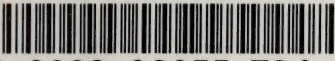


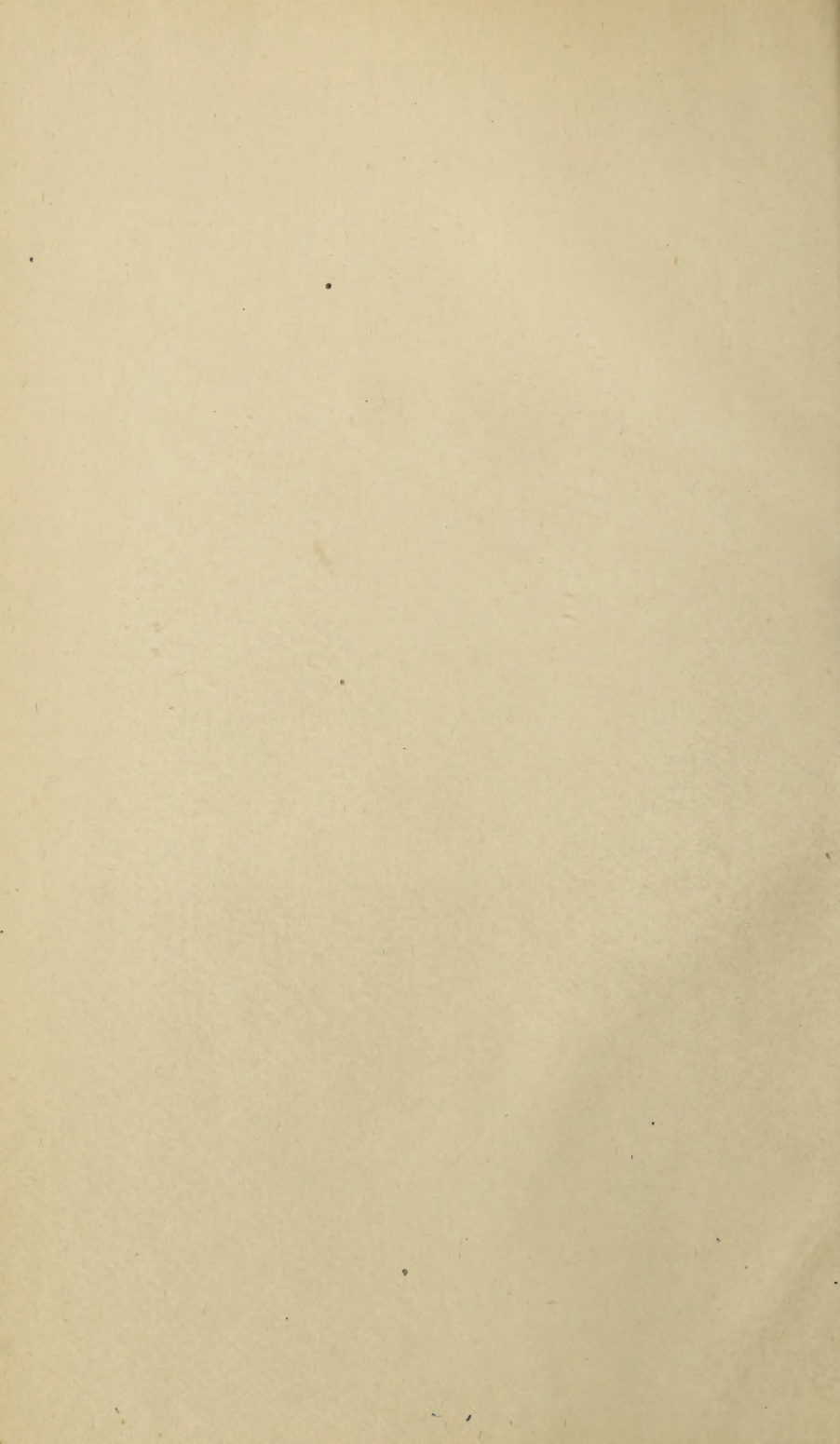
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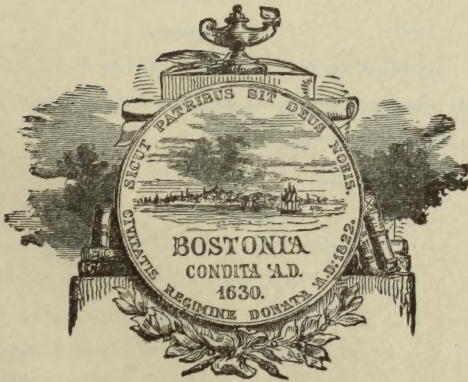
OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON,

FOR THE YEAR 1881.

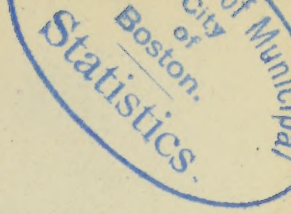
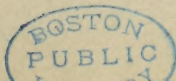


BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1881.



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SCHOOL DOCUMENT NO. 1. — 1881.

R E P O R T

O F

BOARD OF SUPERVISORS

O N

GRADUATION FROM GRAMMAR SCHOOLS AND ADMIS-
SION TO HIGH SCHOOLS.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.

1881.

IN BOARD OF SUPERVISORS,
BOSTON, March 7, 1881.

Accepted and ordered to be sent to the School Committee.

Attest :

PHINEAS BATES, JR.,
Secretary of the Board of Supervisors.

IN SCHOOL COMMITTEE,
March 8, 1881.

On motion of Mr. Finney, ordered to be printed.

On motion of Mr. Thayer, referred to the Committee on
Examinations.

Attest :

PHINEAS BATES, JR.,
Secretary.

REPORT.

MARCH 7, 1881.

To the Board of Supervisors:—

The following order of the School Committee was referred by you to your Committee on Grammar and High Schools:—

“ *Ordered*, That the Board of Supervisors be requested to prepare a plan for giving diplomas to the graduating pupils of Grammar Schools, with or without certificates of admission to the High Schools, and report said plan to this Board.”

Your committee believes that all pupils of the Grammar Schools who have completed the course of study there should receive diplomas of graduation, on the following conditions: (1) if their conduct, as attested by the principal, has been good; (2) if their scholarship, as indicated by their work in the first class, and by the diploma examination, is at least passable; and (3) if they have been recommended for a diploma by their principal.

Your committee does not doubt that good or excellent scholarship and conduct in the Grammar Schools should entitle regular members of the graduating class to an unconditional admission to High Schools. It is not so clear to the majority of your committee that pupils who were only passable scholars in the Grammar Schools, can do the harder work of the High Schools and can receive the training and culture that these are intended to give. But it is a fact of common observation that some pupils whose minds develop slowly, and whose scholarship at the time of leaving the Grammar School is only passable, become in the High Schools

good, if not excellent, scholars. It would be strange, too, if skilful instruction should not do as much for dull pupils in High Schools as it has done for them in Grammar Schools. It is almost superfluous to add, that the right to High-School instruction cannot be justly denied to any boys or girls in the city, provided they have reasonably complied with the requirements for admission, and, after entering, are found not to *obstruct the progress of the majority of their class*.

Your committee, therefore, recommends:—

1. That the Committee on Examinations award Grammar-School diplomas to all regular members of the graduating class whose scholarship is at least passable, and whose conduct has been good.

2. That the Grammar-School diplomas entitle to admission to the High Schools, but that those pupils whose scholarship is only passable be admitted on probation,—the probation to end on or before February 1, only such of these pupils being retained as, in the opinion of the principal, approved by the Board of Supervisors, are able to pursue the course of study with advantage to themselves and without detriment to the school.

3. That the Secretary of the School Board, under the direction of the Committee on Examinations, send to each principal of a Grammar School the names of such of his pupils as are to be admitted to the High Schools unconditionally and on probation, and also that he send to the several principals of the High Schools the list of those that are entitled to an unconditional admission to High Schools, and to an admission on probation.

Respectfully submitted,

ELLIS PETERSON,

For the Committee.

SCHOOL DOCUMENT NO. 2.— 1881.

NOMINATIONS FOR REELECTION.

R E P O R T

OF

COMMITTEE ON NOMINATIONS.



BOSTON:
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1881.

IN SCHOOL COMMITTEE, February 8, 1881.

Ordered, That the Committee on Nominations be authorized to report in print the nominations for reëlection of instructors.

Attest :

PHINEAS BATES, JR.,

Secretary.

NOMINATIONS FOR REËLECTION.

BOSTON, March 22, 1881.

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 for reëlection for the ensuing school year the instructors named below, with the exception of the instructors in the Roxbury, West Roxbury, Brighton, and East Boston High Schools, one instructor in the Latin School, two in the English High School, one in the Charlestown High School, the special instructors in French and German, and the special instructor in Sciences, who are nominated for reëlection for the five months ending September 1, 1881.

For the Committee on Nominations,

GEORGE H. PLUMMER,

Chairman.

NORMAL SCHOOL.

Greatest whole number belonging83
Average whole number belonging73
Entitled to 3 teachers.

First Assistant.

L. Theresa Moses.

Second Assistant.

Annie E. Chace.

Special Teacher of Illustrative Drawing, Penmanship, and Elementary Methods.

W. Bertha Hintz.

RICE TRAINING SCHOOL.

Greatest whole number belonging to Grammar School	649
Average whole number belonging to Grammar School	604
Entitled to 11 regular teachers, 1 special.	
Greatest whole number belonging to Primary Schools	466
Entitled to 8 teachers.	

Sub-master.

Charles F. Kimball.

Second Sub-master.

Joseph L. Caverly.

First Assistant.

Martha E. Pritchard.

Second Assistant.

Florence Marshall.

Third Assistants.

Dora Brown,

Elizabeth M. Burnham,
Eliza Cox,
Ella T. Gould,
Ella C. Hutchins,
Martha H. Jackson,
E. Maria Simonds,
Uleyetta Williams.

Fourth Assistants.

Anna B. Badlam,
Ellen F. Beach,
Sarah E. Bowers,
Emma L. B. Hintz,
Grace Hooper,
Dora Williams,
Emma L. Wyman.

HIGH SCHOOLS.

LATIN SCHOOL.

Greatest whole number belonging during the year.....	358
Average whole number belonging during the year.....	337
Entitled to 10 teachers.	

Masters.

Charles J. Capen,
Joseph W. Chadwick,
Arthur I. Fiske.

Junior Masters.

Frank W. Freeborn,

William Gallagher, Jr.,
Byron Groce,
Edward P. Jackson,
Louis H. Parkhurst, to Sept. 1, 1881,
Benj. O. Peirce, Jr.,
John K. Richardson,
William T. Strong.

GIRLS' LATIN SCHOOL.

Greatest whole number belonging during the year.....	148
Average whole number belonging during the year.....	142
Entitled to 4 teachers.	

Second Assistant.

Jennie R. Sheldon.

Third Assistant.

Augusta R. Curtis.

Fourth Assistants.

Jessie Girdwood,
Abby Leach.

Teacher of Physical Culture.

Mary A. Currier.

ENGLISH HIGH SCHOOL.

Greatest whole number belonging during the year.....370
 Average whole number belonging during the year.....359
 Entitled to 11 teachers.

Masters.

Luther W. Anderson,
 Robert E. Babson,
 L. Hall Grandgent,
 Albert Hale,
 Charles B. Travis.

John F. Casey,
 Alfred P. Gage,
 Charles J. Lincoln,
 Jerome B. Poole,
 Manson Seavey,
 Samuel C. Smith, to Sept. 1, 1881,
 H. Winslow Warren, to Sept. 1, '81.

Junior Masters.

Lucius H. Buckingham,

GIRLS' HIGH SCHOOL.

Greatest whole number belonging during the year.....572
 Average whole number belonging during the year.....531
 Entitled to 16 teachers.

Junior Master.

Samuel Thurber.

Assistant Principal.

Harriet E. Caryl.

First Assistant.

Margaret A. Badger.

Second Assistants.

Katherine Knapp,
 Emma A. Temple.

Third Assistants.

Emerette O. Patch,
 Sarah A. Shorey,
 Adeline L. Sylvester.

Fourth Assistants.

Elizabeth C. Coburn,

Emily M. Deland,
 Charlotte M. Gardner,
 Augusta C. Kimball,
 Sarah L. Miner,
 Lizzie L. Smith,
 Lucy R. Woods.

Teacher of Chemistry.

Laura B. White.

Laboratory Assistant.

Margaret C. Brawley.

Teacher of Physical Culture.

Ellen M. Dyer.

DORCHESTER HIGH SCHOOL.

Greatest whole number belonging during the year.....109
 Average whole number belonging during the year.....101
 Entitled to 3 teachers.

First Assistant.

Mary W. Hall.

Fourth Assistants.

Laura E. Hovey,
 Rebecca V. Humphrey.

CHARLESTOWN HIGH SCHOOL.

Greatest whole number belonging during the year.....153
 Average whole number belonging during the year.....141
 Entitled to 4 teachers.

First Assistant.

Katharine Whitney.

Third Assistant.

Adelaide E. Somes.

Second Assistant.

Emma G. Shaw.

Fourth Assistants.

Sarah Shaw,
 Alla F. Young, to Sept. 1, 1881.

ROXBURY HIGH SCHOOL.

Greatest whole number belonging during the year.....192
 Average whole number belonging during the year.....186
 Entitled to 5 teachers.

First Assistant.

Emily Weeks.

Third Assistants.

Eliza D. Gardner,
 Helen A. Gardner.

Fourth Assistants.

Clara H. Balch,
 James A. Beatley.

WEST ROXBURY HIGH SCHOOL.

Greatest whole number belonging during the year71
 Average whole number belonging during the year65
 Entitled to 2 teachers.

Third Assistant.

Louise M. Thurston.

Fourth Assistant.

Mary L. Charles.

BRIGHTON HIGH SCHOOL.

Greatest whole number belonging during the year51
 Average whole number belonging during the year47
 Entitled to 1 teacher.

Third Assistant.

Anna J. George.

Fourth Assistant.

Marion A. Hawes.

EAST BOSTON HIGH SCHOOL.

Greatest whole number belonging during the year79
 Average whole number belonging during the year71
 Entitled to 2 teachers.

Third Assistant.

Sarah L. Becker.

Fourth Assistant.

Emily J. Tucker.

SPECIAL TEACHERS, HIGH SCHOOLS.

French.

Marie C. Ladreyt.
 Marie de Maltchycé,
 Henri Morand,
 Eugene Raymond,
 Philippe de Sénancour.

German.

Ernst C. F. Krauss,
 John F. Stein.
Sciences, Rox. and W. Rox. High.
 Edna F. Calder.
Military Drill.
 Hobart Moore.

FIRST DIVISION.

ADAMS DISTRICT.

Greatest whole number belonging to Grammar School.....566
 Average whole number belonging to Grammar School.....541
 Entitled to 10 teachers.

Greatest whole number belonging to Primary Schools359
 Entitled to 6 teachers.

Sub-master.

L. Henry Dutton.

First Assistant.

Mary M. Morse.

Second Assistant.

Joel C. Bolan.

Third Assistants.

Mattie K. Borden,
 Lina H. Cook,

Sarah E. McPhaill,
 Ellenette Pillsbury,
 Almira E. Reid,
 Clara Robbins,
 Harriet Sturtevant.

Fourth Assistants.

Ellen James,
 Mary A. Palmer,
 Alice M. Porter,
 Anna E. Reed,
 Ellen M. Robbins,
 Emma M. Weston.

CHAPMAN DISTRICT.

Greatest whole number belonging to Grammar School.....636
 Average whole number belonging to Grammar School.....624
 Entitled to 11 teachers.

Greatest whole number belonging to Primary Schools573
 Entitled to 10 teachers.

Sub-master.

Orlando W. Dimick.

First Assistants.

Annie M. Crozier,
 Jane F. Reid.

Second Assistants.

Maria D. Kimball,
 Sarah F. Tenney.

Third Assistants.

Mary E. Buffum,
 Margaret B. Erskine,
 Harriet E. Morrill,

Grace E. Shaw.
 Mary A. Shaw,
 Sarah T. Synett,
 Lucy E. Woodwell.

Fourth Assistants.

Maria A. Arnold,
 Abby D. Beal,
 Adelaide D. Chandler,
 Hannah F. Crafts,
 Marietta Duncan,
 Mary C. Hall,
 Calista W. McLeod,
 Clara A. Otis,
 Charlotte A. Pike,
 Nellie L. Poole.

EMERSON DISTRICT.

Greatest whole number belonging to Grammar School660
 Average whole number belonging to Grammar School.....628
 Entitled to 12 teachers.

Greatest whole number belonging to Primary Schools509
 Entitled to 9 teachers.

Sub-master.

J. Willard Brown.

First Assistants.

Elizabeth R. Drown,
Mary A. Ford.

Second Assistants.

Bernice A. De Meritt,
Frances H. Turner.

Third Assistants.

Sarah A. Bond,
H. Elizabeth Cutter,
Mary D. Day,

Carrie Ford,
Juliette J. Pierce,
Laura S. Plummer,
Georgia H. Tilden,
Elizabeth A. Turner.

Fourth Assistants.

Margaret A. Bartlett,
Ida J. Breckenridge,
Almaretta J. Critchett,
Harriet E. Litchfield,
Hannah L. Manson,
Mary L. Morrissey,
Mary A. Oburg,
Mary E. Plummer,
Susan A. Slavin.

LYMAN DISTRICT.

Greatest whole number belonging to Grammar School.....	648
Average whole number belonging to Grammar School.....	618
Entitled to 11 regular teachers, one special.	
Greatest whole number belonging to Primary Schools.....	344
Entitled to 6 teachers.	

Sub-master.

George K. Daniell, Jr.

First Assistants.

Cordelia Lothrop,
Eliza F. Russell.

Second Assistants.

Amelia H. Pittman,
Mary A. Turner.

Third Assistants.

Sibylla A. Bailey,

Clara B. George,
Mary E. Morse,
Clara E. Robinson,
Mary P. E. Tewksbury.

Fourth Assistants.

Josephine A. Ayer,
Florence Carver,
Angelina M. Cudworth,
Anna I. Duncan,
Sarah F. Lothrop,
Emma P. Morey.

SECOND DIVISION.

BUNKER HILL DISTRICT.

Greatest whole number belonging to Grammar School	685
Average whole number belonging to Grammar School.....	659
Entitled to 12 regular teachers, 1 special.	
Greatest whole number belonging to Primary Schools	576
Entitled to 10 teachers.	

Sub-master.

Henry F. Sears.

First Assistants.

Mary A. Eaton,
Abby P. Josselyn.

Second Assistants.

Amy C. Hudson,
Angelia M. Knowles.

Third Assistants.

Julia L. Adams,
Ida O. Hurd,
Emma F. Porter,

Anna M. Prescott,
Ellen F. Sanders,
Lydia A. Simpson,
Georgiana A. Smith.

Fourth Assistants.

Caroline M. Arnold,
Ada E. Bowler,
Mary E. Flanders,
Effie G. Hazen,
Elizabeth B. Norton,
Sarah A. Smith,
Mary S. Thomas,
Kate C. Thompson,
Sarah J. Worcester.

FROTHINGHAM DISTRICT.

Greatest whole number belonging to Grammar School593

Average whole number belonging to Grammar School568

Entitled to 10 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools468

Entitled to 8 teachers.

Sub-master.

Wm. B. Atwood.

First Assistant.

Charlotte E. Camp.

Second Assistant.

Harriet E. Frye.

Third Assistants.

Julia M. Burbank,
Ellen A. Chapin,
Abby M. Clark,
Arabella P. Moulton,
Sara H. Nowell,

Lucy A. Seaver,
Ellen R. Stone,
Jennie E. Tobey,
Bial W. Willard.

Fourth Assistants.

Mary E. Delaney,
Louisa W. Huntress,
Fanny M. Lamson,
Abby C. McAuliffe,
Oriana H. Morgan,
Helen E. Ramsey,
Persis M. Whittemore,
Martha Yeaton.

HARVARD DISTRICT.

Greatest whole number belonging to Grammar School622

Average whole number belonging to Grammar School573

Entitled to 10 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools..... 724

Entitled to 13 teachers.

Sub-master.

Darius Hadley.

First Assistant.

Abby B. Tufts.

Third Assistants.

Callie E. Garey,
Jennie E. Howard,
Edith W. Howe,
Sarah E. Leonard,
Mary A. Lovering,
Sarah J. Perkins,
Ann E. Weston.

Fourth Assistants.

Catherine C. Brower,
Elizabeth R. Brower,
Elizabeth F. Doane,
Fanny A. Foster,
Fanny B. Hall,
Effie A. Kettell,
Agnes McGowan,
Elizabeth A. Pritchard,
Lucy M. Small,
Alice P. Smith,
Elizabeth B. Wetherbee,
Louisa A. Whitman,
Lana J. Wood.

PRESCOTT DISTRICT.

Greatest whole number belonging to Grammar School496
 Average whole number belonging to Grammar School.....465
 Entitled to 9 teachers.
 Greatest whole number belonging to Primary Schools469
 Entitled to 8 teachers.

Second Sub-master.
 Alonzo Meserve.

First Assistant.
 Delia A. Varney.

Second Assistant.
 Mary C. Sawyer.

Third Assistants.
 Frances A. Craigen,
 Elizabeth J. Farnsworth,

Lydia A. Nason,
 Julia C. Powers,
 Julia F. Sawyer,
 Annie M. Stone.

Fourth Assistants.

Elizabeth C. Bredeen,
 Mary E. Franklin,
 Lydia E. Hapenny,
 Zetta M. Mallard,
 Carrie M. Small,
 Mary E. Smith,
 Hattie L. Todd.

WARREN DISTRICT.

Average whole number belonging to Grammar School686
 Greatest whole number belonging to Grammar School.....670
 Entitled to 12 regular teachers, 1 special.
 Greatest whole number belonging to Primary Schools385
 Entitled to 7 teachers.

Sub-master.
 E. B. Gay.

First Assistants.
 Sarah M. Chandler,
 Elizabeth Swords.

Second Assistants.
 Anna D. Dalton,
 Abby C. Lewis.

Third Assistants.
 Marietta F. Allen,
 Caroline W. Graves,

Alice Hall,
 Julia E. Harrington,
 Abby E. Holt,
 Mary B. Lynde,
 Mary E. Pierce,
 Ellen A. Pratt.

Fourth Assistants.

Josephine E. Copeland,
 Effie C. Melvin,
 Caroline E. Osgood,
 Abby P. Richardson,
 M. Josephine Smith,
 Abby O. Varney,
 Cora E. Wiley.

THIRD DIVISION.

BOWDOIN DISTRICT.

Greatest whole number belonging to Grammar School	446
Average whole number belonging to Grammar School	421
Entitled to 8 teachers.	
Greatest whole number belonging to Primary Schools	633
Entitled to 11 teachers.	

First Assistants.

Sarah R. Smith,
Mary Young.

Second Assistant.

Sarah O. Brickett.

Third Assistants.

Eliza A. Fay,
Ella L. Macomber,
S. Frances Perry,
Dora E. Pitcher,
Irene W. Wentworth.

Fourth Assistants.

Mary E. Ames,
Barbara C. Farrington,
Josephine O. Hedrick,
Elizabeth R. Preston,
Clara J. Reynolds,
Olive Ruggles,
C. Eliza Wason,
Mabel West,
Kate Wilson,
Mary Wilson,
Sarah A. Winsor.

ELIOT DISTRICT.

Greatest whole number belonging to Grammar School	983
Average whole number belonging to Grammar School	950
Entitled to 16 regular teachers, 2 special.	
Greatest whole number belonging to Primary Schools	534
Entitled to 10 teachers.	

Sub-master.

Granville S. Webster.

Second Sub-masters.

Channing Folsom,
Frederic H. Ripley.

First Assistant.

Frances M. Bodge.

Second Assistant.

Adolin M. Steele.

Third Assistants.

Mary E. Barrett,
Kate L. Dodge,
Minnie I. Folger,
Annie M. H. Gillespie,
Mary E. Hanney,
Isabel R. Haskins,

Mary Heaton,
Mary E. F. McNeil,
Clara A. Newell,
Kate S. Sawyer,
Elizabeth M. Turner,
Lucette A. Wentworth,
M. Ella Wilkins.

Fourth Assistants.

Eliza Brintnall,
A. Augusta Coleman,
Juliaette Davis,
Marcella E. Donegan,
Emma C. Glawson,
Harriet E. Lampee,
J. Ida Monroe,
Rosa M. E. Reggio,
Sarah Ripley,
Cleone G. Tewksbury.

HANCOCK DISTRICT.

Greatest whole number belonging to Grammar School626
 Average whole number belonging to Grammar School582
 Entitled to 10 regular teachers, 2 special.
 Greatest whole number belonging to Primary Schools710
 Entitled to 13 teachers.

First Assistants.
 Amy E. Bradford,
 Ellen C. Sawtelle.

Second Assistants.
 Marie L. Macomber,
 Josephine M. Robertson.

Third Assistants.
 Susan E. Allen,
 Florence E. Dexter,
 Sarah F. Ellis,
 Elizabeth A. Fisk,
 Helen M. Hitchings,
 Honora T. O'Dowd,
 Olive M. E. Rowe,

Sophia L. Sherman,
 Mary E. Skinner.

Fourth Assistants.
 Adeline S. Bodge,
 Mary J. Clark,
 Sarah J. Copp,
 Mary L. Desmond,
 Harriet M. Fraser,
 Teresa M. Gargan,
 Marcella C. Halliday,
 Cicely M. Kennemon,
 Esther W. Mansfield,
 Josephine B. Silver,
 Kate T. Sinnott,
 Sarah E. Ward.

PHILLIPS DISTRICT.

Greatest whole number belonging to Grammar School802
 Average whole number belonging to Grammar School763
 Entitled to 14 regular teachers, 1 special.
 Greatest whole number belonging to Primary Schools219
 Entitled to 4 teachers.

Sub-master.
 Elias H. Marston.

Second Sub-master.
 George Perkins.

First Assistant.
 Emily A. Moulton.

Second Assistant.
 Adeline F. Cutter.

Third Assistants.
 Helen M. Coolidge,
 Sarah W. I. Copeland,

Eliza A. Corthell,
 Alice M. Cushing,
 Louie H. Hinckley,
 Martha A. Knowles,
 Ruth E. Rowe,
 Mary E. Towle,
 Elizabeth L. West,
 Martha F. Whitman.

Fourth Assistants.
 Fanny B. Bowers,
 Emeline C. Farley,
 Elizabeth S. Parker,
 Sarah A. M. Turner.

WELLS DISTRICT.

Greatest whole number belonging to Grammar School.....577
 Average whole number belonging to Grammar School.....531
 Entitled to 10 regular teachers, 1 special.
 Greatest whole number belonging to Primary Schools.....702
 Entitled to 13 teachers.

First Assistant.

Ella F. Inman.

Second Assistant.

Hattie A. Watson.

Third Assistants.

Lavinia M. Allen,
 Adelaide E. Badger,
 Alice M. Brown,
 Mary S. Carter,
 Susan R. Gifford,
 Ellen F. Jones,

Mary M. Perry,
 Lizzie F. Stevens.

Fourth Assistants.

Georgia D. Barstow,
 E. Augusta Brown,
 Sarah C. Chevaillier,
 Alicia B. Collison,
 Sarah G. Fogarty,
 Mary F. Gargan,
 Annie B. Gould,
 Adelaide A. Rea.

FOURTH DIVISION.

BOWDITCH DISTRICT.

Greatest whole number belonging to Grammar School.....369
 Average whole number belonging to Grammar School.....332
 Entitled to 7 teachers.
 Greatest whole number belonging to Primary Schools509
 Entitled to 9 teachers.

First Assistant.

Susan H. Thaxter,

Second Assistant.

Mary M. T. Foley.

Third Assistants.

Ruth H. Clapp,
 Ellen L. Collins,
 Eliza M. Evert,
 Hannah E. G. Gleason,
 Emma A. Gordon,
 Emma M. Savil.

Fourth Assistants.

Rebecca A. Buckley,
 Maria J. Coburn,
 Julia M. Driscoll,
 Marian A. Flynn,
 Susan Frizzell,
 Octavia C. Heard,
 Priscilla Johnson,
 Ellen E. Leach,
 Sarah E. Lewis,
 Amelia E. N. Treadwell.

BRIMMER DISTRICT.

Greatest whole number belonging to Grammar School.....726
 Average whole number belonging to Grammar School.....677
 Entitled to 12 regular teachers, 1 special.
 Greatest whole number belonging to Primary Schools.....482
 Entitled to 9 teachers.

Sub-master.

T. Henry Wason.

First Assistant.

Rebecca L. Duncan.

Third Assistants.

Sarah E. Adams,
Helen L. Bodge,
Eliza E. Foster,
Annie P. James,
Sarah J. March,
Maud McWilliams,

Annie M. Mitchell,
Lilla H. Shaw,
L. Maria Stetson.

Fourth Assistants.

H. Ellen Boothby,
Betsey P. Burgess,
Emily B. Burrill,
Emma F. Burrill,
Jennie M. Carney,
Frances B. Dewey,
Nellie T. Higgins,
Mary E. Tiernay.

PRINCE SCHOOL.

Greatest whole number belonging to Grammar School302
Average whole number belonging to Grammar School293
Entitled to 5 teachers.

Greatest whole number belonging to Primary Schools149
Entitled to 3 teachers.

Second Assistants.

Luthera W. Bird,
Harriet D. Hinckley.

Kate C. Martin,
Ella F. White.

Third Assistants.

Alice M. Dickey,
Eva D. Kellogg,

Fourth Assistants.

Laura M. Kendrick,
Laura M. Stevens,
Adeline S. Tufts.

QUINCY DISTRICT.

Greatest whole number belonging to Grammar School.....632
Average whole number belonging to Grammar School.....550
Entitled to 11 teachers.

Greatest whole number belonging to Primary Schools.....433
Entitled to 8 teachers.

First Assistant.

Annie M. Lund.

Charlotte L. Wheelwright,
Emma K. Youngman.

Second Assistant.

Mary L. Holland.

Fourth Assistants.

Third Assistants.

Henriette A. Bettis,
Emma F. Colomy,
Bridget A. Foley,
Katherine T. Murtagh,
Emily B. Peck,

Harriet M. Bolman,
Maria A. Callanan,
Mary E. Conley,
Ann T. Corliss,
Emily E. Maynard,
Annie M. Reilly,
Mary E. Sawyer.

WINTHROP DISTRICT.

Greatest whole number belonging to Grammar School970
 Average whole number belonging to Grammar School895
 Entitled to 17 teachers.
 Greatest whole number belonging to Primary Schools.....339
 Entitled to 6 teachers.

First Assistants.

May Gertrude Ladd,
 Susan A. W. Loring.

Second Assistants.

Katharine K. Marlow,
 Annie J. Stoddard,
 Emma K. Valentine,
 Carrie F. Welch.

Third Assistants.

Mary E. Barstow,
 Caroline S. Crozier,
 Mary J. Danforth,
 Mary E. Davis,

Elizabeth S. Emmons,
 Mary L. H. Gerry,
 Minnie L. Hobart,
 Lucy Merrill,
 Cornelia M. Sullivan,
 Ellen M. Underwood,
 Margaret T. Wise.

Fourth Assistants.

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

FIFTH DIVISION.

DWIGHT DISTRICT.

Greatest whole number belonging to Grammar School686
 Average whole number belonging to Grammar School644
 Entitled to 12 regular teachers, and 1 special.
 Greatest whole number belonging to Primary Schools393
 Entitled to 7 teachers.

Sub-master.

Walter S. Parker,

Second Sub-master.

Henry L. Sawyer.

First Assistant.

Ruth G. Rich.

Second Assistant.

Mary C. R. Towle.

Third Assistants.

Isabella G. Bonnar,
 Clara C. Dunn,

Sarah C. Fales,
 Mary L. Farrington,
 Laura Frost,
 Lizzie G. Howes,
 Elizabeth G. Melcher,
 Nellie L. Shaw,
 Mary E. Trow.

Fourth Assistants.

Ella Bradley,
 Sarah E. Crocker,
 Henrietta Draper,
 Emma F. Gallagher,
 Martha B. Lucas,
 Fannie L. Willard.

EVERETT DISTRICT.

Greatest whole number belonging to Grammar School.....803
 Average whole number belonging to Grammar School.....737
 Entitled to 14 teachers.

Greatest whole number belonging to Primary Schools686
 Entitled to 12 teachers.

First Assistants.

Janet M. Bullard,
 S. Flora Chandler.

Second Assistants.

Anna C. Ellis,
 Maria S. Whitney.

Third Assistants.

Sarah L. Adams,
 Mary E. Badlam,
 Flora I. Crooke,
 Susan S. Foster,
 Ann R. Gavett,
 Anna E. Grover,
 Abby C. Haslet,

Persis E. King,
 Evelyn E. Morse.

Fourth Assistants.

Lydia F. Blanchard,
 Hannah M. Coolidge,
 Mary H. Downe,
 Eliza C. Gould,
 Emma Halstrick,
 Kate M. Hanson,
 Fanny M. Nason,
 Florence A. Perry,
 Frances W. Sawyer,
 Lydia A. Sawyer,
 Adelaide B. Smith,
 Sara W. Wilson.

FRANKLIN DISTRICT.

Greatest whole number belonging to Grammar School816
 Average whole number belonging to Grammar School776
 Entitled to 14 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools744
 Entitled to 13 teachers.

First Assistants.

Isabella M. Harmon,
 Jennie S. Tower.

Second Assistants.

P. Catherine Bradford,
 Caroline A. Mason,
 Catherine T. Simonds.

Third Assistants.

Martha L. Beckler,
 Kate E. Blanchard,
 Elizabeth J. Brown,
 Margaret J. Crosby,
 Florence Dix,
 Abbie M. Holder,
 Roxanna W. Longley,

Mary A. Mitchell,
 Anna E. L. Parker,
 Margaret C. Schouler.

Fourth Assistants.

Georgiana E. Abbott,
 Emma E. Allin,
 Georgiana A. Ballard,
 E. Josephine Bates,
 Harriet M. Faxon,
 Kate R. Gookin,
 Kate R. Hale,
 Jennie E. Haskell.
 Maud G. Hopkins,
 Hattie Mann,
 Josephine G. Whipple,
 Carrie G. White,
 Affie T. Wier.

SHERWIN DISTRICT.

Greatest whole number belonging to Grammar School	932
Average whole number belonging to Grammar School	908
Entitled to 17 teachers.	
Greatest whole number belonging to Primary Schools	823
Entitled to 15 teachers.	

Sub-master.

Frank A. Morse,

First Assistants.

Lucy L. Burgess,
Julia F. Long.

Second Assistants.

Sarah R. Bonney,
Martha A. Smith,
Elizabeth B. Walton.

Third Assistants.

Louisa Ayer,
E. Elizabeth Boies,
Isadora Bonney,
Marian Henshaw,
Alice T. Kelley,
Harriet A. Lewis,

Frances McDonald,
Caroline K. Nickerson,
Emma T. Smith,
Fannie L. Stockman.

Fourth Assistants.

Annie H. Berry,
Harriet M. Burroughs,
Mary F. Coggswell,
Sarah J. Davis,
Maria D. Faxon,
Anna G. Fillebrown,
Abby E. Ford,
Mary E. Gardner,
Sarah E. Gould,
Louise A. Kelley,
Emma L. Peterson,
Elizabeth A. Sanborn,
Elizabeth F. Todd,
Annie E. Walcutt.

SIXTH DIVISION.

ANDREW DISTRICT.

Greatest whole number belonging to Grammar School	652
Average whole number belonging to Grammar School	638
Entitled to 12 teachers.	
Greatest whole number belonging to Primary Schools	517
Entitled to 9 teachers.	

Sub-master.

Joshua M. Dill.

First Assistant.

Wm. R. Morse.

Second Assistants.

Mary S. Beebe,
Henrietta L. Dwyer.

Third Assistants.

Sara W. Barrows,
Frances M. Bell,
Mary L. Fitzgerald,

Lucy M. Marsh,
Esther F. Nichols,
Mary E. Perkins.

Fourth Assistants.

Alice P. Howard,
Estelle B. Jenkins,
Mary A. Jenkins,
Alice L. Littlefield,
Martha L. Moody,
Lizzie Ordway,
Ella A. Orr,
Jennie L. Story,
Jessie C. Tileston.

BIGELOW DISTRICT.

Greatest whole number belonging to Grammar School861
 Average whole number belonging to Grammar School810
 Entitled to 15 teachers.
 Greatest whole number belonging to Primary Schools.....660
 Entitled to 12 teachers.

Sub-master.

Fred O. Ellis.

Second Sub-master.

J. Gardner Bassett.

First Assistant.

Amelia B. Coe.

Second Assistant.

Ellen Coe.

Third Assistants.

Lucy C. Bartlett,
 Claudine E. Cherrington,
 Harriet A. Clapp,
 Catherine H. Cook,
 Stella A. Hale,
 Eliza B. Haskell,

Kittie A. Learned,
 Mary Nichols,
 Mary F. Savage,
 Malvena Tenney,
 Fannie L. Toppan,
 Ellen L. Wallace.

Fourth Assistants.

Elizabeth G. Bailey,
 Tiley A. Bolkóm,
 Mary L. Bright,
 Josephine B. Cherrington,
 Ella F. Fitzgerald,
 Sarah A. Graham,
 Mary L. Howard,
 Lucy E. Johnson,
 Ann J. Lyon,
 Florence N. Sloane,
 Emily T. Smith,
 Lucy E. T. Tinkham.

GASTON DISTRICT.

Greatest whole number belonging to Grammar School.....483
 Average whole number belonging to Grammar School.....460
 Entitled to 9 teachers.
 Greatest whole number belonging to Primary Schools.....534
 Entitled to 10 teachers.

First Assistants.

Juliette R. Hayward,
 Sarah C. Winn.

Second Assistant.

Anna Leach.

Third Assistants.

Myra S. Butterfield,
 Electa M. Porter,
 Clara A. Sharp,
 Helen A. Shaw,
 Emogene F. Willett,

Ellen R. Wyman.

Fourth Assistants.

Florence Cahill,
 Frances A. Cornish,
 Mary A. Crosby,
 Elizabeth M. Easton,
 Julia A. Evans,
 Carrie A. Harlowe,
 Carrie W. Haydn,
 Lelia R. Haydn,
 S. Lila Huckins,
 Josephine A. Powers.

LAWRENCE DISTRICT.

Greatest whole number belonging to Grammar School.....936
 Average whole number belonging to Grammar School.....884
 Entitled to 16 regular teachers, 1 special.
 Greatest whole number belonging to Primary Schools1,187
 Entitled to 21 teachers.

Sub-master.

Delwin A. Hamlin.

Second Sub-masters.

Grenville C. Emery,
William E. C. Rich.

First Assistant.

Emma P. Hall.

Third Assistants.

Abbie C. Burge,
Hannah E. Burke,
Mary A. Conroy,
Isabelle F. Crapo,
Mary A. A. Dolan,
M. Louise Gillett,
Margaret A. Gleason,
Margaret Holmes,
Catherine M. Lynch,
Margaret Macgregor,
Mary A. Montague,
Margarette A. Moody.

Fourth Assistants.

Alice W. Baker,
Ada A. Bradcen,
Mary W. Bragdon,
Sarah M. Brown,
Annie M. Connor,
Elizabeth Crawford,
Maud F. Crosby,
Martha S. Damon,
Mary E. Flynn,
Emma F. Gallagher,
Minnie F. Keenan,
Sarah E. Lakeman,
Maggie J. Leary,
Lizzie A. McGrath,
Amelia McKenzie,
Ann E. Newell,
Ophelia S. Newell,
Hattie L. Rayne,
Mary E. T. Shine,
Mary G. A. Toland.

LINCOLN DISTRICT.

Greatest whole number belonging to Grammar School	758
Average whole number belonging to Grammar School	733
Entitled to 13 regular teachers, 1 special.	
Greatest whole number belonging to Primary Schools	357
Entitled to 6 teachers.	

Sub-master.

Henry H. Kimball.

Second Sub-master.

John F. Dwight.

First Assistant.

Margaret J. Stewart.

Second Assistant.

Mary E. Balch.

Third Assistants.

Vodisa J. Comey,
Sarah A. Curran,
Mary H. Faxon,

Mary A. H. Fuller,
Silence A. Hill,
Jennie F. McKissick,
Lavinia B. Pendleton,
Mary B. Powers,
Sarah M. Tripp,
Carrie L. Vose.

Fourth Assistants.

Clara H. Booth,
Laura J. Gerry,
Fannie G. Patten,
Mary E. Perkins,
Mary E. Powell,
Ella M. Warner.

NORCROSS DISTRICT.

Greatest whole number belonging to Grammar School	770
Average whole number belonging to Grammar School	731
Entitled to 14 teachers.	
Greatest whole number belonging to Primary Schools	381
Entitled to 7 teachers.	

First Assistants.

Mary J. Fennelly,
Fiducia S. Wells.

Second Assistants.

Sarah A. Gallagher,
Juliette Smith,
Juliette Wyman.

Third Assistants.

Miranda A. Bolkcom,
Martha G. Buckley,
Emma F. Crane,
Mary E. Downing,

Emma I. Eaton,
Harriet E. Johnston,
Jennie Mullaly,
Maria L. Nelson,
Mary R. Roberts.

Fourth Assistants.

Nellie J. Cashman,
Sarah V. Cunningham,
Mary K. Davis,
Fannie W. Hussey,
Alice J. Meins,
Abbie C. Nickerson,
Ellen T. Noonan.

SHURTLEFF DISTRICT.

Greatest whole number belonging to Grammar School.....707
Average whole number belonging to Grammar School.....683
Entitled to 13 teachers.
Greatest whole number belonging to Primary Schools.....390
Entitled to 7 teachers.

First Assistants.

Ellen E. Morse,
Anna M. Penniman.

Second Assistants.

Abbie S. Hammond,
Martha E. Morse,
Emeline L. Tolman.

Third Assistants.

Eliza F. Blacker,
Roxanna N. Blanchard,
Jane M. Bullard,

Catherine A. Dwyer,
Harriet S. Howes,
Margaret T. Pease,
Edith A. Pope,
Marion W. Rundlett.

Fourth Assistants.

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

SEVENTH DIVISION.

COMINS DISTRICT.

Greatest whole number belonging to Grammar School.....905
Average whole number belonging to Grammar School.....854
Entitled to 16 teachers.
Greatest whole number belonging to Primary Schools.....1,109
Entitled to 20 teachers.

Sub-master.

Myron T. Pritchard.

First Assistants.

Emily F. Carpenter,
Martha A. Cummings,
Lillie E. Davis.

Second Assistants.

Almira W. Chamberline,
Sarah E. Lovell.

Third Assistants.

Annetta F. Armes,
Caroline A. Gragg,
Julia A. C. Gray,
Penelope G. Hayes,
Nellie I. Lapham,
Adelina May,
Kate M. Murphy,
Emily Swain,

Delia M. Upham,
Charlotte P. Williams.

Fourth Assistants.

Mary J. Backup,
Sarah B. Bancroft,
Adaline Beal,
Elizabeth P. Brewer,
Celia M. Chase,
Lizzie A. Colligan,
Mary E. Crosby,
Sabina Egan,
Helen P. Hall,
Sarah E. Haskins,
Lizzie F. Johnson,
Delia T. Killian,
Hattie A. Littlefield,
Anna R. McDonald,
Caroline D. Putnam,
Isabel Thacher,
Mary W. Woods.

