "English."])

Geography, to end as early as March 31. — (7) Study of America (early settlements) ; (8) United States, and other countries of North America.

Natural Sciences, to begin as early as April 1. — Zoölogy : Morse's Zoölogy and Agassiz's Sea-side Studies (supplemented by oral instruction).

Mathematics. — Arithmetic : reviews and examples. Algebra : 1. Tower's intellectual. 2. Written Algebra, begun. Geometry : oral instruction, aiming to develop the power of discovering truths, and proving propositions. (No text-books allowed.)

Drawing. Gymnastics and military drill.

SIXTH YEAR.

Latin. — 1. Forms, syntax, and prosody. 2. Ovid (2,000 lines); Sallust's Catiline. 3. Latin at sight. 4. Vocabulary and turning English into Latin (sentences like those of Sallust). 5. Recitation.

Greek. — 1. Forms and syntax. 2. Translating into English easy Greek sentences, and part of the Reader or of the Anabasis. 3. Vocabulary and turning English into Greek (sentences like those in the Reader or the Anabasis):

English. — 1. (1) Translating aloud Ovid and Sallust at the recitation in Latin; (2) reading through (but not aloud) a few speeches or orations of Webster and Fox, and reading from Prescott's and Irving's works; (3) also from Tennyson's and Wordsworth's poems. 2. Recitation of poems selected from Tennyson and Wordsworth. 3. Speaking pieces from Webster's and Fox's speeches or orations, and reading aloud extracts from Prescott's and Irving's works. 4. Good translations from Latin, written out with care, and, if necessary, re-written after correction.

French. — 1. Forms, pronunciation, and syntax. 2. Duruy's history or a part of Guizot's history of France. 3. Reading French at sight. 4. Vocabulary and turning English into French. 5. Recitation.

History. — History of Germany and France, with a review of their geography. [See "French."]

Geography, to end as early as March 31. — (9) Study of South America, West Indies, etc.; (10) Africa, except Northern; (11) Australia and Pacific islands. — Reviews.

Natural Sciences, to begin as early as April 1. — Botany: Gray's School and Field-Book.

Mathematics. — Arithmetic: 1. Reviews and examples. 2. Duodecimals. 3. Circulating decimals. 4. Series (also in algebra). Algebra: Written algebra finished and reviewed. Geometry: The first nine chapters of Pierce's, or their equivalent in Chauvenet's.

Gymnastics and military drill.

SEVENTH YEAR.

Latin. — 1. Forms, syntax, and prosody. 2. Virgil's *Æneid* I.–VI. and *Eclogues*. 3. Latin at sight. 4. Vocabulary and turning English into Latin. 5. Recitation.

Greek. — 1. Forms and syntax. 2. Translating a part of the Reader or of the *Anabasis*. 3. Writing from dictation. 4. Vocabulary and turning English into Greek (sentences like those in the Reader or the *Anabasis*).

English. — 1. (1) Translating aloud Virgil and Sainte-Beuve at the recitations in Latin and French; (2) reading through a few of Everett's and Pitt's speeches or orations, and reading from Addison's and Steele's essays; (3) selections from Milton, critically studied. 2. Recitation of selections from Milton. 3. Speaking pieces from Everett's and Pitt's speeches or orations, and reading aloud extracts from Addison's and Steele's essays. 4. Writing translations from French and Latin, and writing compositions on subjects read about.

French. — 1. Forms, pronunciation, and syntax. 2. Selections from Sainte-Beuve. 3. Reading French

at sight. 4. Vocabulary and turning English into French. 5. Recitation.

German. — 1. Grammar and exercises. 2. Translation. 3. Vocabulary and turning English into German.

History. — History of England, with a review of its geography.

Mathematics. — Arithmetic: 1. Reviews and more difficult examples. 2. Equation of payments. 3. Mensuration. Algebra: Reviews and examples; application of algebraic forms to arithmetic. Geometry: Plane geometry, finished and reviewed.

Gymnastics and military drill.

EIGHTH YEAR.

Latin. — 1. Forms and syntax. 2. Cicero (eight orations and Cato Major). 3. Latin at sight. 4. Vocabulary and turning English into Latin (sentences like those of Cicero). 5. Recitation.

Greek. — 1. Forms, syntax, and prosody. 2. Translation of the Reader or of the Anabasis, completed. 3. Homer (Iliad I.-III.). 4. Translation of Greek at sight. 5. Vocabulary and turning English into Greek (sentences like those in the Reader or the Anabasis). 6. Recitations.

English. — 1. (1) Translating aloud from the Greek, Latin, and French authors at the regular recitations; (2) reading through a few of Sumner's and Burke's speeches; (3) three plays of Shakespeare, carefully studied. 2. Recitation of selections from Shakespeare. 3. Speaking pieces from Sumner's and Burke's speeches. 4. Writing compositions.

French. — 1. Forms, pronunciation, and syntax. 2. Selections from Taine's English Literature. 3.

Reading French at sight. 4. Vocabulary and turning English into French. 5. Recitation.

German. — 1. Translation. 2. Writing from dictation. 3. Vocabulary and turning English into German. 4. Recitation.

History. — 1. History of United States, with a review of its geography. 2. General review.

Mathematics. — 1. Logarithms and plane trigonometry; with examples in arithmetic, algebra, and geometry, during the first half of the year. 2. Mechanics; with examples applying arithmetic, algebra, geometry, and trigonometry, during the second half of the year.

Gymnastics and military drill.

N.B.— Two days of the week in the last half of the eighth year will be devoted to reviews and to practice on examination questions.

SUPPLEMENTARY STUDIES.

Latin. — 1. Livy (two books); Horace's Odes and Epodes; Cicero de Amicitia and de Republica. 2. Latin at sight. 3. Turning English into Latin. 4. Recitation.

Greek. — 1. Plato (Apology and Crito); Homer (Iliad IV.—VIII., or Odyssey IV. and IX. to XII.) Euripides (Alcestis). 2. Xenophon at sight. 3. Writing Greek. 4. Recitation.

English. — 1. (1) Translating aloud from the Greek, Latin, and French authors at the regular recitations; (2) translating a few of Cicero's Philippics; (3) the study of Shakespeare continued. 2. Recitations of selections from Shakespeare. 3. Speaking pieces from the translated Philippics of Cicero. 4. Writing compositions.

French. — Racine and Molière. 2. Reading French

at sight. 3. Vocabulary and turning English into French. 4. Recitation.

German. — 1. Translation. 2. Writing from dictation. 3. Vocabulary and turning English into German. 4. Recitation.

History. — General history. Studied by periods.

Natural Sciences, to begin as early as April 1. — Physics : 1. Selections from astronomy. 2. Motions of liquids and gases. 3. Advanced mechanics (*i.e.*, beyond last year's limit).

Mathematics. — 1. Solid geometry. 2. Examples in navigation and surveying. 3. Plane and analytic geometry.

NORMAL SCHOOL.

The course of study in this school is arranged for one year, and is as follows : —

1. Mental and Moral Science and Logic.
2. Principles of Education, School Management, and Methods of Instruction.
3. Physiology and Hygiene.
4. Physics and Natural History, with reference to Objective Teaching.
5. Language : its history, acquisition, and analysis.
6. Grammar-School Studies, with reference to teaching.
7. Drawing, and its use as a means of illustration in teaching, and Vocal Music.
8. Observation and Practice in the Primary and Grammar Departments of the Training School.

It is expected that pupils of good ability and good health, who are constant in their attendance, and who devote themselves earnestly and exclusively to their school duties, will be able to complete this course in one year.

PROGRAMME OF INSTRUCTION IN DRAWING.

PRIMARY SCHOOLS.

SIXTH CLASS.

Pupils are to be taught the names of lines, as straight or curved, distinguishing their several positions singly, as vertical or upright, horizontal or level, oblique or slanting; lines related to each other as parallel, at angles with one another as perpendicular, or square with obtuse and acute angles, the teacher using both the scientific and common names for lines and angles, which are always to be illustrated on the board by the teacher and on slates by the pupils, when the names are pronounced, or the lines and angles described by the teacher. The combination of three, four, or more lines to make figures, and the names of such figures and their parts, to be given as exercises, after the names of single lines and two related have been learned.

Dividing lines into two equal parts, and subdividing them, and drawing very simple forms, such as those on the earlier numbers of the first series of cards, or in the Primary Manual. Patterns or objects composed of straight lines, and illustrating the lines and their combinations already learned, should precede the drawing of curved lines. The filling of geometric forms, as squares, triangles, with points or short lines, or simple natural forms, such as leaves, arranged according to the pupil's own device, for recreation or amusement, as allowed in the Kindergarten system, to be permitted and encouraged.

Drawing from memory of forms previously drawn, and from dictation or oral description by the teacher, to be practised weekly.

The pupils should be taught how to rule a true straight line, that they may know what to strive after when trying to draw it by freehand.

FIFTH CLASS.

Reviewing the work done in the sixth class, the pupils will be taught to improve their handiwork by drawing straight lines more truly straight, the upright lines more vertical, and the level lines more horizontal than before. The curved line to be explained, as in Chap. III. of the Manual, and curved lines to be drawn singly and in combination with straight lines.

The definitions of the simpler geometric forms being recited by the teacher, the pupils are to draw the forms without a copy. Sometimes the pupils are to work entirely without mechanical help; but in other lessons, such as drawing the illustrations to geometric definitions, all the lines should be sometimes ruled and measured, and at other times be drawn entirely by freehand, variety in execution being here better than uniformity.

FOURTH CLASS.

Review the exercises of the two previous classes, increasing the rapidity of the work. The drawings made from black-board and cards should be as large as the slate will allow, leaving a margin of from half an inch to one inch around the edges of the slate.

The simpler forms of leaves and compound curves to be drawn; the first being then applied in filling squares and triangles, for designing exercises; the

second to form the outlines of vases and pitchers, as described in Chap. 5 of the Manual.

THIRD CLASS.

The pupils, on entering the third class, should be able to describe the simpler geometric forms, either in common language or by giving the accepted definition, and also draw the illustrations to them fairly well. The second series of cards should be finished in this class, either by enlargement from the cards or reduction from the teacher's drawing on the black-board.

NOTE. — The practice of drawing in the four lower classes of Primary Schools is to awaken thought and give ideas about form, rather than to produce skill in expressing form. It is not well to urge the pupils too much in the direction of making very good lines or very perfect shapes, but rather to impress them with the distinction between different forms, appealing through the eye to the mind and memory. The greater the variety of the exercises the better, and if half an hour be too long for a lesson a quarter of an hour or twenty minutes may be found suitable; the time devoted to drawing being two hours per week, may thus be given in either four, six, or eight lessons.

In all the classes the pupils must be taught both to rule good lines as well as to draw without the use of the ruler, though the standard of results expected should be much higher in the case of a square made by use of the ruler and one drawn by the free hand. The work of the four lower classes in drawing is to be done on slates.

The order of lessons is to be

1. Enlargement from cards.
2. Reduction from black-board.
3. Memory and dictation drawing, alternately.
4. Geometric definitions, drawn and described, with linear designing on alternate weeks.

SECOND CLASS.

In the second class drawing on paper is first taught.

Review on paper the work which has been done in class four on slates, the first half of second series of cards being taken as subjects for instruction.

Drawing from dictation and memory, of the very simplest forms, should be given once in each week, to fix what has been learned on the memory. Each lesson must be begun and finished on one-half of the page in the blank book, in the half hour devoted to one lesson, subjects of sufficient simplicity to ensure this being selected by the teacher.

FIRST CLASS.

The second half of the second series of cards, Nos. 7 to 14 inclusive, to be drawn in the first class. Instruction illustrating the words symmetry and repetition, to be given by the teacher from the chapter on design, pages 105 and 132, and that following it in the Manual.

New combinations of forms previously drawn to be made by the pupils, to learn arrangement and rearrangement, to prepare them for the elementary design practised in Grammar Schools.

GRAMMAR SCHOOLS.

SIXTH CLASS.

Pupils will be taught to draw on paper the elements of form, lines, angles, figures; also the division of lines into equal or unequal parts. In the first half of the school-year, from September to February, the Freehand book No. 1 will be completed, exercises in dictation and memory drawing being worked on the blank pages. From February to July the same book will be reviewed, the definitions and devisory exercises being more thoroughly learned by repetition, and

also to give the pupils advanced from the Primary Schools the opportunity of drawing the first part of the grammar course. The blank pages will be employed for elementary designs during the second half of the school year.