DEARBORN DISTRICT.

Greatest whole number belonging to Grammar School.....991
Average whole number belonging to Grammar School.....904
Entitled to 18 teachers.
Greatest whole number belonging to Primary Schools997
Entitled to 18 teachers.

Sub-master.

Harlan P. Gage.

First Assistants.

L. Anna Dudley,
Philena W. Rounseville.

Second Assistants.

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

Third Assistants.

Anne M. Backup,
Abbie L. Baker,
Bell J. Dunham,
Louise M. Epmeyer,
Sarah H. Hosmer,
Josephine A. Keniston,
Sarah W. Loker,

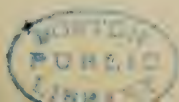
Maria L. Mace,
Ida M. Presby,
Mary F. Walsh,
Lizzie M. Wood.

Fourth Assistants.

Annie M. Croft,
Mary T. Cunningham,
Flora J. Cutter,
Louise D. Gage,
Ada L. McKean,
M. Agnes Murphy,
Kate A. Nason,
Mary E. Nason,
Mary F. Neale,
Abby S. Oliver,
Ellen M. Oliver,
Emily M. Pevear,
Susan F. Rowe,
Bridget E. Scanlan,
Mary K. Wallace.

DILLAWAY SCHOOL.

Greatest whole number belonging to Grammar School428
Average whole number belonging to Grammar School400
Entitled to 8 teachers.



First Assistants.

Jane S. Leavitt,
Eldora A. Pickering.

Second Assistant.

Mary C. Whippey.

Third Assistants.

Eliza Brown,
Catherine J. Finneran,
Mary L. Gore,
Mary S. Sprague,
Lydia G. Wentworth.

DUDLEY DISTRICT.

Greatest whole number belonging to Grammar School555
Average whole number belonging to Grammar School539
Entitled to 10 teachers.
Greatest whole number belonging to Primary Schools.....575
Entitled to 10 teachers.

Sub-master.

Henry L. Clapp.

First Assistant.

Susan C. Lougee.

Second Assistant.

Harriett E. Davenport.

Third Assistants.

Ruth H. Brady,
Mary H. Cashman,
Alice E. Farrington,
Lucette B. James,

Emmeline E. Torrey,
Mabel F. Wheaton.

Fourth Assistants.

Mary S. Chamberlain,
S. Louisa Durant,
Alice C. Grundel,
Ella T. Jackson,
Joanna Monroe,
Elizabeth Palmer,
Celia A. Scribner,
Anna M. Stone,
Mary E. Watson,
Annie J. Whelton,
Henrietta M. Wood.

LEWIS DISTRICT.

Greatest whole number belonging to Grammar School.....686
Average whole number belonging to Grammar School.....671
Entitled to 12 teachers.
Greatest whole number belonging to Primary School.....557
Entitled to 10 teachers.

Sub-master.

Charles F. King.

First Assistants.

Eunice C. Atwood,
Sarah E. Fisher.

Second Assistants.

Emily B. Eliot,
Amanda Pickering.

Third Assistants.

Althea W. Barry,
Mary D. Chamberlain,
Susan A. Dutton,

Ellen M. Murphy,
Sarah H. Robbins,
Phebe H. Simpson,
H. Amelia Smith.

Fourth Assistants.

Mary F. Baker,
Fannie H. C. Bradley,
Frances N. Brooks,
Helen Crombie,
Mary E. Deane,
Almira B. Russell,
Annie W. Seaverns,
Florence L. Shedd,
Eloise B. Walcott.

LOWELL DISTRICT.

Greatest whole number belonging to Grammar School551
 Average whole number belonging to Grammar School537
 Entitled to 10 teachers.
 Greatest whole number belonging to Primary Schools.....668
 Entitled to 12 teachers.

Sub-master.

George T. Wiggin.

First Assistant.

Eliza C. Fisher.

Second Assistant.

E. Josephine Page.

Third Assistants.

Susan E. Chapman,
 Mary A. Cloney,
 Rebecca Coulter,
 Mary F. Cummings,

Susan G. B. Garland,
 Annie L. Hudson,
 O. Augusta Welch.

Fourth Assistants.

Flora C. Atwood,
 Sarah P. Blackburn,
 Mary J. Capen,
 Caroline F. Cutler,
 Ellen H. Holt,
 Jeannie B. Lawrence,
 Alice M. May,
 Isabella Shove,
 Emma M. Waldoock,
 Helen O. Wyman.

EIGHTH DIVISION.

ALLSTON DISTRICT.

Greatest whole number belonging to Grammar School373
 Average whole number belonging to Grammar School360
 Entitled to 7 teachers.
 Greatest whole number belonging to Primary Schools.....318
 Entitled to 6 teachers.

First Assistant.

Persis B. Swett.

Second Assistant.

Sara F. Boynton.

Third Assistants.

Mary J. Cavanagh,
 Mary F. Child,
 Jeanie Hosie,

Alice A. Swett.

Fourth Assistants.

Helen L. Brown,
 Anna M. Farrington,
 Clara Hooker,
 Emma F. Martin,
 Kate McNamara,
 Adelaide C. Williams.

BENNETT DISTRICT.

Greatest whole number belonging to Grammar School327
 Average whole number belonging to Grammar School315
 Entitled to 6 teachers.
 Greatest whole number belonging to Primary Schools242
 Entitled to 4 teachers.

First Assistant.
Melissa Abbott.

Second Assistant.
Eliza W. Jones.

Third Assistants.
Jeannie Bates,

Emma F. Chesley,
Annie M. Hotchkiss.

Fourth Assistants.

Charlotte Adams,
Fannie W. Currier,
Emma P. Dana,
Clara L. Harrington,
Nellie A. Hoar.

CENTRAL DISTRICT.

Greatest whole number belonging to Grammar School.....325
Average whole number belonging to Grammar Schools.....316
Entitled to 6 teachers.

Greatest whole number belonging to Primary Schools195
Entitled to 3 teachers.

First Assistant.
Mary A. Gott.

Second Assistant.
Clara J. Reynolds.

Third Assistants.
Martha H. Ames,

Victoria M. Goss,
Martha M. Sias,
Mary E. Stuart.

Fourth Assistants.

Mary E. Brooks,
Mary E. Driscoll,
Emma M. Smith.

CHARLES SUMNER DISTRICT.

Greatest whole number belonging to Grammar School.....213
Average whole number belonging to Grammar School.....208
Entitled to 4 teachers.

Greatest whole number belonging to Primary Schools.....232
Entitled to 4 teachers.

Second Assistant.
Lottie B. Hall.

Third Assistants.
Elvira L. Austin,
Angie P. Nutter,

Fannie H. Wiswall.

Fourth Assistants.

Cora V. George,
Ella F. Howland,
Sallie B. Tripp.

HILLSIDE DISTRICT.

Greatest whole number belonging to Grammar School333
Average whole number belonging to Grammar School322
Entitled to 6 teachers.

Greatest whole number belonging to Primary Schools187
Entitled to 3 teachers.

First Assistant.
Amy Hutchins.

Second Assistant.
Mary E. Very.

Third Assistants.
Louise P. Arnold,

Emily H. Maxwell,
Alice B. Stephenson.

Fourth Assistants.

Ida H. Adams,
Anna M. Call,
E. Augusta Randall,
Margaret E. Winton.

MOUNT VERNON DISTRICT.

Greatest whole number belonging to Grammar School	164
Average whole number belonging to Grammar School	128
Entitled to 3 teachers.	
Greatest whole number belonging to Primary Schools.....	119
Entitled to 2 teachers.	

Third Assistants.

Emma J. Fossett,
 Maria H. Lathrop,
 Achsa M. Merrill,
 Emily M. Porter.

Fourth Assistants.

Ann M. Harper,
 Clara I. Metcalf,
 Emma L. Pollex.

NINTH DIVISION.

DORCHESTER-EVERETT DISTRICT.

Greatest whole number belonging to Grammar School	493
Average whole number belonging to Grammar School	470
Entitled to 9 teachers.	
Greatest whole number belonging to Primary Schools.....	433
Entitled to 8 teachers.	

Second Sub-master.

George M. Fellows.

First Assistant.

Mary F. Thompson.

Second Assistant.

Helen M. Hills.

Third Assistants.

Sara M. Bearse,
 Hattie A. Darling,

Clara J. Doane,
 Anna M. Foster,
 Henrietta A. Hill,
 M. Rosalia Merrill.

Fourth Assistants.

Maud M. Clark,
 Cora L. Etheridge,
 Annie W. Ford,
 Matilda Mitchell,
 Mary L. Nichols.

GIBSON DISTRICT.

Greatest whole number belonging to Grammar School	272
Average whole number belonging to Grammar School	259
Entitled to 5 teachers.	
Greatest whole number belonging to Primary Schools.....	217
Entitled to 4 teachers.	

Second Assistants.

Ida L. Boyden,
 Ella S. Wales.

Third Assistants.

Emma R. Gragg,

Grace St. L. Urann.

Fourth Assistants.

Emily L. Brown,
 Edna L. Gleason,
 Mary E. Mann.

HARRIS DISTRICT.

Greatest whole number belonging to Grammar School258
 Average whole number belonging to Grammar School242
 Entitled to 5 teachers.
 Greatest whole number belonging to Primary Schools.....151
 Entitled to 3 teachers.

Second Assistant.
 M. Maria Harriman.

Marion B. Sherburne,
 Emma F. Simmons.

Third Assistants.
 Elizabeth P. Boynton,
 Almy C. Plummer,

Fourth Assistants.
 Elizabeth A. Flint,
 Cora F. Plummer.

MATHER DISTRICT.

Greatest whole number belonging to Grammar School335
 Average whole number belonging to Grammar School320
 Entitled to 6 teachers.
 Greatest whole number belonging to Primary Schools309
 Entitled to 5 teachers.

First Assistant.
 J. Annie Bense.

Mary A. Lowe,
 S. Kate Shepard.

Second Assistant.
 Lucy J. Dannels.

Fourth Assistants.

Third Assistants.
 Lillie A. Hicks,
 Annie L. Jenkins,

Florence J. Bigelow,
 M. Esther Drake,
 Ella L. Howe,
 Mary P. Pronk,
 Mary C. Turner.

MINOT DISTRICT.

Greatest whole number belonging to Grammar School263
 Average whole number belonging to Grammar School254
 Entitled to 5 teachers.
 Greatest whole number belonging to Primary Schools205
 Entitled to 4 teachers.

Second Assistant.
 Isabel F. P. Emery.

Ellen M. S. Treadwell.

Third Assistants.
 Kate M. Adams,
 Sophia W. French,
 Mary E. Glidden,

Fourth Assistants.

Hattie J. Bowker,
 S. Maria Elliott,
 Kate S. Gunn,
 Mary J. Pope.

STOUGHTON DISTRICT.

Greatest whole number belonging to Grammar School.....264
 Average whole number belonging to Grammar School.....248
 Entitled to 5 teachers.
 Greatest whole number belonging to Primary Schools.....127
 Entitled to 2 teachers.

Second Assistant.

Elizabeth H. Page.

Elizabeth J. Stetson,
Margaret E. Whittemore.

Third Assistants.

Ellen E. Burgess,
Caroline F. Melville,

Fourth Assistants.

Esther S. Brooks,
Julia B. Worsley.

TILESTON DISTRICT.

Greatest whole number belonging to Grammar School.....	81
Average whole number belonging to Grammar School.....	76
Entitled to 1 teacher.	
Greatest whole number belonging to Primary School	47
Entitled to 1 teacher.	

Third Assistant.

Martha A. Baker.

Fourth Assistant.

Elizabeth S. Fisher.

SCHOOL DOCUMENT NO. 3. — 1881.

MAJORITY AND MINORITY REPORTS

OF THE

COMMITTEE ON SALARIES.



BOSTON :
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET
1881.

MAJORITY REPORT.

IN SCHOOL COMMITTEE, BOSTON, March 22, 1881.

The undersigned, a majority of the Committee on Salaries, recognizing the necessity, at this time, for a more economical management of the public schools, and believing that the proposed reduction in salaries will neither impair the efficiency of the schools nor result in any injustice to the teachers, respectfully report, for the consideration of the Board, the following schedule of salaries for the year ending March 31, 1882, and recommend the passage of the following orders.

The total reduction by the proposed plan will be about \$62,000, which is about $5\frac{1}{2}$ per cent. of the amount estimated for salaries of instructors for the year 1881-82.

GEORGE H. PLUMMER, *Chairman*.
NAHUM CHAPIN,
ABRAM E. CUTTER,
JOHN C. CROWLEY.

Ordered, That the salaries of the instructors for the year 1881-1882 be as follows:—

FIRST GRADE. HIGH SCHOOLS.

Head Masters	\$3,600
Junior Masters, first year, \$1,008; annual increase, \$144; maximum	2,736

SECOND GRADE. GRAMMAR SCHOOLS.

Masters, first year, \$2,436; annual increase, \$60; maximum	\$2,736
Sub-Masters, first year, \$1,836; annual increase, \$60; maximum	2,136
2d Sub-Masters, first year, \$1,356; annual increase, \$60; maximum	1,656
Master Dillaway School	1,800

THIRD GRADE. HIGH SCHOOLS.

Assistant Principal		\$1,800
First Assistants, first year, \$1,356; annual increase, \$36; maximum		1,536
Second " first year, \$1,116; annual increase, \$36; maximum		1,296
Third " first year, \$900; annual increase, \$36; maximum		1,080
Fourth " first year, \$708; annual increase, \$36; maximum		888

FOURTH GRADE. GRAMMAR SCHOOLS.

First Assistants, first year, \$900; annual increase, \$24; maximum		\$1,020
First Assistants (not in master's room), first year, \$780; annual increase, \$24; maximum		900
Second Assistants, first year, \$720; annual increase, \$12; maximum		780
Third " first year, \$480; annual increase, \$48; maximum		720
Fourth " first year, \$480; annual increase, \$48; maximum		720

SPECIAL GRADE.

Director of Music		\$2,700	
Three Special Instructors in Music (each)		2,520	
Director of Drawing		2,820	
Teacher of Chemistry, Girls' High School		1,296	
Assistant in " " "		720	
Teacher of Physical Culture, Girls' High School		720	
Teacher of Science, Rox. and W. Rox. High School		888	
Teacher of Drawing, Penmanship, and Elementary Method, Normal School		1,296	
Special Teachers of Modern Languages, at the rate of \$90 per year, for every hour of actual service per week, in the school-room, for the school year 1881-82			
Principal Horace Mann School for the Deaf		\$1,800	
First Assistant Horace Mann School for the Deaf		900	
Assistants, first year, \$700; second year and subsequently		800	
Instructor, Military Drill		1,428	
Armorer		504	
Teachers of Sewing:—			
One division	\$108	Seven divisions	528
Two divisions	192	Eight divisions	576
Three divisions	276	Nine divisions	612
Four divisions	348	Ten divisions	660
Five divisions	420	Eleven divisions	708
Six divisions	480	All over eleven divisions	720
Principal, Evening High School (per week)		\$40.00	
Assistants, Evening High School (per week)		20.00	
Principals, Elementary Schools (per week)		17.50	
Assistants, Elementary Schools (per week)		6.25	
Masters, Evening Drawing Schools (per night)		9.00	
Head Assistants, Evening Drawing Schools (per night)		5.00	
Assistants, Evening Drawing Schools (per night)		4.00	
Special Assistant Teachers, fifth and sixth classes Primary Schools (per week)		5.00	

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.

Ordered, That all the First Assistants, not in Masters' rooms, now in the service of the city, be placed upon the maximum of their grade, to date from April 1, 1881.

Ordered, That all junior masters now in the service of the city be credited with two years' service in their grade.

Ordered, That the salary of the Superintendent be \$4,020 per annum.

Ordered, That the salary of each Supervisor be \$3,600 per annum.

REPORT OF THE MINORITY OF THE COMMITTEE ON SALARIES.

As a member of the Committee on Salaries, I respectfully submit that I disagree with so much of the report of the majority of that committee as proposes a general reduction of salaries, and desire to give the following reasons for my disagreement:—

1. The proposed reduction seems to me to be founded upon no sound business principles with regard to salaries. By implication it declares that the teachers are paid too much. If that be true (and I cannot agree that it is), a just and final basis should be sought which should not be liable to constant fluctuation. Teachers should be given to understand, as definitively as it is in the power of the Board to settle, upon what pay they are to depend; and only the exigencies of hard times, which force all classes to pinch, or a clear expression of the people's will that all salaries must be reduced, — before which the School Committee is powerless to use its own judgment, — should be allowed to make the teacher's income a variable and uncertain quantity. Neither of these conditions exists. Business is in a most prosperous state, and I hear of no proposal to diminish the pay of any other public officials.

The proposed standard claims to fix nothing. The arguments which are potent to show the expediency of reducing the salaries by a small percentage this year, namely, that the gross sum saved will vindicate the economical temper of the School Board with the popular imagination, while the individual contributors will not be much hurt by a little cutting,

will be just as valid next year, and the next, while the baneful influences upon the teacher's efficiency will be produced which comes from the feeling that this Board is guided by accidental considerations more than by established convictions of what is just and right.

2. The chief motive of the proposed reduction, that the tax-payers demand such a step, is not, in my judgment, fairly warranted by the actual state of public sentiment. I have taken pains to ask the opinion of representative citizens, who are leaders of intelligent public opinion upon this and other important interests, and from them I receive the judgment that this Board is fully justified in offering to its subordinates a pay which is proportionate to that attained by equal ability in other professions. In two or three of the replies to my questions as to whether the present schedule of salaries was extravagant, from gentlemen of high influence and business success have come suggestions of an increase of the salaries attached to the most honorable places.

3. The proposed reduction ignores the rational ground upon which pay should be based in a department which, unlike most others in the public service, is a profession for which men and women are carefully trained through many preliminary years. That ground is, that the pay should be such as to invite the finest order of ability and professional enthusiasm into the service. To a moderate extent that principle is recognized in the leading municipal departments. The City Solicitor and his assistants, the Engineer, the Treasurer, the Auditor, the City Clerk, and others have to be paid in proportion to what, as men of special training, they could earn in business. The office of the teacher is one of such dignity and far-reaching influence that the largest-minded men and women alone can properly meet its requirements.

To obtain such, a city must hold out the assurance of an honorable comfort from day to day, and an old age free from care about money.

In every other profession in America there are large prizes of income which incite the ambition of the most brilliant and promising young men.

For the purpose of comparison I have obtained the following estimates of incomes in the so-called learned professions in Boston; the estimates being made by careful and trustworthy persons: —

Of the lawyers of Boston —

50 have an income of	\$10,000 and \$upwards.
100 have an income from	\$5,000 to \$10,000.
100 (or more) have an income from	\$3,000 to \$5,000.

Of the physicians —

11 probably receive	\$20,000 per annum.
40 “ “ from	\$10,000 to \$20,000.
80 “ “ “	\$5,000 to \$10,000.
200 “ “ “	\$3,000 to \$5,000.

In three leading Protestant denominations (the only ones concerning which I have had time to make inquiry) there are 21 ministers, whose salaries are from \$4,000 to \$10,000.

If the more striking figures which might be taken from the departments of finance, manufactures, and trade were added to this list, they would strongly reinforce the inference which is the chief one I desire to draw: that the men who are furnished, through natural capacity and education, with the powers which generally command success have much stronger pecuniary inducements to enter many other occupations than that of teaching; and this is one of the reasons for the fact which often perplexes School Committees, that eminently strong teachers are hard to find. It is the contemplation of the principle here involved which has decided the Boston School Committee in former years to have a standard of salaries based upon generous ideas of the class of minds needed as school instructors, and of the

manner in which alone the desired order of ability could be procured.

In vindication of the wisdom of continuing this generous policy, and in rebuttal of that portion of the report of the Salary Committee which it presents under instruction from the Board, concerning salaries paid in other cities of the Union, I would submit the following figures with regard to the extent to which the public schools of the several cities reach the children of all classes of people, and so fulfil the purpose of their existence, and justify their right to expend the proceeds of public taxation : —

	School Population.	Enrolled in Public Schools.	In private and parochi- al schools.	Unaccount- ed for.
Baltimore	86,961	35,288	13,550	38,123
Chicago	123,215	58,142	18,647	46,426
Cincinnati	67,110	35,957	350?	30,803
New York	375,000	208,823	45,000	121,177
St. Louis	107,225	55,995	18,000	33,230
Boston	60,762	53,262	5,521	1,979

These statistics are from the latest estimates of the United States Bureau of Education. The number of children in private or parochial schools, and the enormous number unaccounted for in *every city except Boston*, if (as I have no reason to suppose is not the case) the basis of calculation is everywhere the same, affords the most eloquent defence that can be made in favor of conducting the Boston system of education upon a most liberal and far-seeing policy.

If retrenchment is demanded, let it be in those things in which the efficiency of the schools is least assailed, and not in the directions which threaten the quality of manhood and womanhood which is called upon to form the mind of the nation that is to be.

GEORGE A. THAYER.

SCHEDULE OF SALARIES PAID TO INSTRUCTORS IN OTHER CITIES.

In accordance with the order, passed February 22, that the Committee on Salaries be requested to embody in their report a schedule of the salaries paid to teachers in the cities of New York, Philadelphia, Baltimore, St. Louis, Chicago, and Cincinnati, the committee present the following information:—

Salaries paid to teachers in

NEW YORK.

	Minimum.	Maximum.
Male Departments:—		
Principals	\$2,250	\$3,000
Vice-Principals	1,800	2,000
Male Assistants (where only one)		1,700
“ “ (where two or more, average salary not exceeding)		1,500
Female “ (average salary not exceeding) ..		800
Female Departments:—		
Principals	1,200	1,900
Vice-Principals	1,000	1,200
Assistants (average salary not exceeding)		725
Primary Departments and Schools:—		
Principals	1,000	1,750
Vice-Principals	850	1,200
Assistants (average salary not exceeding)		600
Night Schools:—		
Principals, High School, per night		8.50
“ other schools, “ “	3.00	4.00
Assistants, High Schools, “ “		5.00
“ other schools, “ “	2.00	2.50
Drawing teachers (per hour)		2.00
Music, German, and French teachers (per hour) ...		1.50

PHILADELPHIA.

The salaries paid to teachers of the public schools of this city shall be apportioned upon the basis of their teaching experience and efficiency. For the purpose of this apportionment, such teachers shall be classified as follows:—

	Per Annum.
Teachers who have actually taught five years and over.....	\$470
“ “ “ “ four “ and less than five...	440
“ “ “ “ three “ “ “ four ..	410
“ “ “ “ two “ “ “ three ..	380
“ “ “ “ over one “ “ two...	350
“ “ “ “ less than one year.....	320

The teachers shall receive, as additional compensation, the following sums respectively, viz:—

High School:—	
President.....	\$2,400
Professors.....	1,925
Assistant Professors.....	1,500
Normal School:—	
Principal.....	2,200
Vice-Principal.....	900
Principal of School of Practice.....	900
Professor of Natural Science.....	1,400
Teacher of Methods.....	1,100
Assistant Teachers.....	\$600 to 825
Principals of Boys' Grammar and Male Principals of mixed Grammar Schools.....	1,125
Principals of Girls' Grammar Schools.....	530
Female Principals of Mixed Grammar Schools.....	700
Principals of Consolidated Schools.....	\$175 to 1,075
“ “ Secondary Schools.....	\$75 to 175
“ “ Primary “.....	80
First Assistants in Grammar Schools.....	100
All other “ “ “.....	50
First Assistants in Consolidated Schools.....	\$50 to 100
Second “ “ “ having 6 or more div.,	50
Third “ “ “ “ 10 “ “	50

BALTIMORE.

	Minimum.	Maximum.
Baltimore City College:—		
Principal.....		\$2,400
Vice-Principal.....		2,200
Professors.....	\$1,800	2,000
Tutors.....		1,000
Female High Schools:—		
Principals.....		2,208
First Assistants.....		1,008
Other “.....		900
Male Grammar Schools:—		
Principals.....	1,296	1,500
First Assistants (Male).....	804	900
“ “ (Female).....	588	672
Second “.....	456	516
Third “.....	444	504
Female Grammar Schools:—		
Principals.....	804	900
First Assistants.....	564	648
Second “.....	444	504
Third “.....	432	480

	Minimum.	Maximum.
Normal class :—		
Principal		\$200
Assistants		150
Primary Schools :—		
Principals	\$600	696
Assistants	408	468
Unclassified Schools :—		
Principals	696	900
First Assistants	504	600
English German School :—		
Principals	1,296	1,500
Vice-Principals	804	1,008
First Assistants (Male)		600
Assistants in Grammar grades	444	504
“ “ Primary “	408	468
Colored Grammar Schools :—		
The same as the Male Grammar Schools.		
Colored Primary Schools :—		
Principals (Male)	804	900
“ (Female)	600	696
Assistants (Male)		700
“ (Female)	408	468
Evening Schools :—		
Principals (per night)		2.00
Assistants (“ “)		1.50

ST. LOUIS.

	Minimum.	Maximum.
Principals of Normal and High Schools	\$2,400	\$2,600
“ “ First-class Schools	1,700	2,000
“ “ Second “ “	1,500	1,800
“ “ Third “ “	1,200	1,500
“ “ Fourth “ “	900	1,100
“ “ Fifth “ “	800	900
“ “ Sixth “ “	700	800
“ “ Seventh “ “	600	650

ASSISTANTS.

Normal and High Schools.	First Assistant	1,600	2,000
	Second “	1,400	1,800
	Third “	1,000	1,200
	Fourth “	750	950
	Fifth “	650	800
District Schools.	Head Assistant	650	850
	First “	500	700
	Second “	450	600
	Third “	400	555
	Fourth “ (½ day)	200	300

KINDERGARTEN.

Director, whole day	450	600
“ half day	250	350
Paid assistants, whole day	200	
“ “ half day	125	
Music	1,300	1,500

CHICAGO.

PRINCIPALS.

	Minimum.	Maximum.
Central High Schools		\$2,350
Division " "		2,000
Grammar and Primary Schools.....	\$750	1,650

ASSISTANTS.

Grammar and Primary Schools.....	400	650
Assistants in Double Divisions, \$50 per annum less than above rates.		
Teachers of Grammar grades, and teachers in charge of Double Divisions with no assistants, \$50 per annum in addition to above rates.		

CINCINNATI.

	Minimum.	Maximum.
Intermediate Schools:—		
Principals.....	\$1,800	\$2,100
First Assistants (English).....	1,200	1,500
“ “ (German).....	1,200	1,500
Second “.....	1,000	1,300
Assistants (Male).....	700	900
“ (Female).....	600	800
District Schools:—		
Principals.....	1,600	1,900
First Assistants (German).....	1,000	1,300
Assistants (Male).....	500	700
“ (Female).....	400	700
Mixed Schools, containing District Schools and Intermediate Departments:—		
Principals.....	1,600	1,900
Assistants, male (English).....	1,000	1,300
“ “ (German).....	1,000	1,300
“ “.....	500	700
“ Female.....	400	700
“ “ (Intermediate Dept. only)....	600	800
Normal School:—		
Principal.....		2,200
German Assistant.....		1,600
Critic teachers.....		1,000
Music:—		
Superintendent.....		1,900
Assistant teachers.....		1,600
Penmanship:—		
Superintendent.....		1,900
Assistant teachers.....		1,200
Drawing:—		
Superintendent.....		1,090
Male assistant.....		1,200
Assistant teachers.....		800
Night Schools:—		
Principals of High School (per night).....		3.00
“ “ District Schools (per night).....		2.50
Assistants High Schools.....		3.00
“ District Schools.....		2.25

SCHOOL DOCUMENT NO. 4. — 1881.

REPORT

OF

Committee on Drawing and Music

ON

HEARING TO L. PRANG & CO.



BOSTON:
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1881.

IN SCHOOL COMMITTEE, March 22, 1881.

Accepted, and ordered to be printed.

Attest :

PHINEAS BATES, JR.,

Secretary.

R E P O R T .

The Committee on Drawing and Music respectfully report that, in accordance with the instructions of the Board, on February 8, they have given a hearing to Messrs. Prang & Co., in response to their petition of that date.

Mr. Clarke, who spoke for Mr. Prang, and attempted to justify guide points and lines, as well as tracing and transferring, used by the publishers in the new series of drawing-books, and condemned by the committee, argued that, without such mechanical assistance, the Programme of Instruction adopted by the Board could not be carried out in the time allotted to Drawing in the schools; or, in other words, that it was necessary thus to remove all preliminary difficulties in order that pupils might complete the two books a year allowed them by the Regulations. Mr. Clarke claimed that the time employed by an unassisted pupil, in determining the dimensions of an object and marking them on paper, was unprofitably spent; and, furthermore, that when called upon to deal with a new subject, as, for instance, Design, if he were left to settle points of distance, block out general form, and indicate the distribution of parts, his attention would be so distracted from the teacher that he would derive but little profit from his instruction.

In answer to the first part of Mr. Clarke's argument for the use of guide points, etc., which was based on a given programme to be completed in a limited amount of time, your committee has to say that it has always regarded its programme as a scheme of instruction, to be carried out only so far as it could be with profit to the pupils of each school, since they consider the *quality*, and not the *quantity*,

of work done as the all-important matter. The committee's determination to regulate the amount of work required by tested capacity to do well what was done, and its indifference to the question of having one book or two books filled by each pupil in the school year, is proved by a circular issued in September last, directing the masters to ask for one book *at that time*, and explaining that no decision would be reached as to the use of a second book in any school until the 1st of February, when the Director, having inspected the work accomplished, would report to the committee. In answer to the second portion of Mr. Clarke's argument for the use of guide points, etc., which was based on the limited amount of time allotted to Drawing in the schools, your committee would say that, in their opinion, time thus saved is saved at the pupil's expense. They consider that guide points do away with the most profitable part of his work, namely, the effort on his part to attain approximate correctness of form and accuracy of dimension; for it is by this effort, and through many failures, that his eye and hand are gradually trained. As non-educational, dishonest, and misleading aids in freehand and model Drawing, guide points are condemned by all who recognize that there is no such thing as a royal road to knowledge of any kind and as such your committee regards all drawing-books tainted with them as unfit for use in our public schools.

In the books of the old series, with which, whatever their shortcomings, much success was attained, there are no guide points, and but a few guiding lines, whose presence is justifiable. The charge made by Mr. Clarke that the Director sanctioned the systematic use of such artificial helps in the new series, by his partial use of them in the old, thus falls to the ground.

The Director's alleged complicity with the publisher in the use of guide points for the new series is proved, said Mr. Clarke, by his signature affixed to the original drawings, which

were submitted to him with dots and guide points marked upon them. This is denied by the author of the drawings, Mr. William Briggs, whose sworn statement is that "no dots or guide points appeared upon the paper when he took them to Mr. Smith for approval;" that by his signature Mr. Smith simply signified his acceptance of the said drawings as copies for the revised edition of the text-books; and, finally, that at the time neither he nor Mr. Smith had ever seen a word of the text either in manuscript or in print.

Your committee did not feel called upon to examine into Mr. Prang's accounts with Mr. Walter Smith, and does not pretend to give any opinion concerning the conduct of their business relations. It did examine into, and does pretend to have an opinion about who is responsible for the present condition of the books.

It considers that the responsibility rests mainly with Messrs. Prang & Co., who assumed that they knew better what drawing-books ought to be than the committee or the Director; drew the conclusion that they had a right to change them as they saw fit, without submitting their views to the committee for acceptance, and acted accordingly. They state, in defence of their course, that they consulted the Director, who refused to give advice, declined to revise the text of the new books, and, angry with them because they refused to pay him money which they did not owe him, under the second contract, sent back all matter submitted to him unexamined. To this attempted justification the Director replies, that he felt justified in so doing because Messrs. Prang & Co. persistently disregarded his counsels and protestations, sent him proofs to be returned immediately, without allowing adequate time for their revision, and denied him his just dues.

In the committee's opinion the excuses offered by Messrs. Prang & Co. for what they did, and by the Director for what he did not do, clear neither party from responsibility for what

has happened. The Director ought at once to have appealed to the committee, when he first recognized what he considered objectionable features in the drawing-books; and he should have furthermore refused to enter into a second contract with Messrs. Prang & Co., whose terms gave them power to decide upon the contents of the said books, since, although it bound them to ask his advice, it did not bind them to follow it. Had he taken this stand at the outset, the difficulties, and annoyances, and complications which have ensued would have been avoided.

In conclusion, your committee candidly admit that, as the result has shown, they committed an error in judgment in recommending the Board to adopt a series of text-books on the strength of drawings and written memoranda. They are not likely to do so a second time, and if Messrs. Prang & Co. should act upon their professed willingness to make the alterations which they (the committee) deem necessary in the drawing-books, and thus render it possible for them to show their desire to recommend the said books to the Board for farther use, when amended, they will take heed that their printed condition is perfectly satisfactory before doing so.

On behalf of the Committee,

CHARLES C. PERKINS,

Chairman.

March 22, 1881.

SCHOOL DOCUMENT NO. 5.—1881.

FIRST ANNUAL REPORT

OF THE

Superintendent of Public Schools

OF THE

CITY OF BOSTON.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1881.

Office Hours of the Superintendent :

MONDAY to FRIDAY, afternoons from 2½ o'clock. SATURDAY, 11 to 1 o'clock.

Appointments made at other hours when asked for.

R E P O R T .

BOSTON PUBLIC SCHOOLS,
SUPERINTENDENT'S OFFICE, March 1, 1881. }

To the School Committee:—

I respectfully present my first report, which is also the first annual report of the Superintendent of Public Schools.

The discharge of my duties as Superintendent began on the first day of December, 1880. The amount of personal observation I have been able to give the schools since that date is, of course, not large. Indeed, it is less than I had expected, until the pressure of other duties of my office made it apparent that the visitation of schools must go on rather slowly for the present. I should not, therefore, be justified in undertaking, at the present time, a detailed survey, or criticism, of the work actually going on in the schools. Accordingly, I shall only note some important aspects of the present state of affairs, and invite attention to some practical points that seem to call for consideration.

Our school system has lately undergone a good deal of revision. A radical reform, indeed, beginning with the reorganization of the School Committee, has been going on until it has reached all grades of schools, all departments of instruction, of supervision, and of administration. Teachers find themselves in changed

relations with their schools, with their work, and with the authorities who assign and who judge their work. New agencies have been put in operation, and new lines of effort marked out. Courses of study have been recast, definite standards of attainment set up, and uniform examinations instituted, for the purpose of ascertaining and recording the proficiency of pupils in all the schools. The three grades of schools — primary, grammar, and high — have been made independent of one another. The important duty of regulating promotions from one grade to the next has been entrusted to officers not exclusively connected with either grade, but equally interested in all. A system of examining candidates for the office of teacher has been put in operation, with a view to debar the ignorant and incompetent; while new regulations relating to the appointment, probation, and confirmation of teachers, have been adopted with the same end in view. These, and many other like changes, have wrought, and are still working, a wide departure from the old order of things.

Some of these changes have already been justified by their fruits; others, no less promising, will require time, and, perhaps, further legislation for a full development of results. Radical changes in a large and complex system of administration like that of our schools are pretty sure to be attended by difficulties, which, if neglected, may impair success. The strain put upon the system may have dislocated some of the parts, or the new machinery may not work harmoniously with the old; hence the need, it may be, of relief or readjustment here and there. This, of itself, neither

implies failure, nor invites retreat in the way of reform; it only suggests strengthening for further progress. The opponents of change are never slow to point out difficulties, real or fancied, and to urge retreat. But reforms are not accomplished by retreating. Real difficulties must be met and overcome, fancied ones will vanish of themselves, and at every step forward the way towards ultimate perfection becomes clearer.

That the recent changes have created some difficulties is well known, and the importance of removing any that are, or may become, serious, will not be denied. Indeed, what is now needed is not new reforms so much as a thorough and detailed working out of the reforms already begun. To develop these in their full scope and true intent is necessary, not only that the promised fruits may be brought forth, but also that broader ground may be gained for new improvements.

This important work of detail is not wholly, nor even chiefly, the work of legislation; the greater share of it falls to the teachers. Especially is this true of all that relates to methods of instruction and discipline. It is a brief and easy task to prescribe in general terms the use of improved methods of instruction; but it is not so easy to get those methods applied with success in a single school or in a single class. Bad methods of discipline are easily condemned by vote; but to get them replaced by good ones needs time and patient effort. Legislation can, indeed, declare the need of reform, indicate its direction, aid its progress, and judge its results; but re-

form must stand still, unless teachers are able and willing to enter into the spirit of it, and carry on the work to final success. Therefore, the share of work belonging to the teacher in any reform of instruction and discipline is a large and vitally important one.

Reform in methods of instruction is the ever-present need of the schools. The best schools and the best teachers are those that feel this need most keenly, and respond to it most promptly. Where no reform is going on, there educational life is ebbing, or dead formalism already prevails. "To stand still is to go backward," says the proverb; and there is no surer symptom of decay than a disposition to believe that the utmost attainable good has been reached. The need of educational progress is just now urged upon us with unwonted emphasis. Criticism, both public and private, has been unusually busy of late, challenging every kind of work, every method of working, every sort of result. The whole spirit and tendency of our common-school instruction has been sharply questioned by critics, who, whatever their qualifications for forming just opinions, have certainly not failed to find wide audience. Harsh and unjust as their expressions have been, we cannot hide from ourselves, if we would, the weak points they have assailed. If we have taught grammar, and our pupils can neither speak nor write good English; if we have drilled them in arithmetic, and they can neither reason clearly nor reckon correctly; if we have been dealing with words and not with ideas; cramming instead of training; then the critic who turns our attention most strongly to these faults does us the best

service. And who shall say that we are not open to such criticisms? Who does not know that there is much both in our theories and in our practice that needs reforming, and reforming altogether?

To the malevolent critic, indeed, we may truly say, — and we are bound to insist upon it, — that the schools of to-day compare not unfavorably with the schools of any past period. There is evidence enough to prove this. The schools of twenty-five years ago, or of forty years ago, were not better than the schools of to-day, either in methods of teaching, or in the selection of studies, or in the care taken of the health and physical well-being of the pupils, or in the modes of discipline, or in the moral tone and influence of the teachers, or in any other respect in which improvement has been attempted for a generation past. On the contrary, there has been progress; and the schools show marked improvement in all these particulars. The standard of teaching has been greatly raised; special preparation for the work has been more generally insisted on; more professional pride has been shown in doing the work well; while the tests for determining its quality are more decisive, and have been more freely and thoroughly applied. All this, of course, has told on the schools, and is telling on them to-day. He who is ignorant of such facts, or who consciously ignores them, is not a critic with whom one may profitably discuss matters of school reform. It is with those whose purpose is to build up, not with those whose wish is to pull down, that we can go into a consideration of defects and their remedies.

Accordingly, the suggestion that there is much in our present theories and practice that needs reforming, springs from no purpose to belittle what has been accomplished in the past, much less from a disposition to yield to the unjust critic any ground that does not belong to him, but rather from a sense of our deficiencies when our actual performance is tried by the ideal standards of professional theory.

To illustrate. It is a cardinal principle in modern pedagogy that the mind gains a real and adequate knowledge of things only in the presence of the things themselves. Hence the first step in all good teaching is an appeal to the observing powers. The objects studied and the studying mind are placed in the most direct relations with one another that circumstances admit. Words and other symbols are not allowed to intervene, tempting the learner to satisfy his mind with ideas obtained at second-hand. One application of this principle is seen in the so-called object-teaching; but the principle is applicable to all teaching, and all methods of teaching based on it are known as objective methods. The theory goes even further, and declares, in general, that no teaching which is not objective in method can properly be called teaching at all. Hence we have this test: Is our teaching objective in method?

Now, go into our schools and observe what goes on there. Do we begin by concentrating the observing powers on the things to be studied, or do we present verbal descriptions, formal definitions, and general statements, as if we expected the imagination to supply the facts?

It is said that Faraday never used the term *gravitation* in his elementary lectures without, at the same time, recalling to the minds of his hearers, by letting a stone fall to the floor, or otherwise, a vivid idea of the thing signified by that word. And so he did with many other scientific terms. No matter how familiar they might seem, he was not willing to trust them alone. He could never feel sure that the ideas suggested by them to his hearers would not be quite as much creations of imagination as accurate reproductions of past impressions. Hence the concrete illustration ever ready, as a ballast, to keep each word down to its true signification.

This is objective teaching, as practised by a great master of the art. In proportion as our teaching approaches such a model we may pronounce it excellent; and in proportion as it falls short, or is directed to false models, we must consider it deficient and wrong.

How many of our text-books begin, not with the suggestion of concrete illustrations, but with abstract definitions, and still more abstract "first principles,"—blind guides to the blind teacher, and sources of perplexity to teachers who are not blind. Take object-teaching itself,—the most obvious application of the objective method in teaching, because the objects of study are the very physical objects then and there present before the pupils,—and how often do we see it degenerate into mere talk to the pupils about the objects, instead of affording them, as it should, an opportunity to make their own observations and draw their own inferences, without being told what to ob-

serve and what to infer. Such impertinence defeats its own ends; for it shuts out the pupils from the only way in which they can ever gain real knowledge, that is, by the self-directed activity of their own minds. Another illustration. It is a well-recognized law of the human mind that the free and natural activity of the intellectual powers is at once pleasurable and beneficial, while a constrained and abnormal activity is both painful and injurious. Hence some have proposed, as a test by which to judge of any plan of instruction, Does it excite pleasurable mental activity on the part of the pupils? The theory that all good instruction is attractive, and that no instruction which, under normal conditions, is not attractive is good instruction, has been generally accepted as a theory; but our practice would hardly endure a strict application of it. Are our methods in general so excellent that we may safely rely on the pupil's love of knowledge and pleasurable interest in getting it to keep him to his work? Are we quite prepared to accept the theoretical deduction that idleness in school children, except when connected with some bodily infirmity, is the product of bad teaching? And yet the theory merely contemplates the universal prevalence of a state of things which is sometimes realized by individual teachers, or in single schools. It merely sets forth in clear light the ultimate aim of all our efforts in reform, and proposes a plain, practical test by which to judge of our progress. If we now depend on the artificial stimulus of rewards and punishments to prevent idleness, the theory requires us to regard this as an evil capable of diminution and final extinction. It requires

us to believe in the efficacy of nobler motives to study, and to accept evidence of their failure to work as evidence, not of juvenile depravity, but of defective educational practice.

But we need not multiply illustrations. We might go on comparing the actual state of things with theoretical standards until we had traversed the whole field of educational principles. The result at every point would be the same, — one argument more to show the need of sustained and systematic effort to embody in our practice more of the spirit of our best educational theories. These theories we need to keep more steadily in view; we need to have faith in them, and to follow them in the belief that we may ultimately reach the ends they set before us.

It is believed that our teachers will not be slow to respond to this need of the times. Intelligent criticism will be welcomed, even if severe. It is a characteristic of the good workman that he is never wholly pleased with his work. His ideals are ever beyond his achievement, and he ceases not to strive for better achievement. To the critic who will point him out a better way, — to one even who will drive him into it, — he will give thanks. Among our teachers there are many good workmen and many good critics. No one who is familiar with the schools can fail to see this. There is good reason, therefore, to hope that reforms wisely conceived will be wisely promoted.

Here it is especially satisfactory to note the desire for improvement in professional knowledge and skill everywhere manifest. The teachers are wide awake.