FIFTH CLASS.

From September to February the practice of the pupils will be confined to geometrical drawing of definitions and simple problems, and elementary design on the blank pages; and from February to July Freehand book No. 2, with designs in blank pages. The geometrical work and the design is to be accurately done by use of ruler and compasses; but neither of these implements is to be used in the freehand practice.

FOURTH CLASS.

From September to February the pupils are to be taken through the Geometry book No. 2, the teachers employing blank paper in the book for exercises in design. As part of the latter the enclosing geometric forms should be dictated by the teacher, the pupils working from the oral description only.

From February to July the Freehand book No. 3 is to be begun and completed, with four elementary designs on the blank pages. In the fourth class the teacher should require some degree of accuracy in the geometrical problems and nicety in workmanship, both in the design and freehand sections of the course.

THIRD CLASS.

From September to February the geometry work of Book No. 2 is to be reviewed, for the purpose of refreshing the memories of pupils who have not practised the work for six months, and also to prepare

those pupils who have been advanced to the third class without working through Book No. 2. Then Geometry book No. 3 is to be undertaken and finished by February. The time to spare is to be occupied by practising elementary design on the blank pages.

From February to July the Freehand book No. 4, together with exercises in design, is to be completed.

SECOND CLASS.

In the second class geometrical drawing is not to be continued, but in its place model and object drawing is to be commenced. From September to February the pupils will begin and complete Model book No. 1, and from February to July the Freehand book No. 5 will be begun and finished, elementary design being continued on the blank pages, in outline and half tint. Dictation of geometrical forms is not to be considered a separate lesson, but part of the designing lesson. Memory drawing may be practised occasionally to vary the lessons in geometrical drawing.

FIRST CLASS.

In the first class model and object drawing is to be considered the sole subject of drawing for the first half of the year, from September to February, and the course is laid down in the text-book to be used, Model book No. 2 to be completed by the end of January. The exercises are to be wholly by the free-hand, and those from the solid to be in true perspective, tested by the eye.

From February to July the Freehand book No. 6 is to be drawn, the four blank leaves to be employed for designs, in half tint, of either historical ornament or conventionalized foliage.

HIGH SCHOOLS.

THIRD CLASS, OR JUNIORS.

The lowest class in the High Schools is to be instructed in the elements of perspective, in Perspective book No. 1, and the practice of model and object drawing from the solid object, with applied design in blank books. The perspective and design to be worked out by mechanical means, the object drawing to be wholly freehand. The models to be shaded or relieved with half tint of different depths. Perspective from September to February. Model drawing and design from February to July.

SECOND CLASS, OR MIDDLE.

A further study of the principles of perspective drawing is to be followed by the second class in the first half of the year, Book No. 2 being the text-book. This is to be supplemented during the second half of the year by model drawing from the object, and applied design for common objects or simple forms, in either outline, half tint, or by shading.

FIRST CLASS, OR SENIORS.

Drawing of historical ornament from cast and copy, in tint and color. Original design for manufactures. Painting and drawing from nature. Machine drawing and building construction and architecture (in the boys' classes). Study of the human figure.

NORMAL SCHOOL.

Normal lessons in freehand, object, memory geometrical, and perspective drawing; course of elementary design.

PROGRAMME OF INSTRUCTION IN MUSIC.

PRIMARY SCHOOLS.

SIXTH CLASS.

Pupils shall be taught to sing *by rote* all the songs and exercises in the first fourteen pages of the "First National Music Reader," and also to sing the scale, ascending and descending, both by numerals and syllables. Other songs by rote, at the discretion of the teacher. All the songs and exercises going beyond twice marked E, shall be transposed *at least one tone lower*. Attention shall be given to correct position of body, and clear and distinct enunciation.

FIFTH CLASS.

Review of the previous work. Signs of expression, time, and beating time. Instruction in notation, as indicated on Chart No. 2, according to the "Illustrated" Lessons I. to VII. Use of syllables and numerals. Practise in writing the staff, bass, cleff, the repeat, etc. Rote-songs, as selected by the teacher.

FOURTH CLASS.

Review of previous work; then go to the end of Chart No. 12, carefully instructing the pupils accord-

ing to "Illustrated" Lessons XV. to XXI., inclusive. Rote-songs, on pages 15, 16, and 17, and others, to be selected by the teacher. Practise writing notes of different values, and combine them into measures.

THIRD CLASS.

Review of previous work, and advance in Charts to end of No. 15. Frequent exercise upon the sounds of the scale by numerals, pitch-names or syllables. Songs, at teacher's option. Practise in writing degrees of the scale under dictation.

SECOND CLASS.

Review of previous work. Advance to end of No. 20. Continued scale practice both by singing and by writing under dictation. Rote-songs, at discretion of the teacher.

FIRST CLASS.

General review. Then take Charts from 21 to 36, inclusive. Rote-songs, to be selected by the teacher. Practise writing scales in different keys.

N.B. — The teacher should not permit loud and noisy singing, or the singing of parts not within the scholar's *easy* reach. The teachers in the various grades must carefully ascertain and record the compass of the pupils' voices.

GRAMMAR SCHOOLS.

Sect. 233 of the Rules and Regulations : —

"In the first and second classes, instruction in vocal music shall be given in two lessons, of half an hour each, and in the third, fourth, fifth, and six classes,

in four lessons, of fifteen minutes each, every week, by the regular teachers; and vocal music shall be in all respects regarded as one of the regular studies of the school."

SIXTH CLASS.

Music Charts (Second Series). Practise exercises and songs in the first twenty pages of the Charts, and also those in the first thirty-three pages of the Second Music Reader. Practice in writing continued. Attention should be given to evenness and purity of tone.

FIFTH CLASS.

Review work of sixth class. Take the reversed side of Charts from No. 21 to 40, inclusive, and practise the Chromatic Scale with syllables, scale and pitch names. Songs at the option of the teacher. Practise in writing both diatonic and chromatic scales. Directions given how and when to breathe. Avoidance of audible breathing.

FOURTH CLASS.

Third Series of Charts. Knowledge of scale and staff intervals. Singing in different keys up to three sharps and four flats, by numerals, pitch names, and syllables. Practice of the first twenty numbers of these Charts, and also of the first twenty-two pages of the Third Reader.

THIRD CLASS.

The class is to commence with the reverse pages of the Third Series of Charts, and complete them. Songs at the option of the teacher, including all the keys as far as E and A flat major. Practise in writing, trans-

position of songs, or parts of songs, from one key to another. Vocal culture continued.

SECOND AND FIRST CLASS.

Fourth National Music Reader. These classes are to be taught the Solfeggios in this Reader from page 50 to page 78.

These Solfeggios should be practised by syllables, scale and pitch names.

The piano should be used as little as possible during the practice of the Solfeggios.

The exercises in Triads from page 79 to 84 are to be practised simultaneously with the Solfeggios and the parts are to be frequently changed.

Songs at the discretion of the teacher, but with strict exclusion of rote-singing.

Writing exercises, such as transpositions, etc., are to be continued in these classes.

HIGH SCHOOLS.

The High School Music Reader is the text-book for both Mixed and Boys' High Schools.

Muller's Part-Songs are used in the Girls' High School.

FIRST YEAR OR JUNIOR CLASS.

Practice in singing at sight. Instruction in musical theory, the intervals and writing of scales, in both the G and F clefs. Study of the various forms of the Minor Scale. Writing under dictation. Explanation of musical terms in common use. Vocal culture and study of Part-Songs.

SECOND YEAR OR MIDDLE CLASS.

Continued practice of singing at sight. Inversion of intervals. Writing under dictation. Musical expression. Management of the voice. Study of Part-Songs.

THIRD YEAR OR SENIOR CLASS.

Elementary harmony. Major and Minor Triads, and their inversions. Chord of the Seventh and its inversions. Practice in writing out simple figured basses. Study of Part-Songs and analysis of the same.

SCHOOL DOCUMENT NO. 22.

R E P O R T

OF THE

COMMITTEE ON SEWING.

1 8 7 8 .



BOSTON :
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1 8 7 8 .

IN SCHOOL COMMITTEE,
November 12, 1878.

Laid on the table, and ordered to be printed.

Attest :

GEORGE A. SMITH,
Secretary.

REPORT.

No changes of importance have taken place during the past year in this department of instruction. Sewing has been extended into the third class in two schools, the Mather and the Wells, but has been introduced into no new ones. Two teachers have resigned in the course of the year, and their places have been supplied by others.

The list of substitutes approved last year remains unchanged.

The instruction is generally satisfactory, as far as the teachers are concerned, and very little complaint is now heard of inefficiency. The greatest difficulty is now, and probably for some time must be, the want of proper gradation in the instruction and in the work provided for pupils. In other lessons the different members of the various classes are in nearly the same stage of advancement, or at least are using the same prescribed books and learning the same lessons, which have been carefully arranged with a view to regular and systematic progress. In sewing, this is not the case. Even at the commencement in the lowest class there is a great difference in the skill of the pupils. Some have never learned so much as to thread a needle; while others, either through home training or attendance at some parish or other sewing-school, sew tolerably well.

When to this difference in capacity is added the fact that the sewing teacher finds herself obliged, to a considerable extent, to accept such prepared work or such material as the children may bring from home, and is not able entirely to

control its character, it is evident that exact classification or graduation of work becomes very difficult.

Your committee have been able to do much in this direction, and have introduced a considerable degree of order in place of the chaos formerly existing in many, at least, of the sewing classes, but they feel that much more remains to be accomplished, and they have the matter still under consideration.

The attempt has been made in one school especially to carry out a regular system of instruction, proceeding by definite steps, and some extracts from the report sent in by the master of the school will prove interesting and suggestive: "Early in the year the work was divided into fourteen grades, as follows:—

"1. Basting; 2. Running; 3. Oversewing; 4. Sewing on buttons; 5. Overcasting; 6. Hemming; 7. Felling; 8. Back-stitching; 9. Gathering; 10. Putting on bands; 11. Button-holes; 12. Tucking; 13. Ruffling; 14. Mending and darning.

"A girl is not advanced from one grade to another until she has made satisfactory progress in the work of the lower grade. Those who have accomplished all the grades of work are classed as Division A, and the others as Division B. This grading, suggested by one of your committee, adds very much to the interest in the sewing and to the value of the work done.

"Formerly many girls brought work beyond their ability to do, causing the teacher a great deal of trouble. We now require the girls to bring work adapted to their respective grades. If they bring work they are not qualified to do, it is laid aside and proper work is given them by the teacher, and this has occasioned no complaints. We believe this method is necessary to insure good results in this department. Where children are permitted to work on anything the mothers may send, there can be no systematic teaching.

"All cutting and preparing work has been done by the teacher outside of the sewing time. A book is kept, in which the work done by each girl is recorded."

The great variety in the kind of articles finished in this school, as shown by their record, proves the care shown in finding some sort of work suited to the capacity of every pupil.

Plans somewhat similar have perhaps been adopted in other schools, but in none, it is believed, so thoroughly carried out; though each year some advance is made. But until the way is found to give as permanent unity of plan to the teaching of sewing in all the schools and of putting it on the same footing with other studies, by arranging some regular course for it, it will be advisable to keep this subject under the charge of a special committee. The irregular and unsystematic fashion of instruction which formerly prevailed, and which would easily find its way back again without the exercise of special care and oversight, was an equal waste of time and money; and the subject will still require much consideration if the best results are to be obtained.

The subjoined list, though necessarily incomplete, shows in general the amount of work accomplished this year in the different schools.

There has been a steady effort to decrease the amount of material supplied by the city, as it is, for many reasons, better that the children should supply their own as far as possible.

Respectfully submitted,

For the committee,

LUCIA M. PEABODY,

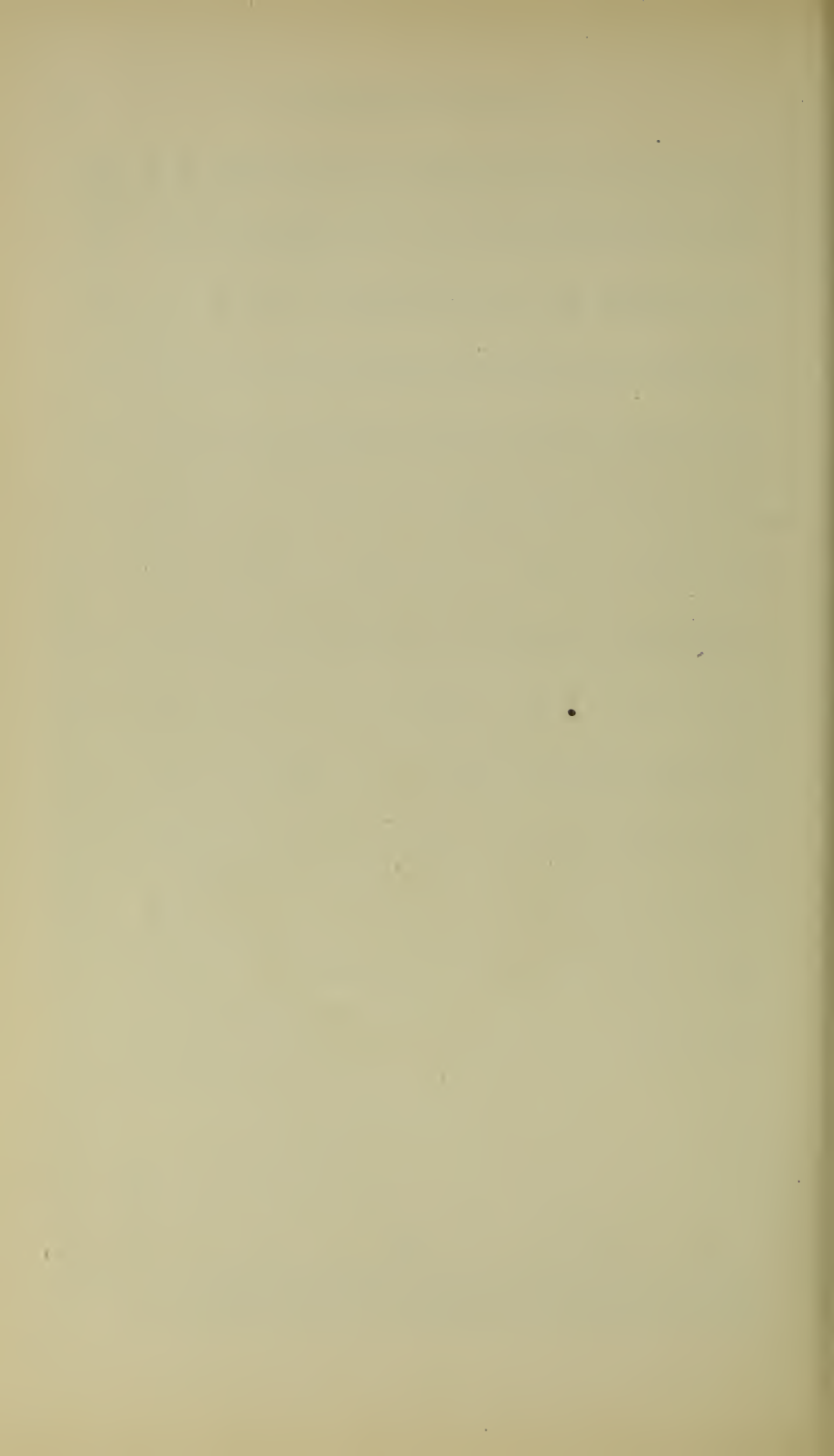
Secretary.

REPORT OF SEWING. — 1877-1878.

Schools.	Under- garments.	Aprons.	Bags.	Bed Linen.	Button- holes.	Children's Clothing.	Curtains and Towels.	Doll's Articles.	Dresses and Sackes.	Handker- chiefs.	Miscella- neous and Repairing.	Ruffles and Sewing by the yard.	Table Linen.	Total.
Adams	29	24	12	18	50	6	34	20	. . . . .	75	47	. . . . .	5	320
Allston	47	96	54	62	351	10	28	22	. . . . .	77	5	2	10	764
Andrew	61	157	18	62	96	9	47	. . . . .	1	127	80	9	28	695
Bennett	80	107	28	66	335	18	16	9	. . . . .	33	5	23	26	755
Bowditch	484	478	157	116	1,027	. . . . .	111	. . . . .	3	307	304	33	29	3,049
Bowdoin	156	107	83	74	28	48	75	187	. . . . .	75	280	258	61	1,432
Bunker Hill	178	422	. . . . .	114	28	43	137	. . . . .	4	309	509	408	65	2,217
Chapman	138	102	54	113	69	25	83	33	. . . . .	134	79	114	58	1,002
Charles Sumner	111	87	72	92	200	14	21	12	18	39	172	31	24	893
Comins	103	142	13	105	111	20	144	. . . . .	8	450	67	150	49	1,362
Dearborn	325	217	95	113	130	15	114	27	14	225	87	235	12	1,609
Dorchester-Everett	117	89	82	44	411	9	35	. . . . .	11	49	119	34	20	1,020
Dudley	172	100	42	121	127	14	91	. . . . .	6	64	25	26	95	883
Emerson	222	195	163	104	80	38	98	. . . . .	1	310	325	189	78	1,803
Everett	530	322	143	607	1,290	13	223	. . . . .	12	363	423	148	223	4,297
Franklin	372	410	253	238	863	27	214	276	12	308	258	330½	114	3,975½
Frothingham	271	253	208	105	27	54	103	40	. . . . .	493	151	35	56	1,776
Gaston	282	282	8	202	525	17	93	68	2	337	246	107	58	2,227

REPORT ON SEWING.

Gilboa	175	00	50	53	89	26	62	16	10	90	136	29	64	851
Hancock	229	665	170	119	120	32	62	12	27	. . . .	38	24	30	1,528
Harris	82	70	53	62	269	10	29	. . . .	. . . .	27	117	17	10	746
Harvard	362	337	80	226	279	87	299	92	. . . .	442	183	844	40	3,277
Hillside	148	144	27	113	63	96	113	34	2	137	54	20½	61	1,021½
Horace Mann	41	20	48	4	176	. . . .	1	. . . .	1	8	100	52	34	494
Lewis	306	282	78	314	770	•46	516	. . . .	14	300	123	640	204	3,689
Lowell	330	306	181	180	479	49	294	25	26	261	993	53	86	3,209
Lyman	63	189	20	86	58	8	66	. . . .	. . . .	78	133	86	107	898
Mather	135	125	73	56	522	0	14	. . . .	15	41	115	12	12	1,129
Minot	70	80	66	57	194	3	21	. . . .	8	32	50	23	5	618
Mt. Vernon	95	36	35	48	170	22	19	15	8	26	105	22	16	617
Norcross	673	786	476	162	. . . .	91	255	. . . .	7	991	303	943	. . . .	4,687
Prescott	243	285	26	132	62	29	151	20	. . . .	251	228	283	117	1,827
Sherwin	301	295	22	138	. . . .	10	186	. . . .	26	287	22	20	61	1,368
Shurtleff	820	790	3	687	1,550	. . . .	790	. . . .	3	82	495	. . . .	223	5,443
Stoughton	147	86	40	108	65	30	56	30	. . . .	95	149	20	60	886
Tilleston	67	40	25	54	75	15	21	20	2	60	51	20	10	460
Warren	203	305	19	164	68	28	292	. . . .	5	252	122	703½	45	2,116½
Wells	314	359	140	138	70	21	87	22	10	187	211	. . . .	89	1,648
Windthrop	488	705	279	239	590	50	164	. . . .	15	24	118	19	99	2,796
Totals	9,078	9,564	3,396	5,502	11,417	1,048	5,075	984	271	7,440	7,623	5,969½	2,370	69,148½



SCHOOL DOCUMENT NO. 23.

ANNUAL REPORT

OF THE

HORACE MANN
SCHOOL FOR THE DEAF.



BOSTON:
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1878.

IN SCHOOL COMMITTEE,
November 12, 1878.

Accepted, and ordered to be printed.

Attest:

GEORGE A. SMITH,
Secretary.

REPORT.

The Rules of the School Board require that an Annual Report should be made by the Committee of the Horace Mann School for the Deaf, in the month of September. The chairman was absent from the city during that month, and, in his inexperience, was unmindful of this requirement, which, in behalf of said committee, he thus tardily seeks to fulfil.

On the third of September, 1877, there were sixty-four pupils belonging to the school, — thirty-three girls and thirty-one boys. During the year eleven were admitted and seven discharged. At the beginning of the present school year — September 2d — the number of pupils was sixty-seven. Since that time seven have been admitted and four discharged. The number of pupils now belonging is seventy-six, — an increase of not quite twenty per cent. since September, 1877.

Nearly all the pupils are beneficiaries of the State of Massachusetts. The city receives the sum of one hundred dollars for each pupil residing within its limits, and one hundred and fifty for every one from out of town.

Among the numbers received last year was a little girl from New Hampshire. A warrant for her admission as a State beneficiary was sent to the principal of the school. This year a little boy from Pennsylvania has been received; the cost of tuition being paid by his parents.

The States of Maine and Rhode Island sent pupils to Boston to attend this school, until similar institutions were established in each of those States.

The condition of the school is entirely satisfactory. The corps of teachers remains the same as during the last year.

The present number in the school, by the rules of the Board, entitles it to an additional teacher. It is not deemed advisable to appoint a temporary teacher, as the peculiarity of the instruction requires the experience and practice of an expert, and this is not to be secured readily except through an appointment of a permanent character. As soon as the number on the list shall seem to promise with a greater certainty the permanence of the requirement, the committee will ask for an additional teacher.

The last report of this school, which was full and elaborate, was presented by the late Dr. Ezra Palmer. He had been chosen to fill the vacancy caused by the death of Dr. Ira Allen, and so long as he lived he took a strong and cordial interest in the work of the school, and his hearty cooperation did much to strengthen the hands of the teachers, who lost in him a sincere, earnest, and judicious friend and adviser.

Since the commencement of the present academic year this school has sustained yet another grievous loss of a valued and honored adviser and friend, by the resignation of Mr. Wm. H. Learnard, Jr., — a loss deeply and regretfully felt by all its friends. He had always been ready to give to it his time, his thought, and his judicious counsel, and that cautious and experienced judgment can but ill be spared from its faithful supervision.

For the committee,

T. N. BREWER,

Chairman.

SCHOOL DOCUMENT NO. 24.

CATALOGUE

OF THE

BOSTON NORMAL SCHOOL

FOR THE YEAR 1878.



BOSTON:
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1878.

SCHOOL COMMITTEE OF THE CITY OF BOSTON.

1878.

HON. HENRY L. PIERCE, MAYOR, *ex officio*.

WARREN P. ADAMS,
GEORGE A. THAYER,
CHARLES C. PERKINS,
JOHN G. BLAKE,
CHARLES L. FLINT,
F. LYMAN WINSHIP,
WILLIAM H. FINNEY,
EZRA PALMER,
LUCIA M. PEABODY,
WILLIAM T. ADAMS,
WARREN FLETCHER,
NAHUM CHAPIN,

JOHN B. MORAN,
GODFREY MORSE,
ABBY W. MAY,
JOHN J. HAYES,
HENRY P. BOWDITCH,
WILLIAM J. PORTER,
JOHN W. RYAN,
GEORGE M. HOBBS,
GEORGE H. PLUMMER,
WILLIAM H. LEARNARD, JR.
ABRAM E. CUTTER,
WILLIAM C. COLLAR.

COMMITTEE ON THE NORMAL SCHOOL.

GEORGE A. THAYER, *Chairman*.

ABBY W. MAY, *Secretary*.

WM. H. LEARNARD, JR.

GEORGE M. HOBBS.

JOHN B. MORAN.

BOSTON NORMAL SCHOOL.



TEACHERS.

Head-Master.

LARKIN DUNTON.

First Assistant.

L THERESA MOSES.

Second Assistant.

ANNIE E. CHACE.

Special Teacher.

W. BERTHA HINTZ.

Teacher of Drawing.

WALTER SMITH.

Teachers of Music.

JULIUS EICHBERG.

J. B. SHARLAND.

H. E. HOLT.

L. W. MASON.

RICE TRAINING SCHOOL.