Whatever promises to be of assistance to them in their work is eagerly sought for. Witness the way in which many of them have used Saturday mornings since the discontinuance of the Saturday-morning session of the schools. Until this year there were given at the Normal School Saturday-morning courses of lessons, or lectures, on teaching. These were given chiefly by our own teachers under the general direction of the head-master of the Normal School, and were very numerous attended by teachers of all grades. The instruction was of great value because of its direct practical application to the everyday work of the school-room. The discontinuance of these lessons is to be all the more regretted as it was not caused by any falling off either in the zeal of those who gave the instruction or in the interest of those who received it. The lessons ought to be revived; and if there are practical difficulties in the way they should be overcome. Meanwhile, many teachers resort to the Teachers' School of Science, where lessons in physics, zoölogy, botany, and geology are given with direct reference to practical work in our schools. This school owes its pecuniary support to a private liberality which claims our renewed recognition and gratitude. A course of Saturday-morning lectures on pedagogy, given under the auspices of Harvard University, is well attended by the teachers of Boston and vicinity. Moreover, there are frequent meetings of teachers called by our own officials for the purpose of giving needed explanations, suggestions, and advice as to particular kinds of work. Altogether, Saturday morning is a busy

time for our teachers, and the work they are doing promises well for their schools.

But the work of teachers alone will not be enough in a comprehensive, thorough-going reform of instruction and discipline. Where there are many workers, there must be a head to direct and control the work. It would be vain to expect from the undirected and unaided efforts of the multitude of teachers in many schools a degree of success that might well be expected from a single teacher or the few teachers in a single school. To secure the best results on a large scale there must be a unity of purpose and a unity of method, and these come only from proper supervision. Here is the field in which the Superintendent and the Supervisors find their most important work. In the actual management of the schools, of course, they are not expected to interfere, but in respect to methods of instruction they are entrusted with the important duty of suggesting and promoting all needed improvements. Their part in a work of reform is the leading part. Not that their personal skill and experience are the only source from which good suggestions flow,—for they have the right to draw upon the skill and experience of the teaching corps,—but their position, commanding as it does a view of the whole field, ought to enable them to guide to the best issue the work in every part.

Thus there are two conditions of success in school reform,—teachers, able and willing to do the work, and supervisors capable of wisely guiding it. There is one other,—efficient coöperation. Teachers and supervisors must join hands in the work, each aid-

ing the other in a common effort to improve the schools. Working apart and at cross purposes they can only work harm. There must be a common purpose and a common plan, and there must be mutual respect and mutual confidence, or the good work cannot go on. Plain as this is, there is little danger of laying too much stress upon it. May not some of the infelicities of the present time be traced to a lack of that mutual respect and confidence which ought to exist? Does not the hope of future progress depend mainly on the growth of a more sympathetic and conciliatory spirit among all those who are interested in our schools and their work? What, indeed, may we not hope for when all shall work together harmoniously to the end that our schools may fully deserve the reputation they enjoy abroad, and the unstinted liberality with which they are supported at home?

First among the practical topics which will soon come up for consideration is that of supplementary reading. This matter was recently referred to the Board of Supervisors for investigation and report. As their report will soon be made, there is no need of a full discussion of the subject now. There are, however, two points in it worthy of special notice here.

In the first place, it is apparent from all the evidence that the use of supplementary reading is growing in favor with the teachers; and there can be no doubt that it will continue to grow in favor as experience of its benefits accumulates. They who look upon it as an added branch of study, — just so much more work to be done, — naturally dislike to give it much time, because

an equal amount of time will have to be taken from other branches. But this does not seem to be the right view. There are many who look upon the supplementary reading, not as an added branch of study, but as a promising means of adding new interest to studies already familiar. What history, or geography, or natural science might gain by this means is obvious enough. Language lessons — that is, instruction and practice in oral statement and written composition — may also derive much assistance from well-chosen reading matter used in the right way. By reading that which awakens thought, quickens the imagination, or moves the feelings, the pupils are at once both prepared and prompted to use their powers of expression. Indeed, it is only when they act under the lively prompting of a desire to express their thought in speech or in writing that they derive much benefit from their attempts to do so. Hence it is that supplementary reading, almost immediately on its introduction into the schools, began to be turned to good account in the language lessons.

The second point relates to the supply of reading matter to the schools by our Public Library. It is suggested that the pupils of the high schools and the older pupils of the grammar schools might be supplied more economically, and yet in more abundant variety by the Public Library than by the School Committee. If we look into this we shall find, I think, an excellent opportunity for joining in a very useful way those two great agencies in popular education, — the public library and the public schools.

Hitherto there has been little connection between the

educational work of the one and that of the other. The two lines of work have gone on independently for the most part, and neither has received much direct aid from the other. Indeed, how could it well be otherwise? What can the busy teacher do more than to suggest to his pupils the titles of some good books, give them some general advice about reading them, and, perhaps, require some evidence that the reading has been done? All this being unconnected with the regular work of his class has to be done in spare fragments of time. Only occasionally and accidentally do the regular lessons get illustration from such miscellaneous reading. If an interesting inquiry is started in the recitation hour, and the pupils are encouraged to pursue the subject at large in the library books, the only result is to send them on a race to the library, a few to return with the needed books, the rest without them. Of course this is very much better than getting no books at all; yet it is the general opinion of teachers that, under existing arrangements, their school work is not much aided by the library. The trouble is just here: the teacher cannot work separately with each single pupil; he must deal for the most part with whole classes. To make his work tell, he must have all his pupils doing the same thing at the same time. Then, whenever he works, he works with each pupil and each pupil works with him. None are idle, waiting for their turns, and all are stimulated by simultaneous interest in the common work. If, therefore, he has a class of fifty pupils, he will ask the library to give him, not fifty different books, but fifty copies of the same book. Then his pupils, whether in school

or at home, will all be reading the same book at the same time. He can follow their reading, assist them when they need his assistance, and turn their reading to good account in many ways. Not least among the advantages of this simultaneous reading is the fact that the pupils will stimulate each other to a pitch of enthusiasm not otherwise easily awakened. Thus will the teacher secure for his labor the greatest return in proportion to the time spent. Indeed, with a very moderate allowance of time, he can carry his pupils through half a dozen good books in a school year. This will lead them to read other books of like character; and so he will have begun to cultivate in his pupils a taste for that which is sound and wholesome in literature,—the surest protection against that which is worthless or injurious.

It is well known that an interesting trial of the plan here outlined has been going on in the Wells School for more than a year past, and that two or three other schools have begun in the same way. The master of the Wells School has, from time to time, received from the Public Library sets of books large enough to allow one copy to each member of his class. These he has been allowed to keep as long as he needed them. Once a week the pupils are allowed to take the books home and read thirty or forty pages in place of preparing their "home lesson." The next day the master spends an hour in going over with them what they have read. It is a most pleasant and profitable exercise, and the results have been very gratifying, not to the master alone, but to the many visitors drawn thither by the novelty of the

thing. There can be no doubt about the present success of the plan, nor about its promise for the future. Thus far the expense of the plan has been met by private liberality, because there was a doubt about the propriety of using for this special purpose public money that had been granted for a somewhat different purpose. If the City Council would remove this doubt by granting a small sum — a thousand dollars would be ample — for the purpose of providing the schools with books to be used on the Wells School plan, and if the School Committee would encourage the wider adoption of that plan, and make suitable arrangements with the Trustees of the Public Library touching the selection of the books, then there would grow up between our public schools and the Public Library practical relations of a very beneficial kind. The library would help the schools in their work to an extent hitherto unknown; while the schools would promote the higher educational work of the library by sending out their graduates better prepared to seek for, and receive the benefits of, that work. Thus, each, by joining with the other, would itself become a more potent factor in popular education.

Having been assured that the Trustees of our Public Library — to whose liberal, though unofficial, action we owe the Wells School experiment — are ready and anxious to undertake the work, and that they have full faith in the excellence of the plan they have tried, I would respectfully urge upon the School Committee that the matter receive due consideration, and that, if satisfactory arrangements can be made as to the details of a working plan, the School Committee

join with the Board of Trustees of the Public Library in making a request of the City Council for the small special appropriation needed to set the plan in operation.

The completion of the new building for the Latin and English High Schools marks the beginning of a brighter era in the history of these great schools. For many years the want of a suitable building in a quiet and wholesome neighborhood has been the great hindrance to full success in their proper work. With classes divided and scattered, with teachers and pupils hourly migrating from street to street, what could be more surely counted on than waste of time and energy? Now each school is gathered under one roof. All the pupils and all the exercises can be under the immediate supervision of the head master. Loss of time and waste of power, so far as these are caused by physical conditions, are at an end. There is, therefore, every reason to hope that both schools may henceforth enjoy all the prosperity their most ardent friends could wish.

There are two particulars in which the furnishing of the new building is not yet complete. The drawing-rooms have not been provided with suitable models, stands, tables, and other things for the classes in drawing. What and how much needs to be provided will depend on the character of the instruction proposed for the upper classes in the schools, and on the number of pupils who are to receive the instruction. At present, drawing is optional in the two upper classes of the English High School, and comparatively few choose it. In this school, if anywhere, advanced

instruction in drawing ought to be sought for by large classes. The admirable rooms, especially designed for freehand and model drawing, ought to be crowded instead of being, as now, well-nigh deserted.

The gymnasium, too, awaits its equipment. There is money ready for the purchase of apparatus, but there are some questions as to the nature of the instruction to be given and the kinds of apparatus to be used that need to be definitely settled before any outlay is made.

Without a good system of instruction and without proper supervision of the exercises, the boys will profit little by the use of the gymnasium. Left to themselves to use the ordinary apparatus as they please most boys fail to secure the beneficial results of physical training. Some, taking a fancy to special kinds of exercise, develop certain parts to the neglect of others, thus producing an ill-balanced physique; while others, by attempting exercises unsuited to their strength, may seriously injure themselves. The object of physical training in school should be, not to produce athletes, but to promote good health. In the use of gymnastic exercises for this purpose, most young persons need intelligent advice and guidance. Instead of being turned loose into a gymnasium with no definite notion of what he proposes to do, the boy should know just what his physical condition is, what parts are weak, what morbid tendencies exist, and what special kinds of exercise he needs to strengthen the former or to correct the latter. If he is fortunately free from weakness or morbid tendencies, he will still need to be taught how best to

keep up the general tone of his system by a suitable plan of exercise. For most of this information the boys would depend on their teachers, but in some cases the advice of parents, or of the family physician, would be needed.

In marking out a course of physical training for our Latin and High School boys, we probably could not do better than to follow, in general, the example of the Hemenway Gymnasium in Cambridge. The course there pursued is outlined in the following extract from a letter kindly written, at my request, by Dr. Sargent, the Director of that institution:

. . . The object of physical training with us is not to make men active and strong, as much as it is to make them healthy and enduring. Perfect health implies a condition in which all parts of the body are properly nourished and harmoniously developed — in which the vital organs are sound, well balanced, and capable of performing their functions to the fullest extent. The researches of the physiologists have shown that whenever a certain organ or class of organs becomes relatively too small or large, causing a want of balance or harmony in their action, there is in every case far greater liability to disease. It is in imperfect, ill-balanced organizations that we find the greatest amount of sickness, and the greatest number of incurable disorders. It is the weak spot, caused by inheritance, acquired by exposure, close confinement, over-work, etc., that invites disease and death, even though the rest of the system may be in perfect condition. To attain a perfect structure, harmony in development, and a well-balanced organism is our principal aim.

In order to go about our work intelligently, we first take a number of body measurements, which are compared with a standard for the given age. We then test the strength of various parts, examine the heart, lungs, etc., and solicit as much of the student's history as will throw light on his inherited tendencies. From the data thus obtained a course of exercise is prescribed, which is in

every way designed to meet the demands of his particular case. Let us take a few illustrations :

No. 1 has a flat chest and is predisposed to consumption. If he is admitted to a gymnasium and left to his own discretion, the chances are that he will exhaust his vital energy in going from one thing to another before he has given his lungs and chest the special attention which they need. His wants are best subserved by specifying the work most suitable for him, and by adopting the apparatus to his peculiar condition.

No. 2 has a weak, irregular heart and poorly developed back and legs. Systematic rowing and running at a slow pace are admirably adapted for toning up the heart and strengthening the muscles of the back and legs, and are prescribed as special exercises with limitations.

No. 3 is nervous and excitable, inclined to do everything at a breakneck speed, thereby drawing upon the very power which it is for his interest to conserve. In this case a list of exercises is prescribed which are calculated to deaden nervous sensibility by increasing muscular strength.

No. 4 is bilious or lymphatic, and is given the opposite course from that prescribed for No. 3 ; and so on.

Where the muscular system only needs development, the pupil is directed at first to those appliances which are designed to strengthen his weak parts. After he has become more symmetrical his exercises are made more general. For the benefit of those who simply need exercise, without special training, a number of appliances have been introduced, which are so constructed that they can be readily adjusted to the "strength of the strong and the weakness of the weak." No long instruction is needed to make this apparatus available. It is only necessary to explain the desired movements once, and the results which follow will tell how well they have been carried out. Besides the developing appliances we have a great variety of swings, bars, ladders, etc. ; but before the student is allowed to use them he must give evidence of a certain amount of preparatory training.

This, in short, is the system pursued at Harvard, where there is no systematic instruction, and where, after an order of exercises has been once prescribed, everything is left to the option of the

student. How well the system works may be learned from an inspection of the gymnasium records, which are always open to the public. The second examinations, which I am now taking, show results which are very suggestive, if not a little startling. They have led me to conclude that half the young men who come to college are physically in arrears, *i.e.*, their brains have been developed at the expense of their physique. The rapid gain in health, strength, and size of students and professors (though more advanced in years) during the first three or four months of their gymnastic training can only be accounted for on this ground. Our best scholars fail for want of body, not for want of brain.

With some modifications or limitations the system of the Hemenway Gymnasium might be applied to the Latin and English High School gymnasium. No special instructor would be needed except at first. After an intelligent plan of work had been laid out, and some preparatory instruction in the use of it had been given to the regular teachers, they could easily give the boys all needed instruction, if they had the proper appliances to work with. In this work the teachers would have a double interest, for the exercise would benefit themselves no less than their pupils.

Most of the apparatus would be simple, requiring little preliminary instruction in the use of it; while some of the exercises would require no apparatus at all, but merely a large floor. The apparatus and the gymnasium itself should be at all times in the care of a competent janitor, who might be required to keep the gymnasium open in the afternoon and early evening, for the teachers and pupils who wished to use it for recreation. Indeed, if the full benefits of gymnastic exercise are to be enjoyed, much of it must take place out of school hours, for it is only a small fraction of

school time that can be used for the purpose, and this will all be needed for gymnastic instruction in classes.

The distribution of duties amongst the Supervisors might be in some respects changed for the better. By the Regulations, as they now stand, the Superintendent is directed to designate three Supervisors, who shall be placed in charge of the primary schools. The other three, of course, confine their work to the grammar and high schools. There is, consequently, but little work in which all the Supervisors have a common interest and responsibility. The practical result is, that they work as two distinct boards, having separate duties, and holding dissimilar relations to the schools. This is just the reverse of what should be. The Board of Supervisors should not be a heterogeneous, but a homogeneous body. For, unless the Supervisors are to act as mere assistants to the Superintendent, — to do his bidding in all things, and give advice only when asked, — it is important that they should be able to take counsel together, as to the best methods to pursue in doing their work. How otherwise can their individual observations and experience be well utilized? How, without careful comparison of notes and discussion of results, can they form trustworthy opinions as to the merits of particular methods of teaching, or as to the characteristics of different schools or teachers? How, without well-understood plans of concerted action, can they hope to use effectually the means placed at their command for improving the instruction and discipline of the schools? The methods of supervision used, except so far as they are prescribed by the positive

regulations of the School Committee, ought to be recognized as the methods, not of a single Supervisor, but of the Board of Supervisors, and as such to be entitled to all the weight properly attaching to the deliberate judgment of a board of experts. Hence, whatever tends to split up the Board of Supervisors, so that it cannot profitably sit together in counsel, robs it of an important means of usefulness and efficiency.

On the other hand, whatever tends to unify the Board by identifying the interests of its members in a common work will add weight to its opinions and efficiency to its action. This is the general reason for suggesting that the duties of all the Supervisors should be made essentially alike.

There is also an important special reason. It is believed that the Supervisor who is in charge of the primary schools of a district ought also to supervise the grammar schools of the same district. The advantages of such an arrangement hardly need to be set forth in detail. It must be obvious that the Supervisor, who has had in his hands the main direction of the primary instruction, is just the one who can most usefully follow the pupils from the primary to the grammar school, and watch over their instruction there. Discontinuity of instruction there must be in passing from schools of one grade to schools of another; but, for this very reason, discontinuity of supervision ought not to happen. Again, it is mainly on the judgment of the Supervisor in charge of a primary school that reliance must be placed in making promotions to the grammar school. How can he

better keep himself informed as to the propriety of his promotions, than by visiting the lower classes, and especially the sixth class, of the grammar schools? Indeed, it is not easy to see how he can act intelligently for the best good of the pupils unless, acting under a sense of continued responsibility, he watches over them after promotion as well as before. But, above all, this arrangement would put it in the power of the Supervisor of the district, and Master of the Grammar School, to render each other valuable assistance in many ways. Whatever can be done to promote such mutually helpful relations ought not to be left undone, for it is a matter of experience that, wherever the absence of prejudice has allowed the growth of such relations, the results have been altogether satisfactory.

For the reasons above stated, I would recommend that so much of the Regulations as limits the supervision of the primary schools to three Supervisors be stricken out, and that the supervision of those schools, as well as that of the grammar and high schools, be entrusted to the Board of Supervisors. They would then be responsible for the making a wise distribution of their work, and for the results of it. My belief is that the usefulness and efficiency of the Board of Supervisors could not be better promoted than by making them one body, with a common responsibility to the School Committee for all they recommend and all they do.

EDWIN P. SEAVER.

STATISTICS

ACCOMPANYING THE REPORT OF THE

SUPERINTENDENT OF SCHOOLS.

FEBRUARY, 1881.

SUMMARY.

February, 1881.

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	77	75	2	97	73
Latin and High	10	87	2,016	1,916	100	95	1,968
Grammar	50	619	27,412	24,638	2,774	89.8	27,523
Primary	407	407	21,902	18,339	3,563	83.7	21,996
Totals	468	1,117	51,407	44,968	6,439	87.5	51,560

SPECIAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils. Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Horace Mann	1	9	77	61	16	81	78
Licensed Minors	2	2	58	50	8	86.2	58
Evening High	1	9	650	200	.....	.....	.....
Evening	17	108	2,118	1,147	.....	.....	.....
Evening Drawing	6	16	402	297	.....	.....	.....
Totals	27	144	3,305	1,755	.....	.....	.....

SCHOOLS AND TEACHERS.

	SCHOOLS.			TEACHERS.		
	Houses.	Rooms.	Seats.	Males.	Females.	Total.
Normal School . . . . .	.....	3	150	1	2	3
Latin School	}	47	1,645	12	.....	12
English High School				14	.....	14
Girls' High School				2	15	17
Girls' Latin School	1	9	759	1	4	5
Roxbury High School	1	6	212	2	4	6
Dorchester High School	1	6	205	1	3	4
Charlestown High School	1	9	297	1	5	6
West Roxbury High School	1	1	96	1	2	3
Brighton High School	1	1	81	1	2	3
East Boston High School	1	0	82	1	2	3
Grammar Schools	50	558	30,267	87	501	588
Primary Schools	100	448	22,247	.....	407	407
Totals	158	1,088	50,041	124	947	1,071

SPECIAL SCHOOLS AND TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School		9	9
Licensed Minors' School		2	2
Evening Schools	49	68	117
Evening Drawing Schools	13	3	16
French: High Schools	3	2	5
German: High Schools	2		2
Sciences: Roxbury and West Roxbury High Schools		1	1
Music: High, Grammar, and Primary Schools	4		4
Illustrative Drawing, Normal School		1	1
Drawing: High and Grammar Schools	1		1
Sewing		28	28
Laboratory Assistant: Girls' High School		1	1
Gymnastics: Girls' High School		1	1
Gymnastics: Girls' Latin School		1	1
Military Drill: High Schools	1		1
Totals	73	117	190

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to February, 1881.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head Masters.	Masters.	Junior Masters.	Asst. Principals.	First Assistants.	Second Assistants.	Third Assistants.	Fourth Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.										
Normal		77	77		75	75	2	97.	1				1	1		
Latin	334		334	325		325	9	97.	1	3	8					
Girls' Latin		140	140		133	133	7	94.4		1				1	1	2
English High	365		365	350		350	15	95.9	1	7	6					
Girls' High		552	552		516	516	36	93.6	1		1	1	1	2	3	8
Roxbury High	88	100	188	84	93	177	11	95.	1				1		2	2
Dorchester High	42	60	102	40	55	95	7	93.4		1			1			2
Charlestown High	61	83	144	57	79	136	8	94.5	1				1	1	1	2
West Roxbury High	26	39	65	24	37	61	4	94.		1					1	1
Brighton High	17	32	49	17	32	49		98.9		1					1	1
East Boston High	35	42	77	34	40	74	3	96.8		1					1	1
Totals	968	1,125	2,093	931	1,060	1,991	102	95.1	6	15	15	1	5	5	10	19

CLASSIFICATIONS AND AGES, FEBRUARY, 1881.

	First year class.	Second year class.	Third year class.	Fourth year class.	Fifth year class.	Sixth year class.	Out of course class.	Whole number at date.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years and over.
Normal	39	34	56	32	27	28	61	73	5	18	42	67	72	49	32	40
Latin	56	65	56	32	27	28	61	325	5	18	42	67	72	49	32	40
Girls' Latin	31	46	44	24	12	12	12	137	7	7	12	23	38	23	19	15
English High	159	118	79	8	3	3	3	359	1	9	1	9	56	109	107	77
Girls' High	245	119	111	61	61	61	61	536	25	25	25	25	86	116	127	182
Roxbury High	106	53	28	28	28	28	28	187	20	20	20	20	48	56	46	17
Dorchester High	46	26	27	27	27	27	27	99	11	11	11	11	21	39	18	10
Charlestown High	58	36	35	9	9	9	9	138	7	7	7	7	45	33	31	22
West Roxbury High	28	23	13	13	13	13	13	64	4	4	1	4	17	13	14	15
Brighton High	23	11	16	16	16	16	16	50	5	5	2	5	10	15	11	7
East Boston High	45	28	28	28	28	28	28	73	5	5	5	5	25	20	14	9
Totals	886	559	389	129	39	28	61	2,041	5	25	58	176	418	473	419	467
Percentages	41	27.3	19	6.3	1.9	1.3	3.2	100	.2	1.2	2.8	8.6	20.4	23.3	20.5	23

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, February, 1881.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Av'ge No. of Pupils to a Regular Teacher.
Normal	2	77	38.5
Latin	11	334	30.4
Girls' Latin	4	140	35.0
English High.....	13	365	28.0
Girls' High.....	16	552	34.5
Roxbury High.....	5	188	37.6
Dorchester High.....	3	102	34.0
Charlestown High.....	5	144	29.0
West Roxbury High.....	2	65	32.5
Brighton High.....	2	49	24.5
East Boston High.....	2	77	38.5
Totals	65	2,093	32.2

ADMISSIONS, SEPTEMBER, 1880.

NORMAL SCHOOL.

SCHOOLS.	Number Admitted.	Average Age. Years.
Girls' High School.....	27	19 $\frac{9}{12}$
Charlestown High School	2	18 $\frac{9}{12}$
Roxbury High School.....	2	22 $\frac{11}{12}$
From High Schools	131	20 $\frac{3}{12}$
From other sources	9	21
Total	40	20 $\frac{8}{12}$

¹ High School Graduates, June, 1880; Girls, 207.

HIGH SCHOOLS.

SCHOOLS.	ADMITTED.		From Grammar Schools.	From other Sources.	Total.	Average Age.
	Boys.	Girls.				
Latin	92	....	54	38	92	14 $\frac{5}{12}$
Girls' Latin.....	....	59	49	10	59	14 $\frac{3}{12}$
English High.....	166	....	151	15	166	15 $\frac{3}{12}$
Girls' High.....	....	269	202	67	269	16 $\frac{2}{12}$
Charlestown High.....	30	36	58	8	66	15 $\frac{3}{12}$
Roxbury High.....	47	64	100	11	111	15 $\frac{6}{12}$
West Roxbury High....	9	14	23	....	23	15 $\frac{2}{12}$
Dorchester High.....	29	24	51	2	53	15 $\frac{7}{12}$
Brighton High.....	11	13	22	2	24	15 $\frac{2}{12}$
East Boston High.....	24	26	50	....	50	16 $\frac{2}{12}$
Totals	408	505	1760	153	913	15 $\frac{3}{12}$

¹ Grammar School Graduates, June, 1880; Boys, 581; Girls, 779; Total, 1,460.

GRAMMAR SCHOOLS.

Semi-Annual Returns to February, 1881.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	2d Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.								
Adams	380	165	545	340	145	485	60	87.6	1	1	.	1	1	7
Allston	183	182	365	160	156	316	49	87.	1	.	.	1	1	5
Andrew	363	275	638	313	224	537	101	84.2	1	1	.	2	2	7
Bennett	156	159	315	143	144	287	28	91.2	1	.	.	1	1	4
Bigelow	803	.	803	754	.	754	49	93.9	1	1	1	1	1	12
Bowditch . . . . .	.	316	316	.	273	273	43	86.	1	.	.	1	2	5
Bowdoin . . . . .	.	419	419	.	363	363	56	86.	1	.	.	2	1	6
Brimmer	673	.	673	609	.	609	64	90.1	1	1	1	1	1	10
Bunker Hill	305	361	666	279	322	601	65	90.1	1	1	.	2	2	7
Central	320	.	320	285	.	285	35	89.1	1	.	.	1	1	4
Chapman	303	322	625	282	291	573	52	92.5	1	1	.	2	2	7
Charles Sumner	111	100	211	101	88	189	22	89.7	.	1	.	.	1	3
Comins	385	502	887	356	454	810	77	91.3	1	1	.	3	2	10
Dearborn	475	446	921	413	381	794	127	86.	1	1	.	2	3	12
Dillaway . . . . .	.	403	403	.	358	358	45	88.9	1	.	.	2	1	5
Dorchester-Everett	239	238	477	219	215	434	43	91.	1	.	1	1	1	6
Dudley	538	.	538	493	.	493	45	91.5	1	1	.	1	1	7
Dwight	646	.	646	590	.	590	56	91.4	1	1	1	1	1	9
Eliot	949	.	949	840	.	840	109	88.	1	1	2	1	1	13
Emerson	341	284	625	308	248	556	69	90.	1	1	.	2	2	8
Everett . . . . .	.	724	724	.	657	657	67	90.	1	.	.	2	3	9
Franklin . . . . .	.	750	750	.	671	671	79	89.5	1	.	.	2	3	9
Frothingham	274	299	573	250	266	516	57	90.	1	1	.	1	1	9
Gaston . . . . .	.	453	453	.	412	412	41	91.	1	.	.	2	1	6
Gibson	122	137	259	107	117	224	35	87.	.	1	.	.	2	4
Hancock . . . . .	.	582	582	.	508	508	74	87.4	1	.	.	2	2	9
Harris	105	136	241	97	121	218	23	90.5	.	1	.	.	1	4
Harvard	281	206	577	262	268	530	47	91.8	1	1	.	1	1	9

¹ Female Principal.

GRAMMAR SCHOOLS. — *Continued.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence	Per cent. of Attendance.	Masters.	Sub-masters.			Assistants.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.				2d	1st	2d	1st	2d	3d
Hillside . . . . .	. . .	328	328	. . .	283	283	45	86.	1	. .	1	1	1	4
Lawrence	871	. . .	871	820	. . .	820	51	94.	1	1	2	1	1	12	
Lewis	333	338	671	301	305	606	65	90.2	1	1	. .	2	2	7	
Lincoln	743	. . .	743	690	. . .	690	53	93.	1	1	1	1	1	10	
Lowell	303	233	536	269	200	469	67	87.2	1	1	. .	1	1	7	
Lyman	440	192	632	395	167	562	70	88.1	1	1	. .	2	2	7	
Mather	158	160	318	141	135	276	42	86.6	1	. .	. .	1	1	4
Minot	130	130	260	116	113	229	31	88.2	. .	1	. .	. .	1	4
Mt. Vernon	76	81	157	72	73	145	12	92.3	. .	. .	1	. .	1	3
Norcross . . . . .	. . .	738	738	. . .	692	692	46	93.6	1	. .	. .	2	3	9
Phillips	774	. . .	774	688	. . .	688	86	89.	1	1	1	1	1	11	
Prescott	220	240	460	210	225	435	25	94.4	1	. .	1	1	1	6	
¹ Prince	125	168	293	110	144	254	39	86.8	1	. .	. .	1	1	4
Quincy	547	. . .	547	497	. . .	497	50	90.3	1	1	1	1	1	8	
Rice	603	. . .	603	549	. . .	549	54	90.2	1	1	1	1	1	8	
Sherwin	435	476	911	402	436	838	73	92.	1	1	. .	2	3	11	
Shurtleff . . . . .	. . .	689	689	. . .	610	610	79	88.	1	. .	. .	2	3	8
Stoughton	119	124	243	107	103	210	33	86.9	. .	1	. .	. .	2	3
Tileston	35	43	78	32	38	70	8	89.7	. .	. .	. .	1	. .	1
Warren	299	352	651	277	318	595	56	91.5	1	1	. .	2	2	8	
Wells . . . . .	. . .	534	534	. . .	467	467	67	88.	1	. .	. .	2	1	8
Winthrop . . . . .	. . .	874	874	. . .	770	770	104	88.	1	. .	. .	2	4	12
Totals	14,163	13,249	27,412	12,877	11,761	24,638	2,774	89.8	43	29	14	65	76	361	

¹The returns from the Prince School are from the date of its separation from the Brimmer, November 1, 1880.

GRAMMAR SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, February, 1881.

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	31	100	98	102	113	117	561	7	30	56	79	83	88	85	89	86
Allston	28	44	53	60	116	63	373	2	19	41	55	41	66	64	44	41
Andrew	30	55	48	105	105	211	644	..	17	68	116	118	123	98	67	42
Bennett	14	19	54	57	59	110	313	1	13	46	55	54	49	48	55	12
Bigelow	47	47	98	209	208	191	800	..	37	119	126	169	128	114	55	52
Bowditch	16	37	33	77	74	94	311	2	15	38	37	68	65	49	26	11
Rowdoin	35	44	91	49	83	120	422	..	12	45	59	72	85	61	45	43
Brunner	39	46	83	92	148	260	671	1	20	64	135	124	118	96	69	44
Bunker Hill	39	48	107	109	177	192	672	..	25	66	99	121	126	112	84	39
Central	19	32	53	57	79	78	318	1	12	32	46	45	58	59	35	30
Chapman	37	45	112	113	110	218	635	5	34	62	76	109	90	98	80	81
Charles Sumner	11	19	33	48	54	47	212	..	2	9	35	39	42	33	34	18
Comins	41	69	125	127	262	258	882	3	22	101	167	155	161	137	87	49
Dearborn	36	102	97	105	230	315	885	1	13	73	140	181	153	147	119	58
Dillaway	35	50	52	60	105	108	410	..	15	40	72	58	65	52	60	48
Dorchester-Everett	25	42	95	104	102	111	479	..	8	36	68	82	88	77	60	60
Dudley	40	53	111	102	113	122	541	..	9	75	69	108	96	82	68	34
Dwight	47	97	79	99	115	215	652	..	12	72	114	123	100	87	89	55
Elliot	29	45	185	115	208	370	962	3	31	138	151	164	165	156	94	50
Emerson	35	69	86	116	145	166	617	2	14	55	88	103	100	104	78	73
Everett	48	94	100	157	462	170	726	1	15	59	87	137	119	106	92	110
Franklin	45	100	107	166	165	170	753	2	21	63	107	110	126	118	89	117
Frothingham	32	38	105	108	110	192	586	..	16	58	114	106	99	98	65	30

STATISTICS.

Gaston	30	46	83	78	113	106	451	. . . . .	13	37	66	84	79	60	65	47
Gibson	18	35	29	48	63	66	259	. . . . .	6	14	41	47	51	33	42	25
Hancock	41	33	40	81	201	210	606	3	36	82	129	80	108	80	53	35
Harris	24	30	37	52	55	51	249	2	16	31	35	44	40	32	25	24
Harvard	37	55	97	103	148	138	578	. . . . .	8	48	99	105	120	93	54	51
Hillside	24	47	69	62	71	58	331	. . . . .	9	24	45	57	62	58	39	37
Lawrence	34	105	114	160	207	238	878	2	22	103	184	162	190	127	70	18
Lewis	51	107	114	115	111	172	670	1	21	70	97	117	114	70	69	111
Lincoln	45	54	103	165	165	209	741	. . . . .	17	109	122	115	143	124	79	32
Lowell	35	56	105	169	115	108	928	. . . . .	8	61	84	102	100	86	57	30
Lyman	29	62	61	96	169	212	629	1	22	68	96	99	111	95	80	57
Mather	19	27	51	52	112	58	319	. . . . .	4	27	37	54	61	63	34	39
Minot	15	46	43	55	52	50	261	3	9	30	41	33	46	39	30	30
Mount Vernon	18	20	22	28	34	37	159	. . . . .	5	21	32	29	26	21	16	9
Norcross	36	103	168	100	209	168	724	. . . . .	30	77	123	143	132	118	65	36
Phillips	28	53	106	157	166	250	760	1	45	94	120	153	138	93	65	51
Prescott	36	53	50	93	115	116	463	. . . . .	7	34	63	105	85	65	66	38
Prince	26	34	53	50	64	75	302	. . . . .	11	38	57	52	69	37	27	11
Quincy	38	41	85	85	137	154	540	1	13	87	97	92	102	73	36	39
Rice	38	52	100	120	187	132	629	1	18	75	119	98	100	113	62	43
Sherwin	35	109	99	216	209	238	906	1	26	94	156	167	123	167	102	90
Shurtleff	51	52	115	104	216	169	707	6	59	96	93	108	110	103	70	62
Stoughton	20	20	52	51	52	58	253	. . . . .	10	31	41	30	40	41	29	31
Tilston	14	6	16	11	21	11	79	. . . . .	3	11	12	10	14	13	10	6
Warren	40	47	98	122	154	208	669	1	16	73	100	119	114	122	73	51
Wells	45	45	109	105	117	140	561	1	15	50	93	93	96	96	62	55
Windrop	52	80	100	188	209	221	856	2	31	76	143	150	135	136	102	81
Totals	1,633	2,703	4,064	4,947	6,665	7,571	27,523	57	892	2,977	4,300	4,818	4,519	4,234	3,037	2,289
Percentages	6	10	14.5	18	24	27.5	100	.2	3.2	10.8	15.5	18	18	15	11	8.3

PRIMARY SCHOOLS.

Semi-Annual Returns to February, 1881.

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	6	246	97	343	200	77	277	66	80.7	246	125	371
Allston	6	147	149	296	125	122	247	49	83.4	190	95	285
Andrew	9	259	249	508	220	209	429	79	84.4	314	189	503
Bennett	5	120	110	230	106	93	199	31	86.5	143	80	223
Bigelow	12	382	271	653	333	226	559	94	85.6	429	230	659
Bowditch	10	246	198	444	207	167	374	70	84.2	288	178	466
Bowdoin	12	304	303	607	252	232	484	123	80.	390	228	618
Brimmer	8	204	223	427	179	196	375	52	87.8	274	164	438
Bunker Hill	10	277	280	557	240	235	475	82	85.2	343	242	585
Central	3	97	86	183	82	70	152	31	83.	113	81	194
Chapman	10	317	225	542	275	187	462	80	85.2	350	182	532
Charles Sumner	4	120	105	225	108	89	197	28	87.5	128	100	228
Comins	19	538	560	1,098	461	461	922	176	84.	668	430	1,107
Dearborn	18	494	477	971	410	375	785	186	80.8	539	442	981
Dor.-Everett	7	227	185	412	180	141	321	91	77.9	223	176	399
Dudley	11	314	239	553	262	192	454	99	82.	325	238	563
Dwight	6	144	184	328	123	154	277	51	84.4	190	134	324
Eliot	10	343	124	467	209	99	398	69	85.2	352	131	483
Emerson	9	291	206	497	246	165	411	86	82.7	271	204	475
Everett	12	300	319	619	260	263	523	96	84.5	335	302	637
Franklin	18	360	361	721	312	299	611	110	84.7	417	283	700
Frothingham	8	224	228	452	196	189	385	67	85.1	265	198	463
Gaston	10	240	291	531	203	241	444	87	83.6	278	243	521
Gibson	5	123	95	218	94	71	165	53	75.6	99	92	191
Hancock	13	379	308	687	343	271	614	73	89.3	479	214	693
Harris	3	93	60	153	75	43	118	35	77.1	101	52	153
Harvard	13	352	375	727	302	303	605	122	83.2	391	321	712

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hillside	4	91	88	179	77	72	149	30	83.2	106	79	185
Lawrence	21	883	275	1,158	770	234	1,004	154	86.7	715	450	1,165
Lewis	10	250	289	539	214	230	444	95	82.3	316	229	545
Lincoln	6	244	105	349	203	82	285	64	81.6	221	134	355
Lowell	11	345	297	642	289	241	530	112	82.5	380	262	642
Lyman	6	233	99	332	213	86	299	33	90.	207	142	349
Mather	5	148	148	296	115	115	230	66	78.	180	117	297
Minot	4	97	73	170	81	57	138	32	81.1	123	46	169
Mount Vernon	3	62	56	118	54	47	101	17	85.6	73	46	119
Norcross	7	. . .	363	363	. . .	323	323	40	89.	206	143	349
Phillips	4	122	79	201	104	63	167	34	83.	130	84	214
Prescott	8	264	215	479	227	180	407	72	81.8	268	195	463
Prince	3	65	58	123	49	45	94	29	76.4	89	50	139
Quincy	7	237	167	404	207	136	343	61	84.9	257	159	416
Rice	8	226	197	423	182	154	336	87	79.4	290	176	466
Sherwin	14	395	381	776	345	323	668	108	86.	398	344	742
Shurtleff	7	213	173	386	189	142	331	55	85.7	263	125	388
Stoughton	2	60	58	118	47	45	92	26	78.	81	45	126
Tileston	1	27	20	47	21	13	34	13	72.3	37	13	50
Warren	7	221	201	422	190	163	353	69	83.6	229	157	386
Wells	11	316	287	603	264	229	493	110	81.7	352	236	588
Winthrop	6	167	158	325	133	122	255	70	78.4	233	106	339
Totals	407	11,807	10,095	21,902	10,067	8,272	18,339	3,563	83.7	13,295	8,701	21,996

PRIMARY SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, February, 1881.

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 . . .	46	42	52	58	30	143	371	62	94	90	72	53
Allston . . .	46	26	48	29	60	76	285	36	76	80	55	38
Andrew . . .	51	57	57	55	112	171	503	74	117	123	105	84
Bennett . . .	47	76	78	9	6	7	223	25	48	70	50	30
Bigelow . . .	103	109	55	107	89	196	659	80	174	175	139	91
Bowditch . .	52	86	47	51	95	135	466	77	114	97	92	86
Bowdoin . .	77	71	120	58	87	205	618	88	156	144	117	113
Brimmer . .	46	47	37	65	78	165	438	54	94	126	102	62
Bunker Hill.	106	14	43	116	89	217	585	71	133	139	129	113
Central . . .	25	20	24	31	21	73	194	29	39	45	37	44
Chapman . .	74	71	79	73	104	131	532	75	139	122	119	77
Chas. Sumner	33	34	40	30	25	66	228	37	50	41	38	62
Comins . . .	124	174	88	142	194	385	1,107	146	261	261	227	212
Dearborn . .	138	119	129	135	193	267	981	117	191	218	198	257
Dor.-Everett	51	62	60	59	53	114	399	52	78	93	102	74
Dudley . . .	64	68	88	66	88	189	563	61	125	139	123	115
Dwight . . .	48	49	51	55	55	66	324	15	89	86	74	60
Eliot	50	72	66	68	38	189	483	103	139	110	98	33
Emerson . .	75	31	55	104	104	106	475	53	106	112	86	118
Everett . . .	186	. .	101	111	107	132	637	57	113	165	152	150
Franklin . .	107	102	105	103	108	175	700	100	152	165	168	115
Frothingham	119	58	32	83	76	95	463	62	106	97	127	71
Gaston . . .	50	103	48	105	51	164	521	70	89	119	128	115
Gibson . . .	19	32	16	25	40	59	191	20	42	37	56	36
Hancock . .	73	78	39	114	83	306	693	145	170	164	141	73
Harris . . .	. .	. .	28	25	17	83	153	27	38	36	31	21
Harvard . .	88	91	93	83	107	250	712	87	157	147	171	150
Hillside . . .	35	27	26	21	32	44	185	24	37	45	43	36

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 . . .	223	96	159	167	171	349	1,165	149	247	319	244	206
Lewis	75	97	101	76	57	139	545	55	112	149	137	92
Lincoln	54	48	60	59	32	102	355	53	73	95	72	62
Lowell	62	67	99	133	76	205	642	91	125	164	156	106
Lyman	49	53	50	53	52	92	349	40	97	70	91	51
Mather	23	30	57	55	40	92	297	36	63	56	76	66
Minot . . . . .	..	45	3	35	14	72	169	32	43	48	33	13
Mt. Vernon . .	26	15	8	28	18	24	119	9	36	28	31	15
Norcross . . .	56	47	49	28	69	100	349	64	62	80	56	87
Phillips	15	41	23	26	36	63	214	40	46	44	37	47
Prescott	121	63	57	..	67	155	463	63	103	102	90	105
Prince . . . . .	..	25	52	17	..	45	139	6	33	50	28	22
Quincy	51	58	56	53	59	139	416	76	84	97	89	70
Rice	56	52	56	113	59	130	466	65	111	114	98	78
Sherwin	110	97	129	92	157	157	742	62	178	158	183	161
Shurtleff . . .	50	56	32	39	82	129	388	77	90	96	79	46
Stoughton . . .	..	21	19	25	30	31	126	29	29	23	36	9
Tileston . . . .	..	14	8	7	11	10	50	18	12	7	7	6
Warren	49	67	27	55	48	140	386	51	91	87	78	79
Wells	52	71	88	95	136	146	588	90	129	133	140	96
Winthrop . . .	39	49	54	30	33	134	339	47	93	93	72	34
Totals	3044	2831	2,902	3,167	3,389	6,663	21,996	3,000	4,984	5,259	4,813	3940
Percentages .	14	13	13.1	14.3	15.3	30.3	100	14	22.2	24	21.8	18

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, February, 1881.