Principal.

LUCIUS A. WHEELOCK.

Sub-Master.

EDWARD SOUTHWORTH.

Usher.

CHARLES F. KIMBALL.

First Assistant.

MARTHA E. PRICHARD.

Second Assistant.

FLORENCE MARSHALL.

Assistants in Grammar Department.

ELLA T. GOULD.

E. MARIA SIMONDS.

J. ANNIE BENSE.

ELIZA COX.

DORA BROWN.

MATTIE H. JACKSON.

ELLA C. HUTCHINS.

LIZZIE M. BURNHAM.

Assistants in Primary Department.

ELLA F. WYMAN.

GRACE HOOPER.

SARAH E. BOWERS.

FLORENCE M. PROCTOR.

ELLEN F. BEACH.

ANNA B. BADLAM.

EMMA L. WYMAN.

BOSTON NORMAL SCHOOL.

REGULATIONS

ADOPTED BY THE SCHOOL BOARD.

SECTION 1. The Boston Normal School is established for the purpose of giving professional instruction to young women who intend to become teachers in the public schools of Boston.

SECT. 2. The head-master shall be a graduate of a college in good standing. He shall have a first assistant, and as many second assistants as may be necessary, provided the whole number of teachers, exclusive of the head-master, shall not exceed one for every thirty pupils. An additional instructor may be elected for an excess of twenty pupils, and one may be removed for a deficiency of twenty. Special instruction in music and drawing shall be given in this school, under the direction of the committee on these departments.

SECT. 3. Candidates for admission must be at least eighteen years old, and must be recommended by the master or committee of the last school they attended. No candidate who is less than eighteen years of age shall be admitted to this school, except by special vote of the committee in charge. Those who have completed the fourth year in the Girls' High School will be admitted without examination. Other candidates must be examined in the ordinary High School studies by the Board of Supervisors, under the direction of the Committee on Examinations, and

must present evidence of good character. All pupils will be put on probation, and as soon as they prove unsuitable for this school shall be discharged by the committee on the school; the probation to cease at the end of the half year. No pupil who has attended the school for more than a half year shall return a second year without special permission from the committee in charge.

SECT. 4. The Board of Supervisors shall, from time to time, examine the pupils in the Normal School, and near the close of the school year recommend for graduation those whom they shall deem qualified; and the committee in charge shall grant diplomas to such of those thus recommended as shall have satisfactorily completed the course of study.

SECT. 5. A diploma of graduation from the Normal School, issued after the year 1872, shall entitle the holder to receive a fourth-grade certificate of qualification. When teachers are to be employed in the public schools, graduates of this school shall have the preference, other things being equal.

SECT. 6. The text-books used in this school shall be such of the text-books used in the other public schools of the city as are needed for the course of study, and such others as shall be authorized by the Board.

SECT. 7. This school shall begin on the first Monday in September; and shall close on such day of the week preceding the Fourth of July, and with such exercises, as the committee of the school may direct.

SECT. 8. A catalogue of the Normal School shall be annually prepared, under the direction of the committee in charge, and sent to the members of the School Committee and of the Board of Supervisors, and to the principals of schools.

SECT. 9. When a graduate of this school is appointed as a teacher in any public school of this city, it shall be the duty of the head-master to make, or cause to be made by

his assistants, one or more visits to her school for the purpose of criticism and suggestion in regard to her teaching.

SECT. 10 Such instruction shall be given in the Normal School, to teachers in the employ of the city, as the Board may from time to time direct.

TRAINING DEPARTMENT.

SECT. 11. The Rice Training School is intended to give the pupils of the Normal School a practical knowledge of the methods of instruction and discipline in the public schools of Boston.

SECT. 12. The Committee on the Normal School shall have charge of the Training School.

SECT. 13. The head-master of the Normal School shall have the direction of the observation, practice, and methods of instruction in the Training School, subject to the approval of the committee in charge.

SECT. 14. The principal of the Training School shall perform in that school the usual duties of master of a Grammar School, and such duties in connection with the Normal School as the committee in charge may direct.

SECT. 15. The number and rank of teachers other than principal, and the course of study, in the Training School shall be the same as in the Grammar and Primary Schools of the city.

COURSE OF STUDY.

The course of study in this school is arranged for one year, and is as follows:—

1. Mental and Moral Science and Logic.
2. Principles of Education, School Management, and Methods of Instruction.
3. Physiology and Hygiene.

4. Physics and Natural History, with reference to Objective Teaching.
5. Language: its history, acquisition, and analysis.
6. Grammar-School Studies, with reference to teaching.
7. Drawing, and its use as a means of illustration in teaching, and Vocal Music.
8. Observation and practice in the Primary and Grammar Departments of the Training School.

It is expected that pupils of good ability and good health, who are constant in their attendance, and who devote themselves earnestly and exclusively to their school duties, will be able to complete this course in one year.

ESTABLISHMENT.

A Normal School was established in 1852 by the City Council, on the recommendation of the School Board, as a part of the public-school system of Boston. This school was "designed to prepare teachers thoroughly and systematically for the efficient discharge of those duties that they would be daily called upon to perform." In 1854 the School Board, with the view of adapting the school to the double purpose of giving to its pupils High-School and Normal instruction, caused "the introduction of a few additional branches of study, and a slight alteration in the arrangement of the course," and called it the Girls' High and Normal School. But the Normal features of the school were soon quite overshadowed by the High-School work. To remedy this evil a Training Department was organized in 1864, in Somerset street, which, for several years, accomplished a very useful work. But, in 1870, this department was removed to the new building in West Newton street, occupied

by the Girls' High and Normal School. The school was continued under this name till 1872, at which time the School Board, finding that the Normal element had been gradually absorbed by the High School, and had "almost lost its independent, distinctive, and professional character," "separated the two courses, and returned the Normal School to its original condition, as a separate school." Since then, under the name of the Boston Normal School, its sole work has been the fitting of young women for the office of teaching.

TRAINING DEPARTMENT.

In 1876 the Rice District was constituted a Training School, where the Normal pupils have an opportunity of gaining, by observation and practice, a familiar acquaintance with the discipline and instruction of the Boston schools. This supplies an urgent and long-felt want. The Training School contains twelve Grammar and seven Primary classes, numbering over a thousand pupils.

LOCATION.

The Normal School occupies the upper floor of the school-house on Dartmouth street; and the Training School the first and second floors of that building, and also the school-house on Appleton street.

CONDITIONS OF ADMISSION.

A certificate that a candidate has completed the fourth year in the Girls' High School is accepted as proof of qualification for admission. The course of study in the Boston

High Schools embraces the following subjects : Composition ; Rhetoric ; English Literature ; Ancient, Mediæval, and Modern History ; Civil Government ; Botany ; Zoölogy ; Anatomy and Physiology ; Chemistry ; Physics ; Astronomy ; Arithmetic, including the Metric System ; Algebra ; Geometry ; Plane Trigonometry ; Latin, or French, or German ; Vocal Music ; and Drawing. Candidates who have not completed the fourth year at the Girls' High School will be examined on this or an equivalent high-school course. An examination of such candidates will be held at the school-house on Dartmouth street, the Friday before the first Monday in September, at 10 o'clock, A.M. Those who have completed the fourth year at the Girls' High School will present themselves with their certificates on the first Monday in September.

TUITION.

The rule of the School Board in regard to the payment of tuition by non-resident pupils, applicable to the Normal School as well as the other public schools of the city, is as follows : —

"All children living in the city who are upwards of five years of age, and are not disqualified by non-compliance with the regulations of the Board, shall be entitled to attend the public schools ; but neither a non-resident pupil, nor one who has only a temporary residence in the city, shall be allowed to enter or to remain in any school, unless the parent, guardian, or some other responsible person has signed an agreement to pay the tuition of such scholar, or until a certified copy of a vote of the Committee on Accounts permitting such scholar to attend the school has been transmitted to the principal. The principals shall, at the com-

mencement of each term, on blanks furnished for the purpose, send to the Committee on Accounts the names of such scholars, and of their parents or guardians, with their place of residence. And it shall be the duty of that committee each term to make out bills for tuition and transmit the same to the City Collector for collection."

NECESSITY FOR ATTENDANCE.

The following extracts from the Regulations of the Public Schools of the City of Boston will show the relation of the Normal School to the work of teaching in Boston : —

"The Board of Supervisors shall not admit to an examination [of applicants for situations as teachers] any person who is not a graduate of the Boston Normal School or of one of the State Normal Schools, or who has not had at least one year's experience in teaching."

"The Board of Supervisors shall grant certificates of qualification of the several grades, after examination, to such candidates as they shall consider entitled to them, as follows : —

"*First Grade.* — To masters and junior masters of High Schools, and principals of Evening High Schools.

"*Second Grade.* — To masters, sub-masters, and second sub-masters of Grammar Schools, principals of Evening (not High) Schools, and assistants of Evening High Schools.

"*Third Grade.* — To assistant principals and assistants of High Schools.

"*Fourth Grade.* — To assistants of Grammar and Primary Schools.

"*Special Grade.* — To instructors in Special Studies, Schools for the Deaf and for Licensed Minors, and Kindergartens.

“No instructor shall be employed in any higher grade of schools than that for which the certificate shall qualify the holder thereof; and no instructor whose certificate is not recorded in the office of the Committee on Accounts shall be entitled to draw any salary as a teacher or as a substitute; and the auditing clerk shall not allow the name of any such teacher or substitute to be entered or to remain on the pay-rolis.”

VACATIONS.

The vacations and holidays of this school are as follows:—Every Saturday; one week commencing with Christmas day; New Year's day; the twenty-second of February; Good Friday; Fast day; Decoration day; Thanksgiving day and the remainder of the week; the week immediately preceding the second Monday in April; and from the close of the school, the week preceding the Fourth of July, to the first Monday in September.

TIME OF ADMISSION.

Only one class is admitted to this school during the year, and that is admitted at the beginning of the school year. Pupils are not received at other times. The work of the school is so conducted that it is impossible for pupils to make up lessons lost at the beginning of the term, so that it is necessary for all who desire to enter during the year to be present at the opening of the school in September.

GRADUATES

OF THE

Boston Normal School.

June, 1878.

Abbreviations.—B., Brighton; C., Charlestown; D., Dorchester; E. B., East Boston; S. B., South Boston; J. P., Jamaica Plain; R., Roxbury; W. R., West Roxbury.

Abercrombie, Mary E.	275 Shawmut Avenue.
Bere, Caroline D.	Sharon, Mass.
Bigelow, Florence J.	Cor. Cottage St. and Norfolk Ave., D.
Borden, Mattie K.	10 Bigelow St., Brighton.
Bowker, Hattie J.	813 E. Broadway, S. B.
Breckenridge, Ida J.	115 Trenton St., E. B.
Buckley, Martha G.	27 Swan Street, S. B.
Burgess, Helen F.	Fuller Street, Dorchester.
Challis, Charlotte	75 Essex Street, Chelsea.
Clough, Annie D.	33 Warren Avenue.
Crooker, Ellen B.	62 G Street, So. B.
Cummings, Elizabeth R.	129 Emerson St., S. B.
Darling, Hattie A.	Savin Hill Avenue, D.
Erskine, Margaret B.	57 White Street, E. B.
Farrington, Mary L.	34 Clarence Street, R.
Fitzgerald, Ella F.	283 E Street, S. B.
Fogarty, Sarah G.	14 Kennard Avenue.
Folger, Minnie I.	42 Pearl St., E. Somerville.

Frame, Martha L.	72 Eutaw Street, E. B.
French, Essie A.	211 W. Canton Street.
Fuchs, Ella	150 K Street, S. B.
Furbush, Florence G.	16 Baldwin Street, C.
Gallagher, Emma F.	17 Ball Street.
Hanley, Martha W.	Rear 2298 Wash'n St.
Harlow, Carrie A.	587 E. Eighth St., S. B.
Harrington, Julia E.	48 Chestnut Street, C.
Hodsdon, Emily F.	19 Linden Street, S. B.
Kendrick, Laura M.	70 Zeigler Street.
Leonard, Dora M.	91 Fort Avenue, R.
Macomber, Ella L.	41 Chester Park.
McGowan, Agnes	1 Oak Street, C.
Newell, Marion	24 Staniford Street.
O'Connor, Mary E.	60 Telegraph St., S. B.
Orr, Ella A.	631 Dorch. Ave., S. B.
Perry, Florence A.	Savin Hill Avenue, D.
Pierce, Mary E.	Cor. Adams and Richmond Streets, D.
Presby, Ida M.	1 Binney Place.
Roberts, Clara E.	9 Akron Street, R.
Ruxton, Mary G.	9 Morton Street.
Savage, Mary F.	9 Leeds Street.
Seaverns, Annie W.	2 Dudley Place, R.
Sharp, Clara A.	8 Beckler Avenue, S. B.
Shepard, Caroline A.	Prescott Place, D.
Simmons, Emma F.	383 W. Fourth St., S. B.
Smith, Emma T.	36 Williams Street, R.
Smith, Mary W.	428 Bunker Hill St., C.
Stevens, Grace L.	16 Perrin Street, R.
Toppa, Fanny L.	11 Woodward St., S. B.
Tucker, Hattie M.	237 Princeton St., E. B.
Tuckerman, Lucy D.	24 Somerset Street.
Urann, Grace St. L.	Columbia Street, D.
Welch, Sadie E.	574 Eighth St., S. B.

Weld, Lena S.	<i>Cor. Weld & Willow Sts., W. R.</i>
Wentworth, Lydia G.	<i>9 Alpine Street, R.</i>
White, Carrie G.	<i>79 Myrtle Street.</i>
Whiting, Georgiana	<i>Bunker Hill District.</i>
Wilson, Lucy A.	<i>395 Bunker Hill St., C.</i>
Wilson, Sara W.	<i>128 W. Chester Park.</i>

SCHOOL DOCUMENT NO. 25.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1878.



BOSTON :
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.

1878.

IN SCHOOL COMMITTEE, Sept. 24, 1878.

Messrs. Morse, Collar, and Bowditch were appointed a Committee to prepare the Annual Report of the School Board for the year 1878.

Attest:

GEORGE A. SMITH,
Secretary.

REPORT.

A year is so short a period in the history of a school system dating back some two centuries, that an annual report can be expected to do little more than to indicate the gradual development of what, from its very nature, must be slow, and in many cases difficult to estimate by any well-recognized standard. The requirement of such a report, however, seems a wise provision, as a constant reminder that the system is a living organism, and that growth is a necessary condition to prevent decay. Our schools are better this year than the last, or they are not so good. This consideration would seem to justify an annual enumeration of the doings of the year, whether to remove the dead wood or to promote growth. But, though growth is essential as a constant element, its processes may be most operative and vital when least seen; and perhaps it is only by taking the salient points on which to institute comparison that we can justly estimate progress in the system. The reorganization of the School Board, and more ample means for the supervision of our schools, may be regarded as one of these points in the history of the school system. Nor should the changes introduced by the new order of things be considered necessarily as a criticism on the past. Some things are demanded

now that would have been wholly impracticable at an earlier stage. It is in this light that we should regard many of the changes in the organization of the various business and financial departments, as well as those in the departments of instruction and supervision.

Thus, some twelve years ago, a report, signed by the chairman of the Committee on Accounts, stated that there was no "systematic management of the financial affairs" of the School Department, and the Committee on Rules and Regulations presented an order, which was adopted, giving to the Committee on Accounts the direction and control of all purchases ordered by the Board which were not otherwise provided for, and authorizing the employment of an auditing clerk. This was the initiation of the system now in operation. The growth of our system of public instruction, however, has been such, caused by annexation and otherwise, that a modification of the system became necessary. This was adopted in the latter part of 1877, so that it has been practically inaugurated during the current year. These changes, it is believed, are in the interest of economy, and, as already intimated, are rendered necessary by the regular growth of the system, and greater pecuniary interests involved. It would not be strange, however, if at first, before teachers and others have become acquainted with its provisions or the new system is in working order, there should be complaints of "red tape," and some impatience manifested at the formal provisions which these greater interests have rendered necessary. Such complaints are always made under

similar circumstances, and it is only when a system is in working order and well understood, that its benefits are fully appreciated.

The changes provided by the statute of 1875 in relation to the reorganization of the School Committee have already proved themselves most salutary. Before the reorganization of the Board the elections for members of the School Committee were confined to wards.

Under that system the nominations were made in party caucuses, in the several wards of the city, and nomination by the party dominant in any one ward was equivalent to an election. There could not be, under such a system, any searching discrimination or any close inquiry into the qualifications of the nominees.

The majority of votes of but a single ward was necessary to elect a member of the Board. Now the election is by general ticket, each candidate's name being brought to the consideration of all voters throughout the entire city. The nominations are more cautiously made;—the merits of candidates being carefully weighed by sub-committees and by the same nominating conventions which nominate the mayor and aldermen. In this way the local ward feeling, heretofore too prominent in the conduct of our schools, is suppressed; no member of the Board represents a ward; but each member represents the whole city. The constituency of each member of the School Committee is coextensive with that of the mayor and aldermen, and is far greater than that of the individual members of the Common Council, each

one of whom is the representative of but a single ward.

If these considerations were better understood by the public, they would materially aid the School Committee in the discharge of their official duties, and would result in a better conception of their powers and duties by the City Council. It is said, sometimes, that the Common Council of the city is the direct and legitimate successor of the people assembled in town meeting, and that the action of the Council is the action of the people; that, by the change from the town government to the city government, the people of the city have delegated to the Council all the powers they themselves exercised in town-meetings. This may be so in most instances, but certainly is not so in the case of the management of the schools. This Board is the creation of a special law enacted by the Legislature of the State. We have certain powers and duties defined by the act, which cannot be increased or diminished by the action of the City Council. By their votes the citizens of Boston have elected us to exercise the powers in the management of the schools delegated to school committees by the Legislature; we are responsible to the citizens of this municipality, and not to the Council, for our action; we are elected by the people to represent them and to exercise their powers in school affairs, and neither branch of the City Council has supervisory powers delegated to it, directly or indirectly, by law or by usage.

"The School Committee are an *independent body*, intrusted by law with large and important powers and

duties," says the Supreme Judicial Court of this Commonwealth; and again: "The Legislature have imposed *on the (School) Committee* the duty of seeing to it that the public schools are in a condition and of a character best calculated to advance the improvement and promote the good of the pupils."

The City Council has no connection with the schools, except in the matter of voting the necessary appropriations to carry them on. But even in this particular its power is limited, — for the School Committee have entire control in fixing the salaries of teachers, and the city is bound by the contracts thus made by the School Committee. "The power to fix the compensation [of teachers] is chiefly entrusted to the Committee for the full, appropriate, and most useful discharge of their duties. This power the Legislature, for the most satisfactory and conclusive reasons, have expressly given to them." (*Bachelor vs. City of Salem*, 4 Cush., 599.) In some of the large cities of the Union the powers of the School Committee are even greater than they are here, — they exercising the right of making the tax levy for public-school purposes; and it is questionable whether it would not be wiser, and in the interest of the schools and the public, if this Board had the power to vote its own supplies, without appropriations from the City Council.

It cannot be said that the School Committee are less careful of the city's interest than any other branch of the city government. They have shown by their action, during their reorganized existence, that they recognize the necessities of the times in the way of

public economy. In the salaries of teachers, and in the incidental expenses of this most important branch of the city government, the Board have carefully, and, it is to be hoped, not unjustly, brought their needs to a minimum.

During the years 1874-5 and 1875-6 the total expenses for the public schools were \$4,096,424.19; for the years 1876-7 and 1877-8, \$3,573,056.33; showing a total saving, in the first two fiscal years of the new organization, of \$523,367.86; while the total number of pupils in the last two years exceeded the total number of the previous two years by 4,434!

CONSOLIDATION OF COMMITTEES.

An attempt has also been made during the last year to facilitate the work of the sub-committees by consolidating them. Music and Drawing, now recognized as two most important branches of public instruction, and for each of which there was a sub-committee, are now in charge of one committee, — on "Music and Drawing." It may be well to remark here, that the regular teachers in all the schools, having now had several years of normal instruction, and of experience in teaching these branches, are quite competent to give the necessary instruction to their pupils, and for this reason the number of special instructors in these departments has been reduced. Before long no special instructors — except, possibly, one in each department for normal lectures and for a director — will be required. An interesting paper on these subjects follows in this volume, in the

“Report of the Committee on Music and Drawing,” to which the reader is referred for details.

On January 1, 1879, the Committee on Military Drill yield their duties to the Committee on High Schools. This exercise is continued in the High Schools for boys, and meets with great success, owing, no doubt, largely to the excellent instruction of Brigadier-General Hobart Moore, who makes it both efficient and interesting.

For the greater efficiency of the Board a new committee, viz., the “Committee on Supplies,” has been organized, which relieves, in a material manner, the Committee on Accounts from some of its multifarious duties. The following extracts from the Rules and Regulations define the duties of this new committee:—

SECT. 45. The Committee on Supplies shall have exclusive authority in furnishing all materials used by the Board, its officers, or the public schools. They shall have exclusive power to authorize such expenditures, except it be for salaries, as may be required in teaching such branches of study as have been adopted by the Board, not exceeding the several amounts appropriated for the same.

They shall, if it be deemed expedient, annually advertise for proposals, and contract with responsible parties, to furnish the text-books necessary to carry out the provisions of the General Statutes, Chap. 38, Sects. 29 and 30, and shall see that the provisions are fully complied with.

They shall have the supervision of all printing, and furnish such as may be required by the Board, its officers, or the public schools, except such as may be otherwise provided for; and all documents and reports, unless it be otherwise ordered, shall be limited to four hundred copies.

They shall have the custody and management of all property

belonging to the city which is held by this Board, and shall authorize such expenditures as may be necessary for the care and protection of the same.

The Auditing Clerk shall attend all meetings of this committee, shall record their transactions, and render such assistance as shall be required. Annually, in the month of May, he shall submit, in detail, an account of the articles purchased and furnished to the several grades of schools, as well as of the material on hand; and annually, in the month of June, the committee shall submit the same in a report to the Board.

They shall give written authority to the Auditing Clerk to submit to the Committee on Accounts such bills as are correct and duly authorized.

SCHOOL SESSIONS.

The change in the regulations of the schools, by which there are two sessions for five days in the week instead of two sessions for four days and one session on Wednesday and Saturday forenoon, as formerly, has now been on trial since September 1, 1877, and has already proved so satisfactory as to meet with general approbation. A canvas of the opinion of the Grammar-School masters, made last June and reported to this Board by the Committee on Rules and Regulations, demonstrated the desirability of the change. The following is the report:—

The committee who were instructed, May 28, to take measures to ascertain and report to the Board whether the present arrangement of school sessions is better for the schools and teachers than the former, or not, and whether it is more acceptable to the parents, reported that a circular having been sent to the principals of the Grammar Schools, requesting the above information, responses were received from 46 principals, as follows: 26 report in favor of the new system in all respects; 6 in favor of the old; 7 that the

old system is better for Primary Schools ; 2 that the old plan is better for the schools, and preferred by some of the teachers and parents. — (*Minutes of the School Committee 1878, page 116.*)

There were many reasons for this change. In the High Schools it was already the rule. No pupil in the other schools could be said to have a single play-day in the week during term time, under the former arrangement, — a day which was entirely free to the pupil, when no school work was to be done ; — a real holiday, which could be devoted to play and pleasure. There was work for every day ; on Friday the Saturday morning lesson must be learned, and on Saturday the Sabbath-school lesson must be prepared. Now Saturday is a whole play-day for the pupil. If a parent desires to take his child into the country on a day's excursion, whether on a visit, or to enjoy the country air and the country scenery, no work-day need now be taken ; there is the Saturday for such recreation.

In many of our schools, also, there are children of poor parents. Several masters testified before the Committee on Rules and Regulations, — when the hearing was had on the order which was afterwards passed by the Board, — that some of the boys were kept out of school on Saturdays, and found employment with the neighboring grocer and market-man. Mothers, also, kept their daughters at home on Saturdays to teach them the culinary art, and to induct them into the mysteries of house-keeping, — an occupation quite as useful to girls as the studies pursued in the schools.