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	545	54.5	Harris.....	5	241	48.2
Allston.....	7	365	52.1	Harvard...	12	577	48.0
Andrew.....	12	638	53.2	Hillside....	6	328	54.7
Bennett....	6	315	52.5	Lawrence..	17	871	51.2
Bigelow....	16	803	50.2	Lewis.....	12	671	55.9
Bowditch...	8	316	39.5	Lincoln....	14	743	53.1
Bowdoin....	9	419	46.5	Lowell....	10	536	53.6
Brimmer....	14	673	48.0	Lynian....	12	632	52.7
Bunker Hill.	12	666	55.5	Mather....	6	318	53.0
Central.....	6	320	53.3	Minot.....	5	260	52.0
Chapman...	12	625	52.0	Mt. Vernon.	4	157	39.3
Chas. Sumner	4	211	52.8	Norcross...	14	738	52.7
Comins.....	16	887	55.4	Phillips....	15	774	51.6
Dearborn...	18	921	51.2	Prescott....	9	460	51.1
Dillaway...	8	403	50.4	Prince.....	6	293	48.8
Dor.-Everett	9	477	53.0	Quincy.....	12	547	45.6
Dudley.....	10	538	53.8	Rice.....	12	603	50.3
Dwight.....	13	646	49.7	Sherwin....	17	911	53.6
Eliot.....	18	949	52.7	Shurtleff...	13	689	53.0
Emerson....	13	625	48.1	Stoughton..	5	243	48.6
Everett.....	14	724	51.7	Tileston....	12	78	39.0
Franklin....	14	750	53.6	Warren....	13	651	50.0
Frothingham	12	573	47.8	Wells.....	11	534	48.5
Gaston.....	9	453	50.3	Winthrop..	18	874	48.5
Gibson.....	6	259	43.2				
Hancock...	13	582	44.7	Totals.....	539	27,412	50.9

¹ Principal included.

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, February, 1881.

DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.	DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.
Adams	6	343	57.1	Harvard ...	13	727	56.
Allston	6	296	49.3	Hillside	4	179	44.8
Andrew	9	508	56.4	Lawrence ..	21	1,158	55.1
Bennett	5	230	46.	Lewis	10	539	53.9
Bigelow	12	653	54.4	Lincoln	6	349	58.1
Bowditch	10	444	44.4	Lowell	11	642	58.4
Bowdoin	12	607	50.6	Lyman	6	332	55.3
Brimmer	8	427	53.4	Mather	5	296	59.2
Bunker Hill.	10	557	55.7	Minot	4	170	42.5
Central	3	183	61.	Mt. Vernon	3	118	39.3
Chapman	10	542	54.2	Norcross	7	363	51.8
Ch's Sumner	4	225	56.2	Phillips	4	201	50.3
Comins	19	1,098	57.8	Prescott	8	479	59.9
Dearborn	18	971	54.	Prince	3	123	41.
Dor.-Everett	7	412	58.8	Quincy	7	404	57.7
Dudley	11	553	50.3	Rice	8	423	53.1
Dwight	6	328	54.6	Sherwin	14	776	55.4
Eliot	10	467	46.7	Shurtleff	7	386	55.1
Emerson	9	497	55.	Stoughton	2	118	59.
Everett	12	619	51.6	Tileston	1	47	47.
Franklin	13	721	55.5	Warren	7	422	60.3
Frothingham	8	452	56.5	Wells	11	603	54.8
Gaston	10	531	53.1	Winthrop	6	325	54.2
Gibson	5	218	43.6				
Hancock	13	687	52.8	Totals	407	21,902	53.8
Harris	3	153	51.				

PRIMARY SCHOOLS.

Number of Pupils promoted to Grammar Schools, since Sept., 1880.

DISTRICTS.	Sent to Gr. School.	DISTRICTS.	Sent to Gr. School.
Adams	29	Harvard.....	3
Allston	41	Hillside .....	..
Andrew	71	Lawrence.....	2
Bennett	14	Lewis	17
Bigelow	44	Lincoln	1
Bowditch	93	Lowell .....	..
Bowdoin	105	Lyman .....	..
Brimmer	4	Mather.....	..
Bunker Hill.....	27	Minot .....	..
Central .....	..	Mt. Vernon.....	18
Chapman	15	Norcross	10
Charles Sumner .....	..	Phillips	17
Comins	21	Prescott	46
Dearborn	91	Prince	2
Dor.-Everett.....	16	Quincy.....	59
Dudley	44	Rice	19
Dwight	56	Sherwin.....	45
Eliot	46	Shurtleff	48
Emerson	25	Stoughton .....	..
Everett	12	Tileston .....	..
Franklin	22	Warren	49
Frothingham	57	Wells	54
Gaston .....	..	Winthrop.....	..
Gibson	7		
Hancock.....	89		
Harris .....	..	Total.....	1,339

GRAMMAR SCHOOLS.

Number of diploma scholars, June, 1880. Number of these admitted to High and Latin Schools, September, 1880.

SCHOOLS.	Diplomas.	Admitted to High and Latin Schools.	SCHOOLS.	Diplomas.	Admitted to High and Latin Schools.
Adams	30	12	Harris	21	17
Allston.....	25	11	Harvard.....	44	15
Andrew	15	5	Hillside	14	9
Bennett	15	14	Lawrence	39	21
Bigelow	37	16	Lewis	42	26
Bowditch.....	16	7	Lincoln	22	8
Bowdoin	25	14	Lowell	43	15
Brimmer	37	6	Lyman	22	8
Bunker Hill	35	13	Mather.....	16	10
Central	21	15	Minot.....	12	11
Chapman	38	15	Mt. Vernon.....	5	1
Chas. Sumner	10	3	Norcross	40	15
Comins.....	39	15	Phillips	27	13
Dearborn.....	47	29	Prescott.....	25	9
Dillaway	27	26	Prince	17	17
Dor.-Everett.....	19	11	Quincy.....	25	14
Dudley.....	16	14	Rice	63	41
Dwight.....	40	24	Sherwin.....	47	21
Eliot.....	32	12	Shurtleff.	53	22
Emerson	31	19	Stoughton	17	11
Everett	46	36	Tileston	5	5
Franklin	36	24	Warren	28	19
Frothingham.....	35	12	Wells	22	11
Gaston	31	16	Winthrop.....	52	20
Gibson	19	9			
Hancock	37	19	Totals.....	1,460	756

SCHOOL DOCUMENT NO. 6. — 1881.

SUPPLEMENTARY REPORT

OF

COMMITTEE ON SALARIES.



BOSTON :
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET
1881.

IN SCHOOL COMMITTEE, April 12, 1881..

Laid on the table, and ordered to be printed.

Attest :

PHINEAS BATES, JR.,
Secretary.

REPORT OF COMMITTEE ON SALARIES.

IN SCHOOL COMMITTEE, April 12, 1881.

The Committee on Salaries, in accordance with the instructions in the order passed April 5th [Minutes, p. 81], report the salaries of instructors for the year 1881-82.

The committee understand that it is the intention of the Board that the salaries of instructors now in the service of the city shall not be reduced. In accordance with this intention your committee report upon the exceptional cases referred, so that in certain grades the salary of teachers hereafter appointed shall be in accordance with the changes proposed below. The committee recommend the passage of the following orders.

For the Committee,

GEO. H. PLUMMER,

Chairman.

1. *Ordered*, That the salaries of instructors in the public schools for the year 1881-82 be the same as for the year 1880-81, with the following exceptions:—

2. *Ordered*, That the salary of a Junior Master (first grade) be for the first year \$1,008, with an annual increase of \$144, till the maximum salary of \$2,880 is reached, when the rank of master is attained.

3. *Ordered*, That all Junior Masters now in the service of the city be credited with three additional years of service in their grade; and that the salary of no junior master, now in the service, shall be reduced, but continued at the rates now paid, until his years of service, with credits allowed, shall entitle him to an increase.

4. *Ordered*, That the salary of a second-first assistant (fourth grade) be for the first year \$828, with an annual increase of \$36, till the maximum salary of \$1,008 is reached.

5. *Ordered*, That all second-first assistants now in the service of the city be credited with two additional years of service.

6. *Ordered*, That the salary of a third and fourth assistant (fourth grade) be for the first year \$456, with an annual increase of \$48, till the maximum salary of \$744 is reached.

7. *Ordered*, That all third and fourth assistants (fourth grade) now in the service of the city be credited with one additional year of service; and that no third or fourth assistant, now in the service, shall be reduced, but continued at the rates now paid, until her years of service, with credits allowed, shall entitle her to an increase.

8. *Ordered*, That the salary of the principal of the Evening High School be \$40 per week; and the salaries of the assistants in that school be \$20 per week.

9. *Ordered*, That the salaries of the assistants in the Evening Elementary School be \$6.25 per week.

10. *Ordered*, That the Rules and Regulations be amended so as to conform to the provisions contained in the foregoing orders.

SCHOOL DOCUMENT NO. 7.—1881.

REPORT

OF

BOARD OF SUPERVISORS

ON

SUPPLEMENTARY READING.



BOSTON:

ROCKWELL & CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET. .

1881.

IN SCHOOL COMMITTEE, April 12, 1881.

Ordered to be printed, and referred to the Committee on
Text-books.

Attest :

PHINEAS BATES, JR.,

Secretary.

REPORT.

BOSTON, April 11, 1881.

To the School Committee :—

The Board of Supervisors, in compliance with an order of your Board, respectfully submits the following

REPORT ON SUPPLEMENTARY READING.

The books supplied for supplementary reading are intended to be used for two distinct purposes :—

1. For *oral* reading in the class-room, that pupils may learn to communicate to others, readily and well, the thought of an author. This reading should be chiefly reading at sight.

2. For *silent* reading in school and at home, that pupils may gather information, or cultivate a taste for good literature, or both.

In the Primary Schools the reading is almost exclusively oral and at sight. Plenty of interesting reading matter, carefully adapted to the growing mental grasp of children, is indispensable to successful teaching in the primary grades. The immense waste of time, toil, and money incurred by keeping the little ones for months upon books which they learn by heart in a few weeks, is too evident to need argument. After a hundred or more words are thoroughly learned from the blackboard, the pupils need a rich supply of easy, carefully-graded supplementary reading, to develop and fix in the memory the vocabulary of first and second readers. By this means children acquire the power of readily understanding the thought conveyed by this simple vocabulary, in whatever relations the words may be presented.

As we pass up through the grades of the Grammar and High Schools the reading becomes, more and more, silent reading, and more and more a part of the out-of-school work.

Both oral and silent reading may, or may not, be collateral to the studies of the course, but both kinds will afford valuable aid to the instruction in English, furnishing excellent material for oral and written language lessons.

In the Grammar Schools the *collateral* reading should be selected with reference to supplementing properly, in the several classes, the oral instruction, the geography lessons, and the history lessons, provided for in the Course of Study.

In the High Schools the collateral reading should be used to promote a better acquaintance with the authors studied in the department of English literature, and to enlarge and vivify the instruction in history.

In making a selection of books for collateral reading in the High Schools and the upper classes of the Grammar Schools the chief aim should be to secure a wide range of reading. The number of different works now authorized is too small. There should be a greater variety; but this increase of variety need not entail great expense, for, as most of this reading should be silent reading, the number of copies of any one work needed in a single school is comparatively small.

Even oral reading should frequently be carried on by the use of a small number of books; for in this way the listeners may be trained to a habit of close attention, and the reader forced to cultivate his power of reading in a manner to be readily understood by others.

In the two lower classes of the Grammar Schools and in the Primary Schools the case is otherwise. Most of the reading should be oral reading at sight; and as young pupils neither read as fluently nor follow reading as readily as older ones, they should be allowed to use both eye and ear.

There should, therefore, be copies enough of each book to supply a class; but the number of different works needed for these classes is not great.

Reading which is strictly collateral to the studies pursued is most profitable, if available just when a class comes to the need of it. Books for this purpose should, therefore, be placed permanently in the several school-houses, and have suitable protection. At present there is no adequate provision for the safe-keeping of the books which have been furnished. They are exposed to unnecessary wear, and some of them are already lost.

If a limited supply of collateral reading were judiciously distributed through the classes, and the teachers' tables were liberally supplied with single copies of suitable books of reference, *the pupils being encouraged to consult them freely*, the influence of these larger opportunities would soon become evident in the character and results of the instruction. For a habit of seeking information in books, and of reporting clearly the results of their investigations, may be established with quite young pupils, if the books are at hand; while there can be no doubt about the great educational value of such work.

The books of reference needed for this purpose are not the large and costly encyclopædias, illustrated volumes, atlases, etc.; but books directly collateral to the studies pursued in the several classes, such as the "Young Folks' Cyclopædia;" the "Manual of Commerce;" simple books on natural history, as "Homes without Hands;" "Little Folks in Feathers and Fur;" "How Plants Grow;" "How Plants Behave;" selections from the "Science Primers," "History Primers," and "Health Primers."

The books introduced for *home* use, in order to cultivate a taste for reading, will generally aid, indirectly, the regular class-instruction; but they must be books which can be enjoyed and appreciated when read without the comment of

the teacher ;— books which pupils, younger or older, will like to read by themselves, and will therefore find the time to read out of school. It is essential that this latter kind should be strictly adapted to the ability of pupils to comprehend them, and that they should be as interesting as they are good.

Valuable school-exercises may grow out of such home-reading, in which the best kind of training in thought and its expression will come from the skilful leading of the teacher.

These are the books which may well form a circulating school-library, and, in the formation of which, we may hope for the coöperation of the Trustees of the Public Library. The beginnings of such coöperation have already become known to us in the interesting experiment made in the Wells School.

The replies of the principals to the recent inquiries of the Superintendent regarding books for supplementary reading contain many valuable suggestions, which can be adopted, should the Public Library come to the aid of the schools in the manner proposed. And it is recommended that all the teachers who take an interest in supplementary reading, continue to make suggestions.

The distribution of the books for supplementary reading, which is submitted as a part of this report, is based upon their adaptability to the several classes, or upon their relation to the instruction of these classes, or upon both. It should be stated, however, that books assigned to the lower classes can be read with profit and interest by higher classes at the time of their introduction ; provided, always, that the class to which the reading belongs is not thereby deprived of it. For example, while "Stories of American History" are assigned to the Fifth Class, because they are written in simple style and language, they may be enjoyed by higher

classes which did not have the privilege of reading them in their proper place.

Other books, especially the "Poetry for Children," and "Hooker's Child's Book of Nature," can fulfil their purposes only when read by appropriate selections in several classes. They are books for occasional use, and the reading and the occasion should always fit one another.

The "Stories from the Arabian Nights" are not assigned to any one class. That they have a fascination for many children, and that their exaggerations and improbabilities do not take the form of reality to children who peruse them with absorbing interest, we, who remember our own childhood, can testify. That the frequent allusions to some of the "Stories of A Thousand and One Nights," and the illustrations drawn from their imagery in literature and in speech, are good reasons for familiarity with them is evident. But they are not adapted to class-reading, with questions and explanations, and will best serve their purpose when given by teachers, at their discretion, to children who will take them in the spirit and interpretation which have won them their world-wide fame. Some changes in the authorized selections are, in the opinion of the Board of Supervisors, very necessary.

What has been said of "Stories from the Arabian Nights" is applicable also to the "Popular Tales." It may be added that much of the language of the latter is above the comprehension of the Primary classes, and that some of the illustrations are very objectionable.

The volume of "Ballads and Lyrics," now authorized for both Grammar and High Schools, should be authorized for High Schools only; although it would be well to supply single copies for the use of teachers in the Grammar Schools.

The "American Poems," now authorized for High Schools, should be authorized for Grammar Schools instead; for the large number of pupils who do not pass into the High School

ought to become familiar with many of these poems, and it is not well to have the same book authorized for use in both grades of schools. For this latter reason "Selections from American Authors" should be stricken from the list of text-books for High Schools.

Two or three books, upon which the Board of Supervisors are fully agreed, are now recommended for introduction.

There should be made hereafter a careful selection of books to supplement the study of history; and it may be desirable to propose, for the higher classes, additional reading as an introduction to the knowledge of good literature.

It is recommended that a part of the books for supplementary reading be furnished in sufficient numbers to provide each pupil of a class-room with a copy during the reading exercise. Forty copies for a High School, sixty copies for a Grammar School, and thirty copies for a Primary School, may make a set. Of other books, six copies for a High School, and ten copies for a Grammar School, may be regarded as a full set.

It is further recommended that one set, larger or smaller, be allowed for use in three, or less than three, class-rooms of any school; and that an extra set be allowed whenever a book is assigned for use in more than three, and less than six, class-rooms; and so on in that ratio.

This rule of distribution may apply to books to be introduced; but books already distributed in excess of this number may be retained or returned, at the discretion of the principal of any school.

"Selections from Irving's Sketch-Book" properly belongs to the list of *text-books* for the study of English, and is used in the first-year class. It should be transferred to that list, and be stricken from the list of books for Grammar Schools.

DISTRIBUTION OF BOOKS FOR SUPPLEMENTARY READING IN
HIGH SCHOOLS.

(One set for three class-rooms. See above.)

Three books only are now authorized for supplementary reading in High Schools, which should be assigned as follows :—

40 copies for a set. — “Ballads and Lyrics,” for all of the classes.

40 copies for a set. — “The Boy’s Froissart,” second-year class.

6 copies for a set. — “Swinton’s Masterpieces of English Literature,” third-year class.

The Board of Supervisors would suggest that the teachers in the High Schools be requested to make suggestions of books to be added to this list. Some good suggestions have been received already, in response to the circular of the Superintendent, but, doubtless, many more might be made.

DISTRIBUTION OF BOOKS FOR SUPPLEMENTARY READING IN
GRAMMAR SCHOOLS.

(One set for three class-rooms. See page 8.)

CLASS VI.

60 copies for a set. — “Seven Little Sisters,” first half-year.

60 copies for a set. — “Each and All,” second half-year. This is simple, interesting class-reading, which will aid the Geography and furnish material for both oral and written language lessons.

60 copies for a set. — “Our World No. 1 or, First Lessons in Geography;” the reading to supplement the oral instruction in Geography through the year.

60 copies for a set. — “Hooker’s Child’s Book of Nature;” those chapters of Parts I. & II. which will supplement properly the observational studies of plants and animals, and

CLASS II.

10 copies for a set. — "About Old Story Tellers;" in connection with "biographical and historical sketches," and as suggesting standard books to be read when obtained from the Public Library, or otherwise.

60 copies for a set. — "Selections from American Authors," as in part collateral to the United States History.

60 copies for a set. — "Geographical Plays," in review of the grand divisions studied.

60 copies for a set. — "American Poems," appropriate selections therefrom.

CLASS I.

60 copies for a set. — "Selections from American Authors."

60 copies for a set. — "Early England:" Harper's "Half-hour Series," Nos. 6 and 14.

10 copies for a set. — "Tom Brown's School Days at Rugby," for boys.

10 copies for a set. — "Lamb's Tales from Shakespeare," for girls.

60 copies for a set. — "American Poems," selections therefrom.

ANY CLASS.

60 copies for a set. — "Six Stories from the Arabian Nights."

**DISTRIBUTION OF BOOKS FOR SUPPLEMENTARY READING IN
PRIMARY SCHOOLS.**

The plan of supplying the Primary Schools with supplementary reading, here submitted, is believed to be the best, cheapness being considered, which can be offered.

I. That the reading consist of two kinds, — (a) Reading which embraces the vocabulary to be learned during the first and second years of the Primary School, or the First Reader

vocabulary. (*b*) The vocabulary to be learned the third year, or Second Reader Vocabulary.

II. That one hundred and seventy-one sets of books be purchased, each set consisting of thirty books. One hundred and eight of the one hundred and seventy-one sets to be First Readers, or parallel reading (six different kinds), and sixty-three sets to be Second Readers, or parallel reading (seven different kinds).

III. The one hundred and seventy-one sets to be distributed as follows among the nine School Divisions, — nineteen sets in all to each division, twelve of which are to be First Readers, or parallel reading, and seven sets to be Second Readers, or parallel reading.

IV. That each set be put into a strong, well-made box, with handles; the boxes to be made for the purpose, each set exactly fitting its box. The division to which it belongs, and the kind of books it contains, to be marked upon each box.

V. That a report card, upon which the teacher shall note the condition of books when received, accompany each set. The head teacher of the school shall receive the books, note on the report their condition, and see to their distribution in the classes.

VI. That each book be covered with smooth, strong, Manila paper, and stamped "City Property," with the date of its introduction into the schools.

VII. That the nineteen sets of books in each division form a circulating library in that division, to be moved from school to school, by the boys of the first class, at stated periods, or when directed by the Supervisor in charge. When practicable, each division is to form one circuit; when not practicable, two or more circuits shall be formed.

For instance, the Third Division would consist of two circuits, — 1st. Somerset-st. School, Anderson-st. School,

Phillips-st. School, Blossom-st. School, Poplar-st. School, Wall-st. School, Chardon-court School.

2d. Cushman School, Thacher-st. School, Sheafe-st. School, Snelling Pl. School, Charter-st. School.

It will be seen that the distance between two schools is so short that the larger boys can easily carry the books. The Supervisors in charge promise that the books shall be conveyed from school to school, without expense to the city.

VIII. That the books shall be in the hands of pupils only when used under the immediate direction of the teacher.

They are never to be used in copying, or to be kept in the pupils' desks.

A set of well-bound books will last from three to five years, if properly used and handled.

IX. That, in order to keep the supply sufficient to meet the wants of the schools, new sets be duly approved and purchased each year, instead of replacing parts of sets, as the books are worn out. That four sets, two First Readers and two Second Readers, be supplied to each division every year, in September.

X. The estimates of the money necessary to carry out this plan have been carefully made as follows, — (a) Price of books (net cost given by publishers). (b) Cost of boxes, and of covering and stamping the books by the School Supply Agent. (c) Printing, general estimate. These estimates cover the entire cost of all that is needed to carry out the plan.

The books in the following lists have been examined and approved by the Board of Supervisors : —

FIRST READERS.

	Sets.	No.	Cost per Book.	Total cost.	
Munroe's Reader	18	540	.16	\$86.40	
Appleton's "	18	540	.16	86.40	
Harvey's "	18	540	.11	59.40	
Eclectic "	18	540	.14	75.60	
Sheldon's "	18	540	.11 $\frac{8}{10}$	63.72	
The Nursery	18	540	.10	54.00	
	108	3,240	.....	\$425.52	\$425.52

SECOND READERS.

	Sets.	No.	Cost per Book.	Total cost.	
Munroe's Readers	9	270	\$.27	\$72.90	
Appleton's "	9	270	.25 $\frac{6}{10}$	69.12	
Harvey's "	9	270	.21	56.70	
Easy Book	9	270	.20	54.00	
Our Little Ones	9	270	.25	67.50	
Golden Book	9	270	.25	67.50	
Analytical Reader	9	270	.27 $\frac{5}{10}$	74.25	
	63	1,890	.....	\$161.97	461.97
Total cost of books					\$887.49

INCIDENTALS.

Covering Books, 5,130 at $.00\frac{3}{4}$	\$38 47
Boxes, 171 at .60	102 60
Printing Cards, etc. (estimated)	25 00
	<hr/>
	\$166 07

RECAPITULATION.

5,130 Books	\$887 49
Covering, Boxes, and Printing	166 07
	<hr/>
Grand total	\$1,051 56

SUPPLY EACH YEAR AFTER FIRST.

	Sets.	No.	Cost.	
First Readers	18	540	\$0.20	\$108 00
Second Readers	18	540	.30	162 00
Boxes	.....	36	.60	21 60
Covering	.....	1080	$.00\frac{3}{4}$	8 10
	<hr/>	<hr/>	<hr/>	<hr/>
Cost per year	.....	.....	.....	\$299 70

Average cost for ten years \$374.88, or less than two cents per pupil each year.

The books for supplementary reading now in use in the Primary Schools are:—

2,700 "Easy Steps for Little Feet"	\$510 88
3,043 "Supplementary Readers," Davis & Co.	684 68
12,950 "Popular Tales"—1st series	1,115 12
15,000 " " 2d "	1,470 15
1,230 "Graded Supplementary Reading"	240 60
	<hr/>
	\$4,021 43

It is recommended that the "Easy Steps for Little Feet," and the "Supplementary Readers," remain in the schools, and that the number of copies of each series of the "Popular Tales" in excess of the number recommended in the distribution of sets, on page 8, be taken from the schools.

It is estimated that the books thus returned from the schools would, if sold at a reasonable price, bring nearly seven hundred dollars; thus covering more than half the cost of the new plan.

For the Board of Supervisors.

EDWIN P. SEAVER,
Chairman.

SCHOOL DOCUMENT NO. 8.—1881.

MAJORITY AND MINORITY REPORTS

OF

SPECIAL COMMITTEE

ON

DISCONTINUANCE OF SUBURBAN HIGH SCHOOLS.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1881.

IN SCHOOL COMMITTEE, May 10, 1881.

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

Attest :

PHINEAS BATES, JR.,

Secretary.

R E P O R T .

IN SCHOOL COMMITTEE,
BOSTON, May 10, 1881.

The special committee, to whom was referred, April 12, the order authorizing the abolition of the Roxbury, West Roxbury, Brighton, and East Boston High Schools, respectfully report as follows :—

The committee gave two hearings to the inhabitants of the above-mentioned districts, and listened to their remonstrances against the discontinuance of any of the schools. A petition, numerously signed by the inhabitants of West Roxbury, protesting against any diminution of their high school privileges, was also before the committee, as well as a remonstrance from the Committee on High Schools of the Citizens' Trade Association of East Boston, against the discontinuance of the East Boston High School. No one appeared to advocate the order. The superintendent expressed his views on the subject to the committee, and the chairman of the Committee on High Schools furnished an estimate of the saving that would be effected by the abolition of the suburban schools.

The committee, after a full discussion of the subject, in the light of all the information thus obtained, are unanimously of the opinion that the order, as originally offered, ought not to pass ; but a portion of the committee are willing to recommend the passage of the order so amended so as to apply to one only of the schools in question. A majority and minority report must, therefore, be presented.

MAJORITY REPORT.

The majority of the committee appointed to consider the subject of the abolition of certain outlying High Schools, namely, the Roxbury, West Roxbury, East Boston, and Brighton, beg leave to report that they deem it neither expedient nor right, at the present time, to abolish any of them.

It will be in the recollection of many of this Board that an attempt was made recently to abolish the High School at Brighton, and a vote to that effect passed; but the citizens of that district immediately appeared before our Board in large numbers earnestly protesting against such an act. A hearing was had, and the school was retained.

When a nearly unanimous expression of opinion comes from the people that they desire the retention of a school it certainly is becoming this Board to pay some heed to that opinion. We are but the representatives of the people, charged, it is true, with one of the most important of public trusts, and one that reaches to the innermost centre of every family circle, affecting its most precious prospects, hopes, and aspirations, its dearest rights and holiest associations, passing beyond its limits and extending to those who are to constitute the future public. It is a subject, too, upon which it is presumed the parent may have reflected. The uneducated man, conscious of its disadvantage in a community like ours, desires the fullest opportunity for his child's education; that he, at least, shall have that vantage ground. The educated, appreciating its worth to him, determines that those intrusted to his care shall not be deprived of this greatest boon.

In the annexation of separate municipalities to Boston there was no more thought of extinguishing the existing High Schools than the elementary schools. As each community had its supply of Primary and Grammar Schools, so it also had its appropriate school for advanced studies in a location adapted to the convenience of the population.

The fact had to be recognized, that learning in the higher branches must continue to be provided for the youth of those localities in accordance with the Statutes.

Had it been intimated that annexation meant the future taking away of the conveniences for education, or the educational privileges of any portion of any one of the annexed districts, from its own time-honored foundation, it cannot be doubted that express legislation would have been employed to compel their preservation.

Each of the schools now proposed to be abolished — with the exception of that at East Boston — was an institution of previous local establishment, and was an object of pride and a feature of attractiveness to the people, denoting the advancement of the community and their fitness for union with the metropolis.

The High-School property thus annexed to our city assuredly was ceded to us *in the trust* that it would not be diverted from the uses to which it had been dedicated, and in the trust and upon the implied sacred obligation that these institutions, which were monuments inherited or acquired through devotion and sacrifices, should not be removed from their midst by a Board specially intrusted with the interests of the education of the people of every part of the city, — at the circumference as well as at the centre, — and that in each of these districts there should not be made a waste spot to mark its degradation and shame.

It was not to sacrifice property, rights, and benefits, but to increase them ; to aggrandize and to better all parties ; not

to injure or check the growth or impair the attractiveness of these places, that the union was formed.

Even were it desirable, on the score of economy, the majority of your committee think our Board is, morally, not at liberty to violate the implied trusts, and do the injury which the passage of this order would occasion.

In each of the communities of Roxbury, West Roxbury, Dorchester, and Brighton, which, though forming part of the corporation of Boston, happily, for them, have yet preserved a character of individuality, not only topographically, but also as to their social and family relations, and their centres of business, each High School is the flowering and the fruit of its contributory subordinate schools, and the removal of any of these local institutions would be a severe blow at the prosperity of each of these places, which cannot be compensated for by attempting to substitute for it a position in a single mammoth school-building — very far from the pupils of some of the outlying schools — by its inaccessibleness and other attending circumstances, depriving many of the ability to attend it; too far from the majority of the pupils who attend the High School nearest to it, and, in an educational and *loco parentis* view, always specially harmful, excepting in the very rarest cases of exemption from the natural propensities of youth.

Educationally, the local High Schools possess advantages for the pupils over a distant Central School, in fostering habits of study, in making them students, in fact; in keeping them under the parental eye or under the observation of the neighborhood, a regard for whose good opinion is a wholesome safeguard and fortification against temptations to improper courses; and in their thus being *educated* in studious ways and in correct deportment, so that, later, with settled habits and fortified by good principles, they may, perhaps, in the higher course of the Central School or elsewhere, be better students and have stronger characters.

On the other hand, — still educationally, — as testified to by every speaker at the hearings, and known to every one who has observed the scholars on the steam railroads, the street cars and ferries, — the passing, *to and fro, long distances* is not only fraught with perils to the body and health, but crowded with distractions, is destructive to studiousness, is productive of evil tendencies and associates, — rife in evil examples, is characterized by rudeness, disrespect to elders and superiors, and, as to females, peculiarly encourages display in dress and gewgaws, habits of extravagance, and notable hardness and want of that modesty which is the grace of womanhood, — all, parts of a *bade* ducation, from which there is never an entire recovery.

What usefulness and virtue can such spoiled pupils be expected to bring into the practical affairs of life, compared with the safely educated? No parent or guardian on our Board would allow children for whom he is responsible to be educated in a way involving so much exposure to demoralization.

No measure would be better calculated to excite popular condemnation of the High School establishments, — which already are regarded by some as an unnecessary and burdensome addition to the school system, maintained, it is said, at great expense to the whole community for the benefit of a comparatively few whose parents can well enough afford to pay for their advanced tuition, — than to remove these schools from the midst of the communities where they now are. Then might those people well say: Formerly we had a High School in our own vicinage or district; we were not behind neighboring suburbs in local educational glory; our own inability to avail of it for our children was compensated by seeing this institution, as a Temple of Education in the bosom of the district, exercising an elevating influence to the credit of the lowly as well as of the affluent; but now it is no longer a feature of the place, — the place and the property in

it have deteriorated in character, in consequence, — it is rather for the benefit of a favored few who can afford long travel, who have unusual time at their command, and can sport fashionable raiment.

The majority of your committee cannot assume the position, that, because a magnificent building, too large for the central schools, as now composed, has been erected, and is now chiefly vacant, local schools and the opportunity of education in a considerable portion of them, and sound education, should be sacrificed to a mistake of the authorities.

It would be the worst mistake to ordain that education is to be made to conform to the building, and not the building to education.

The pupils are not raised for the building, but the building should be adapted for the pupils.

The East Boston High School is the only institution of this class embraced within the old city (as distinguished from the annexed cities and towns) ; and, perhaps in a more impressive sense than any of the others, it is that one which illustrates the merits and the value to the producing population of a public school for higher branches of education.

Isolated as that district is by nature, it is also of marked individuality in the fact that it has no families of affluence, its population consisting of the valuable working classes. The pupils who attend their High School are, therefore, not those who follow that course as a natural consequence, but who by their talents, their diligence, their earnestness, have deserved, from their parents, sacrifices to maintain them at school, and have earned the right to receive every educational advantage afforded by the system.

Objections to the transfer of any school to the central building would apply to that case with double force. The effect of passing this order would be, according to the testi-

mony before us, the deprivation of High School education to fully half of the pupils there.

Judging from the expressions of the chairman of the High School Committee, it is not seriously proposed to abolish that school. Yet, meritorious as the case of East Boston is, the case of each of the others is correspondingly weighty; for *they*, besides, have their implied vested rights, as already mentioned, and as is recognized in the case of Charlestown, the abolition of whose High School is significantly omitted from this order. As that of Charlestown stands, so do those others,—and as they stand, so does that of East Boston, ‘bone of our bone, and flesh of our flesh,” the permanent foundation of this Board, — as the result of a recent judgment which there is no reason now to reverse.

If any of the High Schools are to be preserved, there is no good reason to single out the Roxbury High School to be destroyed.

The educational principles and vested rights herein adverted to defend it against the threatened destruction and sacrifice, and they demand that it shall be preserved.

Roxbury was the first municipality which was united with Boston. The struggle to effect it was long and fiercely contested. The opposition was determined and vigorous on the part of Roxbury, and chiefly because of the fear its citizens had that it would be swallowed up by the larger corporation; that it would be deprived, one by one, of its local institutions. The first object was its court. After many years of onslaught, that has now become a permanency. The High School, fully and squarely promised to be retained, and without which promise Roxbury never would have been annexed, seems to be the next object of attack. Charlestown has recently had the same experience, in attempting to prevent the transfer to the Island of some of its old and respected citizens, who, by reason of age and misfortune, have been compelled to become the recipients of its bounty. It

speaks well for the better feelings of humanity there, that a firm protest was made that the few lingering hours of these venerable wards should not be thus embittered. Its High School has escaped for the time. Why this leniency at the hands of the High School Committee does not appear.

It is said as one reason why the school should be abolished, that the Dillaway School requires additional accommodation, and the High School building can be used for this purpose without any outlay of money. If it is deemed desirable, the Dillaway School limits may be diminished, by setting off a portion of its district to the new Egleston-square District, and thus make its numbers correspond to the capacity of its present house, six rooms. Or what would be better, add a few rooms to the present school-house, purchasing additional land, which can now be done for a school-yard or play-ground, which neither it nor the High School has, but needs. This could be done at comparatively small cost.

It is claimed that a considerable per cent. of the pupils of the Roxbury School have signified a desire to attend the central school; and therefore it is an expression of the wishes of the people in regard to it. If that were an intelligent expression of the opinion of the parents, it would be one thing; if the mere expression of the wish of a boy or girl of fourteen, it would be quite another. Assuming it to be true that the statistics given are correct, there would still remain in the Roxbury School more pupils than in any one of the schools which the minority say should not be abolished; and it may be added that the pupils of that school are taught at a less cost per scholar than any other High School in the city.

Roxbury has a population of about 64,000, and increasing as rapidly as any portion of the city. With "rapid transit," which will come in the near future, its increase will be in a still greater ratio. Its territory is equal in area to East

Boston, South Boston, and old Boston. Roxbury already pays one-tenth of the whole tax of the city, — three times as much as that of Dorchester. It pays its own expenses, and at a public hearing, publicly advertised, not one single person appeared in favor of the proposition of the High School Committee.

Were the people of West Roxbury or of Brighton capable of sustaining the proposition that this school should be obliterated, and its district partitioned, and a share of it appended to West Roxbury, they would be unworthy of receiving the judgment in favor of preserving their own High Schools which they claim.

The scruple of economy, on the part of the members of the Committee on High Schools who advocate the abolition, seems to us not for the cause of education, but rather to garnish with occupants some of the vacant rooms in the new pile, — a secondary consideration, as compared with the all-absorbing consideration, which is the educational, moral welfare of the rising generation. The providing of High Schools ought not to be centralized on the principle that we provide an abattoir.

The smallness of saving in money by abolition has been confessed to your Board by the chairman of that committee.

With a more comprehensive and realizing view of *all* the economical interests for which we likewise are responsible, who can reckon the loss which would ensue (apart from the damage to education) in assessable value of the territory of the districts proposed to be desolated of their High Schools?

The fact that a High School has been discontinued in this or that place, *ipso facto*, would have the effect of depreciating the property of the place as a place of residence.

It would be an argument against the credit of Boston itself, and would be quickly cited to show that Boston is decaying, going backward, while other cities are advancing.

Cambridge, Brookline, Hyde Park, any village that had not lost its High School, and where the people can have the highest free school education, would then be preferable to the region outside the present circle of our central High School.

Why, then, should the Roxbury High School be abolished? The burden is upon the advocates to show it. What single argument has been adduced which should weigh in the minds of those who are legislating for the best educational and moral interests of the different communities? But for those vacant rooms in the school house upon Warren avenue would there be a word uttered in favor of its abolition? Why attempt to excuse or cure the extravagance of one department by committing an act of injustice to a large community? Let the city occupy the whole building for its own purpose. It needs it. Make of the present City Hall an addition to the Court House, and then build a school-house, respectable in proportions, suitable to its uses, and not one that will inculcate ideas not befitting republican simplicity. Have the advocates shown in what respects the pupils are to be better educated, better guarded and protected, or any advantage to be gained?

Those who appeared to oppose the abolition of these schools urged strongly the benefit arising from the personal knowledge and influence of the teacher in a school of lesser numbers, not only in the intellectual, but in the moral training of his pupils.

The statistics showed that since the establishment of the East Boston school, the number of pupils attending was fifty per cent. larger than when the central school only was open to them, and the same results would undoubtedly obtain in any local High School. In a sanitary point of view, the statistics were equally convincing of the advantages of the separate schools. Various other reasons were urged for the retention of the schools, obvious to those who examine the

subject. But we trust we have presented considerations sufficient to enable the Board to see that it is not wise or expedient to adopt the order of the minority report.

The committee present the following comparative statistics :—

	Population.	Valuation.
Roxbury . . .	64,791	\$64,784,400
Charlestown . . .	33,734	26,964,600
East Boston . . .	29,926	16,414,000
Dorchester . . .	16,871	21,425,900
West Roxbury . . .	14,008	24,425,500
Brighton . . .	6,693	8,819,300
Boston . . .	362,536	639,089,200

GEORGE M. HOBBS,
JOHN C. CROWLEY,
GEORGE H. PLUMMER.

MINORITY REPORT.

A minority of the special committee on the abolition of the suburban High Schools, while agreeing with the majority upon the general policy of maintaining these schools, are yet of the opinion that, in the case of the Roxbury High School, there are special reasons which call for its discontinuance after Sept. 1, 1881. These reasons are three in number, none of which apply to any other school mentioned in the order: —

1. The school is within a very short distance of the central schools.
2. A very large proportion of the inhabitants of Roxbury desire to send their children to the central schools.
3. The building, if vacated by the High School, could be immediately used for the accommodation of the pupils of the Dillaway District, for whom a separate school-house must otherwise be built.

Let us consider these reasons in detail: —

1. The distance from the Roxbury High School to the Girls' High School is but one mile, and from the same point to the English High School, one mile and a quarter, — a distance covered by a walk of 15 or 20 minutes, or a horse-car ride of 8 to 12 minutes. It should be borne in mind that, since these schools were founded, the conditions in regard to distance and means of communication have radically changed. The city of Boston has grown out to meet the city of Roxbury, and the two form now but one municipality, covering solidly all the space which originally separated them. The central High Schools are very nearly in the geographical

centre of the territory covered by the city proper and Roxbury taken together, and they are therefore very nearly as accessible to the inhabitants of the farthest borders of Roxbury as to those of the extreme North End. If the Roxbury High School be abolished, it is intended to offer an order permitting pupils from the Lowell District, and the neighborhood of Egleston square, to attend the West Roxbury High School. This will somewhat diminish the distance to be travelled by those residing in this vicinity.

2. In order to understand how prevalent is the desire of the suburban residents to send their children to the central schools, the following figures may be of service:—

During the past year, the Committee on High Schools has given permission to 17 pupils in the Roxbury District to attend the central high schools, and has refused permission to an equal number; 34 pupils have thus formally expressed their preference for the central schools.

The average whole number of pupils in the Roxbury High School is 188. If we add to this number the 17 pupils who belong in this district, but who have received permission to attend the central schools, the number becomes 205. Out of this number 34 or 16.6 per cent., have during the past year applied for permission to attend the central schools. A similar calculation for the other schools named in the order gives the following result:—

Number of applications from East Boston,	2.5 per cent.
“ “ “ “ West Roxbury,	4.6 per cent.
“ “ “ “ Brighton,	4 per cent.

It thus appears that during the past year, and in proportion to the population, about four times as many applications to attend central schools have been made from Roxbury as from any other High School district named in the order. It should be borne in mind that this calculation takes account only of

the applications made in one year, and that, owing to the well-known unwillingness of the Committee on High Schools to grant the desired permission for any except the strongest reasons, the number of applications is doubtless considerably less than that of the pupils who really have a preference for the central schools. The above figures, therefore, while they permit a comparison between the various suburban schools, fail to give an accurate idea of the extent to which the central schools are preferred to local schools by the inhabitants of each district.

The following statistics from the Girls' High School, kindly furnished by the chairman of the Committee on High Schools, are perhaps better adapted for our purpose:—

In this school there are at the present time 41 pupils from the Roxbury district in the first and second classes. In addition to these there are in the Roxbury High School 12 pupils who have vainly sought permission to attend the Girls' High School. The average whole number of girls in the Roxbury High School is 100. It thus appears, out of 141 girls living in Roxbury, and taking the first two years of the High School course, 53, or 37.6 per cent., have indicated their desire to attend the Girls' High School. A similar calculation for the other schools gives the following result:—

East Boston pupils desiring to attend the Girls' High School	10.2 per cent.
West Roxbury pupils desiring to attend the Girls' High School	4.9 “
Brighton pupils desiring to attend the Girls' High School	11.4 “

It appears, therefore, that at least three-eighths of the inhabitants of Roxbury have formally expressed the wish to send their daughters to the Girls' High School, and that this

proportion is from 3.3 to 7.7 times greater than in the other above-mentioned suburban districts.

In whatever way the question is looked at, it is evident that the Roxbury High School does not supply a need in the community in which it is located to the same extent as the other schools named in the order.

3. The pupils of the Dillaway School have been for some time past colonized out in various localities, and the need for additional school accommodation in this district is imperative. The discontinuance of the Roxbury High School, and accommodation of its pupils in the central schools, will render the present High School building available for Grammar School purposes, and thus save the city the expense of erecting an additional building.

That the 100 girls now attending the Roxbury High School can be readily accommodated in the Girls' High School is evident from the following figures furnished by the chairman of the Committee on High Schools :—

Total number of seats in the seven rooms occupied	
by the Girls' High School	695
Number of pupils on May, 2	495
Total, thus far this year	591

For the reasons above given, it seems to the minority of your committee that the best educational interests of the city require the discontinuance of the Roxbury High School after the close of the present school year.

They therefore recommend the passage of the first of the following orders, and the reference of the second to the Committee on School-houses :—

1. *Ordered*, That the Committee on High Schools be authorized to discontinue the Roxbury High School, to date from Sept. 1, 1881.

2. *Ordered*, That the West Roxbury High School District be enlarged by the addition of the Lowell District and of the

territory in the neighborhood of Egleston square, and that the pupils residing in this added territory may have the privilege of attending the West Roxbury High or the central schools, as they may prefer.

H. P. BOWDITCH,
F. LYMAN WINSHIP.

SCHOOL DOCUMENT NO. 9.—1881.

REPORT

OF

COMMITTEE ON RULES AND REGULATIONS,

ON

CHANGES IN RANK AND SALARY OF TEACHERS ON
ACCOUNT OF CHANGES IN THE NUMBER
OF PUPILS.



BOSTON :
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1881.