The statistics, too, show that the average attend-

ance in all the Grammar and Primary Schools was smaller on Saturdays than on other days in the week; and recent investigations prove that the attendance on Wednesday afternoon is much greater than it was on Saturday forenoon.

There is no doubt that the work of the school-room is much better performed in the symmetrical daily sessions than in the broken sessions at the end of every two days; and the masters tell us that the work on Wednesday and Saturday forenoons was not as satisfactory as on other days in the week. It is believed, too, that the present system is more conducive to the health of the pupils than the former.

It is better for the teachers as well as for the pupils. The half-day Wednesday and Saturday did not give that rest that the whole day Saturday gives. Teachers have not so much fresh force on Monday morning when they teach on Saturday, as they have with closed school-rooms from Friday afternoon to Monday morning. Under the former arrangement there was no whole day, during term time, on which they could transact whatever business they might have.

Another and most important consideration must not be overlooked. To maintain our schools up to the highest standard we should have constant normal instruction for teachers. Such instruction is contemplated in the Regulations of the Normal School, viz.: —

“SECT. 299. Such instruction shall be given in the Normal School, to teachers in the employ of the city, as the Board may from time to time direct.”

And such instruction ought to be given. But when could teachers in daily attendance in school devote the time to listening to such instruction, even if required? Could such teachers come to the lecture with any degree of freshness after the morning had been devoted to their duties in the school-room? Certainly not. Now there is a day for such instruction, attendance on which should be required of all teachers who show weakness in any department. The Director of Music, at the hearing heretofore referred to, was especially desirous for a fresh morning to give normal instruction in his department to the teachers in the city's service.

The testimony, too, of highly esteemed authorities in educational matters, and the example of *all* the large cities in the Union, are unanimously for five day sessions. That others approve of our change is evidenced by the fact that many of our neighboring cities and towns are following our example.

One more consideration should not be overlooked. There is a large and growing number of Jewish children in our community, whose Sabbath is Saturday, and whose religious faith is to keep the seventh day holy and do no secular work. Should we not respect their consciences? We make a holiday of Christmas and Good Friday to accommodate one religious sect; is it not right, when there are so many other considerations, that in this matter we should respect the observances of this class of our fellow-citizens?

SALARIES OF TEACHERS.

During the past year very important changes have been made in the Rules and Regulations affecting the salaries of teachers. These changes contemplate a regular graduated scale, beginning at a smaller minimum than heretofore, and rising by an increase of twelve dollars, or by a multiple of twelve, through a series of years, until the full salary is reached. In this way, it was hoped — since it seemed, by the necessity of the times, that some saving must be made in the salary of the teachers — that those who had been long in the service of the city should be affected as little as possible by the change, while the new and inexperienced must serve a reasonably long apprenticeship before attaining the highest salary in their grades.

A table is herewith presented, showing the salaries of teachers for the years 1876, 1877, and 1878.

FIRST GRADE.*Male Instructors in High Schools.*

	HEAD-MASTERS.			MASTERS.		SUB-MASTERS.		USHERS.		JUN'R MAS- TERS.
	1876-7	1877-8	1878-9	1876-7	1877-8	1876-7	1877-8	1876-7	1877-8	1878-9
First year . .	\$3,500	\$3,300	\$3,780	\$2,800	\$2,700	\$2,200	\$2,100	\$1,700	\$1,500	\$1,440
Second " . .	4,000	3,780	. . .	3,200	3,000	2,600	2,400	2,000	1,800	1,584
Third "	1,728
Fourth "	1,872
Fifth "	2,016
Sixth "	2,160
Seventh "	2,304
Eighth "	2,448
Ninth "	2,592
Tenth "	2,736
Master	2,880

The positions of usher and sub-masters were abolished Sept., 1878.

SECOND GRADE.*Male Instructors in Grammar Schools.*

	MASTERS.			SUB-MASTERS.			SECOND SUB-MASTERS. ¹		
	1876-7	1877-8	1878-9	1876-7	1877-8	1878-9	1876-7	1877-8	1878-9
First year .	\$2,800	\$2,700	\$2,580	\$2,200	\$2,100	\$1,980	\$1,700	\$1,500	\$1,500
Second " .	3,200	3,000	2,640	2,600	2,400	2,040	2,000	1,800	1,560
Third " .	. . . .	. . . .	2,700	. . . .	. . . .	2,100	. . . .	. . . .	1,620
Fourth " .	. . . .	. . . .	2,760	. . . .	. . . .	2,160	. . . .	. . . .	1,680
Fifth " .	. . . .	. . . .	2,820	. . . .	. . . .	2,220	. . . .	. . . .	1,740
Sixth " .	. . . .	. . . .	2,880	. . . .	. . . .	2,280	. . . .	. . . .	1,800

¹ Formerly Ushers.

THIRD GRADE.*Female Instructors in High Schools.*

	FIRST ASSISTANT.			SECOND ASS'T.			THIRD ASSISTANT.			FOURTH ASS'T.		
	1876-7	1877-8	1878-9	1876-7	1877-8	1878-9	1876-7	1877-8	1878-9	1876-7	1877-8	1878-9
First year	\$1,800	\$1,620	\$1,440	\$1,500	\$1,380	\$1,200	\$1,200	\$1,140	\$960	\$1,000	\$900	\$768
Second "	1,476	...	...	1,236	...	...	996	...	...	804
Third "	1,512	...	...	1,272	...	...	1,032	...	...	840
Fourth "	1,548	...	...	1,308	...	...	1,068	...	...	876
Fifth "	1,584	...	...	1,344	...	...	1,104	...	...	912
Sixth "	1,620	...	...	1,380	...	...	1,140	...	...	948

Assistant Principals. — 1876-7 \$2,000
 1877-8 1,800
 1878-9 1,800

FOURTH AND FIFTH GRADES.*Female Instructors in Primary and Grammar Schools.*

	FIRST ASSISTANT.			SECOND ASSISTANT.			THIRD AND FOURTH ASSISTANTS.		
	1876-7	1877-8	1878-9	1876-7	1877-8	1878-9	1876-7	1877-8	1878-9
First year	\$1,200	\$1,140	\$900	\$850	\$792	\$756	\$600	\$540	\$504
Second "	936	...	...	768	...	660	552
Third "	972	...	...	780	...	750	600
Fourth "	1,008	...	...	792	...	...	648
Fifth "	1,044	...	...	804	...	...	696
Sixth "	1,080	...	...	816	...	...	744

By this table it will be seen that a reduction of salaries of instructors was made in 1877 and again in 1878; and while a large total saving was thus made to the city in these two years, nevertheless, the average reduction was only about seven per cent. from the highest salary in any one grade paid during the

most prosperous times since the late civil war;— which reduction could therefore work no hardship to the teachers, especially when we consider that the purchasing value of the dollar is much greater to-day than it was a few years ago. It is hoped, however, that no further reduction in salaries will be necessary hereafter.

Of course these changes are not universally satisfactory; but no system or scheme of salaries will probably ever be contrived which will satisfy, or be exactly just to everybody, and the School Committee will be confronted frequently with new schemes to enhance the salary of this one or that one, as has been the case heretofore,— each petitioner having some plausible ground to support his claim.

This frequent solicitation of individual teachers for an increase of salary, and the many orders referring these petitions to the Committee on Salaries, while it burdens that committee with much unnecessary labor, and consumes much of the time of this Board, is also to be regretted, as it does not seem to indicate the proper spirit, to see so many of our teachers seeking personal gain by the straining of points to make out "special cases." As many as seventeen orders of this character have been offered in a single meeting of the Board, and have been examined by the Committee on Salaries at one session of that committee, with hearings given to parties interested.

Let us hope that the provisions made for the salaries of teachers are satisfactory to those who desire to remain in the city's service; and let it be understood that the practice of petitioning for increased pay is

an evil, and it will soon come into desuetude. Our teachers are not overpaid, but they are well paid,—probably much better paid than many other classes of persons in this community.

NEW PROGRAMME.

As we have already said, changes in the course of instruction and supervision should not be regarded as a criticism on the past, nor condemned if beneficial results are not immediately apparent. Healthful growth is necessarily slow. Changes suggested by experience, judiciously made, and tending, however gradually, to better results, should always be welcomed.

In the department of instruction the time seemed to have arrived for a re-adjustment of the programme of our Primary and Grammar Schools. New studies had been introduced and specific requirements made, from time to time, in answer to demands which seemed imperative, till the course was justly criticised as being too crowded.

Something was necessary to relieve both teacher and pupil. Fortunately, however, the progress made in educational methods, and the eradication of much which had proved of little value, but which still held a place in our programme, made it possible to retain all our studies, and, at the same time, render the labors of an intelligent teacher less onerous. Formal grammar, for instance, had, for a long time, been a requirement in every class in our Grammar Schools, while its results in teaching children "to speak and write correctly" were entirely unsatisfactory. By the new programme, adopted during the past year,

three of the classes are relieved of the task of studying formal grammar, and the time gained is devoted to the more practical work of expressing thought by means of language, both orally and in written exercises.

It is here that the economy of the new programme — by means of which we are enabled to retain whatever was essential in the old — is apparent. An exercise in geography, history, physiology, or physics, is not merely an exercise in one of these branches; but, by being made a study of ideas rather than mere words, it furnishes just the material wanted for a language lesson. Thus, while the programme assigns a specified time to each of these studies, the intelligent teacher economizes time by making a single recitation answer the demands of several. The knowledge, for instance, required for a recitation in history is rendered more accurate and clear, and fixed more firmly in the mind, by the very act of stating it; while the written expression involves a constant exercise of grammatical principles, orthography, the use of capitals, and punctuation, — of everything, in fact, that will be of practical value to the pupil in the business of life.

The above is not intended as a dissertation on the method of teaching, but to show that more may be accomplished by improved methods in teaching, while much of the drudgery of teaching and learning is removed. Upon a careful comparison of the new programme for the Primary and Grammar Schools with that which it displaces, this seems to us to be its leading characteristic: — that while all the subjects of

the former have been retained, they are so presented in the programme and accompanying suggestions that each becomes an auxiliary to almost every other.

We have said that time must be given to show satisfactory results in a system essentially modified. The greater freedom given to teachers may at first, indeed, seem to add to their burdens. Instead of blindly following a text-book, they are now expected to use it only as an aid. Is it said that our teachers cannot be safely trusted with so much freedom? If so, it can hardly be considered as complimentary to the profession. But if, in some instances, it should prove true, will not this greater freedom and responsibility incite teachers to renewed exertions; or, failing in that, show more plainly the necessity of a change?

The supply, also, of a large amount of supplementary reading in the Primary Schools, in accordance with the recommendations of the Board of Supervisors, seems to have given a new impulse to the reading. Instead of poring over a few selections that have lost all their freshness by being heard many times before pupils are called upon to read them, — as is the case when there is more than one class in a room, — they have now new reading matter adapted to their capacity every day; and the greater interest which, we are assured by teachers, pupils take in the reading, cannot fail to produce excellent results. In the Grammar Schools, too, the supplementary reading, while it affords an excellent opportunity to accustom pupils to read at sight, is cultivating a taste for good books, and aiding much in the study of literature, which has assumed so important a place in our High

Schools. It may be stated, also, that most of the supplementary reading is of a kind to give more interest to the regular studies of the course. Thus, Higginson's History of the United States, and the brief biographies, happily supplement the regular textbooks in history, while Hooker's Child's Book of Nature renders essential aid to the regular exercises in physiology and the elements of natural history.

THE METRIC SYSTEM.

The course of study adopted by the Board at the close of the last school year provides for practical instruction in the use of the metric system of weights and measures in the Grammar and Primary Schools. This innovation demands a few words of explanation.

The incalculable advantages to be derived from the general adoption of an international system of weights and measures and the progress made in other countries towards this end, as well as the immense saving of time and labor which will result from the use of a decimal system of expressing quantitative relations, have been ably set forth in the report of our late superintendent, Mr. John D. Philbrick,¹ and need not be referred to here. It is, however, desirable to call attention to the responsibility in connection with this great reform, which rests upon all those to whom the educational interests of the community are entrusted.

In other countries which are now enjoying the benefits of the metric system the change has been

¹ See Annual Report of School Committee, 1877, p. 47.

brought about by a more or less despotic act of the government. An edict has gone forth that, after a certain date, no weights and measures other than those of the metric system shall be lawful, and the people have been required to accommodate themselves to the new order of things, — a process which does not seem to have been attended with so much difficulty as might have been anticipated. In this country of free institutions, however, such an assumption of authority by Congress would not be likely to lead to the desired result unless based upon a distinct demand of the people. It is for the people to decide how soon they shall be permitted to enjoy the advantages of this international, labor-saving system; and, that the decision may be prompt and intelligent, it is important that they should be educated fully to realize the great boon to be conferred upon the nation by exchanging the chaotic complications of our present weights and measures, for the simplicity, uniformity, and precision of the metric system.

The duty of school committees in providing this sort of popular education seems clear. The most natural course is evidently to take advantage of the quick observation of the young child, and — recognizing the fact that ideas of quantity, both absolute and relative, are very elementary — to place before him the metric weights and measures in bodily form. He may then be taught to measure all objects by the meter and to weigh them by the gram. The simple relation between the units of length, volume, and weight may be explained to him, and the metric apparatus used to illustrate the problems of arithmetic.

A practical familiarity with the new weights and measures will thus be imparted, the child being taught to know the meter and the gram as independent quantities, and not through their relation to the foot and the pound.

Actuated by these ideas, the School Committee has provided instruction in the use of the metric system, beginning with the second year of school life. Apparatus for teaching has been distributed to the Grammar Schools, and the Primary Schools will soon be similarly supplied.

By a steady persistence in this scheme of instruction it is hoped that in ten or fifteen years a large body of young people will have gone out from our schools trained in the use of the metric system, and appreciating in the most practical way its immense advantages. If School Committees throughout the country provide instruction similar to that above described, the time will then have come for Congress to take the next step in advance of the act of 1866, and to compel as well as to authorize the use of the Metric System.

HIGH SCHOOLS.

The marked feature of the programme under which the several High Schools are now working is the prominence given to the study of English Literature. It is not to be supposed, or desired, that pupils who graduate from our High Schools will continue the study of algebra, geometry, chemistry, or Latin, unless they enter upon some calling making special requirements for its use. The knowledge of princi-

ples they have acquired, and the discipline secured, is all we expect. Henceforth they are to add to their stock of knowledge, to a great extent, by the use of the Public Library; and it is of the greatest importance that they should get some well-defined ideas in the High Schools as to what, and how, to read. The only way to prevent the young from contamination by bad books is to teach them to appreciate good books. It is gratifying to be able to state that this new feature in the High-School programme has received the hearty approval of the teachers; and that nothing in the High-School course seems to be more highly appreciated by the pupils. It is but simple justice to these schools to say that, while a new interest has been excited in this department, it has not been at the expense of the other High-School studies.

The uniform course of study in the several High Schools of the city has now been in operation long enough to show beneficial results, and is tending unmistakably to a more perfect system of secondary instruction in the near future.

During the past year, rapid progress has been made on the new buildings for the Public Latin and English High Schools for boys, and accompanying this report is a sketch of one of the buildings. It is expected that the structure will be ready for occupancy at the beginning of the school year 1880, and then a long-felt want will be supplied.

In this connection it may be well to suggest a thought of great importance to our system of High Schools. There are now in this city seven High Schools, exclusive of the two Latin Schools. With

the exception of the Girls' and the English High Schools, the others came under the jurisdiction of this Board by the annexation of Roxbury, Dorchester, Charlestown, West Roxbury, and Brighton. This year a Branch High School has been established in East Boston, under the joint direction of the headmasters of the Girls' and English High Schools. Now that the new High-School building is nearing completion it may be well to consider whether its location is not sufficiently central to accommodate the pupils of the Roxbury High School. And it may be worth considering, also, whether or not the efficiency of our High Schools, and the true interests of economy, would not be better served if the Dorchester, Charlestown, West Roxbury, and Brighton High Schools were changed from independent to branch schools. District lines might then be established, and pupils be required to attend the district branch the first two years of their course, and then, entering the Girls' and English High Schools, complete their course. Would not a very large expenditure be annually saved which the separate maintenance of these expensive establishments now necessitates? In some of these schools the number of third-year's pupils, or graduating class, is as small as thirteen; and the whole number of pupils in one school is only fifty-six; while, in some cases, special instructors must be employed to teach classes of two or three pupils. Does not this impose an unnecessary burden upon the city? Would it not be far better for all the pupils in the third and fourth year's courses if they could all attend one school, equipped with the most

approved apparatus and with the best instructors, which their greater number would warrant?

PUBLIC LATIN SCHOOL.

It is well known that several years ago very important changes were made in the Latin School,—changes affecting both its organization and the duration and character of its course of study. It was anticipated that time would be required to adjust the new scheme in all its details, and that during the period of transition there might be a seeming loss in the efficiency of the school. But a season of severer trial than was feared by those most interested, and most anxious for the welfare of the school, was to come. The long illness and death of the head-master, Dr. Gardner, followed, who for more than forty years had devoted all the energies of a strong mind and a resolute will to a task which he loved. Within two years his successor, Mr. Gay, a sound scholar and an able instructor, was also removed by death.

It would have been strange if, in this period of change, uncertainty, and affliction, the school had not suffered some decline. But we are glad to say that there is most gratifying evidence of marked improvement. The care, thoroughness, and breadth of the instruction, the kindly relations between pupils and teachers,—always a matter of prime importance,—and above all the fresh life and high purpose that animates the school, should be known by the public, as they are known by the committee in charge and by this Board. Under the prudent and skilful management of the present head-master, aided by his corps of able

and efficient assistants, the school merits, and, we believe, will continue to enjoy, the confidence of our citizens.

GIRLS' LATIN SCHOOL.

A short time before the last Annual Report of the School Committee was presented to the Board, an order had been passed for the establishment of a Latin School for girls.

It had been shown in the public hearings, held by the High School Committee, that, while Boston offered the amplest facilities to boys for preparation for college, and was justly proud of her Public Latin School, girls were practically denied the opportunity to obtain, in the public schools, the classical training that is demanded by colleges open to women. It was no discredit to the Girls' High School that Vassar declared the candidates from that school insufficiently prepared. The course of study authorized by the School Board did not contemplate, and did not permit, a thorough and complete preparation for college.

A discrimination against one sex, so manifestly unjust, the Board unanimously resolved to remove, by establishing a school that should afford to girls advantages equal to those so long enjoyed by the boys of this city.

But there were grave doubts whether the demand for such training for girls was sufficiently urgent to justify the erection of a separate school. Such doubts can no longer exist. The school has been organized less than a year, but already it numbers seventy-eight

pupils, and it is probable that the entrance examination in June next will raise the number to more than one hundred.

A course of study, embracing six years, has been prepared, and will soon be submitted to the Board. It calls for diligent and faithful effort on the part of pupils; but the committee in charge, and the principal of the school, have earnestly endeavored to eliminate everything superfluous, and to restrict and arrange the necessary work in such a way that parents need not fear that their daughters will be overtaxed.

NORMAL SCHOOL.

During the past two years certain changes have been made in the Regulations of the Normal School, by which the requirements for admission have been materially raised.

The following extract from the Regulations embodies the changes referred to:—

SECT. 292. Candidates for admission must be at least eighteen years old, and must be recommended by the master or committee of the last school they attended. No candidate who is less than eighteen years of age shall be admitted to this school, except by special vote of the committee in charge. Those who have completed the fourth year in the Girls' High School will be admitted without examination. Other candidates must be examined in the ordinary High-School studies by the Board of Supervisors, under the direction of the Committee on Examinations, and must present evidence of good character. All pupils will be put on probation, and as soon as they prove unsuitable for this school shall be discharged by the committee on the school; the probation to cease at the end of the half year. No pupil who has attended the school for more than a half year shall return a second year without special permission from the committee in charge.

There is no doubt that this change was as desirable as it was wise. If a Normal School is maintained at all by the city it should be of the first class, and its requirements and efficiency should lead any similar institution in the State. But it is really a serious question whether the City of Boston is justified in continuing this school. There are several excellent Normal Schools in this State, and Boston contributes, by way of taxes, more than forty-one per cent. of the cost of their maintenance. Why, then, it may be asked, should we not send our daughters, who desire to become teachers, to one of these schools? Besides, the Boston Normal School is conducted solely to fit females for teachers. Why is this discrimination made, and why should not our young men have an even chance? It may be asked, also, whether it is right for us to maintain a professional school to give technical education of one kind to girls and not to give technical education of another kind, if asked for, to boys. Have we not as much right to give free instruction in law and medicine as in pedagogy?

The Normal School undoubtedly accomplishes some good; but it makes too many teachers. There are too many Normal graduates, some of whom, while acquiring a proficiency to earn their diplomas, yet have no aptitude for teaching, and only enter the teacher's profession for the sake of earning a livelihood. It is well understood by the members of this Board that our Grammar-School masters hesitate to fill places in their schools with young women just graduated from the Normal School, but much prefer — and rightly,

too — teachers who have had experience in teaching elsewhere, and have given positive evidence of fitness for their calling. If this institution were devoted more generally to giving required instruction to the teachers *in the service*, it would fill a valuable place in our educational system.

The fact that teachers begin service at an early age justifies their desire and the necessity for further study; and the city would be warranted in furnishing them such instruction freely.

Normal lectures are now being given to teachers at the Institute of Technology, by the Boston Natural History Society; and funds have been provided by a few liberal-minded women of Boston, partially to defray the expenses; and, although a fee is charged for admission to these lectures, large numbers of our teachers crowd the lecture-room. It is quite certain, if required courses of instruction were established at the Normal School for our teachers, they would result in great improvement to teachers and schools.

It is believed, however, if greater permanence was assured by electing teachers for five years instead of one, still better and more experienced teachers would seek for positions in our schools.

EVENING SCHOOLS.

There is no one department of our schools calling for more immediate attention than our Evening schools.

In the first place these schools need a more thorough system, both as to admission and attendance. There is now absolutely no requirement for admission, and

any one who applies finds open doors. It seems desirable that there should be some requirement as to admission, and some pledge that the pupil admitted will be regular in attendance; some way should be devised to make attendance compulsory, and absentees should receive the earnest attention of truant officers.

In the matter of instruction the greatest care should be exercised in the selection of teachers. In these schools—established for the instruction of those who in their youth had no opportunities for being taught—only the best teachers should be employed, and none who have failed of success in the day schools should find places here. Another improvement might be made, in a more general classification in these schools and in the limitation of the subjects taught. This latter suggestion applies more especially to the Evening High School, where it is believed the ancient and modern languages and elocution might be eliminated from the programme of studies with benefit to the school. A stricter discipline and better order in going to and from the schools should be required by teachers of the pupils. These schools are filling a very important place in our educational system, and an encouragement of them in the right direction will be of lasting benefit to many who “thirst for knowledge,” and to the city which desires its inhabitants to be intelligent men and women.

SUPERVISORS.

Of the value of the Supervisors the reader can

get some idea by reading their Annual Report, appended hereto. No one except the members of this Board, however, can form any adequate or just estimate of the important and excellent work done by them, both as a Board and as individuals. They have already become a necessity to the present organization of the School Committee; and they will become more and more useful as time progresses and their functions are better understood by the public. Take the matter alone of the selection of teachers. There are from seventy-five to one hundred new teachers appointed, each year. In the last report of the late superintendent, Hon. John D. Philbrick, he states that, fifteen years ago, he called attention to the matter of examining teachers, saying, "So far as my knowledge extends, no other city has a system of examining teachers so objectionable as our own." "If incompetent teachers have not been appointed," he adds, "it is not because the door has not been left open for them to enter." And in the Annual Report of the School Committee for 1875, it was stated, and not too strongly, that "the appointment of teachers heretofore, without careful consideration of their qualifications, was an evil which had begun to show its disastrous effects by unmistakable signs." How, indeed, could it be otherwise? Under the preceding organization of the School Committee, examinations of candidates were had by the local committees where the vacancy to be filled existed. How many of the very best men in a body of over one hundred were qualified to be examiners of teachers or schools? This is technical work, and must be

done—if done properly—by experts, whose sole business and study should be the subject of education. This is done now by the Board of Supervisors. In this way, by such examinations as the Supervisors make, always under the direction and oversight of the School Committee through their Committee on Examinations,—whether of the graduates of the Normal School, or of other applicants for certificates of qualification,—a process is slowly going on which must gradually increase the character and standing of the schools. It may even now be said with confidence, that the examinations, as conducted by the Board of Supervisors, give unmistakable evidence of beneficial results. No fears need be had that unqualified teachers will hereafter creep into the service.