IN SCHOOL COMMITTEE, May 10, 1881.

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

Attest :

PHINEAS BATES, JR.,
Secretary.

REPORT.

IN SCHOOL COMMITTEE, BOSTON, May 10, 1881.

The Committee on Rules and Regulations, to whom was referred — Feb. 8 — an order to consider whether changes in the rank and salary of teachers, in consequence of changes in the number of pupils belonging to the several schools, may be prevented, report that in their opinion injurious fluctuations in rank and salary of teachers will be prevented by the amendments proposed in the appended order.

The first five amendments are proposed for the purpose of abolishing the distinction in rank between "sub-master" and "second sub-master." It is between these two ranks that many of the most striking cases of injurious fluctuation have occurred.

In place of the two short scales of salaries, covering five years each, it is proposed to substitute one scale of thirteen years with a minimum equal to the present minimum of a second sub-master (\$1,500,) and a maximum equal to the present maximum of a sub-master (\$2,280), and with the same annual increase as *now*. Every sub-master now in the service would be placed on the new scale without a disturbance of his salary or his prospects of an annual increase. The few "second sub-masters," now on the maximum salary of their grade, would have their salaries changed next year

by the regular increase, and three years hence they would reach the present *minimum* of a "sub-master." In all other respects the salaries would remain undisturbed for the present.

The last two amendments are proposed for the purpose of saving the rank and pay of a teacher, after the numbers in the school have fallen off, long enough to allow a transfer of the teacher to some other school in which a suitable vacancy exists. The operation of these amendments is limited to regularly confirmed teachers nominated for reelection to serve in the same school in which they are already serving; but it is believed that this limitation will exclude any cases which ought to be reached.

The committee recommend the passage of the following order.

For the Committee,

GEORGE M. HOBBS,

Chairman.

Ordered, That the regulations be amended as follows:—

Sect. 226. Paragraph 2, line 2. Strike out the words "second sub-masters."

Paragraph 2, line 5. Strike out the words "of the second and fourth grades," and insert in place thereof the words "of the fourth grade."

Paragraph 2, line 9. Insert after the word "service," the following: "The salary of a master 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 salary of a sub-master shall be established at a minimum rate for the first year of service,

with an annual increase during the succeeding thirteen years, so that a maximum rate shall be reached for the fourteenth and each subsequent year of service." *

Paragraph 3, line 3. Strike out "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 shall be a second sub-master;" and insert in place thereof the following: "In schools of one hundred or more, but less than three hundred, the principal shall be a sub-master."

Paragraph 6, Schedule. Strike out the column headed "Second sub-masters," and add the numbers therein to the numbers in the column headed "Sub-masters."

Add the following as a new paragraph, to be numbered Paragraph 8:—

The Regulations which fix the rank of teachers any school is entitled to shall not be held to require the reduction in rank of any regularly confirmed teacher who has

* If the distinction between "sub-masters" and "second sub-master" be abolished, and the proposed scale of thirteen years adopted, the changes in salaries at present rates will be as follows:—

PRESENT SCALES.	PROPOSED SCALES.
1. \$1,500	1. \$1,500
2. 1,560	2. 1,560
3. 1,620	3. 1,620
4. 1,680	4. 1,680
5. 1,740	5. 1,740
6. 1,800	6. 1,800
-----	7. 1,860
-----	8. 1,920
1. 1,980	9. 1,980
2. 2,040	10. 2,040
3. 2,100	11. 2,100
4. 2,160	12. 2,160
5. 2,220	13. 2,220
6. 2,280	14. 2,280

been nominated for reëlection, to serve in the same school in which he is already serving, except as hereinafter provided. Whenever it shall appear that the rank of a regularly confirmed teacher serving in any school is higher than the number of pupils in said school would allow by the Regulations strictly applied, the Committee on Nominations shall, at the first opportunity, propose a transfer of such teacher to a school in which a suitable vacancy exists; and all proposals of transfer so made shall be acted on by the Board before the vacancy is filled in any other way. A teacher declining to be so transferred may thereupon be reduced in rank, as required by the Regulations.

Sect. 246. At the end of the section add the following: "This shall be limited in its operation by paragraph 8 of Section 226 of the Regulations."

SCHOOL DOCUMENT NO. 10.—1881.

REPORT

OF THE

COMMITTEE ON TEXT-BOOKS.

MAY, 1881.



BOSTON:
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1881.

REPORT.

IN SCHOOL COMMITTEE, May 24, 1881.

The Committee on Text-Books, in accordance with the rules, after a careful examination of the course of study, herewith submit their annual report.

The Committee present the text and reference books for all the schools as proposed, and append orders for such changes from the list of last year as are recommended.

As the subject of supplementary reading is now before the Committee, and as there are some propositions under consideration which may render a change in the list desirable, the Committee ask for further time to prepare and present their report on the list of books for supplementary reading.

The Committee ask for further time to present recommendations with reference to drawing-books.

At the end of the list of text-books of each grade will be found the changes proposed.

For the Committee,

JOHN G. BLAKE,

Chairman.

TEXT-BOOKS.

PRIMARY SCHOOLS.

Sixth Class.

Franklin Primer.
Munroe's Primary Reading Charts.

Fifth Class.

Franklin Primer.
Munroe's Primary Reading Charts.

Fourth Class.

Franklin Second Reader.
First Music Reader.

Third Class.

Franklin Advanced Second Reader.
First Music Reader.

First and Second Classes.

Franklin Third Reader.
First Music Reader.

Upper Classes.

First Lessons in Natural History and Language, Parts I.
and II.

Child's Book of Language. [By J. H. Stickney.]

The Franklin Primary Arithmetic. Twelve copies to each
teacher of the four upper classes.

All the Classes.

First Primary Music Chart.
Prang's Natural History Series. One set for each building.

GRAMMAR SCHOOLS.

Sixth Class.

Franklin Advanced Third Reader.

¹ Warren's Primary Geography.

Intermediate Music Reader.

³ Franklin Elementary Arithmetic.

Fifth Class.

Franklin Intermediate Reader.

The Franklin Written Arithmetic.

¹ Warren's Primary Geography.

Intermediate Music Reader.

Fourth Class.

Franklin Fourth Reader.

The Franklin Written Arithmetic.

² Warren's Common School Geography.

Intermediate Music Reader.

Third Class.

Franklin Fifth Reader.

The Franklin Written Arithmetic.

² Warren's Common School Geography.

Swinton's New Language Lessons.

Higginson's History of the United States.

Fourth Music Reader.

Second Class.

Franklin Fifth Reader.

The Franklin Written Arithmetic.

² Warren's Common School Geography.

¹ Guyot's Elementary Geography allowed in Charlestown Schools.

² Guyot's Intermediate Geography allowed in Charlestown Schools.

³ One or more sets for each Grammar School, to be used by the sixth class for both oral and written arithmetic; and to be occasionally used by other classes, especially for arithmetic at sight. The number of sets, and the number in a set, to be determined by the needs of the school and the size of the classes — each pupil of the sixth class having one book.

Swinton's New Language Lessons.
 Worcester's Comprehensive Dictionary.
 Higginson's History of the United States.
 Fourth Music Reader.

First Class.

Franklin Sixth Reader.
 The Franklin Written Arithmetic.
¹ Warren's Common School Geography.
 Swinton's New Language Lessons.
 Worcester's Comprehensive Dictionary.
 Freeman's History of England.
 Cooley's Elements of Philosophy.
 Fourth Music Reader.

Fifth and Sixth Classes.

First Lessons in Natural History and Language, Parts III.
 and IV.

All Classes.

A. R. Dunton's Writing-books; Duntonian Series; Payson,
 Dunton, and Scribner's; or Graphic System of Practical
 Penmanship.
 Prang's Aids for Object-Teaching, "Trades." One set for
 each building.

The changes recommended in the Grammar School text-
 books are as follows:—

Sixth Class.—Franklin Advanced Third Reader for Frank-
 lin Fourth Reader.

Fourth Class.—Franklin Fourth Reader for Franklin Fifth
 Reader.

Second Class.—Franklin Fifth Reader for Franklin Sixth
 Reader.

Graphic System of Practical Penmanship added to the list.

¹ Guyot's Intermediate Geography allowed in Charlestown Schools.

HIGH SCHOOLS.

ENGLISH.

Bain's Brief English Grammar.

Abbott's "How to Write Clearly."

Hill's Rhetoric.

American Poems, with Biographical Sketches and Notes.

Selections from American Authors, — Franklin, Adams,
Cooper, and Longfellow.

Scott's Lady of the Lake.

Selections from Addison's Papers in the Spectator, with
Macaulay's Essay on Addison.

Trevelyan's Selections from Macaulay.

Hales's Longer English Poems.

Shakespeare, — Rolfe's, Hudson's, or Bulfinch's Selections.

Selections from Chaucer and from Milton.

Worcester's Comprehensive Dictionary.

FRENCH.

Keetel's Elementary Grammar.

Joynes's Otto's French Reader.

Saintine. Picciola.

Éreckmann-Chatrion. Le Conscriit de 1813.

“ “ Madame Thérèse.

Bôcher's College Series of French Plays.

Taine. Notes sur l'Angleterre.

Lacombe. La Petite Histoire du Peuple Français.

Herrig's La France Littéraire.

Corneille's Cid.

Gasc's French Dictionary.

GERMAN.

Otto's Grammar, for pupils beginning German the first year.

Whitney's Grammar, for pupils beginning German the third
year.

Storme's Easy German Reader.
 Whitney's German Reader.
 Schiller's William Tell.
 College Plays, Holt's edition.
 Goethe's Hermann und Dorothea.
 Goethe's Faust.
 Goethe's Prose.
 Whitney's German Dictionary.

LATIN.

Allen & Greenough's Latin Grammar. [Roxbury, W. Roxbury, and Brighton High Schools.]
 Harkness's Latin Grammar. [English, Girls', Dorchester, Charlestown, and East Boston High Schools.]
 Gildersleeve's Latin Primer.
 Latin School Series, I. and II.
 Chase's, }
 Frieze's, } Virgil, or any edition approved by the Com-
 Greenough's, } mittee on Text-books.
 Greenough's, }
 Harkness's, } Cicero.
 Chase's, }
 Lincoln's, } Horace, or any edition approved by the Com-
 mittee on Text-books.

HISTORY.

Swinton's Outlines of the World's History.
 Martin's Civil Government.

MYTHOLOGY.

Seeman's Classical Mythology.

MATHEMATICS.

Meservey's Book-keeping.
 Bradbury's Eaton's Algebra.
 Bradbury's Elementary Geometry, or }
 Chauvenet's Geometry. }

Bradbury's Elementary Trigonometry, *or* }
 Greenleaf's Trigonometry. }
 Peck's Analytical Geometry.
 Metric Apparatus.¹

PHYSICS.

Cooley's New Text-book of Physics, *or* Avery's Physics.
 Ganot's Physics.
 Peck's Mechanics.

ASTRONOMY.

Kiddle's Astronomy.

CHEMISTRY.

Eliot & Storer's Elementary Manual of Chemistry, edited by
 Nichols.
 Eliot and Storer's Qualitative Analysis.
 Hill's Lecture Notes on Qualitative Analysis.

BOTANY.

Gray's School and Field Book of Botany.

ZOÖLOGY.

Morse's Zoölogy.

PHYSIOLOGY.

Hutchison's Physiology.

PHILOSOPHY.

Porter's Elements of Intellectual Science.
 Peabody's Moral Philosophy.

MUSIC.

Eichberg's High School Music Reader.
 " Girls' High School Music Reader. [Girls' High
 School.]

¹ Not exceeding \$15.00 for each school.

The changes in text-books for High Schools are as follows:—

“Cooley’s New Text-book of Physics, *or* Avery’s Physics,”
in place of “Norton’s Natural Philosophy.”

LATIN SCHOOLS.

LATIN.

Harper’s Latin Lexicon. [Without expense to the city.]

White’s Abridged Lexicon.

Harkness’s Grammar.

“ Reader.

“ Prose Composition, *or* Allen’s Latin Composition.

Harkness’s Cæsar.

Latin School Series, I. and II.

Greenough’s Catiline of Sallust.

“ Ovid.

“ Virgil.

“ *or* Harkness’s Orations of Cicero.

Smith’s Principia Latina. Part II.

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.

Plutarch's Lives of Famous Greeks and Romans,

Macaulay's Lays of Ancient Rome.

The Boy's Froissart.

Higginson's History of the United States.

Hughes's Tom Brown's School Days at Rugby.

Charles and Mary Lamb's Tales from Shakespeare.

Dana's Two Years before the Mast.

Scott's Ivanhoe.

“ Marmion, or The Lay of the Last Minstrel.

Hawthorne's True Stories

Greene's Readings from English History.

Church's Stories from Homer.

Selections from American Authors, — Franklin, Adams,

Cooper, and Longfellow.

American Poems, with Biographical Sketches and Notes.

Irving's Sketch Book.

Selections from Addison's Papers in the Spectator.

Ballads and Lyrics.

Hales's Longer English Poems.

Three Plays of Shakespeare, — Rolfe's, Hudson's, or Bulfinch's Selections.

FRENCH.

Keetel's Elementary Grammar.

“ Analytical French Reader.

Gasc's French Dictionary.

Joynes's Otto's French Reader.

Saintine. Picciola.

Éreckmann-Chatrion. Le Conscriit de 1813.

Éreckmann-Chatrion. Madame Thérèse.

Bôcher's College Series of French Plays.

Taine. Notes sur l'Angleterre.

- Lacombe. La Petite Histoire du Peuple Français.
Nouvelles Genevoises.
- Souvestre. Philosophe sous les Toits.
Au Coin de Feu.
- Racine. Andromaque.
Iphigénie.
- Molière. Bourgeois Gentilhomme.
Précieuses Ridicules.
- Corneille. Les Horaces.

GERMAN.

- Whitney's German Dictionary.
" Grammar.
" Reader.
- Der Zerbrochene Krug.
Schiller's Wilhelm Tell.
Goethe's Hermann und Dorothea.
College Plays, Holt's Edition.

HISTORY.

- Leighton's History of Rome.
Smith's Smaller History of Greece.
Long's or Ginn & Heath's Classical Atlas.
Smith's Smaller Classical Dictionary. — Student's Series.

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 School and Field Book of Botany.
Apgar's Plant Analysis.

ZOOLOGY.

Morse's Zoölogy.
 Agassiz's Sea-side Studies.

MATHEMATICS.

The Franklin Written Arithmetic.
 Tower's Intellectual Algebra.
 Bradbury's Eaton's *or* Hamblin Smith's Algebra.
 Peirce's Plane and Solid Geometry ; *or* Chauvenet's Geometry.

PHYSICS:

Arnott's *or* Avery's Physics.

MUSIC.

Eichberg's High School Music Reader.
 " Girls' High School Music Reader. [Girls' Latin
 School.]

Lingard's History of England — as a reference book in the
 Latin and High Schools.

The changes proposed in text-books for Latin Schools are
 as follows : —

Latin. — Gildersleeve's Latin Primer, stricken out. Allen's
 Latin Composition, as an alternative with Harkness's
 Prose Composition.

French. — Herrig's "La France Littéraire," stricken out. The
 following books added to the list : — Keetel's "Analyti-
 cal French Reader," "Nouvelles Genevoises," Souvestre's
 "Philosophe sous les Toits," and "Au Coin de Feu ;"
 Racine's "Andromaque," and "Iphigénie," Molière's
 "Bourgeois Gentilhomme," and "Precieuses Ridicules."
 Corneille's "Les Horaces."

History. — Ginn & Heath's Classical Atlas in place of Put-
 nam's Classical Atlas.

Mathematics. — Hamblin Smith's Algebra, as an alternative with Bradbury's Eaton's Algebra.

Physics. — Avery's Physics, in place of Rolfe & Gillett's Manual of Physics.

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.

HORACE MANN SCHOOL TEXT-BOOKS.

Such text-books shall be supplied to the Horace Mann School as the committee on that school shall approve.

EVENING ELEMENTARY SCHOOL TEXT-BOOKS.

Monroe's Charts.

Franklin Primer.

Franklin Reader.

Stories of American History.

Geography. Harper's Introductory Geography.

Arithmetic. The Franklin Elementary Arithmetic.

“ “ “ Written Arithmetic.

Writing Books. Plain Copy Books.

REFERENCE BOOKS.

PRIMARY SCHOOLS.

Worcester's Comprehensive Dictionary.
National Music Teacher.
Walter Smith's Teachers' Manual of Freehand Drawing.
Monroe's Vocal Gymnastics.

GRAMMAR SCHOOLS.

Appleton's American Encyclopædia ; *or*
Johnson's Encyclopædia.
Chamber's Cyclopædia.
Anthon's Classical Dictionary.
Thomas's Dictionary of Biography and Mythology.

Worcester's Quarto Unabridged Dictionary.
Webster's Quarto Unabridged Dictionary.
“ National Pictorial Dictionary.

Lippincott's Gazetteer.
Johnson's Atlas.
Guyot's Earth and Man.
Reclus's Earth.
“ Ocean.
Flammarion's Atmosphere.
Hawes's Synchronology of Ancient and Modern History.
Weber's Universal History.
Bancroft's History of the United States.

Palfrey's History of New England.
 Martin's Civil Government.
 Frothingham's Rise of the Republic.
 Lossing's Field Book of the Revolution.
 Shurtleff's Topographical History of Boston.
 Frothingham's Siege of Boston.

Chambers's Cyclopædia of English Literature.

Goold-Brown's Grammar of English Grammars.
 Wilson's Punctuation.
 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).

GRAMMAR SCHOOLS.

1. *Ordered*, That "Franklin Advanced Third Reader" be authorized, in place of "Franklin Fourth Reader," in the sixth class. That "Franklin Fourth Reader" be authorized, in place of "Franklin Fifth Reader," in the fourth class. That "Franklin Fifth Reader" be authorized, in place of "Franklin Sixth Reader," in the second class.

2. *Ordered*, That the "Graphic System of Practical Penmanship" be authorized for use as a text-book.

HIGH SCHOOLS.

3. *Ordered*, That "Cooley's new Text-book of Physics," or "Avery's Physics," be authorized, in place of "Norton's Natural Philosophy."

LATIN SCHOOLS.

4. *Ordered*, That Gildersleeve's Latin Primer be stricken from the list.

5. *Ordered*, That "Allen's Latin Composition" be authorized as a text-book.

6. *Ordered*, That Herrig's "La France Littéraire" be stricken from the list of text-books.

7. *Ordered*, That the following books be authorized for use as text-books in French:—Keetel's "Analytical French Reader;" "Nouvelles Genevoises;" Souvestre's "Philosophe sous les Toits," and "Au Coin de Feu;" Racine's "Andromaque," and "Iphigénie;" Molière's "Bourgeois Gentilhomme," and "Precieuses Ridicules;" Corneille's "Les Horaces."

8. *Ordered*, That "Ginn & Heath's Classical Atlas" be authorized, in place of "Putnam's Classical Atlas."

9. *Ordered*, That "Hannibal Smith's Algebra" be authorized as a text-book.

10. *Ordered*, That "Avery's Physics" be authorized, in place of "Rolfe and Gillett's Manual of Physics."

SCHOOL DOCUMENT NO. 11.—1881.

REPORT

OF

COMMITTEE ON SUPPLIES.



BOSTON:
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET,
1881.

REPORT.

The Committee on Supplies, in compliance with the Rules of the Board, present their annual report for the financial year 1880-81.

TEXT-BOOKS AND SUPPLIES.

In the report of the committee for 1879-80 (School Document No. 9) the advantages and defects of the plan for the distribution of school supplies to pupils were pointed out, and the opinion was expressed, that, under a proposed modification of the plan, the advantages would be retained, and the defects removed.

At the meeting of the School Committee, June 8, 1880, the following was adopted:—

Whereas, The City Solicitor has given an opinion that bills against persons voluntarily procuring books of the city for pupils cannot be legally included in the tax-bills of such persons, as provided in “A plan for supplying the pupils of the public schools with books, etc.,” adopted by this Board, April 8, 1879; therefore, —

Ordered, That the Committee on Supplies be authorized to modify said plan, so that it shall more closely conform to existing statutes, by requiring that books so purchased shall be paid for on delivery, provided that no additional expense to the city shall be incurred by such modification.

The following correspondence with the City Solicitor, in regard to the proposed modification, and the proper construction of the statutes relating to the supply of text-books to the pupils, was submitted at the same meeting of the Board:—

BOSTON, June 1, 1880.

HON. JOHN P. HEALY, *City Solicitor* : —

DEAR SIR, — I respectfully submit for your consideration a brief abstract of an amendment to the present method of supplying text-books to the pupils of the public schools, as required by the General Statutes, Chapter 38, Sections 29, 30, 31, and 32, to be submitted by the Committee on Supplies to the School Committee.

Notice to be given that the books may be obtained, for cash only, at every school-house, for the first two weeks of the term, and at any time during the year on application to the auditing clerk, at the School Committee rooms, Mason street.

Pupils who are not supplied with the requisite books by their parents, masters, or guardians, at the end of two weeks from the beginning of the term, shall be supplied therewith by the School Committee; the instructor in actual charge of the pupil to certify that such pupil is not supplied with books at that time. The bills for such books shall be sent to the assessors.

Will you be kind enough to inform me whether or not the features of the plan submitted are in conformity with the law, and whether two weeks may be considered a reasonable time for the purpose named?

Very respectfully,

WILLIAM H. FINNEY,

Chairman Committee on Supplies.

BOSTON, June 5, 1880.

WILLIAM H. FINNEY, ESQ., *Chairman Committee on Supplies* : —

DEAR SIR, — I regard the abstract of the plan submitted to me as a compliance with the law; and in my opinion two weeks is a reasonable time to allow for the pupils to be supplied with books by their parents or guardians, and the assessors may legally add the price of books so furnished to the next annual tax of the person so neglecting or refusing to provide books for his child or ward.

Yours respectfully,

J. P. HEALY,

City Solicitor.

BOSTON, June 1, 1880.

HON. J. P. HEALY, *City Solicitor* : —

DEAR SIR, — For the information and guidance of the Committee on Supplies of the School Committee, I respectfully request your opinion on the following questions : —

1. Can the School Committee of the City of Boston expend money raised by taxation in the purchase of text-books to be loaned to pupils of the public schools for general use, no ordinance having been passed by the City Council for such purchase, as provided in the amendment of 1873 to Section 32, Chapter 38, of the General Statutes?

2. If text-books can be legally purchased and loaned to pupils for general use, in what manner shall the School Committee determine to what pupils such text-books may be loaned?

3. Can the City Council legally pass an ordinance authorizing the School Committee to purchase text-books to be loaned to a portion, and not the whole, of the pupils of the public schools? If to a portion, to what pupils may text-books be legally loaned?

4. Have the School Committee, its members, officers, or employes, a legal right to determine what "parent, master, or guardian," shall or shall not pay for the text-books of child or ward?

Very respectfully yours,

WM. H. FINNEY,

Chairman Committee on Supplies.

BOSTON, June 5, 1880.

WILLIAM H. FINNEY, ESQ., *Chairman Committee on Supplies*:—

DEAR SIR,— In reply to your communication of June 1, I give my opinion, as follows:—

The School Committee cannot legally purchase text-books to be loaned to pupils of the public schools, unless authorized to do so by an ordinance of the City Council.

The City Council cannot legally pass an ordinance authorizing the School Committee to purchase text-books to be loaned to a portion, and not the whole, of the pupils of the public schools.

The assessors alone can determine who shall or shall not pay for text-books furnished to pupils not supplied by their parents, masters, or guardians.

Respectfully yours,

J. P. HEALY,

City Solicitor.

Under the authority of the Board, and in accordance with the opinions of the City Solicitor, the committee prepared the modified plan which has been in successful operation since the first of September.

It is believed that, under this plan, the schools and pupils

have been supplied with less trouble, with less cost to the parents, and at much less cost to the city, than ever before.

The following extract from the report of the Superintendent of Schools for 1878 represents the condition of affairs regarding supplies previous to the year 1879: —

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 comparative 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 adoption of the present system of supplies, which has been severely criticised by the press and by some members of the City Government, under the instigation of a few individuals with personal ends to serve, has materially changed the state of affairs as indicated by the late Superintendent.

Under the plan formerly in vogue, and which has been decided illegal by the City Solicitor, the average annual cost to the city for books, stationery, and drawing material for the pupils for the three years preceding 1879-80 was at least \$60,000, while the net cost for the same articles for a larger number of scholars last year, as will be shown by figures in this report, was less than \$30,000. The committee present these figures, without argument, in answer to the charge which has frequently been made of "unbusiness-like methods" of the committee in furnishing supplies.

Early in September a circular of instructions was issued to the teachers. As this circular necessarily presented many details in regard to the plan, a cursory examination of it

might give the impression of complexity. In order that these instructions might be clearly understood, meetings of principals and Primary School teachers were called, at which the plan was orally explained. The committee desire to acknowledge publicly the hearty coöperation of the teachers, generally, in carrying out these instructions. It is probable that the experience gained will enable the plan for the year 1881-2 to be administered with still less friction than last year, and with at least the same favorable pecuniary result.

TARIFF OF SUPPLIES.

The committee last year adopted the plan of furnishing to each school the amount of the various articles required for pupils' use, asked for by the masters in the estimates for the year's supply, provided that the amount desired did not exceed the average more than twenty-five per cent.

The following tariffs show the greatest amount allowed, being the average of the masters' estimates, with the addition of twenty-five per cent., (excepting the Primary) : —

PRIMARY SCHOOLS.

PUPILS.

Slate Pencils, Drawing Pencils, Rubber and Paper, as wanted.

TEACHERS.

1 Quire Letter.	2 pieces Rubber.
¼ Ream Note.	6 Common Lead Pencils.
10 Government Envelopes.	3 Penholders.
2 Packages Envelopes, note size.	1 gross Pens to each 10 teachers.
1 small bottle Mucilage.	1 qt.-bottle Ink to each building.

SCHOOLS.

Chalk	3 gross to each 100 pupils.
Blackboard Erasers	8 to each 100 pupils.
Slates	20 to each 100 pupils.
Inkstands and Racks, Record-Books, Charts, etc., as voted by the Committee.	

GRAMMAR SCHOOLS.

PUPILS.

Drawing-Book Covers	1 to each pupil.
Writing-Book Covers	1 to each pupil.
Examination Paper	2½ reams to each 100 pupils.
Letter Paper	3¼ reams to each 100 pupils.
Note Paper	26 quires to each 100 pupils.
Composition Books	2 to each pupil.
Pens	10 gross to each 100 pupils.
Penholders	1 gross to each 100 pupils.
Drawing Pencils	3 to each pupil.
Common Pencils	3 to each pupil.
Rubber	2 pieces to each pupil.
Drawing Paper for Maps, etc.	2 reams to each 300 pupils.
Blank Books for Spelling	110 to each 100 pupils.
Slate Pencils	7 to each pupil.

TEACHERS.

Text-Books, each book used	2 copies to each teacher.
Letter Paper	2½ quires to each teacher.
Note Paper	6 quires to each teacher.
Envelopes, note size	2 packages to each teacher.
Penholders	4 to each teacher.
Drawing Pencils	4 to each teacher.
Common Pencils	5 to each teacher.
Rubber	3 pieces to each teacher.
Pens	1½ gross to each 10 teachers.
Mucilage	1 small bottle to each teacher.
Blotters	1 package to each teacher.

Each principal equivalent to 2 teachers.

SCHOOLS.

Ink	3 gallons to each 100 pupils.
Chalk	5 gross to each 100 pupils.
Blackboard Erasers	10 to each 100 pupils.
Slates	30 to each 100 pupils.
Recitation Cards	200 to each 100 pupils.
Mucilage	2 quarts to each building.
Government Envelopes	125 to each building.
Inkstands and Racks, Record-Books, Apparatus and Drawing Instruments, Maps, Globes, Charts, etc., as voted by the committee.	

HIGH SCHOOLS.

PUPILS.

Drawing-Book covers	1 to each pupil.
Examination Paper	3½ quires to each pupil.
Composition Books	4 to each pupil.
Pens	10 gross to each 100 pupils.
Penholders	1 to each pupil.
Drawing Pencils	3 to each pupil.
Common Pencils	3 to each pupil.
Rubber	2 pieces to each pupil.

TEACHERS.

Text-Books, each book used	2 copies to each teacher.
Letter Paper	2 quires to each teacher.
Note Paper	5 quires to each teacher.
Envelopes	3 packages to each teacher.
Pens	1 gross to each 10 teachers.
Mucilage	1 small bottle to each teacher.
Blotters	1 package to each teacher.
Penholders	3 to each teacher.
Drawing Pencils	3 to each teacher.
Common Pencils	7 to each teacher.
Rubber	2 pieces to each teacher.

Each principal equivalent to two teachers.

SCHOOLS.

Ink	3 gallons to each 100 pupils.
Chalk	12 boxes to each 100 pupils.
Blackboard Erasers	12 to each 100 pupils.
Slates	25 to each 100 pupils.
Recitation Cards	250 to each 100 pupils.
Mucilage	1 quart to each building.
Government Envelopes	125 to each building.
Inkstands and Racks, Record Books, Truant Books, Apparatus and Drawing Instruments, Maps, Globes, Charts, etc., as voted by the committeé.	

In the early part of the year orders were given to purchase sufficient apparatus to complete the authorized sets in the various Grammar Schools. After this is completed it is

expected that the annual expense incurred for philosophical apparatus will be very much reduced.

PIANOS.

The tuning of pianos in the public schools has been performed in a very satisfactory manner during the last four years by the Perkins Institution for the Blind; and a new contract for one year from May 1, 1881, has been made with that institution, on the same terms as for preceding years.

Pianos on hand.

Grand Pianos	46	Hallett & Cumston	1
Square Pianos	84		
	<hr/>	Total	<u>130</u>
Total	<u>130</u>		
		<i>Condition.</i>	
Chickering	106	Good	66
Hallett & Davis	10	Fair	50
Miller	10	Poor	14
Brackett	3		
		Total	<u>130</u>

GENERAL EXPENSES.

The amount asked for, under the rules, in February, 1880, for expenditures under the direction of the Committee on Supplies was \$178,350. The amount voted by the City Council was \$160,000, which amount was increased towards the end of the financial year to meet the requirements of the committee.

The gross expenditures amounted to \$170,910.95. During the year there has been received by the City Collector for supplies, etc., the sum of \$47,864.40, which, being deducted from the amount spent, shows a net expenditure for purposes under the direction of this committee of \$123,046.55, a reduction from the net expenditure of last year of \$31,116.69.

An examination of the table on the last page of this

report will show at a glance that the expenses for supplies furnished the schools are being steadily reduced. If the expenses per scholar for the last four years had been at the same rate as that for 1876-77, five years ago, the amount expended during the last four years would have been \$760,821.84. The actual net expenditures for that time amounted to \$601,434.54, which shows a reduction of \$159,387.30.

If the expenses for the past year had been at the same rate as that for 1876-77 they would have amounted to \$194,774.-72, instead of \$123,046.55.

The expense for fuel for the past year amounted to \$49,-098.14, — an increase over that of the preceding year of \$16,-049.34, owing to the advance in the price of coal, the severity of the winter, and the addition of the new High School building. The annual cost of the new High School building for fuel, gas and water, as nearly as can be estimated from the experience of the past five months, and reckoned at the present rates, will probably be over \$6,800, an increase of more than \$5,000 annually over the cost of the buildings vacated.

The total cost of books and materials furnished pupils during the year amounted to \$57,457.75, to which the city added ten per cent. for expenses, thereby making the cost to the pupils \$63,203.53. Of this amount, \$35,-965.09 was received from pupils in the day schools and \$770.26 from pupils in the evening schools, making a total of \$36,735.35 received in cash upon the delivery of supplies. The remaining amount, \$26,468.18, was sent to the assessors, for them to decide what proportion shall be placed upon the next tax-bills; but the amount to be collected will, of course, not be credited until next year.

The income collected during the year was as follows : —

Cash for materials sold pupils, 1880-81	\$35,965 09
“ “ “ “ “ evening schools	770 26
“ “ drawing-books sold	549 79
“ “ copyright on plates of supplementary reading	208 21
“ “ materials furnished pupils 1879-80,	10,371 05
	<hr/>
Income — School Expenses	\$47,864 40
	<hr/> <hr/>

The committee are unable to estimate the probable amount to be collected next year on tax-bills for materials furnished on “C” blanks for this year.

The results of the plan for furnishing supplies, as modified and carried out this year, are briefly as follows : —

Cost of materials furnished pupils	\$57,457 75
Cash received for materials sold to pupils	36,735 35

leaving, as the cost to the city for materials furnished pupils, \$20,722.40, from which is to be deducted the amount to be collected on next year’s tax-bills for materials furnished on “C” blanks.

All the expenditures of the School Committee, with the exception of those for salaries, come under the direction of the Committee on Supplies, either directly or nominally, the expenses for fuel, gas and water, printing and binding (with slight exceptions), the annual festival, and the taking of the school census, belonging to the latter class.

The expense for fuel, gas and water, for the past year, amounted to about one-half of the net expenditure. The prices for these articles were fixed by the City Council or some department of the City Government, and this committee is only responsible for the prevention of waste and

the proper rendering of the bills. The amount paid for these items was as follows:—

Fuel	\$49,098 14
Gas	4,061 40
Water	4,324 08
	<hr/>
	\$57,483 62

In nearly the entire expense incurred for printing and binding, the committee simply obeys the orders of the School Board, that certain documents and reports be printed; and, as the contract for printing is made by the City Council, the Committee on Supplies has no control over the prices paid. The expense incurred by order of the Board for the above, including the stock used, was about \$6,000.

The annual festival is under the charge of a special committee, who has the entire control of all expenditures for that purpose to the extent of the appropriation. The amount expended was about \$2,000.

The taking of the annual school census is required by State law, and for the past year cost about \$1,000.

Deducting these items, amounting to \$66,483.62, over which the committee has only a nominal control, it leaves under the direct charge of the Committee on Supplies the sum of \$56,562.93. But this amount includes the \$12,000 paid for delivering supplies, etc., which, when deducted, leaves \$44,562.93 as the net amount spent for supplies, printing, advertising, etc., under the direct charge of this committee.

While no expenditures incurred by the School Board have been so severely criticised as those incurred for supplies, it is, nevertheless, true, that the ratio of reduction in the expenses of this department is largely in excess of that in any other.

The total expenditure, \$170,910.95, was paid to the following parties : —

Darling & Stebbins	\$16,406 18	<i>Am't brought for'd,</i> \$148,078 39	
Geo. A. Smith	13,016 00	Robert S. Davis & Co.	741 35
Choate Burnham & Son,	9,327 35	Joseph Gillott & Sons	734 40
Lee & Shepard	8,703 01	So. Boston Gas Light Co.	641 74
L. G. Burnham & Co.	8,176 95	Frost & Adams	635 84
Taintor Bros., Merrill & Co.	7,943 74	Geo. Jepson	627 52
Rockwell & Churchill	5,623 71	National Rubber Co.	588 30
Carter, Rice & Co.	5,622 96	Howard Snelling & Co.	587 40
H. T. Johnson & Co.	5,531 03	James Dooling	543 75
M. H. Eaton	5,074 36	M. W. Tewksbury	504 92
Ginn & Heath	4,728 49	Henry Brooks & Co.	501 07
City of Boston	4,512 08	Hurlbut Paper Co.	498 40
Jos. Dixon Crucible Co.	4,014 00	Roxbury Gas Light Co.	469 54
A. F. Williams	3,905 93	James R. Osgood & Co.	462 50
L. Bing, Fils & Gans	3,856 47	Charlestown Gas Co.	428 50
L. Prang & Co.	3,646 80	Carter, Dinsmore & Co.	394 18
Wm. Ware & Co.	3,570 63	Henry J. Kopper	388 08
C. A. Campbell	3,126 80	East Boston Gas Co.	359 25
Austin C. Wellington	3,060 42	Metropolitan R.R. Co.	354 43
Charles Scribner's Sons,	2,992 85	S. W. Twombly & Sons	350 00
J. B. Lippincott & Co.,	2,398 33	Houghton, Mifflin & Co.	342 75
Harper & Brothers	2,252 60	Cutler Bros. & Co.	341 83
Henry Holt & Co.	2,151 70	Clark & Maynard	325 80
Ivison, Blakeman, Taylor & Co.	2,135 38	O. Lappen & Co.	324 50
J. Alphonzo Doe, Jr.	1,938 00	Dee & Doyle	318 00
Boston Gas Light Co.	1,827 42	Albert Snow	312 47
John P. Dale & Co.	1,795 56	G. P. Putnam's Sons	307 05
Cousens Bros.	1,752 80	Norton Bros.	300 00
Murphy, Leavens & Co.	1,532 87	C. W. Lerner & Co.	284 52
Perkins Institution	1,200 00	Wakefield Rattan Co.	275 65
N. E. Mat Factory	1,066 34	Boston Music Hall Ass'n,	250 00
Thompson, Brown & Co.,	1,065 75	D. J. Cutter	246 40
D. Appleton & Co.	920 30	Town of Brookline	233 11
Cutter Tower Co.	860 02	United States (postage)	232 00
Estes & Lauriat	822 21	W. H. Russ	229 49
American Bank Note Co.	764 25	Cowperthwait & Co.	217 50
Hall & Whiting	755 10	A. R. Dunton	217 50
		Gilbert Williams	203 50
		Dover Stamping Co.	201 28
<i>Am't carried for'd,</i> \$148,078 39		<i>Am't carried for'd,</i> \$163,052 91	

<i>Am't brought for'd, \$163,052 91</i>	<i>Am't brought for'd, \$167,807 69</i>
Ordway, Blodgett & Hidden, 201 27	Thomas A. Upham . . . 75 75
Winkley, Thorp & Dresser, 197 94	Journal Newspaper Co. . . 75 51
Geo. F. H. Markoe . . . 196 54	Post Publishing Co. . . 75 11
Vermont Slate & Alum Co. 190 62	Chickering & Sons . . . 74 00
E. A. Snow 179 07	C. T. Reynolds & Co. . . 72 13
John A. Johnson 176 78	W. J. Stokes 72 00
Dorchester Gas Light Co. 160 50	Boston Daily Advertiser, 68 26
Wm. Edwards 160 00	District Telegraph Co. . . 67 96
D. W. Emery 150 50	A. J. Wilkinson & Co. . . 67 58
John H. Danahy 148 00	Boston Transcript Co. . . 66 26
Wm. Tyner 138 36	J. J. Brownlow 64 94
E. S. Ritchie & Sons . . 137 00	H. & J. Graham 62 50
Lalance & Grosjean Man- ufacturing Co. 136 80	Walworth M'fg Co. 61 04
Sheldon & Co. 133 34	D. Davies & Son 60 00
Oscar F. Howe 130 26	B. Westermann & Co. . . 56 68
J. Brownlow 127 81	Stearns & George 49 18
Boston Cadet Band . . . 125 00	Hobart Moore 48 00
Austin Gove & Son . . . 119 40	Gilman Joslin & Son . . . 46 25
Walter Rogers 109 75	Mrs. C. E. Kingsbury. . . 45 79
So. Boston Savings Bank . 109 38	Little, Brown & Co. . . . 45 00
Charles Stephens 107 50	Maverick Rifles 44 86
James W. Queen 107 34	Carter & Weston 44 55
Shepard, Norwell & Co. . 100 20	A. S. Barnes & Co. 43 50
Warrenton-st. Chapel . . 100 00	R. A. Sager 42 50
Macomber, Bigelow & Dowse 97 53	Boston School Supply Co. 41 97
J. P. Barnard. 94 38	J. Fred. Sayer, Jr. 41 90
Powers & Edmands . . . 93 33	Higgins, Snow & Co. . . . 40 95
R. M. Pulsifer & Co. . . . 93 13	F. G. Perry 40 54
Phineas Bates, Jr. 88 70	Downer Kerosene Oil Co. 40 11
Jam. Plain Gas Light Co. 88 65	Edward W. Dolan 35 10
Carl Schœnhof 88 20	John H. Pray, Sons & Co. 33 96
R. Worthington & Co. . . 86 01	Potter, Ainsworth & Co. 32 40
Brookline Gas Light Co. . 85 80	John C. Smith 31 30
G. S. Woolman 85 10	J. W. C. Gilman & Co. . . 30 00
University Pub. Co. . . . 85 00	Highland-st. R.R. Co. . . 29 61
Hall & Whipple 84 90	Homer, Lane & Co. 29 03
Overseers of the Poor . . 82 13	Daniel Holbrook 27 50
A. & E. Burton & Co. . . 79 80	J. H. Dickerman 26 75
Globe Newspaper Co. . . . 78 76	N. W. Turner & Co. . . . 25 10
	Boston Wesleyan Ass'n . . 25 00
	Sampson, Davenport & Co. 25 00

Am't carried for'd, \$167,807 69

Am't carried for'd, \$169,793 26

<i>Am't brought for'd, \$169,793 26</i> G. M. Hopkins 25 00 J. M. W. Yerrinton 25 00 Charles J. Kidney 24 95 Knight, Adams & Co. 24 25 L. H. Wood & Co. 24 00 Comer's Com. Col. Co. 23 44 James Hall & Son 23 00 L. F. Lawrence, Adams & Co. 22 55 Boston Ice Co. 21 60 J. D. Blood & Co. 21 50 J. O. Smith 21 00 Chestley W. Annis 21 00 The Nursery 20 70 Thomas G. Caldwell 20 50 Lyman B. Brooks 20 00 Dale Bros. 20 00 Cornelius Casey 20 00 Salisbury Tuckerman 20 00 John Andrew & Son 19 00 A. G. Cheever 18 95 J. L. Hammett 18 50 John Power 18 00 Forbes Lithograph Co. 17 50 Wm. B. Morse 17 25 N. Y. Calcium Light Co 15 80 <hr/> <i>Am't carried for'd, \$170,316 75</i>	<i>Am't brought for'd, \$170,316 75</i> J. B. Sharland 15 50 J. L. F. Case 15 03 H. C. Kendall 15 00 Henry F. Miller 15 00 Pollard, Alford & Co. 14 00 A. C. Stockin 13 54 James Hamilton 13 50 I. E. White 13 50 J. L. Fairbanks & Co. 13 00 Charles A. Neuert 12 73 So. Boston Railroad Co. 12 60 Dowd Bros. 12 50 Wadsworth Bros. & How- land 12 50 Geo. Dunbar & Co. 12 42 S. L. Becker 12 00 Jam. Pond Aqueduct Corp. 12 00 Ellis Peterson 12 00 Wm. Marshall 11 85 A. P. Calder 11 75 Albert F. Hall 11 70 Paul A. Garey 11 50 Middlesex R.R. Co. 11 01 Geo. C. Mann 10 00 Sundry bills less than \$10 299 57 <hr/> Total <u><u>\$170,910 95</u></u>
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The expenditures have been incurred for the following purposes:—

Text-books	\$32,688 94
Books for supplementary reading	7,288 72
Writing-books	6,798 35
Drawing-books	4,249 38
Reference-books	295 50
Record-books	298 35
<i>Amount carried forward,</i>	<u><u>\$51,619 24</u></u>

<i>Amount brought forward,</i>			\$51,619	24
Slates, erasers, etc.			3,329	37
Drawing materials, repairs, etc.			4,482	76
Maps and globes			637	10
Printing, printing stock, binding reports and documents			7,401	84
Advertising			617	29
Stationery, blank-books and postage			12,765	66
Philosophical and chemical apparatus, and supplies for same			5,033	33
Military drill			106	36
Tuning pianos			1,200	00
Piano covers, repairs, etc.			121	00
Sewing material			208	23
Annual festival			1,975	49
Horses and carriages			397	28
Carriage-hire			75	50
Diplomas			1,257	03
Car and ferry tickets			540	00
Express and carting, including fares and freight charges			622	15
Labor and extra clerk-hire			34	00
Census			1,000	00
Census books			42	75
Messenger expenses, fares, etc.			41	90
Tuition of pupils in Brookline			233	11
District telegraph, telephone, and repairs on same			121	64
Fuel		\$48,888	76	
Warrenton-street Chapel, heating		100	00	
South Boston Savings Bank		109	38	
				49,098 14
Gas			4,061	40
Water			4,324	08
<i>Amount carried forward,</i>			\$151,346	65

<i>Amount brought forward,</i>	\$151,346 65
Janitors' supplies	6,490 63
Receiving coal	365 33
Contract for delivering supplies, etc.,	12,000 00
Ice	21 60
Travelling expenses of supervisor and principal	19 70
Stamps for collectors' receipts	18 75
Flowers, death of Dr. Brewer	18 00
Paper, twine, tags, etc.	39 31
Furniture, frames, repairs, etc.	160 34
Washing towels	45 79
Reporting investigation Committee on Corporal Punishment	109 75
Reporting addresses, High School dedication	25 00
Badges for dedication	14 00
Cases for receiving and delivering supplies	35 95
Book-cases for Bowdoin School	60 00
Refreshments, School Committee	84 90
Sundry small items	55 25

Gross expenditure for schools under charge
of Committee on Supplies \$170,910 95

Less the following credits: —

Sale of books and supplies, Evening Schools	\$770 26	
Sale of books and supplies, Day Schools	46,336 14	
Sale of drawing-books	549 79	
Received for use of plates of supplementary reading	208 21	
		<hr/>
		47,864 40
Net expenditure		<hr/> <hr/>
		\$123,046 55

During the year supplies have been distributed to the several grades of schools, and expenses incurred directly chargeable to these grades, as follows:—

	Books.	Drawing material.	Stationery and Blank Books.	Philosophical, Chemical, and Mathematical Apparatus and Supplies.	Fuel, Gas, Water.	Janitors' Supplies.	Other supplies, repairs, and sundries.	Totals.
High Schools	\$10,693 67	\$663 30	\$1,259 64	\$1,345 67	\$6,795 63	\$808 02	\$373 33	\$21,939 26
Grammar "	32,744 86	1,738 89	8,067 86	3,536 04	27,380 42	2,966 44	1,121 84	77,556 35
Primary "	6,121 10	. . . . .	1,298 98	. . . . .	19,232 02	2,113 18	2,255 06	31,020 34
Special "	134 51	88	20 89	. . . . .	332 75	41 65	38 12	568 80
Evening "	266 56	. . . . .	206 71	. . . . .	2,340 38	6 24	53 51	2,873 40
Evening Drawing Schools . . . . .	. . . . .	473 30	41 94	. . . . .	762 56	26 86	75 23	1,379 89
S. C. Officers	125 34	. . . . .	366 92	1 12	639 86	50 67	124 23	1,308 14
Totals	\$50,086 04	\$2,876 37	\$11,262 94	\$4,882 83	\$57,483 62	\$6,013 06	\$4,041 32	\$136,646 18

The stock on hand May 1, 1881, is \$4,988.99 more than was represented in the stock May 1, 1880, which accounts for the difference between the amount of the various articles purchased, and the amount delivered.

Amount brought forward from tabulated statement \$136,646 18

Expenditures made for objects not chargeable to any particular school:—

Annual festival	\$1,975 49	
Horses and carriages, including repairs and carriage-hire	472 78	
Advertising	617 29	
Expenses, delivering supplies, etc., per contract, 1 year	12,000 00	
Printing, printing stock, binding and postage.	7,751 14	
Car and ferry tickets, including steam-car fares for messengers	581 90	
Telephone rent and repairs on same	47 19	
Military drill	106 36	
Pianos, tuning and repairing, and covers	1,321 00	
Diplomas	1,257 03	
Express and carting, including fares	558 11	
Labor and extra clerk-hire	34 00	
Census, including books for same	1,042 75	
Town of Brookline, for tuition of pupils	233 11	
Furniture, frames, paper, twine, etc.	199 65	
Receiving coal	365 33	

Amounts carried forward, \$28,563 13 \$136,646 18

<i>Amounts brought forward,</i>	\$28,563 13	\$136,646 18
Expenses, Committee on Cor- poral Punishment	109 75	
Miscellaneous, small items	602 90	
	<hr/>	\$29,275 78
		<hr/>
		\$165,921 96
Stock on hand April 1, 1881,	\$40,639 78	
Stock on hand April 1, 1880,	35,650 79	
	<hr/>	
Stock purchased, but not de- livered		4,988 99
		<hr/>
Total amount expended		\$170,910 95
		<hr/> <hr/>

REQUISITIONS OF THE COMMITTEE ON SUPPLIES TO THE
COMMITTEE ON ACCOUNTS.

1880.		
May		\$6,517 46
June		7,313 09
July		7,693 54
August		30,778 03
September		28,704 96
October		29,616 56
November		13,618 37
December		5,102 37
1881.		
January		7,924 98
February		11,136 60
March		11,059 93
April		11,445 06
		<hr/>
Total		\$170,910 95
		<hr/> <hr/>

COMPARATIVE STATEMENT OF EXPENDITURES FOR FIVE YEARS.

Year.	Amounts.	Average No. of Pupils.	Average Cost per Pupil.
1876-7	\$179,277 05	50,308	\$3 56
1877-8	164,795 78	51,759	3 18
1878-9	159,428 97	53,262	2 99
1879-80	\$179,998 99	.....	.....
Less repaid to city ..	25,835 75		
	<hr/> 154,163 24	53,981	2 86
1880-81	\$170,910 95		
Less repaid to city ..	47,864 40		
	<hr/> 123,046 55	54,712	2 25

Respectfully submitted,

For the Committee on Supplies,

WM. H. FINNEY,

Chairman.

JUNE 1, 1881.

SCHOOL DOCUMENT NO. 12.—1881.

EXPENDITURES FOR THE PUBLIC SCHOOLS.

REPORT

OF THE

COMMITTEE ON ACCOUNTS.



BOSTON:
ROCKWELL AND CHURCHILL, CITY PRINTERS
No. 39 ARCH STREET.
1881.

IN SCHOOL COMMITTEE, BOSTON, June 14, 1881.

Ordered, That the Committee on Accounts have leave to report in print, and that seven hundred and fifty copies of the report be printed.

Attest : PHINEAS BATES, JR.,
Secretary.

REPORT.

BOSTON, June 1, 1881.

The Committee on Accounts herewith present their Annual Report for the financial year 1880-81, in accordance with the rules of the Board requiring the same, together with the "Report of Expenditures required of the Auditing Clerk" by the Regulations.

A statement is presented from the Superintendent of Public Buildings of the expenditures for the public schools, as made under the direction and control of the City Council, the combined expenditures giving the total cost of the schools for the past financial year ending April 30, 1881.

Under date of February 17, 1880, the Committee on Accounts transmitted to the City Auditor the estimated amounts required to carry on the Public Schools, exclusive of the sums to be expended by the Committee on Public Buildings of the City Council.

The estimates presented were as follows :—

Salaries of instructors	\$1,124,576
“ “ officers	45,320
Incidentals	273,350
	<hr/>
Total	\$1,443,246

The amounts appropriated by the City Council were as follows :—

Salaries of instructors	\$1,050,000
“ “ officers	44,000
Incidentals	240,000
	<hr/>
Total	\$1,334,000
	<hr/>
Reduction by the City Council	\$109,246
	<hr/>

There was no way in which so large a reduction could be met except by a general reduction of salaries, or by abolishing certain schools not required by law and the discharge of all the special teachers.

The School Board was not disposed to lower the salaries or abolish schools, although the services of all the special instructors in drawing, with the exception of the director, were dispensed with after Sept. 1, 1880; and it was quite as evident at the time the appropriations were made by the City Council that the amount granted would be insufficient to meet the wants of the schools, as it was toward the close of the year.

Under date of Jan. 21, 1881, the Committee on Accounts asked for an additional appropriation to carry on the schools to the end of the year, as follows:—

Salaries of instructors	\$66,000
“ “ officers	8,470
Incidentals	5,380
	<hr/>
Total	\$79,850

After a slight delay, and some opposition, on the part of the City Council, the amount asked for was granted, which, together with the original appropriation, made the total amount granted for the year as follows:—

Salaries of instructors	\$1,116,000
“ “ officers	52,470
Incidentals	245,380
	<hr/>
Total	\$1,413,850

The expenditures were as follows:—

School Committee.

Salaries of instructors	\$1,112,932 69
“ “ officers	52,470 00
	<hr/>
<i>Carried forward</i>	\$1,165,402 69

<i>Brought forward</i>	\$1,165,402 69
Incidentals : —	
Salaries of janitors	\$77,204 10
Fuel, gas and water	57,483 62
Printing and supplies ,	113,427 33
	248,115 05
Total expenditure from the appropriation,	\$1,413,517 74
Expended for Dorchester schools from in-	
come of the Gibson Fund	1 246 22
	Total expenditure \$1,413,763 96
Total income	73,871 08
	Net expenditure, School Committee . . \$1,339,892 88

City Council.

Furniture, masonry, carpentry, roofing, heating apparatus, etc.	\$145,913 55
Income	205 00
	Net expenditure, City Council . . . \$145,708 55
	Total net expenditure for the year (ex-
clusive of new school-houses)	\$1,485,601 43

The average number of pupils belonging to all the schools was 54,712. The average cost per pupil incurred by the School Committee was \$24.49, by the City Council, \$2.66, — making the total average cost per pupil, \$27.15.

While the average number of pupils belonging to all the schools has largely increased, the expenses of the School Committee, as compared with those of last year, have been

¹This amount is charged to the School Committee for the first time, owing to a change in keeping the accounts at the City Hall, and is included in the expenditures of the School Committee, although it does not come out of the appropriation.

reduced \$27,868.84; while the expenses of the City Council for furniture, repairs of school-houses, etc., as compared with those of last year, have been increased \$47,193.71, which increases the net expenditure of both departments \$19,324.87 over that of last year.

The original cost of the buildings and land used for High Schools, to May 1, 1880, was about \$1,000,000

The assessed value of the buildings and land May 1, 1880, was \$1,016,100

The original cost of the buildings and land used for Grammar and Primary Schools, to May 1, 1880, was about . . . \$5,216,700

The assessed value of the buildings and land, May 1, 1880, was 6,304,550

The assessed value of the buildings and land in possession of the School Committee, used only for special and evening schools, May 1, 1880, was 146,000

Total valuation of buildings and land in charge of the School Committee, as assessed May 1, 1880, was . . . \$7,466,650

The total amount expended for High Schools, including expenditures by the Public Building Committee, was \$189,558.76. Average number of pupils belonging to these schools, 2,093. Average cost per pupil, \$90.57.

The total amount expended for Grammar Schools, including expenditures by the Public Building Committee, was \$804,824.71. Average number of pupils belonging to these schools, 27,412. Average cost per pupil, \$29.36.

The total amount expended for Primary Schools, includ-

ing expenditures by the Public Building Committee, was \$397,434.21. Average number of pupils belonging to these schools, 21,902. Average cost per pupil, \$18.15.

The committee include in this report the amounts appropriated by the City Council for the year 1880-81, 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 items.

The largest expenditures were made for the following items:—

By the School Committee:—

Salaries (instructors, officers, and janitors),	\$1,242,606	79
Gas and fuel	53,159	54
Books, including supplementary reading .	51,619	24
Printing	7,401	84
Stationery and postage	12,765	66

By the Committee on Public Buildings:—

Heating apparatus	\$22,110	47
Carpentry	25,993	82
Masonry	20,402	79
Furniture	11,928	57

The greatest increase in any item of expenditure controlled by the School Committee is in that for fuel, which last year cost \$33,048.80, and this year cost \$49,098.14, — an increase of \$16,049.34. This was occasioned by the advanced cost of coal and the unusually severe winter.

The greatest decrease was in the expense for books, which cost \$40,171.88 less than last year. The amount credited to school expenses for books and materials sold (\$47,864.40) largely reduces the cost for supplies this year.

The following table shows the amount expended by the School Committee, the number of pupils, and the average cost per pupil incurred by them for the last five years:—

Year.	Expenditures.	Income.	Net Expenditures.	No. of pupils.	Rate per pupil.
1876-77 . .	\$1,525,199 73	\$21,999 03	\$1,503,200 70	50,308	\$29 88
1877-78 . .	1,455,687 74	30,109 31	1,425,578 43	51,759	27 54
1878-79 . .	1,405,647 60	32,145 54	1,373,502 06	53,262	25 79
1879-80 . .	1,416,852 00	49,090 28	1,367,761 72	53,981	25 34
1880-81 . .	1,413,763 96	73,871 08	1,339,892 88	54,712	24 49

As will be noticed by the above table, the expenses of the schools have been steadily decreased since the reorganization of the Board in 1876, although the number of pupils has increased at the rate of over 1,000 each year.

The following table shows the actual reduction in the expenses of the School Committee each year from what they would have been had the cost of tuition per pupil remained the same as it was in 1876-77, viz., \$29.88 : —

Year.	No. of pupils.	Expenditures at rate of \$29.88 per pupil.	Actual net Expenditures.	Saving as compared with 1876-77.
1877-78 . . .	51,759	\$1,546,558 92	\$1,425,578 43	\$120,980 49
1878-79 . . .	53,262	1,591,468 56	1,373,502 06	217,966 50
1879-80 . . .	53,981	1,612,952 28	1,367,761 72	245,190 56
1880-81 . . .	54,712	1,634,794 56	1,339,892 88	294,901 68
				\$879,039 23

From this table it will be seen that the School Committee has saved within the last four years, \$879,039.23, if the expense per pupil had remained the same as in 1876-77 ; and if the comparison were made with the expense in 1874-75, it would show a very much larger saving.

The following, taken from the table of expenses which contains the total expenditures of the School Committee and the

City Council combined, prepared by the City Auditor, shows the cost per pupil from 1862-63 to the present time :—

1862-63, \$15 75	1869-70, \$27 45	1875-76, \$34 82
1863-64, 17 00	1870-71, 30 14	1876-77, 33 18
1864-65, 20 12	1871-72, 28 47	1877-78, 29 99
1865-66, 20 85	1872-73, 33 50	1878-79, 27 93
1866-67, 24 06	1873-74, 32 14	1879-80, 27 25
1867-68, 27 24	1874-75, 36 54	1880-81, 27 15
1868-69, 28 64		

From the above it can easily be computed that the average cost for tuition since 1862-63 is \$27.49.

The cost per pupil this year is \$27.15, which shows that the average cost per pupil is 34 cents less this year than the average cost for the last nineteen years.

With such a result as is shown by the preceding tables it is unjust that the School Board should be criticised as an extravagant body, and an intelligent community can judge with how much justice such criticisms are made. If guilty of such a charge, it is of long standing.

In a communication to the City Auditor, last January, asking for an additional appropriation, the Committee requested that, in future, the income received might be deducted from the expenses, thereby showing the actual cost; and in the table of expenses prepared it will be noticed that he has deducted the income received in making up the total cost per pupil in the schools, which shows this year a reduction of \$1.35 in the same from what it would otherwise have been. The income this year of the School Committee, which was principally from the sale of supplies to pupils, amounted to \$73,871.08, which is over 5 per cent. of the total amount expended by the School Committee. The income of the Committee on Public Buildings of the City Council was \$205.00, making a total of \$74,076.08.

The new Latin and English High School building came into possession of the School Committee Dec. 27, 1880. It

was opened for school purposes Jan. 3, 1881, and will add largely to the account of school expenses. From the experience gained since its occupation, the expense per annum at the present rates will be for —

Janitors and engineer	\$5,020
Fuel, about	5,300
Gas “	400
Water “	1,125
	<hr/>
Total for these items	\$11,845

The buildings vacated cost for —

Janitors	\$1,920
Fuel, about	1,350
Gas “	150
Water “	100
	<hr/>
	3,520
	<hr/>
	\$8,325

showing an annual increase in expenses occasioned by this building of about \$8,325.

Last year the City Council instructed His Honor the Mayor to petition the Legislature for the passage of an act requiring the School Committee of the City of Boston to confine its expenditures to the amount appropriated by the City Council, and, after a full discussion of the subject, the Committee reported that the petitioners have leave to withdraw.

Early in the present year the City Council again instructed His Honor the Mayor to petition the Legislature for the passage of a similar act. The Committee on Education, to whom the matter was referred, gave several hearings on the subject, and, after a thorough investigation, reported a bill giving the Mayor the power to veto any proposed expenditure that exceeded the appropriation granted, a two-thirds vote of the School Committee being required to incur said expense, if vetoed. This bill passed the Senate, and when it

reached the House a Boston member moved to substitute the following bill : —

No expenditure, nor any contract or agreement involving the payment of money, in excess of the appropriation made by the City Council of Boston for the support of public schools therein, shall be made by the School Committee of said city.

One of the arguments made in favor of the substitute offered, was that three-fourths of the citizens of Boston were in favor of its passage. On what ground this statement was made is not known; but it is known that a short time ago, when a proposition to reduce teachers' salaries was before the Board, petitions, now in the possession of the School Board, representing the owners of about one-quarter of the taxable property of Boston, were presented in remonstrance. From this fact it would appear that a majority of those who pay the largest taxes, being opposed to a reduction in salaries, are likewise opposed to a law restricting the School Committee to the appropriation granted, as in no other way could the large reduction be met which the City Council has thought fit to make for the past two or three years in the estimates as prepared by the School Committee.

Neither the bill reported by the Committee on Education, the substitute, nor any other amendment proposed, was adopted, and the result of the two years' legislation is to leave the law regarding school appropriations and expenditures where it has been for years.

It therefore seems, that, as long as the School Committee maintain the efficiency of the schools, and at the same time steadily reduce the expenses year by year, as has been the case for the past six years, the Legislature will not think it necessary to take away any power which the School Committee now possess.

The amount collected for the tuition of non-resident pupils during the year was \$3,803.40, an increase over that of last

year of \$1,237.60. The Committee use every means in their power to find out all the pupils who come under the head of non-residents, and carefully investigate each case reported. Where it is found that the pupil comes here for the purpose of attending school, a bill for tuition is charged; but those who come here to live through the poverty or neglect of their parents are excused. There are many difficult cases met with, as, for example, that of a pupil in the Latin School, who came to live in Boston for the purpose of going to school, and claimed the right of attendance on the ground that he was a resident and over age, although his parents paid taxes outside the city.

The subject requires constant care on the part of the Committee, who decide each case upon its merits after all the facts are obtained.

In addition to the above amount, \$7,470.76 was received from the State for the tuition of the pupils in the Horace Mann School.

The amount paid for salaries of janitors during the past year was \$77,204.10, — an increase over that of last year of \$2,609.70, which was owing, not to any particular increase of salaries, but rather to the employment of additional janitors for new school buildings which came into possession of the School Board during the year. The number of janitors in the employ of the Committee on Accounts, at present, is 154, including one engineer, the salaries of the same ranging from \$120 to \$2,500 per year, the average salary being \$501.33; but, as many janitors employ permanent help, and others pay out money for temporary work, the actual amount accruing to the regular janitor is considerably less than the above.

The janitors of the following-named schools receive the largest salaries (over \$1,000 per annum): New Latin and High School (for three janitors and engineer), \$5,020; Girls' High School, \$1,992; Andrew School, \$1,128; Rice School,

\$1,104; Emerson School, \$1,092; Lowell School, \$1,092; Sherwin School, \$1,092; Dudley School, \$1,056; Gaston School, \$1,044; Shurtleff School, \$1,020; Lyman School, \$1,020.

In addition to the foregoing, the janitors of twenty-five buildings are paid salaries ranging from \$984 to \$732 per annum. These janitors come under the rule governing those receiving \$60 or more per month, who are required to remain in their buildings from 8 o'clock A.M. until 4.30 P.M., with one hour intermission at noon. Janitors receiving less than \$60 and over \$25 per month are required to be in attendance fifteen minutes before the beginning and before the close of each session and during recess; and janitors receiving less than \$25 per month are obliged to be in attendance at some stated time during the day.

Considering the amount of work required, and the time given, it is believed that the janitors receive no more than a fair compensation.

Arrangements have been made during the past year to pay the janitors at the school-houses on the regular pay-days for teachers. The plan seems to give general satisfaction, as it enables the janitors to receive their salary without loss of time.

Janitors are retained as long as they perform their duties in a satisfactory manner. During the past year the Committee found it necessary to require the resignation of three janitors for incompetency.

The Evening Schools opened on the last Monday in September and closed on the first Friday in March, with a vacation of two weeks in about the middle of the term. The Evening Drawing Schools began three weeks later and closed March 18. The average number of pupils belonging to these schools during the past term was 3,170; but, as many of the pupils did not attend regularly, the average attendance was much less.

The accommodations furnished the Evening Elementary Schools were much improved by their being, in many cases, taken out of ward-rooms, where they were liable to interruption, and placed in Grammar School buildings. As they are now established, with good accommodations, faithful instructors, and under the special charge of the Board of Supervisors, who report frequently to the Committee on Evening Schools, better results may be expected than have yet been attained.

In the Evening Drawing and Evening High Schools the supplies furnished are nearly all paid for by the pupils. In the Evening Elementary Schools the pupils are encouraged to buy their books, and although but few of them do so, the cost for supplies is not very great, as the stock is carried over from year to year, and only additions to the stock on hand are charged.

The expenses of the Evening Schools, as compared with those of last year, show a reduction of \$1,925.68 in the High and Elementary (although the number belonging has increased), and \$1,746.69 in the Drawing Schools, making a total reduction of \$3,672.37 in Evening School expenses.

The reduction of the salaries of assistants in the Evening Elementary Schools, and the substitution of three evenings per week for four in the Evening Drawing Schools, led to this result.

During the year there was paid to special teachers for instruction in Sewing, \$14,276; Music, \$10,920; Drawing, \$5,525; French, \$3,870; Military Drill and Calisthenics, \$3,111.40; German, \$952.50, — amounting to \$38,654.90.

The number of special assistants employed during the year, under Section 217 of the Regulations, to assist teachers of the 5th and 6th Primary classes, was 57; and the salaries paid the same amounted to \$3,528.

All expenses incurred by the School Board, with the exception of those for salaries of instructors, officers, and janitors, are under the charge of the Committee on Supplies,

and during the year that committee has presented to the Committee on Accounts for approval, monthly requisitions in accordance with the same, amounting in the aggregate to \$170,910.95. The requisitions last year amounted to \$179,998.99, which shows a reduction in drafts of \$9,088.04. The income this year amounted to \$47,864.40, and last year amounted to \$25,835.75, showing an increase in the income over that of last year of \$22,028.65. Of the income collected this year, \$10,371.05 was for books and supplies furnished pupils in 1879-80.

The total gross expenditures of the public schools for the past year were as follows : —

ORDINARY EXPENDITURES.

School Committee	\$1,413,763 96
Public Building Committee, City Council	145,913 55
	<hr/>
Total ordinary expenditure	\$1,559,677 51

SPECIAL EXPENDITURES.

City Council, new school-houses	215,359 64
	<hr/>
Gross expenditures, including new school-houses	\$1,775,037 15

The total income for the year was as follows : —

School Committee (ordinary)	\$73,871 08
Public Building Committee, City Council (ordinary)	205 00
Committee on Public Instruction, City Council, school-houses (special)	78,895 83
	<hr/>
	152,971 91
	<hr/>
Net expenditure, public schools	\$1,622,065 24
	<hr/> <hr/>

Of this amount the School Committee expended \$1,339,892 88

The City Council expended : —

For ordinary expenses \$145,708 55

For new school-houses 136,463 81

282,172 36

Total net expenditure, including the cost of new school-houses \$1,622,065 24

The following order concerning the establishment of a teachers' fund was passed by the Board, March 8, 1881 : —

Ordered, That the Committee on Accounts be authorized to issue a circular inviting all masters and teachers to join a relief association for aged or infirm teachers, under such conditions as the said committee may see fit to embody in the said circular.

In accordance with the above order, the following circular was sent to all instructors : —

OFFICE OF ACCOUNTS,
MASON STREET, May 2, 1881.

To the Instructors in the Public Schools : —

The Committee on Accounts, having been authorized by the School Board to issue a circular inviting all masters and teachers to join a relief association for aged or infirm teachers, feel that it is important for them to know whether such an association is likely to meet with that hearty support from the masters and teachers which is essential to its success. They therefore request all recipients of the present circular to write "Yes" or "No" after the questions enclosed, and return the same, with signature affixed, to the Chairman of the Committee on Accounts, at the School Committee Rooms, on or before June 1, 1881. If the number of signatures obtained in favor of the organization of the association warrants a hope of success in the undertaking, a meeting of those desirous of joining such an association will be called, when details of the plan will be made out and distributed as soon as possible thereafter. A few words may here be said in regard to the

reasons for forming the association, and some suggestions offered to its plan and management.

It not unfrequently happens that teachers in our city schools, after a long term of faithful service, when obliged to retire on account of age or infirmity, find that they have little or nothing to rely upon for their support. With the utmost economy, this cannot, in many cases, be avoided; and as no teacher can know whether he or she may not at some future day be placed in this painful position, it is but prudent for each one to guard against this contingency by contributing a small sum to a general fund, the interest on which will, in proportion to the amount of each contribution, be divided among the needy.

It is evident that the nucleus of the fund must be formed by the teachers, so that those who receive aid from it may feel that they are taking back for their own use in the hour of need what they gave in that of prosperity; but there is no doubt that donations and legacies from friends of education would constantly be made, and the capital be greatly increased. No such outside help can be looked for until a fund has been created by the teachers, nor would they, we feel confident, desire to have the matter taken wholly out of their hands, even if it were probable to obtain the whole amount from charitably disposed citizens.

All will agree that the management of the fund, including investments, distributions, etc., should be vested in a responsible committee appointed by the School Board, whose members are, in a certain sense, the legalized friends of the teachers, and who, from their official position in regard to the schools, can work most efficiently for the interests of the teachers.

In behalf of the Committee on Accounts,

F. LYMAN WINSHIP,

Chairman.

Answers to the following questions to be returned to the Chairman of the Committee on Accounts, School Committee Rooms, on or before June 1, 1881, either "Yes" or "No."

QUESTIONS.

1. Do you consider the formation of a teachers' fund desirable?
2. Are you willing to join an association for this purpose, and to contribute a fixed quarterly or yearly sum to be added to the general fund, and thus secure for yourself the right to assistance from it in case of need?

The foregoing circular and questions were sent to 1,117 instructors, and replies have been received from 615.

To the first question, 428 answered "Yes"; 151, "No"; 13, "Conditionally."

To the second question, 220 answered "Yes"; 269, "No"; 74, "Conditionally."

The Committee have taken no further steps in the matter, but, if it be considered advisable, will issue a call for a meeting of those who have signified their willingness to join an association of this kind, early in the following term. From letters accompanying the answers received, it appears to be the general opinion that the formation of the association and the control of the funds should be in the hands of the instructors; and, although the Committee on Accounts might be represented on the board of management, the instructors believe that the details of the plan should be left in a great measure to themselves.

The Committee have added to this report the estimates for the present financial year, prepared and presented to the City Auditor last February. The amount asked for was \$1,450,-346. The amount granted was \$1,415,760, a reduction of \$34,586. In granting the appropriation, the City Council passed an order to the effect that, in their opinion, the amount granted is a liberal sum for maintaining the schools during the present financial year; and that, in case the amount was not sufficient, they should suggest to the next City Council the propriety of keeping the schools open only for such time as the appropriation made may be sufficient.

The Committee on Accounts desire to call the attention of the Board to the fact that, in order to keep within the appropriation granted, the most rigid economy must be exercised in the expenditure of money.

On the 22d of June last, Mr. William T. Adams, then Chairman of this Committee, tendered his resignation as a

member of the School Board, to take effect July 1st, which was only accepted after a personal letter was read, to the effect that it could not be withdrawn. Mr. Adams became a member of the Boston School Committee in 1870, the year of the annexation of Dorchester to Boston, and for ten years was one of the most active and influential members of the School Board. The members of this Committee desire to express the regret they felt in the loss of their late associate, and cheerfully endorse the resolution passed by the School Board bearing testimony "to his faithful, efficient, and self-sacrificing devotion to the cause of public education during his long term of service as a member of the Boston School Committee."

For the Committee on Accounts,

F. LYMAN WINSHIP,

Chairman.

CALENDAR FOR SCHOOL YEAR 1880-81.

APRIL.							AUGUST.							DECEMBER.						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
..	..	..	..	1	2	3	1	2	3	4	5	6	7	..	..	..	1	2	3	4
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
25	26	27	28	29	30	..	29	30	31	..	..	..	..	26	27	28	29	30	31	..
..
MAY.							SEPTEMBER.							JANUARY.						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
..	..	..	..	..	..	1	..	..	..	1	2	3	4	..	..	..	..	..	..	1
2	3	4	5	6	7	8	5	6	7	8	9	10	11	2	3	4	5	6	7	8
9	10	11	12	13	14	15	12	13	14	15	16	17	18	9	10	11	12	13	14	15
16	17	18	19	20	21	22	19	20	21	22	23	24	25	16	17	18	19	20	21	22
23	24	25	26	27	28	29	26	27	28	29	30	..	..	23	24	25	26	27	28	29
30	31	..	..	..	..	..	..	..	..	..	..	..	..	30	31	..	..	..	..	..
JUNE.							OCTOBER.							FEBRUARY.						
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	2	..	..	1	2	3	4	5
6	7	8	9	10	11	12	3	4	5	6	7	8	9	6	7	8	9	10	11	12
13	14	15	16	17	18	19	10	11	12	13	14	15	16	13	14	15	16	17	18	19
20	21	22	23	24	25	26	17	18	19	20	21	22	23	20	21	22	23	24	25	26
27	28	29	30	..	..	..	24	25	26	27	28	29	30	27	28	..	..	..	..	..
..	..	..	..	..	..	..	31	..	..	..	..	..	..	..	..	..	..	..	..	..
JULY.							NOVEMBER.							MARCH.						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
..	..	..	..	1	2	3	..	1	2	3	4	5	6	..	..	1	2	3	4	5
4	5	6	7	8	9	10	7	8	9	10	11	12	13	6	7	8	9	10	11	12
11	12	13	14	15	16	17	14	15	16	17	18	19	20	13	14	15	16	17	18	19
18	19	20	21	22	23	24	21	22	23	24	25	26	27	20	21	22	23	24	25	26
25	26	27	28	29	30	31	28	29	30	..	..	..	..	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 and the Friday 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 PUBLIC SCHOOLS.

Payments are made at the school-houses on the following WORKING days of each month : —

BY MR. GIBBONS.

6th day. — DORCHESTER : Everett, Mather, Harris, Minot, Stoughton, and Gibson.

7th day. — DORCHESTER : High and Tileston.

8th day. — CENTRE SECTION : Bowditch, English High, Public Latin, Girls' Latin, Girls' High, Everett, and Dwight.

9th day. — SOUTH SECTION : Franklin, Rice, Brimmer, Prince, Quincy, Winthrop, Normal, and Horace Mann.

10th day. — WEST SECTION : Bowdoin, Phillips, and Wells.

11th day. — NORTH SECTION : Eliot and Hancock.

BY MR. CARTY.

6th day. — EAST BOSTON.

8th day. — SOUTH BOSTON.

9th day. — ROXBURY.

10th day. — WEST ROXBURY and BRIGHTON.

11th day. — CHARLESTOWN.

When the pay-day of any school occurs on Saturday, the teachers of that school will be paid on the next working day at the same hour, excepting the East Boston schools, which will be paid on the afternoon of the previous day ; and the payments of schools following it in the list will be each delayed one day.

No change of pay-days will be made on account of occasional holidays.

Teachers not paid on the regular days will be 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 between 1 and 2 P.M. of the Saturday which comes on or after the eighth working day of each month, unless notified to the contrary.

SALARIES OF OFFICERS AND TEACHERS OF
THE PUBLIC SCHOOLS, 1880-81.

Superintendent	\$4,200 00
Supervisors	3,780 00
Secretary	2,000 00
Auditing Clerk	2,000 00

FIRST GRADE.

High Schools.

Head-Masters	\$3,780 00
Junior Masters, first year, \$1,440; annual increase, \$144; maximum	2,880 00

SECOND GRADE.

Grammar Schools.

Masters, first year, \$2,580; annual increase, \$60; maximum	\$2,880 00
Sub-Masters, first year, \$1,980; annual increase, \$60; maximum	2,280 00
Second Sub-Masters, first year, \$1,500; annual increase, \$60; maximum	1,800 00
Master, Dillaway School	1,800 00

THIRD GRADE.

High Schools.

Assistant Principal	\$1,800 00
First Assistants, first year, \$1,440; annual increase, \$36; maximum	1,620 00

Second Assistants, first year, \$1,200; annual increase, \$36; maximum	\$1,380 00
Third Assistants, first year, \$960; annual increase, \$36; maximum	1,140 00
Fourth Assistants, first year, \$768; annual increase, \$36; maximum	948 00

FOURTH GRADE.

Grammar and Primary Schools.

First Assistants, first year, \$900; annual increase, \$36; maximum	\$1,080 00
Second Assistants, first year, \$756; annual increase, \$12; maximum	816 00
Third Assistants, first year, \$504; annual increase, \$48; maximum	744 00
Fourth Assistants, first year, \$504; annual increase, \$48; maximum	744 00

SPECIAL GRADE.

Director of Music	\$3,000 00
Three Special Instructors of Music, each	2,640 00
Director of Drawing	3,000 00
Two Special Instructors of Drawing, each	2,280 00
One special Instructor of Drawing	1,500 00
Teacher of Chemistry, Girls' High	1,380 00
Assistant in Chemistry, "	744 00
Teacher of Physical Culture, "	744 00
Teacher of Physical Culture, Girls' Latin School,	492 00
Teacher of Sciences, Roxbury and West Roxbury High Schools	948 00
Teacher of Drawing, Penmanship, and Elementary Methods, Normal School	1,380 00
Special Teachers of Modern Languages, at the rate of \$90, for every hour of actual service per week, in the school-room, for the school-year 1880-81.	

Principal, Horace Mann School for the Deaf	\$1,800 00
First Assistant " " " "	900 00
Assistants, first year, \$700; second year and subsequently	800 00
Instructor Military Drill	1,500 00
Armorer	504 00
Sewing, 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
" all over eleven divisions	744 00
Principal, Evening High School (per week)	50 00
Assistants " " " "	25 00
Principals, Evening Schools "	20 00
Assistants " " " "	7 50
Master, Evening Drawing Schools (per evening).	10 00
Head-Assistants " " " "	6 00
Assistants " " " "	5 00
Special Assistant Teachers, fifth and sixth classes Primary Schools (per week)	5 00

NOTE. — The salaries for the year 1880-81 remain at the same rates, with the following exceptions: Salary of a Junior Master (first grade) \$1,008 for the first year, with an annual increase of \$144 till the maximum of \$2,880 is reached. Salary of a third and fourth assistant (fourth grade) \$456 for the first year, with an annual increase of \$48 till the maximum of \$744 is reached. No salaries are as yet fixed for assistants in the Evening Elementary Schools.

REPORT OF EXPENDITURES.

SCHOOL EXPENSES.

ANNUAL EXPENDITURES for the Public Schools of Boston for the last twenty-eight financial years, ending 30th April in each year; also the average number of scholars. Annexations occurred as follows: Roxbury, Jan. 6, 1866; Dorchester, Jan. 3, 1870; Charlestown, Brighton, and West Roxbury, Jan. 5, 1874.

FINANCIAL YEAR.	No. of Day Scholars.	No. of Evening Scholars.	Total No. of Scholars.	Salaries of Teachers and Officers, School Committee.	Incidental Expenses.	Total for Running Expenses.	Ordinary Revenue.	Net *Running Expenses.	Net Rate per Scholar.	Cost of new School-houses.	Total Expenditures.
1853-54	22,528		22,528	\$198,225 79	\$54,680 51	\$252,906 30	\$6,378 64	\$246,527 66	\$10 94	\$21,941 66	\$274,447 96
1854-55	23,739		23,739	229,269 14	59,807 00	289,076 14	6,343 33	282,732 81	11 91	100,803 04	389,879 18
1855-56	23,749		23,749	230,758 70	61,999 96	292,458 66	6,444 54	286,014 12	12 04	150,212 30	442,670 96
1856-57	24,231		24,231	232,394 77	71,099 62	303,494 39	7,001 46	296,492 93	12 24	47,459 03	350,953 42
1857-58	24,732		24,732	265,526 79	80,871 20	346,397 99	7,240 17	339,157 82	13 71	925 00	348,822 99
1858-59	25,453		25,453	275,784 63	79,823 73	355,607 76	7,027 04	348,580 72	13 70	105,186 42	460,794 18
1859-60	25,328		25,328	284,920 46	89,548 60	374,469 06	6,906 35	367,562 71	14 51	144,562 67	519,031 73
1860-61	26,488		26,488	294,395 39	114,136 34	408,531 73	6,444 83	402,086 90	15 18	223,853 28	625,935 01
1861-62	27,081		27,081	308,348 28	110,427 06	418,775 34	6,805 06	411,970 28	15 21	156,392 40	574,167 74
1862-63	27,051		27,051	319,066 22	113,847 17	432,913 39	6,885 50	426,027 89	15 75	101,953 62	534,867 01
1863-64	26,961		26,961	332,710 66	132,761 75	465,472 41	7,185 78	458,286 63	17 00	5,870 87	471,348 28
1864-65	27,095		27,095	380,833 06	172,331 78	553,164 84	7,927 56	545,237 28	20 12	90,609 84	643,774 68
1865-66	27,204		27,204	419,550 82	163,270 76	575,821 58	8,574 22	567,247 36	20 85	200,553 64	776,375 22
1866-67	28,002		28,002	503,596 66	176,108 85	679,705 51	8,858 93	673,846 58	24 06	101,575 09	781,280 60
1867-68	27,982		27,982	561,169 98	211,526 43	772,706 41	10,467 05	762,239 36	27 24	188,790 80	961,497 21
1868-69	33,994		33,994	738,198 37	244,478 63	982,677 00	8,876 68	973,800 32	28 64	346,610 78	1,329,287 78
1869-70	35,442		35,442	730,342 65	248,066 95	978,412 60	14,661 16	963,751 44	27 45	612,337 86	1,599,750 46
1870-71	36,758		36,758	838,366 77	293,232 59	1,131,599 36	23,816 35	1,107,793 01	30 14	443,679 71	1,575,279 07
1871-72	36,650	5,128	41,778	889,940 47	329,639 18	1,216,579 65	26,899 98	1,189,679 67	28 47	97,800 68	1,314,380 33
1872-73	37,745	2,121	39,866	953,502 06	338,970 85	1,292,472 91	28,113 93	1,264,358 98	33 50	454,230 24	1,746,703 95
1873-74	41,544	1,714	43,258	1,041,375 82	377,681 52	1,419,057 04	28,848 73	1,390,208 31	32 14	446,663 25	1,865,720 29
1874-75	44,942	1,522	46,464	1,249,498 98	474,874 68	1,724,373 61	26,220 82	1,698,152 79	36 54	356,669 74	2,081,043 36
1875-76	45,924	3,363	49,317	1,266,803 59	470,850 68	1,737,633 27	20,655 72	1,716,998 55	34 82	277,746 57	2,015,380 84
1876-77	46,881	3,727	50,303	1,268,904 23	422,472 22	1,691,076 45	21,999 03	1,669,077 42	33 18	125,539 04	1,816,615 49
1877-78	47,675	4,084	51,759	1,215,782 03	366,334 06	1,582,116 09	30,109 31	1,552,006 78	29 99	174,324 75	1,756,440 84
1878-79	49,700	3,562	53,262	1,172,489 69	347,173 23	1,519,662 92	32,145 54	1,487,517 38	27 93	240,222 98	1,750,885 90
1879-80	50,851	3,130	53,981	1,162,458 61	353,108 23	1,515,366 84	49,030 28	1,466,276 56	27 25	136,878 45	1,652,245 29
1880-81	51,542	3,170	54,712	1,165,402 69	394,274 82	1,559,677 51	74,076 08	1,485,601 43	27 15	215,359 64	1,775,037 15

(From report of ALFRED T. TURNER, Esq., City Auditor.)

APPROPRIATIONS AND EXPENDITURES
 FOR
 PUBLIC SCHOOLS.

APPROPRIATIONS.

Salaries of instructors	\$1,050,000 00
“ “ officers	44,000 00
School expenses	240,000 00

EXPENDITURES.

1880. *Requisitions in accordance with the same for May.*

Salaries of instructors	\$90,048 11
Salaries of officers	4,460 01
School expenses,	12,831 63
	\$107,339 75

Requisitions for June.

Salaries of instructors	\$90,136 89
Salaries of officers	4,460 01
School expenses,	13,457 10
	108,054 00

<i>Carried forward,</i>	\$215,393 75	\$1,334,000 00
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<i>Brought forward,</i>	\$215,393 75	\$1,334,000 00
<i>Requisitions for July.</i>		
Salaries of in- structors .	\$180,670 08	
Salaries of offi- cers . . .	8,919 99	
School expenses,	13,881 54	
	<u> </u>	203,471 61
<i>Requisitions for August.</i>		
School expenses,	\$36,927 03	
	<u> </u>	36,927 03
<i>Requisitions for September.</i>		
Salaries of in- structors .	\$89,180 50	
Salaries of offi- cers . . .	4,460 01	
School expenses,	34,794 73	
	<u> </u>	128,435 24
<i>Requisitions for October.</i>		
Salaries of in- structors .	\$88,453 21	
Salaries of offi- cers . . .	4,109 98	
School expenses,	35,857 03	
	<u> </u>	128,420 22
<i>Requisitions for November.</i>		
Salaries of in- structors .	\$93,151 48	
Salaries of offi- cers . . .	4,110 01	
School expenses,	20,016 37	
	<u> </u>	117,277 86
<i>Carried forward,</i>	\$829,925 71	\$1,334,000 00

<i>Brought forward,</i>	\$829,925 71	\$1,334,000 00
<i>Requisitions for December.</i>		
Salaries of in- structors . . .	\$97,108 15	
Salaries of offi- cers . . .	4,110 01	
School expenses,	11,645 17	
	<hr/>	112,863 33
1881.		
<i>Requisitions for January.</i>		
Salaries of in- structors . . .	\$97,915 77	
Salaries of offi- cers . . .	4,459 98	
School expenses,	14,417 78	
	<hr/>	116,793 53
<i>Requisitions for February.</i>		
Salaries of in- structors . . .	\$95,093 23	
Salaries of offi- cers . . .	4,460 01	
School expenses,	18,134 96	
	<hr/>	117,688 20
<i>Requisitions for March.</i>		
Salaries of in- structors . . .	\$96,418 86	
Salaries of offi- cers . . .	448 33	
School expenses,	17,992 82	
	<hr/>	114,860 01
<i>Requisitions for April.</i>		
Salaries of in- structors . . .	\$94,756 41	
<i>Carried for'd,</i>	\$94,756 41	\$1,292,130 78
	<hr/>	<hr/>
		\$1,334,000 00

<i>Brought for'd,</i>	\$94,756 41	\$1,292,130 78	\$1,334,000 00
Salaries of officers	8,471 66		
School expenses,	18,158 89		
	<u> </u>	121,386 96	
Transferred from Reserved Fund to salaries of instructors			66,000 00
Transferred from Reserved Fund to salaries of officers,			8,470 00
Transferred from Reserved Fund to school expenses			5,380 00
(Transferred from salaries of instructors to school expenses	\$2,735 05)		
Balance to credit of School Department		332 26	
		<u>\$1,413,850 00</u>	<u>\$1,413,850 00</u>

Total amount expended by the School Committee : —

Salaries of instructors	\$1,112,932 69
“ “ officers	52,470 00
School expenses	248,115 05
	<u>\$1,413,517 74</u>

EXPENDITURES BY THE SCHOOL COMMITTEE.