A large number of persons of liberal culture and successful experience has already been added to our corps of teachers during the last three years, and the “door,” which, in the words of Mr. Philbrick, had been “left open for incompetent teachers to enter,” has now been effectually closed. For this work alone, the Supervisors are indispensable.

It has been said that the Board of Supervisors are a very expensive appendage to the School Department; this remark is made, however, only by those who are not acquainted with the character, quality, and quantity of their work.

If the City of Boston wishes to retain her educational ascendancy she must expect to pay for it; she must maintain the best schools, the best teachers, the best apparatus, the best system of supervision and examination; and these cannot be obtained cheaply.

Her citizens have ever been liberal, and willingly so, to do for posterity what their ancestors did for them. If the cry of extravagance is raised against the cost of the schools, let him who raises it point to the penny wasted by the School Committee.

INDUSTRIAL EDUCATION.

Complaint is often made that much of the education received by the children in our schools is not practical, inasmuch as it does not prepare them for the duties of life; but by the introduction of sewing into the girls' schools an important step has been taken, which most will allow is in the right direction. Every girl who passes through our schools now receives three years' instruction in various kinds of needlework, and is made capable of being an expert seamstress.

The public schools are open to all classes, and the necessity for charity or mission schools for instruction in this branch no longer exists; this releases a large charitable influence to be expended in other directions.

The benefits resulting from such instruction are too evident to need enumerating; they are seen in the improved appearance of the children's clothing in school, and are felt and appreciated in thousands of homes.

Some will say that the time for this purpose should not be taken from the books, and that sewing should more properly be taught at home; but it can be demonstrated that this practical education does not, in

the least, detract from advancement in the other branches. The girls are subjected to the same examination as the boys, and are not found inferior in their attainments. Again, many parents would give but indifferent instruction, and many more would be unable to give any; therefore the children must be taught in school, if properly taught at all.

It is the endeavor of the city to furnish to the girls as good an education as to the boys. Every grade of school is open to them; but it is questionable whether the true object of education — the happiness and usefulness of the educated — is attained by adopting the same course of studies for both sexes. A large proportion of the girls are to use the education gained in our schools as a means of livelihood; and how few occupations are open to them! Our course of study, so far as it is professional, prepares them especially for teachers; and, as the supply far exceeds the demand, only those peculiarly suited to the calling are able to obtain situations; disappointment and uncongenial pursuits await the larger number.

When we take into consideration the personal sacrifices — comforts denied and debts incurred — by parents and orphan girls, that the whole course of study may be completed, with the hope of an independent position at the conclusion of the struggle, and the disappointment and its effects that await so many, we may well ask if an improvement cannot be made in our system of education for girls.

Appended is the report on sewing: —

Names.	Value- received.	Agona.	Days.	Deaf Linen.	Buttons- Index.	Children's Clothing.	Curtains and Towels.	Toys and Articles.	Dresses and Suits.	Handker- chiefs.	Knives and Sawing the Table.	Table Linen.	TOTAL.
Adams	30	94	13	18	50	0	34	50	. . . . .	75	47	9	230
Alston	47	96	64	63	531	10	28	32	. . . . .	77	6	10	764
Andrew	61	157	19	63	106	0	47	. . . . .	1	127	80	28	605
Bennett	80	167	24	66	335	18	16	0	. . . . .	33	6	24	765
Bowditch	484	478	167	110	1,037	. . . . .	111	. . . . .	3	107	104	29	1,040
Bowditch	150	107	83	74	28	48	75	137	. . . . .	75	990	61	1,402
Bunker Hill	178	422	. . . . .	111	28	43	137	. . . . .	4	300	609	65	2,217
Chapman	138	193	64	113	66	25	63	33	. . . . .	134	70	58	1,062
Charles Sumner	111	87	73	93	200	14	31	32	18	39	172	24	893
Condra	103	142	13	165	111	20	144	. . . . .	8	450	67	40	1,362
Dearborn	325	317	95	113	636	15	114	37	14	225	87	12	1,669
Dorchester Everett	117	80	83	44	411	0	35	. . . . .	11	40	110	20	1,020
Dudley	172	100	42	111	137	14	91	. . . . .	0	64	25	35	893
Emerson	252	165	163	104	86	98	98	. . . . .	1	310	325	78	1,363
Everett	630	322	143	667	1,500	13	223	. . . . .	12	363	423	223	4,297
Franklin	372	410	253	238	863	27	214	376	12	308	258	114	3,676 1/2
Freddingham	271	253	208	165	27	51	103	40	. . . . .	403	151	58	1,779
Gaeton	282	282	8	204	225	17	93	68	2	337	246	58	2,227

Gibson	175	60	50	53	89	26	62	16	10	90	136	20	64	851
Hancock	229	665	170	119	120	32	62	12	27	. . . .	38	24	30	1,528
Harris	82	70	53	62	269	10	29	. . . .	. . . .	27	117	17	10	746
Harvard	362	337	80	246	279	87	299	. . . .	. . . .	442	183	844	46	3,277
Hillside	148	144	27	113	63	96	113	34	2	137	54	20 $\frac{1}{2}$	61	1,021 $\frac{1}{2}$
Horne Mann	41	29	48	4	176	. . . .	1	. . . .	1	8	100	52	34	494
Lewis	396	282	78	314	770	46	510	. . . .	14	300	123	646	204	3,689
Lowell	330	306	181	186	479	49	294	25	26	261	993	53	86	3,269
Lyman	63	189	20	86	58	8	66	. . . .	. . . .	78	133	86	107	898
Mather	135	125	73	56	522	9	14	. . . .	15	41	115	12	12	1,129
Minot	79	80	66	57	194	3	21	. . . .	8	32	50	23	5	618
Mt. Vernon	95	36	35	48	170	22	19	15	8	26	105	22	16	617
Norcross	673	786	476	102	. . . .	91	255	. . . .	7	991	303	943	. . . .	4,687
Prescott	243	285	26	132	62	29	151	20	. . . .	251	228	283	117	1,827
Sherwin	301	295	22	138	. . . .	10	186	. . . .	26	287	22	20	61	1,368
Shurtleff	820	790	3	687	1,550	. . . .	790	. . . .	3	82	495	. . . .	223	5,443
Stoughton	147	86	40	108	65	30	56	30	. . . .	95	149	20	60	886
Tilston	67	40	25	54	75	15	21	20	2	60	51	20	10	460
Warren	203	305	19	164	68	28	202	. . . .	5	252	122	703 $\frac{1}{2}$	45	2,116 $\frac{1}{2}$
Wells	314	359	140	138	70	21	87	22	10	187	211	. . . .	89	1,048
Winthrop	488	705	279	239	590	56	161	. . . .	15	24	118	19	99	2,796
Totals	9,078	9,564	3,396	5,502	11,417	1,048	5,075	984	271	7,446	7,028	5,909 $\frac{1}{2}$	2,370	69,148 $\frac{1}{2}$

The question of some other form of industrial education has received attention during the past year. On May 28th, last, an order was offered "that a sum not exceeding one thousand dollars be appropriated for the support of a class in industrial training during the next school year," and probably the next Annual Report will record the result of the experiment thus to be inaugurated. The question of teaching trades in our schools is one of vital importance. New England once had a monopoly of the manufacturing interests of the United States, and her fabrics found ready markets in the remotest portions of the Union. To-day the people of the sunny South weave into cloths the product of their soil, and throughout the far West is heard the hum of countless factories. If New England would maintain her place as the great industrial centre of the country, she must become to the United States what France is to the rest of Europe,—the first in taste, the first in design, the first in skilled workmanship. She must accustom her children from early youth to the use of tools, and give them a thorough training in the mechanic arts.

CONCLUSION.

In conclusion, we can safely say, that much and excellent work has been done for the schools by this Board, its officers, the supervisors, and the teachers; and the trusts imposed upon all connected with them have been guarded with fidelity. Our schools are, on the whole, in a very flourishing condition, and

the high standard of excellence of their past history is fully maintained in the present, and, let us hope, assured for the future.

Respectfully submitted,

GODFREY MORSE, *Chairman.*

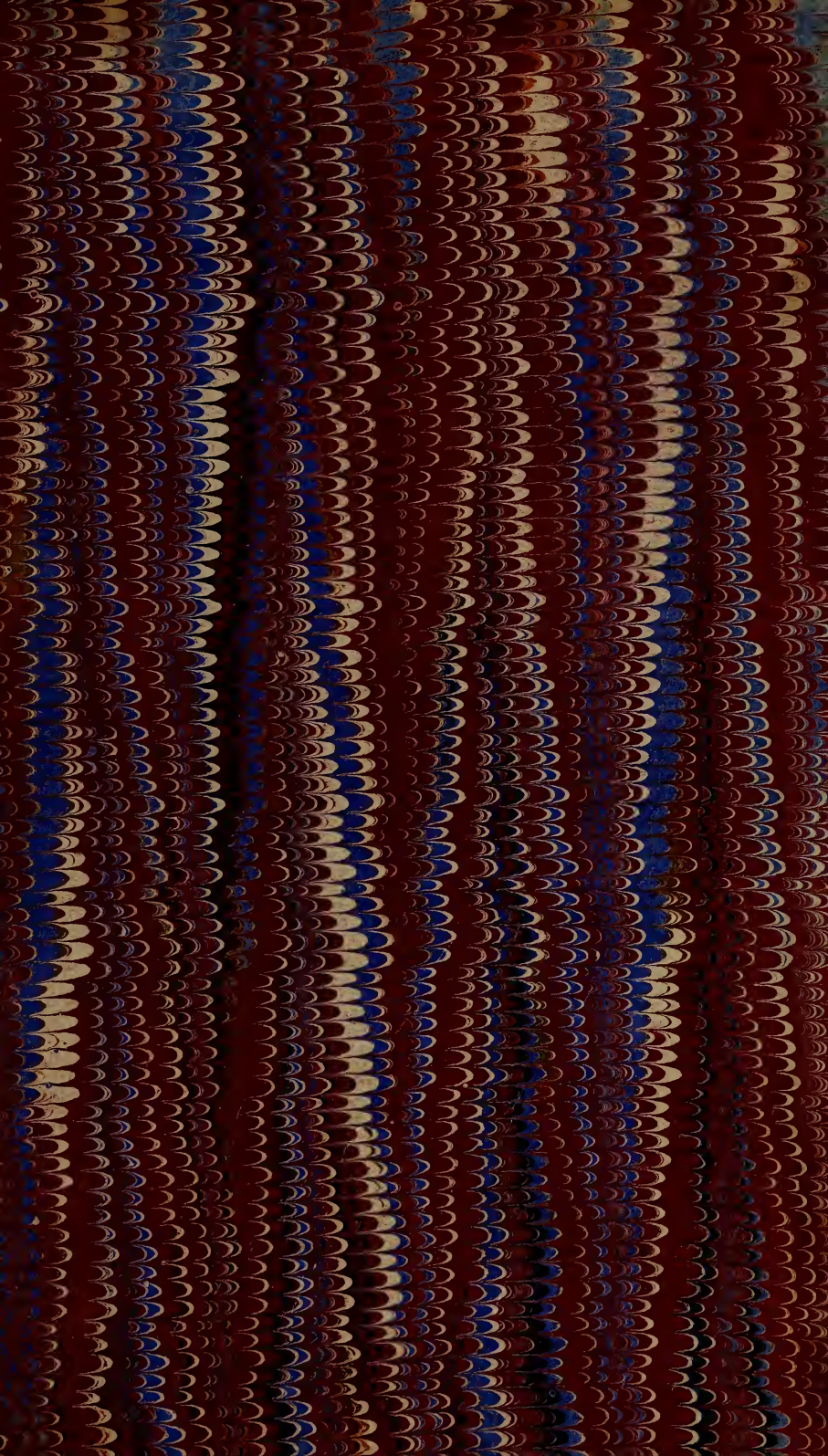
WILLIAM C. COLLAR.

HENRY P. BOWDITCH.

Boston, December 24, 1878.







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