SALARIES OF OFFICERS.

Superintendent (9 months)	\$3,150 00
Supervisors (six)	22,680 00
Secretary and assistant	3,200 00
<i>Carried forward,</i>	<u>\$29,030 00</u>

<i>Brought forward,</i>	\$29,030 00	
Auditing Clerk and assistant .	3,200 00	
Copyist	720 00	
Messengers	1,160 00	
Truant officers	18,360 00	
	<hr/>	
Total for officers		<u>\$52,470 00</u>

SALARIES OF INSTRUCTORS.

High Schools.

Normal	\$8,160 00	
Latin	30,519 53	
Girls' Latin	6,994 00	
English High	40,045 43	
Girls' High	26,286 38	
Roxbury High	10,308 00	
Charlestown High	9,853 50	
Dorchester High	6,954 00	
Brighton High	5,022 00	
West Roxbury High	4,977 40	
East Boston High	4,710 50	
	<hr/>	
Total for High Schools		153,830 74

Grammar Schools.

Adams	\$12,840 59	
Allston	8,620 87	
Andrew	14,038 83	
Bennett	7,039 40	
Bigelow	16,849 63	
Bowditch	9,646 83	
Bowdoin	10,605 77	
Brimmer	18,231 50	
Bunker Hill	14,889 68	
	<hr/>	
<i>Carried forward,</i>	\$112,763 10	<u>\$153,830 74</u>

<i>Brought forward,</i>	\$112,763 10	\$153,830 74
Central	7,553 13	
Chapman	13,960 94	
Charles Sumner	5,779 00	
Comins	17,674 50	
Dearborn	18,713 60	
Dillaway	8,426 73	
Dorchester-Everett	11,318 80	
Dudley	11,571 99	
Dwight	14,543 16	
Eliot	20,547 91	
Emerson	14,538 47	
Everett	14,488 00	
Franklin	15,126 00	
Frothingham	14,436 00	
Gaston	10,405 37	
Gibson	6,038 93	
Hancock	13,615 00	
Harris	5,641 00	
Harvard	13,168 08	
Hillside	7,387 81	
Lawrence	19,658 39	
Lewis	13,870 33	
Lincoln	15,728 34	
Lowell	12,187 60	
Lyman	13,835 60	
Mather	7,404 33	
Minot	6,288 00	
Mt. Vernon	4,537 87	
Norcross	14,230 60	
Phillips	16,416 18	
Prescott	10,937 20	
<i>Carried forward,</i>	<u>\$492,791 96</u>	<u>\$153,830 74</u>

<i>Brought forward,</i>	\$492,791 96	\$153,830 74
Prince ¹	2,535 80	
Quincy	14,029 61	
Rice	14,099 83	
Sherwin	18,110 80	
Shurtleff	14,032 00	
Stoughton	6,430 20	
Tileston	2,340 00	
Warren	14,185 00	
Wells	11,909 94	
Winthrop	17,200 87	

Total for Grammar Schools	.	607,666 01
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Primary Schools by Districts.

Adams District	\$3,966 00
Allston	4,321 00
Andrew	6,206 27
Bennett	3,396 00
Bigelow	8,493 61
Bowditch	7,475 00
Bowdoin	8,808 92
Brimmer	7,149 67
Bunker Hill District	7,436 20
Central	2,216 73
Chapman	7,080 00
Charles Sumner District	2,537 74
Comins	13,539 87
Dearborn	12,824 58
Dorchester-Everett District	4,769 05
Dudley	7,641 27
Dwight	4,487 53
Eliot	7,441 57
Emerson	6,354 80

<i>Carried forward,</i>	\$126,145 81	\$761,496 75
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¹ Included in Brimmer to Dec. 1, 1880.

<i>Brought forward,</i>		\$126,145 81	\$761,496 75
Everett	District	. 8,406 55	
Franklin	"	. 8,944 53	
Frothingham	"	. 5,661 60	
Gaston	"	. 6,354 47	
Gibson	"	. 3,489 59	
Hancock	"	. 9,785 60	
Harris	"	. 2,010 98	
Harvard	"	. 9,062 20	
Hillside	"	. 2,764 00	
Lawrence	"	. 15,251 73	
Lewis	"	. 7,176 00	
Lincoln	"	. 4,356 00	
Lowell	"	. 8,135 60	
Lyman	"	. 4,606 00	
Mather	"	. 3,398 87	
Minot	"	. 2,616 44	
Mt. Vernon	"	. 2,155 00	
Norcross	"	. 5,088 00	
Phillips	"	. 3,161 94	
Prescott	"	. 4,875 64	
Prince ¹	"	. 680 00	
Quincy	"	. 5,201 00	
Rice	"	. 5,766 30	
Sherwin	"	. 10,520 27	
Shurtleff	"	. 4,994 80	
Stoughton	"	. 1,668 86	
Tileston	"	. 744 00	
Warren	"	. 5,040 00	
Wells	"	. 7,834 43	
Winthrop	"	. 4,626 00	
Total for Primary Schools . . .			\$290,522 21
<i>Carried forward,</i>			\$1,052,018 96

¹ Included in Brimmer District to Dec. 1, 1880.

Brought forward,

\$1,052,018 96

Special Schools.

Horace Mann .	\$8,798 00	
Licensed Minors	1,488 00	
	<hr/>	\$10,286 00

Evening Schools.

Evening High School .	\$5,186 50	
Anderson-st. .	1,146 00	
Bigelow . .	2,118 00	
Blossom-st. .	2,024 00	
Central . .	530 50	
Comins . .	1,473 00	
Dearborn. .	1,531 50	
Dorchester .	565 00	
Eliot . .	1,434 00	
Hudson-st. .	1,068 00	
Lincoln . .	1,135 50	
Lyman . .	1,168 50	
Minot . .	525 00	
Old Franklin .	1,588 50	
Warren . .	1,210 50	
Warrenton - st. Chapel .	662 00	
Washington Vil- lage . .	1,072 00	
Wilson's Hotel	604 50	
	<hr/>	25,043 00

Evening Drawing Schools.

Appleton-st. .	\$1,452 00	
Tennyson-st. .	1,447 00	
East Boston .	858 00	
Charlestown .	1,188 00	
	<hr/>	
<i>Carried for'd,</i>	\$4,945 00	\$35,329 00
		<hr/>
		\$1,052,018 96

<i>Brought for'd</i>	\$4,945 00	\$35,329 00	\$1,052,018 ^a 96
Roxbury . . .	1,188 00		
Roslindale . . .	858 00		
	<hr/>	6,991 00	

Special Instructors.

Music . . .	\$10,920 00		
Drawing . . .	5,525 00		
Military Drill and armorer . . .	2,148 73		
	<hr/>	18,593 73	

Total for Special Schools and Special Instructors			60,913 73
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Total for School Instructors			<u><u>\$1,112,932 69</u></u>
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SCHOOL EXPENSES.

Books	\$51,619 24
Philosophical Apparatus	5,033 33
Slates, Erasers, etc.	3,329 37
Tuning Pianos, covers, and repairs	1,321 00
Express and Extra Labor	656 15
Printing and Diplomas	8,658 87
Maps and Globes	637 10
Car and Ferry Tickets	540 00
Stationery, Drawing Mate- rials, and Postage	17,248 42
Advertising	617 29
Annual Festival	1,975 49
Fuel, Gas, and Water	57,483 62

<i>Carried forward,</i>	<hr/>	\$149,119 88
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<i>Brought forward,</i>	\$149,119 88	
Contract, Supply Agent	12,000 00	
Janitors' Supplies	6,490 63	
Horse and Carriage Expenses and Carriage-hire	472 78	
Census, including books for same	1,042 75	
Sundries	1,784 91	
<hr/>		
Gross amount expended under the direction of the Committee on Supplies		\$170,910 95
Salaries paid Janitors		77,204 10
<hr/>		
Total for School Expenses		<u>\$248,115 05</u>

TOTAL AMOUNT EXPENDED BY THE SCHOOL COMMITTEE.

Salaries of officers	\$52,470 00
“ “ instructors	1,112,932 69
School expenses	248,115 05
<hr/>	
Total expenditure from the appropriation,	\$1,413,517 74
Expended for Dorchester Schools, from in- come of the Gibson Fund	246 22
<hr/>	
Gross expenditure	\$1,413,763 96
Less income	73,871 08
<hr/>	
Net expenditure for the year	<u>\$1,339,892 88</u>

APPROPRIATIONS EXPENDED BY COMMITTEE
ON PUBLIC BUILDINGS, CITY COUNCIL.

High, Grammar, and Primary School-houses . \$116,000 00

Requisitions in accordance.

1880.	May	.	.	.	.	\$11,735	30
	“	June	.	.	.	4,856	35
	“	July	.	.	.	5,611	05
	“	August	.	.	.	4,147	71
	“	September	.	.	.	29,743	25
	“	October	.	.	.	48,270	59
	“	November	.	.	.	8,889	10
	“	December	.	.	.	14,033	40
1881.	January	.	.	.	.	6,322	65
	“	February	.	.	.	5,202	52
	“	March	.	.	.	2,518	50
	“	April	.	.	.	4,583	13
1880.	Sept.	Transferred from Reserved Fund for Removal of Statue of Victory					1,000 00
1880.	Nov.	Transferred from Reserved Fund					27,000 00
1881.	April.	Transferred by the Auditor					1,913 55
						\$145,913 55	\$145,913 55
						\$145,913 55	\$145,913 55

PUBLIC BUILDING COMMITTEE.

Furniture . . . . .	.	.	.	.	.	\$11,928	57
Carpentry . . . . .	.	.	.	.	.	25,993	82
						\$37,922	39	
<i>Carried forward,</i>								

<i>Brought forward,</i>	\$37,922 39
Heating Apparatus	22,110 47
Masonry	20,402 79
Rents and taxes :—	
Day Schools ,	\$3,716 67
Evening Elementary Schools	168 75
“ Drawing “	350 00
Halls for military drill	300 00
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/>
	4,535 42
Painting and Glazing	14,957 22
Whitewashing and Plastering	11,432 12
Gas-fitting and Plumbing	8,407 64
Black-boards	2,657 36
Locks	573 28
Supplies	286 73
Roofing	4,398 92
Iron-work	3,207 99
Janitors	247 80
Grading and Watering	2,451 20
Sash Elevators and Weather-strips	457 18
Miscellaneous, including	
Horse-shoeing, care of Horses and Car-	
riages	
New Ventilators and repairs of old	
Salaries	
Teaming	
Vaults and Cesspools	
Printing	
Repairs of Vanes	
Paper-hanging	
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/>
	11,865 04
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/>
Gross expenditure	\$145,913 55
Less income	205 00
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/>
Net expenditure Public Building Com-	
mittee	<u>\$145,708 55</u>

PUBLIC SCHOOLS.

The Public Schools of the city proper and its annexed wards comprise one Normal School, two Latin, eight High Schools, and fifty Grammar Schools. Each Grammar School represents a district, in which are located Primary Schools, occupying in total ninety Primary buildings, forty-six rooms in various Grammar School-houses, one room in a High school-house, and fifteen hired rooms in eight different buildings.

NORMAL, LATIN, AND HIGH SCHOOLS.

Name.	Location.	No. of feet in lot.	When built.	Valuation, May, 1880.	No. of rooms.	No. of regular instructors.	Remarks.
Normal	Dartmouth street	. . . . .	. . . . .	. . . . .	2 and hall	4	Occupies the upper story of the Rice School building.
1 { Latin	Dartmouth and Montgomery sts. and Warren ave.	84,760	1880	\$461,000	78 and halls	12	(78) including rooms for recitation and apparatus.
						14	
{ Girls' High	W. Newton street	30,520	1870	273,400	66 and halls	21	(66) including rooms for recitation and apparatus. One room in basement occupied by primary class.
						6		Occupies 5 rooms in Girls' High-School building.
Girls' Latin							
Roxbury High	Kenilworth street	6,667	1861	46,000	8	6	
Dorchester High	Dorchester ave.	59,340	1870	67,400	6 and hall	4	
Charlestown High	Monument square	10,247	1848	93,000	10 and hall	6	Remodeled in 1870.
W. Roxbury High	Elm street, J. P.	32,262	1867	49,900	5	3	
Brighton High	Academy Hill	54,448	1841	25,400	5 and hall	3	
E. Boston High	Paris street	13,616	1846	. . . . .	2	3	Occupies rooms in Public Library building, corner of Meridian st.
Total valuation of High Schools				\$1,016,100			

¹ Building unfinished at time of valuation.

EXPENDITURES FOR THE NORMAL, LATIN, AND 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 1880-81:—

Salaries of instructors	\$153,830 74
Expenditures for Text-books, Maps, Globes, Writing and Drawing Materials, Stationery, etc.	15,143 63
Janitors	7,738 74
Fuel, Gas, and Water	6,795 63
	\$183,508 74
<i>Public Building Committee.</i>	
Furniture, repairs, etc.	6,050,02
	\$189,558 76

Number of Instructors in High Schools, exclu- sive of special instructors in French, Ger- man, Drawing, Music, and Military Drill	82
Salaries paid the same	\$149,008 24
Average amount paid each instructor	\$1,817 17
Average number of pupils belonging to High Schools	2,093
Salaries paid to special instructors in French and German	\$4,822 50
Average cost of each pupil	\$90 57
Average number of pupils to a regular instruc- tor, including principal	26

¹ The original cost of the buildings and land for the various High Schools amounted in the aggregate to about \$1,000,000; the assessed value is \$1,016,100,—an increase of about \$16,100.

¹ Cost and assessed value May 1, 1880.

GRAMMAR SCHOOLS.

Name.	Location.	No. of feet in lot.	When built.	Valuation, May, 1880.	No. of rooms.	No. of Instructors.	Remarks.
Adams	Belmont sq., E.B.	14,100	1856	\$78,400	13 and hall	12	Two primary classes in this building.
Allston	Cambridge street, Allston	19,560	1878	55,500	10 "	9	Occupied March 27, 1879.
Andrew	Dorchester street, S.B.	24,889	1876	75,000	16 "	13	Two primary classes in this building.
Bennett	Chestnut-Hill av., Brighton	26,648	1874	67,000	7 "	7	
Bigelow	Fourth st., S.B.	12,660	1850	75,800	14 "	16	
Bowditch	East street	7,140	1866	61,000	9	9	
Bowdoin	Myrtle street	4,892	1848	70,700	12	10	
Brimmer	Common street	11,097	1843	93,300	14 "	14	
Bunker Hill	Baldwin st., Chn.	19,660	1866	91,000	14 "	14	Primary School-house on this lot.
Central	Burroughs st., W.R.	33,518	1849	37,700	6 "	7	Remodeled in 1871.
Chapman	Eutaw st., E.B.	20,540	1850	71,800	10 "	13	Including one in Tapan School.
Charles Sumner	Ashland street, West Roxbury	30,000	1877	28,000	10 "	5	Two primary classes in this building.
Comins	Tremont street, Roxbury	28,780	1856	80,200	13 "	18	Including three in Comins' Branch, Francis street.
Dearborn	Dearborn place, Roxbury	38,636	1852	75,900	14 "	19	Including four in Yeoman-st. School. Rebuilt in 1870.
Dillaway	Bartlett street, Roxbury	7,950	1846	30,600	6	9	Including one in Elliot sq., and one in Roxbury-st. School. Rebuilt in 1867.
Dor.-Everett	Sumner street, Dorchester		1876	54,400	10 "	10	Including two in old building. Three primary classes in this building.
Dudley	Dudley street, Roxbury	26,339	1874	126,900	14 "	11	Four primary classes in this building.
Dwight	W. Springfield st.	19,125	1857	98,700	14 "	14	
{ Eliot	North Bennet st.	11,077	1838	93,000	14 "	15	
	Ware	North Bennet st.	6,439	1852	38,000	4	4
Emerson	Prescott st., E.B.	39,952	1865	120,000	16 "	14	Two primary classes in this building.
Everett	W. Northampton street	32,409	1860	110,500	14 "	15	
<i>Valuation carried forward</i>				\$1,633,400			

Grammar Schools. — *Continued.*

Name.	Location.	No. of feet in lot.	When built.	Valuation, May, 1880.	No. of rooms.	No. of instructors.	Remarks.
<i>Valuation</i>	<i>brought forward</i>	. . . . .	. . . . .	\$1,633,400			
Franklin	Ringgold street	16,439	1859	111,100	14 and hall	16	Including one in Wait School.
Frothingham	Prospect st., Chn.	22,079	1874	101,000	16 "	13	Three primary classes in this building.
Gaston	L st., So. Boston	18,450	1872	57,600	14 "	10	Four primary classes in this building.
Gibson	School st., Dorchester	44,800	1857	25,600	6	7	Including two in Atherton School. One primary class in this building.
Hancock	Parmenter street	28,197	1847	85,000	14 and hall	14	Including two in Cushman School.
Harris	Adams st., Dorchester	37,150	1861	33,700	8 "	6	Three primary classes in this building.
Harvard	Bow street, Ch.	16,306	1871	116,500	14 "	13	
Hillside	Elm street, W.R.	18,613	1858	40,900	6	7	Remodeled in 1870.
Lawrence	B and Third sts., S.B.	14,343	1856	74,300	14 and hall	18	Including five in Mather School.
Lewis	Sherman street, Roxbury	27,850	1868	83,900	12 "	13	
Lincoln	Broadway, S.B.	17,560	1859	39,000	14 "	15	
Lowell	Centre st., Roxbury	35,241	1874	62,400	14 "	11	Four primary classes in this building.
Lyman	Paris street, E.B.	26,200	1870	117,000	14 "	13	One primary class in this building.
Mather	Meeting House Hill, Dorchester	6,059	1872	70,400	10 "	7	Three primary classes in this building.
Minot	Walnut st., Dorchester	22,790	1856	23,000	7	6	Including two in Wood-street court. Three primary classes in this building.
Mount Vernon	Mt. Vernon st., W. R.	22,744	1862	13,300	4 and hall	5	Including one in Washington-st. School.
Norcross	D st., S. Boston	12,075	1868	79,700	12 "	15	
Phillips	Phillips street	11,190	1862	100,800	14 "	16	Including one in Grant School.
Prescott	Elm street, Ch.	14,232	. . . . .	47,100	14 "	10	
Prince	Exeter and Newbury sts.	22,960	1875	92,000	12 "	7	Three primary classes in this building.
Quincy	Tyler street	12,805	1847	95,000	14 "	13	One primary class in this building.
Rice	Dartmouth street	27,125	1869	145,500	14 "	13	Damaged by fire Dec. 20, 1875. Upper story occupied by Normal School.
<i>Valuation</i>	<i>carried forward</i>	. . . . .	. . . . .	\$3,248,200			

Grammar Schools. — *Continued.*

Name.	Location.	No. of feet in lot.	When built.	Valuation, May, 1881.	No. of rooms.	No. of instructors.	Remarks.
<i>Valuation</i>	<i>brought forward</i>	. . . . .		\$3,248,200			
Sherwin	Madison square, Roxbury	32,040	1870	104,200	16 and hall	18	Including one in Weston-st. School.
Shurtleff	Dorchester street, S. B.	40,610	1869	123,000	14 “	14	One primary class in this building.
Stoughton	River street, Dor- chester	29,725	1856	24,100	8 “	6	Two primary classes in this building.
Tileston	Norfolk street, Dorchester	83,640	1868	38,300	8 “	2	One primary class in this building.
Warren	Summer st., Ch.	14,322	1867	80,000	14 “	14	One primary class in this building.
Wells	Blossom street	10,770	1868	97,000	10 “	12	
Winthrop	Tremont street	15,078	1855	175,500	14 “	18	Including three in Starr King School.
Total valuation	of Grammar Sch ools			\$3,890,300			

[In addition to the above, four instructors teach in hired rooms.]

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 1880-81 :—

Salaries of instructors	\$607,666 01
Expenditures for Text-books, Maps, Globes, Writing and Drawing Materials, Station- ery, etc.	50,175 93
Janitors	38,966 30
Fuel, Gas, and Water	27,380 42
	<hr/>
	\$724,188 66
<i>Public Building Committee.</i>	
Rent, Furniture, Repairs, etc.	80,636 05
	<hr/>
Total expense for Grammar Schools	<u><u>\$804,824 71</u></u>

Number of instructors in Grammar Schools, exclusive of Sewing instructors and special instructors in Drawing and Music	594
Salaries paid the same	\$593,390 01
Average amount paid each instructor	\$998 97
Average number of pupils belonging	27,412
Average cost of each pupil	\$29 36
Average number of pupils to an instructor, including principal, and exclusive of special instructors above mentioned	46

28 instructors in Sewing are employed, who teach 190 divisions. The salary paid varies according to the number of divisions taught. Total amount paid to Sewing instructors, \$14,276; average amount paid to each instructor, \$509.86.

PRIMARY SCHOOLS.

Name.	Location.	No. of feet in lot.	When built.	Valuation, May, 1880.	No. of rooms.	No. of instructors.	Remarks.
Adams street . .	Dorchester . . .	44,555	1861	\$5,600	2	1	
Adams	Belmont sq., E.B.					2	Grammar building.
Andrew	Dorchester street, S.B.					2	" "
Andrews	Genesee street . .	5,393	1848	25,000	3	3	
Appleton street .		18,454	1870	84,300	10	8	
Atherton	Columbia street, Dorchester . .	25,087	1872	53,000	6	2	Two grammar classes in this building.
Auburn	School st., Brighton	12,340		5,300	2	2	
Austin	Paris street, E.B. .	5,360	1849	25,400	6	5	
Avon place	Roxbury	10,056	1851	7,500	2	2	
Bailey street . . .	Dorchester		1880		2	1	Built after May, 1880.
Baker street . . .	West Roxbury . .	10,464		2,500	1	1	
Baldwin	Chardon court . .	6,139	1864	22,500	6	2	
Bunker Hill Pr. .	Bunker Hill, cor. Charles st., Ch.			15,000		8	On grammar school lot.
" " street	Cor. Tufts street, Charlestown . .	2,957		6,100	2	2	
Canterbury street	West Roxbury . .	20,121		4,800	2	2	
Capen	Sixth street, S.B. .	12,354	1871	36,200	6	6	
Centre street . .	West Roxbury			5,300	1	1	
Charles Sumner .	Ashland st., W.R.					2	Grammar building,
Cheever	Thacher street . .	2,003	1846	17,000	3	3	
Chestnut avenue .	West Roxbury . .	13,733		6,500	2	2	
Childs street . . .	West Roxbury . .	43,024		11,000	2	1	
Clinch	F street, S.B. . .	13,492	1871	43,500	6	6	
Common street . .	Charlestown . . .	6,980		21,000	6	4	
Concord street . .	W. Concord st. . .	10,756	1845	76,100	10 & ward room	12	
Cook	Groton street . . .	4,922	1852	25,000	6	6	
Cross street . . .	Charlestown . . .	1,708		6,400	2	2	
Cushman	Parmenter street, . . .		1867	97,000	16	7	Two grammar classes in this building.
Dean	Wall street	3,649	1853	31,400	6	5	
<i>Valuation carried forward</i>				\$633,400			

Primary Schools. — *Continued.*

Name.	Location.	No. of feet in lot.	When built.	Valuation, May, 1880.	No. of rooms.	No. of instructors.	Remarks.
<i>Valuation</i>	<i>brought forward</i>	. . . . .		\$633,400			
Dorchester ave. .	Cor. Harbor View street, Dor. . .	. . . . .		8,300	2	2	
Dor.-Everett . .	Sumner street, Dorchester . . . . .	. . . . .				3	Grammar building.
Drake	C street, S.B. . .	10,260	1869	40,300	6	6	
Dudley	Dudley st., Rox. . . . .	. . . . .				4	" "
Egleston square .	Roxbury	33,750	1876	6,900	2	2	
Elmo street . . .	Dorchester . . . . .	. . . . .	1880	. . . . .	2	1	Built after May, 1880.
Emerson	Prescott st., E.B. . . . .	. . . . .				2	Grammar building.
Emerson	Poplar street . .	5,924	1861	35,700	6	6	
Eustis street . . .	Roxbury	13,534	1848	21,900	4	4	Enlarged, 1858.
Everett	Pearl st., Bri. . .	44,237	. .	7,100	2	2	
Fifth street . . .	South Boston . .	12,494	1874	48,700	8	7	
Fourth street . .	Ward room, cor. Dorchester st. . . . .	. . . . .			1	1	Engine house.
Francis street . .	Roxbury	12,074	1853	24,200	6	2	Three grammar classes in this building.
Franklin place . .	Roxbury	8,098	1865	40,200	4	4	
Freeman	Charter street . .	5,247	1868	39,000	6	6	
Fremont place . .	Charlestown . . .	7,410	. .	3,350	1	1	
Frothingham . . .	Prescott street, Charlestown . . . . .	. . . . .				3	Grammar building.
Gaston	L, cor. Fifth st. . . . .	. . . . .				4	" "
George street . . .	Roxbury	35,358	1861	41,300	6	6	
Gibson	School st., Dor. . . . .	. . . . .				1	Grammar building.
Girls' High	W. Newton st. . . . .	. . . . .				1	Basement of High-School building.
Grant	Phillips street . .	3,744	1852	26,500	4	2	One grammar class in this building.
Green street . . .	West Roxbury . .	11,627	. .	8,600	2	2	
Guild	East street	7,250	1866	84,000	12	10	
Harris	Adams st., Dor. . . . .	. . . . .				3	Grammar building.
Harvard Hill . . .	Harvard st., Ch. .	4,645	. .	22,400	8	9	
Haverhill street .	Charlestown . . .	5,399	. .	5,900	1	2	
Hawes Hall	Broadway, S.B. . .	14,972	1823	55,500	8	7	
<i>Valuation</i>	<i>carried forward</i>	. . . . .		\$1,153,250			

Primary Schools. — *Continued.*

Name.	Location.	No. of feet in lot.	When built.	Valuation, May, 1880.	No. of rooms.	No. of instructors.	Remarks.
<i>Valuation brought forward</i>				\$1,153,250			
Heath street . . .	Roxbury	10,555	1857	6,200	2	2	
Howard avenue .	Dorchester	2,138	1876	500	2	2	On leased land.
Ingraham	Sheafe street . .	2,198	1848	16,000	3	3	
Lowell	Centre st., Rox.					4	Grammar building.
Lyman	Paris street, E.B.					1	" "
Mather	Broadway, S.B.	10,160	1842	55,800	12	7	Five grammar classes in this building.
Mather	Meeting House Hill, Dor.					3	Grammar building.
Mead street . . .	Charlestown . . .	6,268	1847	20,000	4	4	
Minot	Walnut st., Dor.					3	Grammar building.
Moulton street .	Charlestown . . .	8,130		23,300	4	4	
Mt. Pleasant ave.	Roxbury	9,510	1847	9,300	2	2	
Munroe street . .	"	11,910	1854	10,800	2	2	
Oak square . . .	Brighton	9,796		4,900	2	1	
Old Mather . . .	Meeting House Hill, Dor.		1856	15,000	7	2	
Parkman	Silver street, S.B.	5,306	1848	23,200	6	6	
Phillips street . .	Roxbury	20,595	1867	60,300	8	8	
Polk street . . .	Charlestown		1878	32,800	6	6	
Pormort	Snelling place	4,373	1855	19,400	6	4	One grammar class in this building.
Prince	Exeter and Newbury streets					3	Grammar building.
Princeton street .	East Boston	17,400	1874	55,300	8	7	
Quincy	Tyler street					1	Grammar building.
Quincy street . .	Roxbury	23,453	1874	31,400	8	2	
Roxbury street . .	"	14,147	1874	49,200	10	7	Two grammar classes in this building.
Rutland street . .		7,850	1851	36,800	6	6	
Sharp	Anderson street	5,611	1824	43,300	6	4	
Shurtleff	Dorchester street					1	Grammar building.
Simonds	Broadway, S.B.		1840	18,500	3	3	On Hawes School-house lot.
Skinner	Fayette street	5,238	1870	43,100	6	6	
Smith street . . .	Roxbury	6,952	1849	5,800	2	2	
<i>Valuation carried forward</i>				\$1,734,150			

Primary Schools. — *Continued.*

Name.	Location.	No. of feet in lot.	When built.	Valuation, May, 1880.	No. of rooms.	No. of instructors.	Remarks.
<i>Valuation brought forward</i>				\$1,734,150			
Somerset street		5,488	1824	43,000	8	4	
Starr King	Tennyson street	11,687	1870	82,300	10 and hall	2	Three grammar classes in this building.
Stoughton	River st., Dor.					2	Grammar building.
Tappan	Lexington street, East Boston	9,000		50,500	8	6	One grammar class in this building.
Thetford avenue	Dorchester	29,879	1875	16,800	6 and hall	1	
Thomas street	Jamaica Plain	10,754		9,000	3	2	
Thornton street	Roxbury	6,640	1847	6,500	2	2	
Ticknor	Washington Vil.	11,486	1865	51,900	12	7	
Tileston	Norfolk st., Dor.					1	Grammar building.
Tuckerman	City Point, S.B.	11,655	1850	17,000	6	5	
Tyler street		3,900	1855	37,800	6	6	
Vernon street	Roxbury	7,675	1849	10,900	4	4	
Wait	Shawmut ave.	10,974	1860	110,300	8	7	
Warren	Pearl street, Ch.					1	Grammar building.
Washington st., near Green	West Roxbury	12,303		5,000	2	2	
Washington street	Germantown	13,140		4,300	2	1	One grammar class in this building.
Way street		2,508	1850	18,000	3	3	
Webb	Porter street, E.B.	7,492	1853	23,700	6	4	
Webster	Webster pl., Bri.	19,761		6,200	2	2	
Webster street	East Boston	5,036	1852	22,500	6	4	
Weston "	Roxbury		1877	55,000	8	7	One grammar class in this building.
Winchell	Blossom street	5,000	1845	20,500	5	4	
Winship	Winship pl., Bri.	24,259	1861	12,800	4	4	
Winthrop street	Roxbury	9,775	1857	7,900	4	4	
Yecoman "	Roxbury	18,200	1870	68,200	12	8	Four grammar classes in this building
Total valuation of	Primary Schools			\$2,414,250			

In addition to the foregoing, the following hired rooms are occupied by seven primary and four grammar classes. Rent and taxes paid for the same during the year amounted to \$3,484.

Name.	Location.	No. feet in lot.	When built.	No. of rooms.	No. of instructors.	Remarks.
Day's Chapel . .	Parker st., Rox. . . . .	. . . . .	. . . . .	2	2	Hired at an expense of \$500 per annum.
Vestry	D street, S. B. . . . .	. . . . .	. . . . .	2	1	Hired at an expense of \$500 per annum.
Bank Building .	E street, corner Broadway, S.B. . . . .	. . . . .	. . . . .	2	1	Hired at an expense of \$500 and taxes per annum, amounting to \$564.
Spelman Hall . .	Broadway, S. B. . . . .	. . . . .	. . . . .	1	1	Hired at an expense of \$300 per annum.
Municipal Court Building	Roxbury st., Rox. . . . .	. . . . .	. . . . .	1	1	City building.
Lowell Branch .	Bromley park, Rox. . . . .	. . . . .	. . . . .	2	1	Hired at an expense of \$480 per annum.
Minot "	Wood-st. court, Dor. . . . .	. . . . .	. . . . .	3	2	Hired at an expense of \$500 per annum. Occupied by two grammar classes.
Dillaway " . . .	Eliot sq., Rox. . . . .	. . . . .	. . . . .	1	1	Hired at an expense of \$400 per annum.
Comins "	1437 Tremont st. . . . .	. . . . .	. . . . .	1	1	Hired at an expense of \$240 per annum.

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 1880-81:—

Salaries of instructors	\$290,522 21
Expenditures for Text-books, Maps, Globes, Writing and Drawing Materials, Stationery, etc.	11,788 32
Janitors	27,885 66
Fuel, Gas, and Water	19,232 02
	<hr/>
	\$349,428 21

Public Building Committee.

Rent, Furniture, Repairs, etc.	48,006 00
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Total expense for Primary Schools	<u>\$397,434 21</u>
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Number of instructors in Primary Schools	410
Salaries paid the same	\$286,994 21
Average amount paid to each instructor	\$699 99
Fifty-seven special assistants were employed during the year.	
Salaries paid the same	\$3,528 00
Average number of pupils belonging	21,902
Average cost of each pupil	\$18 15
Average number of pupils to an instructor	53

The original cost of the various buildings, with the land, used for Grammar and Primary Schools, to May 1, 1880, amounted in the aggregate to about \$5,216,700; the assessed value May 1, 1880, was \$6,304,550,—an increase of about \$1,087,850.

SPECIAL SCHOOLS.

HORACE MANN SCHOOL FOR THE DEAF.

Name.	Location.	No. feet in lot.	When built.	Valuation May, 1880.	No. rooms.	No. instructors.
Horace Mann.	Warrenton Street.	3,078	1854	\$30,000	6	9

The expenses of the school were as follows:—

Salaries of instructors	\$8,798 00
Expenses for Books, Stationery, etc.	195 99
Janitor	396 00
Fuel, Water, and Gas	297 30

\$9,687 29

<i>Public Building Committee.</i>	
Furniture, Repairs, etc.	390 84

Total expense for the school \$10,078 13

Average number of pupils belonging	77
Average number of pupils to an instructor	9
Average cost of each pupil	\$130 88

A large portion of the expense for maintaining this school is borne by the State; a payment of \$100 for each city, and \$105 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 \$7,470.76.

SCHOOLS FOR LICENSED MINORS.

Name.	Location.	No. feet in lot.	When built.	Valuation May, 1880.	No. rooms.	No. instructors.
Licensed Minors.	East-street Place.	2,706	1849	\$16,000	4	1
Licensed Minors.	North Margin Street.	1,661	1837	7,700	2	1

Salaries of instructors	\$1,488 00
Expenses for Books, Stationery, etc.	40 06
Janitors	324 00
Fuel	35 45

\$1,887 51

Public Building Committee.

Furniture, Repairs, etc.	435 52
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Total expense for the schools \$2,323 03

Average number of pupils belonging	58
Average number of pupils to an instructor	29
Average cost of each pupil	\$40 05

EVENING SCHOOLS.

Name.	Location.	Valuation, May, 1880.	Ave. no. of Instructors.	Remarks.
High	Harrison avenue	\$58,000	9	
Anderson street	Ward-room, Sharp School-house		5	
Bigelow School-house	Fourth street, South Boston		12	
Blossom street	Wells School-house		11	
Central School-house	Burroughs street, Jamaica Plain		2	
Comins "	Tremont street, Roxbury		8	
Dearborn "	Dearborn place, Roxbury		9	
Dorchester	Almshouse, Hancock street		3	
Eliot School-house	North Bennet street		8	
Hudson street	Ward-room, Pierpont School-house	27,500	5	
Lincoln School-house	Broadway, South Boston		6	
Lyman "	Paris street, East Boston		6	
Minot "	Walnut street, Dorchester		3	
Old Frankln	Washington street		9	
Warren School-house	Pearl street, Charlestown		6	
Warrenton street	Warrenton-street Chapel		5	
Washington Village	Ticknor School-house		7	
Wilson's Hotel	Brighton		3	

EVENING DRAWING SCHOOLS.

Name.	Location.	Valuation, May, 1880.	Ave. no. of instructors.	Remarks.
Appleton street	Prim'y School-house, Appleton st.		3	
Charlestown	City Hall		3	
East Boston	Savings B'k building, Maverick sq.		2	Hired at an ex- pense of \$350 per annum.
Roslindale	Florence School-house, Florence st.	6,800	2	
Roxbury	Old Washington School-house		3	
Tennyson street	Starr King School-house		3	

EVENING SCHOOLS.

Salaries of instructors	\$25,043 00
Expenses for Books, Stationery, etc.	533 02
Janitors	1,454 80
Fuel and Gas	2,340 38
	<u>\$29,371 20</u>

Public Building Committee.

Rent, Repairs, Furniture, etc.	953 09
Total expense for Evening Schools	<u>\$30,324 29</u>

Average number belonging, including the High School, 2,768.

Average number of instructors, 117.

Average cost of each pupil for the time, \$10.96.

EVENING DRAWING SCHOOLS.

Salaries of instructors	\$6,991 00	
Drawing Materials, Stationery, Models, Boards, etc.	617 33	
<i>Carried forward,</i>	<u>\$7,608 33</u>	<u>\$30,324 29</u>

<i>Brought forward,</i>	\$7,608 33	\$30,324 29
Janitors	438 60	
Fuel and Gas	762 56	
	<hr/>	
	\$8,809 49	

Public Building Committee.

Rent, Repairs, Furniture, etc.	350 00	
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Total expense for Evening Drawing Schools		\$9,159 49
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Number of instructors, 16.

Average number belonging, 402.

Average cost of each pupil for the time,
\$22.78.

Aggregate expense for all Evening Schools,		<u><u>\$39,483 78</u></u>
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EXPENDITURES FOR OFFICERS AND SPECIAL INSTRUCTORS.

Salaries of Superintendent, Supervisors, Secretary, Auditing Clerk, Assistant Clerks, and Messengers		\$34,110 00
Salaries of sixteen Truant Officers		18,360 00
“ of four Music Instructors		10,920 00
“ paid Drawing Instructors		5,525 00
Military Instructor and Armorer		2,148 73
Stationery and Record Books for School Committee and Officers, and office expenses, including Fuel, Gas, and Water		1,308 14
Total		<u><u>\$72,371 87</u></u>

INCIDENTAL EXPENSES.

These expenditures are made for objects not chargeable to any particular school, and consist chiefly of expenses for printing, advertising, festival, board of horses, carriage-hire, repairs, tuning of pianos, and other small items : —

Annual Festival	\$1,975 49
Board of horses, with shoeing expenses and sundry repairs of vehicles and harnesses .	397 28
Carriage-hire	75 50
Advertising	617 29
Census of School Children	1,000 00
Printing Census Books	42 75
Printing, Printing Stock, Binding, and Postage, Diplomas	7,751 14
Expenses for Swords, Guns, Belts, Repairs, etc., Military Drill	1,257 03
Teaming and Expressage, including fares .	106 36
Care and tuning of Pianos, including covers .	558 11
Expenses delivering supplies per contract, 1 year	1,321 00
Receiving Coal	12,000 00
Reporting Investigation Committee on Corporal Punishment	365 33
Badges and reporting addresses High School dedication	109 75
Extra Labor and Clerk-hire	39 00
District Telegraph, Construction, Rent and Re- pairs of Telephone	34 00
Travelling expenses, Supervisor and Principal .	121 64
Messenger expenses, Car and Ferry Tickets .	19 70
Tuition of Pupils in Brookline	581 90
Refreshments, School Committee	233 11
Flowers, death of Dr. Brewer	84 90
Bookcases and Cases for Supplies	18 00
Furniture, Collectors' Stamps, Frames, Paper, Ice, etc.	95 95
Sundry small items	240 00
Total	230 55
	<hr/>
Total	\$29,275 78

SPECIAL EXPENDITURES BY PUBLIC BUILDING
COMMITTEE.

New Latin and English High School-house .	\$134,737 40
Grammar School-house, Egleston sq., Rox- bury	18,889 93
Prince Grammar School-house, Exeter st. .	17,397 64
Primary School-house, Bailey st., Dorchester .	6,119 16
“ “ City Point, So. Boston .	6,000 00
“ “ Elmo st., Dorchester .	7,581 78
“ “ Polk st., Charlestown .	1,560 59
“ “ Seventh st., So. Boston .	23,073 14
<hr/>	
Total special expenditures Public Building Committee	\$215,359 64
Income special expenditures Public Build- ing Committee—sale of buildings .	78,895 83
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Net special expenditures Public Building Committee	<u>\$136,463 81</u>

RECAPITULATION.

TOTAL EXPENDITURES.

School Committee.

High Schools, per detailed statement .	\$183,508 74
Grammar Schools, “ “ .	724,188 66
Primary Schools, “ “ .	349,428 21
Horace Mann School, “ “ .	9,687 29
Licensed Minors' Schools, “ “ .	1,887 51
Evening Schools, “ “ .	29,371 20
Evening Drawing Schools, “ “ .	8,809 49
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<i>Carried forward,</i>	<u>\$1,306,881 10</u>

<i>Brought forward,</i>	\$1,306,881 10
Officers and Special Instructors, per detailed statement	72,371 87
Incidentals, per detailed statement	29,275 78
Stock purchased, but not delivered	4,988 99
	<hr/>
	\$1,413,517 74
From Income Gibson Fund, expended for	
Dorchester Schools	246 22
	<hr/>
Gross Expenditure	\$1,413,763 96
Less Income	73,871 08
	<hr/>
Net Expenditure School Committee	\$1,339,892 88

Public Building Committee.

High Schools	\$6,050 02
Grammar Schools	80,636 05
Primary "	48,006 00
Horace Mann School	390 84
Licensed Minors' Schools	435 52
Evening Schools	953 09
Evening Drawing Schools	350 00
Expenses not chargeable to any particular school	9,092 03
	<hr/>
Gross Expenditure	\$145,913 55
Less Income	205 00
	<hr/>
Net expenditure Public Building Committee	145,708 55
	<hr/>
Total ordinary expenditures	\$1,485,601 43
	<hr/>
<i>Carried forward,</i>	\$1,485,601 43

Brought forward, \$1,485,601 43

SPECIAL EXPENDITURES.

*Public Building Committee and Committee
on Public Instruction.*

High Schools, new buildings,	\$134,737 40
Grammar Schools “ “	36,287 57
Primary Schools “ “	44,334 67
	<hr/>
Total	\$215,359 64
Less Income	78,895 83
	<hr/>
Net special expenditures Public Building Committee, etc.	136,463 81
	<hr/>
Total expenditures for the Public Schools	<u>\$1,622,065 24</u>

INCOME.

School Committee.

Amount received from State, for non-resident	
Deaf-Mute Scholars	\$7,470 76
from non-residents	3,803 40
from trust funds and other sources	14,711 52
from sale of books and materials, Evening Schools	770 26
from sale of books and supplies, Day Schools	46,336 14
from sale of drawing-books	549 79
from over-payment of Even- ing School teacher	21 00
from use of plates, sup- plementary reading, to April 1, 1880	208 21
	<hr/>
Total income School Committee	<u>\$73,871 08</u>

Public Building Committee.

Amount received from collected rents	<u>\$205 00</u>
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Income Received on Special Expenditures.

Interest, rents, etc.	\$4,050 58	
Sale of South street School-house	73,800 75	
Interest	<u>1,044 50</u>	<u>\$78,895 83</u>

SCHOOLS. — ESTIMATES FOR 1881–82.

SCHOOL COMMITTEE,

OFFICE OF ACCOUNTS, Feb. 8, 1881.

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, 1881, and ending April 30, 1882, exclusive of the expenses for furniture, repairs, alterations, and the building of school-houses.

Very respectfully yours,

F. LYMAN WINSHIP,

Chairman Com. on Accounts, School Committee.

SALARIES OF INSTRUCTORS.

First Grade.

6 Head-Masters	at \$3,780	\$22,680
1 Master	“ 3,168	3,168
15 Masters	“ 2,880	<u>43,200</u>
<i>Carried forward,</i>		<u>\$69,048</u>

<i>Brought forward,</i>				\$69,048
3	Junior Masters	.	at \$2,736	8,208
2	"	"	" 2,592	5,184
1	"	"	" 2,448	2,448
4	"	"	" 2,384	9,216
1	"	"	" 2,160	2,160
1	"	"	" 2,100	2,100
1	"	"	" 2,016	2,016
1	"	"	" 1,872	1,872
				<hr/>
				\$102,252 00

Second Grade.

38	Masters	.	at \$2,880	\$109,440
1	Master	.	" 2,820	2,820
1	"	.	" 2,760	2,760
1	"	.	" 2,700	2,700
1	"	.	" 2,640	2,640
1	Master, Dillaway	.	" 1,800	1,800
5	Sub-Masters	.	" 2,496	12,480
20	"	.	" 2,280	45,600
1	"	.	" 2,220	2,220
1	"	.	" 2,100	2,100
1	"	.	" 2,040	2,040
1	Second Sub-Master,		" 1,944	1,944
11	"	"	" 1,800	19,800
1	"	"	" 1,740	1,740
1	"	"	" 1,680	1,680
1	"	"	" 1,560	1,560
				<hr/>
				213,324 00

Third Grade.

1	Assistant Principal	.	at \$1,800	\$1,800
5	First Assistants	.	" 1,620	8,100
5	Second "	.	" 1,380	6,900

				<hr/>	<hr/>
<i>Carried forward,</i>				\$16,800	\$315,576 00

<i>Brought forward,</i>		\$16,800	\$315,576 00
1	Second Assistant . at \$1,308	1,308	
1	“ “ . “ 1,236	1,236	
6	Third Assistants . “ 1,140	6,840	
1	“ “ . “ 1,104	1,104	
2	“ “ . “ 1,068	2,136	
1	“ “ . “ 996	996	
12	Fourth “ . “ 948	11,376	
2	“ “ . “ 912	1,824	
5	“ “ . “ 876	4,380	
		<hr/>	48,000 00

Fourth Grade.

1	First Assistant . at \$1,152	\$1,152	
38	First Assistants . “ 1,080	41,040	
16	“ “ . “ 1,008	16,128	
6	“ “ . “ 972	5,832	
3	“ “ . “ 936	2,808	
57	Second “ . “ 816	46,512	
7	“ “ . “ 804	5,628	
3	“ “ . “ 792	2,376	
4	“ “ . “ 780	3,120	
1	“ “ . “ 768	768	
280	Third “ . “ 744	208,320	
5	“ “ . “ 696	3,480	
2	“ “ . “ 660	1,320	
23	“ “ . “ 648	14,904	
26	“ “ . “ 600	15,600	
12	“ “ . “ 552	6,624	
11	“ “ . “ 504	5,544	
330	Fourth “ . “ 744	245,520	
4	“ “ . “ 696	2,784	
5	“ “ . “ 660	3,300	

Carried forward,

\$632,760	\$363,576 00
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<i>Brought forward,</i>		\$632,760	\$363,576 00
15 Fourth Assistants . at	\$648	9,720	
29 " " . "	600	17,400	
15 " " . "	552	8,280	
12 " " . "	504	6,048	
15 Temporary Teachers, 100 days		2,790	
20 Special Assistants, 150 "		3,000	
		<hr/>	679,998 00

Special Grade.

Special Teacher of Sciences, Roxbury and West Roxbury High .		\$948	
Special Teacher of Illustrative Drawing, Penmanship, etc., Normal		1,380	
Sewing, 28 Instructors, 190 divisions		14,220	
5 French Instructors, High Schools		3,960	
2 German " " "		945	
		<hr/>	21,453 00
Deaf Mutes : —			
1 Principal		\$1,800	
8 Assistants		6,500	
		<hr/>	8,300 00
Music : —			
Director		\$3,000	
3 Instructors		7,920	
		<hr/>	10,920 00
Drawing : —			
Director			3,000 00
Licensed Minors : —			
2 Assistants			1,488 00
		<hr/>	
<i>Carried forward,</i>			\$1,088,735 00

<i>Brought forward,</i>		\$1,088,735 00
Chemistry :—		
High School, 1 Instructor	\$1,380	
1 Laboratory Assistant	744	
	—	2,124 00
Physical Culture (conditional) :—		
Girls' High, 1 Instructor	\$744	
Girls' Latin, 1 Instructor	492	
	—	1,236 00
Evening Schools :—		
18 Principals, 110 Assistants, 21 weeks		28,455 00
Evening Drawing Schools :—		
2 Masters, 4 Head-Assistants, 10 Assistants, 6 Curators, 66 evenings		6,996 00
Military Drill [conditional] :—		
Instructor	\$1,500	
Armorer	504	
Amount now due	1,336	
	—	3,340 00
		<hr/>
Total for Instructors		\$1,130,886 00
		<hr/> <hr/>

SALARIES OF OFFICERS.

Superintendent	\$4,200
6 Supervisors, at \$3,780	22,680
Secretary	2,000
Auditing Clerk	2,000
Assistants	2,400
Copyist	720
Messengers	1,400
16 Truant Officers	18,360
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Total for Officers	\$53,760
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INCIDENTALS.

Text-Books,	}	\$60,000
Reference-Books,			
Exchange of books,			
Annual Festival			2,000
Globes, Maps, and Charts			1,000
Musical Expenses :—			
Instruments,	}	. . . . .	3,000
Repairs and covers,			
Charts and Stands,			
Printing and Stock used for same			8,000
Philosophical, Chemical, and Mathematical Apparatus and Supplies			5,000
School Census			1,200
Stationery, Drawing Materials, and Record Books			14,000
Slates, Diplomas, Racks, Pencils, Erasers, etc.			5,000
Advertising			500
Military Drill :—			
Arms, Repairs, etc. [conditional]			500
Fuel, Gas, and Water			62,000
Salaries of Janitors			82,000
Janitors' and other supplies			4,500
Cost of work for furnishing supplies, etc.			12,000
Miscellaneous, including sewing materials, teaming, extra labor, horse and carriage ex- penses, postage, car and ferry tickets, re- ceiving coal, and sundry items			5,000
Total for Incidentals			<u>\$265,700</u>

RECAPITULATION.

Salaries of instructors	\$1,130,886 00
“ “ officers	53,760 00
Incidentals	265,700 00
	<hr/>
	\$1,450,346 00
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INCOME.

Non-residents, State and City	\$10,000 00
Trust Funds, and other sources	12,000 00
Sale of Books and Supplies	30,000 00
	<hr/>
	\$52,000 00
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The Committee on Accounts respectfully request that the Auditor of Accounts may be authorized to transfer unexpended balances from any one item of the appropriation to any other item.

For the Committee on Accounts,

F. LYMAN WINSHIP, *Chairman.*

For the Committee on Supplies,

WM. H. FINNEY, *Chairman.*

CITY HALL, BOSTON, Feb. 23, 1881.

At a meeting of the Committee on Public Instruction, held this day, the foregoing estimates were examined, and it was voted to return them to the Auditor of Accounts, without any comment.

J. A. TUCKER, *Chairman.*

The following appropriations were recommended by the Joint Special Committee on the Auditor of Accounts' Estimates:—

For School Instructors	\$1,116,000 00
For School Expenses, School Committee	246,000 00
For Salaries of Officers “”	53,760 00
	<hr/>
Total	\$1,415,760 00
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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 City Council referred the School Appropriation to the Committee on Public Instruction, who reported back as follows : —

CITY OF BOSTON.

IN COMMON COUNCIL, March 31, 1881.

The Committee on Public Instruction, to whom was referred the portion of the report of the Committee on Auditor's Estimates relating to Schools and School-houses, having considered the subject, would respectfully report in favor of appropriating the amounts named in that report. In the opinion of your Committee the amounts designated on page 10 of said printed report (City Doc. 43) as items for school instructors, school expenses, School Committee, and salaries of officers School Committee, and amounting in all to one million four hundred and fifteen thousand seven hundred and sixty dollars (\$1,415,760), make a liberal sum for the purposes of maintaining the schools during the coming fiscal year, and an amount as large as ought, in prudence, to be apportioned out of the city funds to be raised by taxation for school purposes, amongst all the other purposes for which provision is required to be made; and that the School Committee ought to be able, and in the expectation of this Committee will be able, to administer the schools so as to bring the expenses within that amount, without impairing the general efficiency and high standing of our schools among the schools of this country. If a further appropriation

is sought before the expiration of the next financial year, the Committee would strongly suggest to the consideration of the next City Council the propriety of keeping the several public schools open only the time prescribed by law, or for such additional time as the appropriation now made may be sufficient for. The Committee are unanimous in this report, and would respectfully recommend the passage of the following order.

For the Committee,

CHARLES E. PRATT.

Ordered, That a copy of this report be transmitted to the School Committee, and also that a copy be referred to the next City Council.

The report was accepted.

The order was passed.

Sent up for concurrence.

IN BOARD OF ALDERMEN, April 4, 1881.

Concurred in acceptance of report and passage of above order.

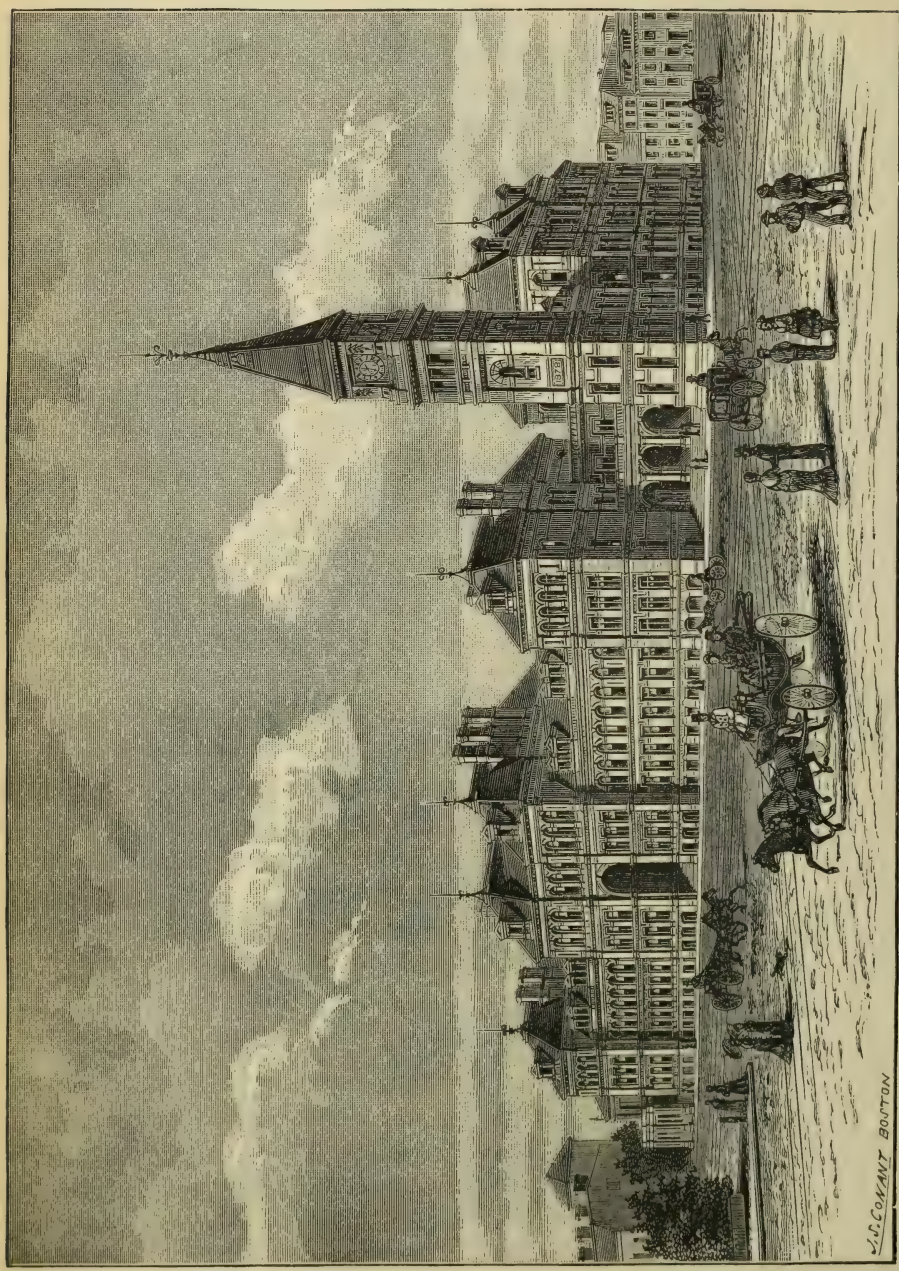
A true copy.

Attest:

S. F. McCLEARY,

City Clerk.

The aggregate appropriations show a reduction from the Committee's Estimates of \$34,586.



M. S. COOKMAN, BOSTON.

LATIN AND ENGLISH HIGH SCHOOL.

SCHOOL DOCUMENT NO. 13.—1881.

MEMORIAL

OF THE

DEDICATION

OF THE

PUBLIC LATIN AND ENGLISH HIGH
SCHOOL-HOUSE.

WITH A DESCRIPTION OF THE BUILDING.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1881.

IN SCHOOL COMMITTEE,
BOSTON, March 22, 1881.

Ordered, That one thousand copies of the dedicatory exercises of the Latin and English High School-house be printed.

Attest :

PHINEAS BATES, JR.,
Secretary.

IN SCHOOL COMMITTEE,
BOSTON, June 14, 1881.

Ordered, That one thousand additional copies of the dedicatory exercises of the Latin and English High School-house be printed.

Attest :

PHINEAS BATES, JR.,
Secretary.

DEDICATION.

The ceremonies arranged for the formal dedication of the building erected for the use of the Public Latin and the English High Schools took place in the Drill Hall, on the 22d of February, 1881, beginning at 10 o'clock, A.M., under the direction of the Committee on High Schools: Charles L. Flint, Chairman, Henry P. Bowditch, Brooks Adams, John G. Blake, and Henry W. Swift.

The hall was filled to its utmost capacity, the audience consisting of more than three thousand people, drawn together by an absorbing interest in the occasion. The selection by the committee of the birthday of Washington for the performance of these ceremonies was recognized as peculiarly appropriate. A temporary platform, elegantly draped, was erected on the easterly side, in front of the cavalry entrance from Clarendon street to the magnificent hall, while numerous portraits of past head-masters of the two schools adorned the walls, and national banners, the stars and stripes, hung in festoons in front of the balconies.

Seated on the platform were the Committee on High Schools and invited guests, consisting of His Excellency John D. Long, Governor of Massachusetts; His Honor Frederick O. Prince, Mayor of Boston; Hon. Robert C. Winthrop; Rev. Ralph Waldo Emerson; Hon. Marshall P. Wilder; Prof. William B. Rogers, President of the Institute of Technology; Rev. Samuel K. Lothrop, D.D., Rev. Phillips Brooks, D.D., Rev. J. M. Manning, D.D., Rev. George E. Ellis, D.D., Rev. A. A. Miner, D.D.; Rev. Robert C. Waterson, D.D., President of the English High School Association:

Hon. F. W. Lincoln, Hon. Jonathan A. Lane, Henry P. Kidder, Esq., Thomas Gaffield, Esq., Col. Thomas Wentworth Higginson, Hon. Henry K. Oliver, Rev. George A. Thayer; Prof. Edwin P. Seaver, Superintendent of Schools; Charles K. Dillaway, Esq., President of the Latin School Association; Ex-Gov. William Gaston; George A. Clough, Esq., City Architect; the Head-masters of the Latin and English High Schools; members of the School Committee, the City Government, and others.

After the invocation by the Rev. William Burnet Wright, Alderman Woolley, Chairman of the Committee on Public Buildings of the City Government, in a few appropriate remarks delivered the keys to His Honor the Mayor, as President of the School Board, who replied as follows:—

ADDRESS OF MAYOR PRINCE.

Mr. Chairman:—In behalf of the School Committee, I accept from you, as the representative of the City Government, these keys, in token of the delivery of possession of this building, erected for the accommodation of the Boston Latin and English High Schools, and its consecration to the purposes of public education. In appropriating the large sum, more than three-quarters of a million of dollars, required for the purchase of land and construction, the citizens have shown their ancient and traditional interest in the cause of free schools. By the laws of the Commonwealth this structure now passes from the control of the city to that of the Board of School Committee; and we of this Board, and our successors in office, must watch well that the great trust thus reposed in us is faithfully executed, so that the objects for which this costly temple was erected may be successfully accomplished. Believing that the committee fully appreciate their responsibilities in the premises, and that the accomplished teachers who will minister here fully recognize the importance of their work, I have confidence that these

great schools will now enter upon a new career of enlarged usefulness, so that they will not only benefit our own citizens but the people of the whole Commonwealth. If such results are realized, the building of this edifice was inspired by policy and wisdom.

The formal ceremonies of this dedication require me to deliver these keys to the Chairman of the Committee on High Schools, and this accomplished, my duties at this time are performed. Before making this delivery, I wish to say a few words touching these schools, which their importance and the proprieties of the occasion seem to demand. Both of these schools are venerable, not only for their great age but for their great success in accomplishing the objects of their organization. They both antedate our existence as a city. The Latin School was established in 1635, the English High School in 1821. As there is a vast disparity in their ages, we cannot say that they are *ambo æquales ætatibus*, but we may affirm that they are

Arcades ambo,
Et cantare pares et respondere parati.

It may be said that the Latin School was brought here by Governor Winthrop and the Puritan colonists, in 1630, for their first thought, after establishing a church, was to organize a school. They built their religious, educational, and political institutions on foundations of rock; for the First Church still lives as with immortal youth; the First School—our Latin School—still flourishes with no sign of decrepitude or decay; and the political dogma to which we owe our existence as a nation—that taxation and representation are inseparable—enunciated by the liberty-loving emigrants more than a hundred years before the Great Declaration of the United Colonies, is to-day the corner-stone of our glorious Constitution. It is not strange that the education of the people was the early care of the colonists. The number

of learned men among them was most extraordinary, when we consider the character of those who generally settle a new country. It has been said — and I believe truly said — that between 1630 and 1690 there were in New England as many graduates of Cambridge and Oxford as could be found in any population of the same size in the mother country. Mr. Savage, in his history of New England, asserts that during the first part of that period there was in Massachusetts and Connecticut a Cambridge graduate for every two hundred and fifty inhabitants, “besides sons of Oxford not a few.” “Probably,” says the historian of American Literature, “no other community of pioneers ever so honored study, so revered the symbols of learning; theirs was a social structure, with its corner-stone resting on a book. Universal education seemed to them a universal necessity, and they promptly provided for it in all its grades.”

They declared in their laws that it was “barbarous” not to be able perfectly to read the English tongue, and to know the general laws. They went further, and declared that “skill in the tongues and liberal arts is not only laudable, but necessary for the well-being of the Commonwealth.”

Their zeal in this respect was well shown by their action touching Michael Powell, the ruling elder of the Second Church of Boston. There had been considerable difficulty in getting a minister to take charge of this congregation, and for a few years Mr. Powell conducted the worship, and so satisfactorily that he would have been ordained teacher, had not the General Court interfered and declared that it “would not suffer one that was illiterate, *as to academical education*, to be called to the teaching office in such a place as Boston.” Mr. Powell “was a man of sense and good character, and the objection to him was not that he was a layman, but that he was wanting in learning.”

The public sentiment in respect to universal education was so strong as to induce the passage of laws for its accomplish-

ment, and as early as the year 1649 every New England colony except Rhode Island made public instruction compulsory by law. Every town containing fifty householders was required to support a school for reading and writing, and every town containing one hundred householders, a grammar school, with a teacher competent "to fit youths for the university."

They did this not only — to quote from the old law — that "learning might not be buried in the graves of our fathers," but that they might baffle that "ould deluder Sathan," whose one chief project is to keep men from the knowledge of the Scriptures, by persuading them from the use of tongues."

As the historian Tyler well remarks, "only six years after John Winthrop's arrival in Salem harbor, the people of Massachusetts took from their own treasury the funds with which to found a university; so that while the tree-stumps were as yet scarcely weather-browned in their earliest harvest-fields, and before the nightly howl of the wolf had ceased from the outskirts of their villages, they had made arrangements by which even in that wilderness their young men could at once enter upon the study of Aristotle and Thucydides, of Horace and Tacitus and the Hebrew Bible."

We can appreciate the public solicitude for learning when we recall the noble declaration of the high-spirited New England matron to her son: "Child, if God make thee a good Christian and a good scholar thou hast all that thy mother ever asked of thee."

Epitaphs are often true expressions of popular sentiment. On the tombstone of a young and promising minister who early died here was inscribed — beneath the *hic jacet*: "The ashes of a hard student, a good scholar, and a great Christian."

But the early Puritans were not solicitous in respect to education merely from "the love they bore to learning," nor for the sole reasons set forth in the legislation to which I have referred. Those of them who were deep thinkers and stud-

ied the future, saw another value in popular intelligence. They had been driven from the fatherland into emigration by the persecution of the English hierarchy, and were convinced that the English government in their treatment of Dissenters would always reflect the intolerance of the English Church. They therefore felt that the time would come — and, perhaps, ere long, when they or their posterity would be compelled to establish an independent government for the attainment and maintenance of the great objects which prompted their emigration, — civil and religious liberty. The shadow of coming events was seen as early as 1633, — three years after their landing here, — when the stout-hearted and irrepressible Roger Williams asserted the novel but prolific doctrine “that the people were the origin of all power in the government.” This political truth, fermenting in the public mind, generalized a vast amount of speculation upon the natural rights of man, and the elementary principles of the social compact. It evoked new theories in respect to the nature of government, and evolved new views of the powers and rights of the people. The colonists soon began to recognize the great truth, — now regarded wherever there is constitutional liberty as axiomatic, — that government is merely the *agent*, of the people for the management of their political affairs, and the enforcement of those fundamental rules and principles which are necessary for the protection of the rights of the members of the body politic and the maintenance of social order; that such agent, like all agents, is responsible to its constituents for the way it executes its delegated powers, and that it can be dismissed from office when the latter shall think it for their interest to exercise the right of doing so.

But it was obvious to those far-seeing men that no such government could be established or successfully maintained if the requisite conditions were wanting; that it was absurd to expect that there could be free institutions unless there were intelligent citizens; that ignorance was incompatible

with liberty. They felt, in the eloquent words of the committee who recommended in after years the establishment of the English High School, "that to preserve tranquillity and order in a community, perpetuate the blessings of society and free government, and promote the happiness and prosperity of the people, there must be a general diffusion of knowledge."

Free public education was, therefore, made an important object of political care and State policy, and the most generous provision for its support early and unceasingly made. Liberal as our citizens are to-day in their appropriations for the cause of popular education, they give no more — perhaps not so much — as the colonists six years after their landing, when the subscription towards the maintenance of a school-master was circulated, headed by "the Governor, Mr. Henry Vane, Esq.," for ten pounds, and Deputy Governor, John Winthrop, and Richard Bellingham, each for the same sum; forty-two others of that poor, God-fearing but letters-loving community subscribing according to their ability. Our Puritan ancestors felt with the great Roman statesman and philosopher, that we cannot confer a greater benefit upon our country than by instructing and giving a proper direction to the minds of our youth. *Quid munus Reipublicæ majus — meliusve afferre possumus — quam si juventutem docemus et bene erudimus.*

The first school, as I have observed, was gathered in 1635, as soon after the arrival of the emigrants as there were probably children to teach, when, to quote the record, they "entreated brother Philemon Pormont to become school-master for the teaching and nurturing of children with us."

There is some reason to doubt whether brother Philemon ever consented to serve as school-master, so that it may be claimed that he was the first teacher of this ancient school. The records say that the Rev. Daniel Maude was "also chosen" to the office of school-master in August, 1636, and it appears that when the Rev. John Wheelwright was banished in 1637

for heterodoxy on certain doctrinal points, among those who went away with him was brother Philemon; so that if he ever taught this school it was only for a few months.

I have never seen the course of study adopted at the organization of the first school, but it would seem that the higher branches, and not merely elementary instruction, were taught from the start. We know that Latin was taught, because some of the pupils knew it; hence the inference that the first school from its establishment was a Latin school.

I have never seen any reliable description of the school-house where this first school was located; but it was not probably more elegant or more imposing in its architecture than the first church, which had mud walls and a thatched roof. It was situated in School street, very near the spot, if not on it, where the statue of Franklin now stands; so that the location of that memorial of the great philosopher and constant advocate of popular education, on the site where he received his first instruction, was appropriately chosen. All places hallowed by sacred associations will be regarded by the cultivated and refined with sentiments of reverence, and the desire to protect them from uses degrading to the *religio loci* naturally obtains. The alumni, therefore, must be gratified to know that the statue of the great man guards the original and natal location of the old school.

Although the two original buildings consecrated to religion and education were thus humble, yet as the years went by and the material prosperity of the country increased, better structures were erected for the accommodation of both church and school. We know that the former was removed from its first site in State street to Washington street, where Joy's Building now stands, thence to Chauncy street, and thence to the beautiful temple on Berkeley street. We know that the latter was removed from its original location to that opposite on the same street, now occupied by a part of Parker's Hotel; that afterward it was removed to Bedford street, and then

to this magnificent edifice. But we do not know, nor can we determine with the same certainty, what has been the influence of this first church and first school during their long existence on this community. We may safely say, however, that to their teachings the people of Boston largely owe the moral, religious, and intellectual culture which has so greatly distinguished them in all their history — *ab urbe conditâ* — that to these they owe the formation of that solidity of character which has ever made them the earnest advocates of the principles of civil and religious liberty — the leaders in every social and political reform, and the friends of every measure for the elevation of man and the promotion of civilization. We are indebted to these teachings for the great influence we had in establishing the independence of the colonies, and in shaping the character and policy of the government in the early days of the Republic. We are indebted to these teachings for much of our wonderful municipal prosperity.

We find evidence of the successful work of the Latin School, in its early history, in the fact that it was able, with the grammar school on Bennett street, and three writing-schools, to instruct all the youth of Boston previous to the Revolution. At that time they accommodated about nine hundred scholars. We find evidence of the success of the school in subsequent years in the large number of its distinguished alumni who attained eminence in the arts and sciences, in law, medicine, and theology, and in the mercantile, manufacturing, and mechanical professions.

For many years most of the young men were here prepared for admission to Harvard College, so that during its long existence it has well discharged the objects set forth in the law under which it was established, "to fit youths for the university," and I think that it has been generally found that the graduates of this school were as well if not better fitted than those of other schools.

This institution has been fortunate in all its history in being

under the care of able teachers,—teachers who were not only eminent for learning and culture, but for their comprehension of instruction as an art and their capacity to teach. Many of them have been highly distinguished as successful educators. Under the charge of the accomplished scholar who is now the Principal of this school we may indulge the confident expectation that its character and reputation will be well maintained in the future.

The English High School had its origin in the want that was felt in the early part of this century for a school where those who had not the wish, or were without the means, to obtain a collegiate education, might receive instruction in some of the branches of practical importance, generally taught only at colleges. The Latin School, as has been stated, had for its chief purpose the fitting of boys for the university. The studies pursued at the English grammar schools were merely elementary, and consumed more of the pupil's time than was profitable or necessary. As the report of the committee appointed in June, 1820, by the town, to consider the question of establishing an English Classical School, says, "the mode of education now adopted, and the branches of knowledge that are taught at our English grammar schools, are not sufficiently extensive nor otherwise calculated to bring the powers of the mind into operation, nor to qualify a youth to fill usefully and respectably many of those stations, both public and private, in which he may be placed. A parent who wishes to give a child an education that shall fit him for active life, and shall serve as a foundation for eminence in his profession, whether mercantile or mechanical, is under the necessity of giving him a different education from any which our public schools can now furnish. Hence, many children are separated from their parents and sent to private academies in this vicinity, to acquire that instruction which cannot be obtained at the public seminaries."

At a meeting of the freeholders and other inhabitants of the

town qualified to vote in town affairs, held in Faneuil Hall, January 15, 1821, it was voted, by nearly a unanimous vote, only three voting in the negative, to establish an English Classical School, upon a plan recommended by the School Committee. The school was opened in May, 1821, in the upper story of the Derne-street Grammar School-house. In 1824 it was removed to Pinckney street, and in 1844 to Bedford street, where it occupied the same building with the Latin School, until it was established here. We have the authority of Mr. Philbrick, for many years the able Superintendent of Public Schools, for the assertion, in 1864, "that from the day of its establishment this school has been one of singular excellence; never in its history has there been a period, ever so short, when it was not, as a whole, admirably managed and instructed."

We have the opinion, also, of an eminent foreigner to the same effect. The Rev. J. Fraser, now the Bishop of Manchester, one of the most ardent advocates of public provision for higher education, when he visited this school in 1865, said in his report to the British Parliament, that it was a "school which I should like, if possible, to place under a glass case and bring it to England for exhibition as a type of a thoroughly useful middle school. . . . It is the one above all others that I visited in America, which I should like the Commissioners to have seen at work, as I, myself, saw it at work on the 10th of June, the very type of a school for the middle classes of this country, managed in the most admirable spirit and attended by just the sort of boys one would desire to see in such a school.

"Take it for all in all, and as accomplishing the end at which it professes to aim, the English High School at Boston struck me as the model school of the United States."

The record of this school will vindicate the assertion that its excellence and usefulness have not abated since Mr. Philbrick made his statement in 1864 and the Bishop of Manches-

ter in 1865. The English High School, as well as the Latin School, is fortunate in having for its Principal an accomplished educator, whose ability and devotion to duty are assurance that it will, in the words of the eloquent Rev. Dr. Lothrop, for twenty-six years the faithful chairman of the committee on this school, "fulfil its design and become a noble institution, with its four or five hundred pupils, sending forth its eighty or one hundred graduates; young men with a large intellectual and moral culture, fitted not only to bring that knowledge which is power into all the departments of business, but fitted also to elevate the tone of social and moral life and manners amongst us and make our city what every city should strive to be,— 'a city set on a hill.'"

These schools have occupied the same building in Bedford street for nearly forty years. We now dedicate to their joint use this beautiful structure. May they continue to occupy it in harmony and prosperity as long as mundane things are permitted to endure.

This day is memorable and dear to our citizens and to all Americans as the natal anniversary of the Father of his country. I invoke the blessings of his spirit on these two institutions, that they may not only instil into our youth the desire for intellectual and moral truth, so as to lead them through the pursuits of knowledge, to cultivate, as Tully has well said, in our mortal life the pursuits of heaven; but may also inculcate the spirit of a lofty patriotism, that there may be always here, where Washington first drew his sword in the cause of civil liberty, those who will make every sacrifice for its defence.

Mr. Chairman of the Committee on High Schools, I now conclude the part assigned to me in this dedication by delivering to you these keys. I do so with great pleasure, being well assured that you and your committee will faithfully administer the supervisory powers in respect to these schools delegated to you by the Board.

RESPONSE OF CHARLES L. FLINT.

Mr. Mayor :—In behalf of the Committee on High Schools I accept the trust of which these keys are a fitting recognition. Let me express the profound satisfaction of the committee with the completion of the plans for the accommodation of the great schools which are to occupy this house. These schools have labored for years under the most trying disadvantages, with classes scattered about at considerable distances from the main building, and under circumstances which made it impossible to do the best work, or work which was satisfactory to the teachers themselves. That they have been able to maintain their popularity, under such conditions, and even to grow in efficiency and usefulness, is due chiefly to the extraordinary good fortune of the committee in securing and retaining a corps of instructors in both schools unsurpassed for ability, and devoted heart and soul to the work they were called upon to do.

The schools were never, we believe, in a stronger position than they are now. They were never in a condition to do better work. With the facilities which this building will afford, when our rooms are furnished, as I have no doubt they will be, with suitable chemical, physical and philosophical apparatus, the appliances which science and mechanical skill have devised, we shall be recreant to our duty if we fail to impart a training which will fit the young to enter upon the activities of life with all the conditions requisite to success, so far as they depend on instruction in the public schools.

We wish to express our grateful acknowledgments to you, sir, and to the City Government, for the munificent liberality that has provided so generously for the wants of these schools, and to the Committee and the Superintendent of Public Buildings, and especially to the City Architect for his admirable and thoughtful designs for the comfort and con-

venience of teachers and pupils. It may be easy to suggest improvements and to find fault with defects when the work is done, but take it all in all we believe it to be the grandest and most complete school-house in this country, if not in the world. We thank you all, sir, for the excellent way in which the work has been done. It is a monument, noble in its designs, magnificent in its proportions, and fit to commemorate the wise and far-seeing liberality of our citizens.

The committee, I am sure, feel a deep sense of responsibility to the citizens who maintain these schools, and to the parents whose sons are to be taught here. Let us have your considerate coöperation, your generous confidence, and your hearty support, and we will make these schools not only the pride of every citizen, but the crowning glory of the free public school system of Boston.

After music by the choir, Mr. Flint continued : —

Mr. Merrill, Head-Master of the Public Latin School : I have the honor, on behalf of the committee, to intrust these keys to you. They are the symbols of your authority. Since the committee called you to the honorable and responsible position at the head of this great school, they have watched you day by day, with increasing confidence in your ability, in your scholarship, and in your practical sagacity. When you entered upon your duties, four years ago, the school had suffered from a variety of causes. Its general tone and its discipline were low, and it failed to command the entire confidence of the School Board, or of the community. I state what I know from my own experience when I say it was a source of great anxiety to the committee in charge. You have revolutionized it in these respects, and you are fairly entitled to the credit of it. The Latin School was never in a better condition, so far as its general tone and spirit are concerned, than it is to-day. I do not believe its corps of teachers was ever so exceptionally strong and efficient at any one

time in the past, or so united in their efforts to do the best possible work for the credit and the reputation of the school itself.

You are at the head of the oldest free public school in this country. It was the work of men struggling with the hardships and the gloomy isolation of colonial life, but determined, let what would come, that learning should not be buried in the graves of their fathers. If there ever was a case where men builded better than they knew, it was that of the early fathers of New England, when they started to embody in a material and practical form the declaration of their great spiritual leader, "that government, as the natural guardian of all the young, has the right to compel the people to support schools." They applied that principle for the first time here, in the establishment of this school, only five years after the settlement of this place and while the little colony was still hanging almost on the verge of despair.

The history of the school, therefore, dates back to the early infancy of the colony of the Massachusetts Bay, to a period anterior to the founding of Harvard College, and for a hundred years or more it was regarded as "the principal school of all the colonies, if not in all America." It is, as we all know, a preparatory school. It has always been regarded as such, and as such in times past it gained a high and well earned reputation as the most efficient institution in the country, nobly and honorably accomplishing its mission, and proving itself to be a priceless blessing to this community.

But though somewhat venerable with age, there is still abundant room for growth. The standard of scholarship required for admission to our colleges is constantly advancing, so that we shall be obliged constantly to produce better results, and forced not only to do more work but to raise the standard of admission to the higher classes. To make such changes as may be needed from time to time in the course of studies, to keep the school in the line of growth

and progress so as to accomplish the highest results, will require constant watchfulness, consummate skill, and an untiring devotion. The committee, I need not say, will give you all the aid in their power, and will cordially coöperate with you in your efforts to maintain the ancient renown of an institution which was for many years regarded as by far the *best* preparatory school in all America.

RESPONSE OF MR. MOSES MERRILL.

Mr. Chairman: — In receiving these keys from your hands we are reminded of the obligations resting upon us as instructors of youth. We trust that this responsibility is never lost sight of. But it is well to call attention at times to the services demanded of us and to the trust reposed in us, lest we may forget that the influence of our work here is far-reaching, boundless as eternity itself.

The vocation of teaching is subordinate to that calling alone which devotes itself to the interests of the soul. Our fathers associated the two; they felt that erudition in theological lore was an essential qualification for teaching the young, especially in the higher institutions of learning. This sentiment has not altogether disappeared, though the occupations are now, practically, distinct. A different course of study and a different kind of instruction are necessary for a suitable preparation for teaching. Still, the minister of the Gospel is, as he ever has been, an earnest advocate of mental culture; he believes in an intelligent piety. On the other hand, the teacher, if true to his profession, will have regard for the moral and spiritual nature of his pupils. On the union of this moral and mental culture depend the broadest development of man's character, his own well-being, the purity of society, and the security and perpetuity of our free institutions.

Therefore, may the pupils of this school ever obey the

precepts of Divine revelation in their widest meaning, as given to us in the Proverbs of Solomon: "Get wisdom; get understanding; forget it not, neither decline from the words of my mouth; forsake her not and she shall preserve thee; love her and she shall keep thee. Wisdom is the principal thing; therefore get wisdom, and with all thy getting, get understanding. Exalt her and she shall promote thee; she shall bring thee to honor when thou dost embrace her. She shall give to thine head an ornament of grace and a crown of glory shall she deliver to thee."

You have been kind enough, Mr. Chairman, on various occasions, to speak approvingly of the condition of the school since it has been entrusted to my care. Your words to-day accord to me, I fear, more credit than I deserve. I wish to confirm all you have said in praise of my associates, and to assure you that we are greatly indebted to them for whatever success, in your judgment, we have attained. We also wish to thank you, sir, as well as your colleagues and the parents of the pupils, for your prompt and hearty support in promoting the welfare of the school. But all efforts of teachers avail not to make a school successful, unless they have the sympathy and willing obedience of their pupils. This state of things appears to exist. As our boys advance through their respective classes from year to year, and reach the first class, — the sixth form, in which Dr. Arnold placed the hope and the confidence of his school-work, — we see them putting off childish things, and the senseless frivolities of early youth, and becoming manly and honorable, appreciative and generous in their feelings. Such a class, a fit representative of previous classes, we can present to you to-day. Be assured that so long as this continues, you need have no anxiety about the order and well-being of the school.

Two hundred and forty-six years ago the residents of the infant colony of Massachusetts established this school "for the teaching and nourtering of children with us." We have

no historical statement of the fact, except possibly that which the Mayor has given us to-day, but it is reasonable to suppose that the first Governor of the colony gave the measure his hearty support. It would be incongruous to suppose otherwise. He was an educated man, and we know that he was an ardent supporter of public education in his adopted home. Could he have looked through the vista of coming centuries, and seen the development of his hazardous experiment into the metropolis of to-day, with its teeming population, with its vast industrial interests, with its churches and schools, and the distinction of its citizens, especially those bearing his own name, he might have exclaimed, in the words of Anchises, as he beheld from the abodes of bliss, in prophetic vision, the glory of Rome, the mistress of the world, in the golden age of Augustan power and literature :—

Illustris animas, nostrumque in nomen ituras.

It is eminently fitting that we should have with us to-day the chief magistrate of the Commonwealth, to ratify and confirm the act of his great predecessor, to give dignity and impressiveness to these exercises by the weight of his official position and his personal character. It is also a fortunate circumstance that, among the prominent graduates of our school, we have here to-day a lineal descendant of the first Governor, a fellow-citizen whom we delight to honor, himself an alumnus of the school, whose presence and utterances will prove a benediction, who, in the fulness of years and wisdom, will give us, in his own eloquent way, words of counsel and encouragement.

We have assembled to-day to dedicate this building to the moral and mental culture of our youth, the highest purposes to which it could be devoted save the promulgation of the Gospel of the Saviour of mankind. But let us remember that this is not exclusively our own gift; it is a legacy we have received from our fathers. We have taken this

legacy, added to it, enlarged it by generous offerings, and adapted it to the needs of our day and generation. Let there be no complaints, no regrets. Let us transmit this offering to our children with the same generous impulses and noble aims as our fathers transmitted it to us. May it do as much for them as it has done for us. In their turn they will take the legacy, when it is no longer suitable for them in the form in which we present it, enlarge it, and transmit it to generations farther on. Therefore, all honor to those who have had anything to do, from the beginning to the end, with this public benefaction.

The aims of the two schools occupying the building are different. Cicero says: "Omnes artes, quae ad humanitatem pertinent habent quoddam commune vinculum et cognitione quadam inter se continentur." This involves a principle in education as true to-day as when these words were uttered. The following version, nearly a literal translation, answers our present purpose: "All branches of knowledge which tend to the cultivation and refinement of the mind have a common bond of union and a certain close relationship to one another." The more one knows the better. But no mind can grasp all knowledge. A selection must be made. We think we have the best selection on our side; they think they have the best on the other side. But there need be no quarrel. The two schools will occupy the building in peace, in the spirit of an admission recently made by an eminent scientist in England, Prof. Huxley, who said: "I am the last person to question the importance of genuine literary education, or to suppose that intellectual culture can be complete without it. An exclusively scientific training will bring about a mental twist as surely as an exclusive literary training."

In the spirit of this partial concession to the advantage of linguistic studies, these schools will meet the wants of our people. There is enough of the literary element in the one,

and enough of the scientific element in the other, to save each from the charge of exclusiveness.

I need enter upon no eulogy of the work of the English High School. Its results have been conspicuous. Among its graduates, eminent in the various callings of life, some to-day will tell what it has done for them and for their fellow-students.

The Latin School, let us hope, in days to come as in days past, will lay a broad foundation for intellectual development, which will be but the beginning of a long course of study, culminating in the learned professions or in other positions equally important and influential, bringing credit to the school, to the pupils themselves, honor to their native city, strength and renown to the Commonwealth and to the nation.

Mr. Flint, turning to Mr. Francis A. Waterhouse, Master of the English High School, said:—

Mr. Waterhouse, Head-Master of the English High School:—Less than two months have passed since you were called to occupy the most important position at the head of this great school. But though a comparative stranger to many in this community, the extraordinary record you had made in similar positions of trust had long been familiar to the committee. When, therefore, the burden of responsibility was thrust upon them of filling the vacancy caused by the resignation of your predecessor, there could be no want of unanimity as to the selection to be made. All eyes were turned to you. We regard it as a great good fortune, not only to the committee in charge of the school, but to the whole community, that you were willing to accept our offer, and to assume the responsibilities which such acceptance involved. You enter upon its duties with the entire confidence of the committee, and with the best wishes and the highest expectations of every friend of High Schools in this city.

The great school, to the head-mastership of which you have been called, derives its highest importance from the fact that it is, essentially, a finishing school. Its graduates, with comparatively few exceptions, enter directly upon the practical business of life. Its functions, therefore, as well as its traditions, are quite different from those of its neighbor, the Latin School, and its course of studies ought to be broader and laid out for different ends. It had its origin at Faneuil Hall on the 15th of January, 1821. Its first head-master was chosen on the 19th of February, 1821, and opened the school in the following May, and from that day to this, for sixty years, its pride and its crowning glory have been to give to the young men of this city an education that should fit them for eminence in their profession, whether it be clerical, mercantile, or mechanical. This object it has accomplished, on the whole, remarkably well, as the long list of its graduates, many of them the most prominent men in all the practical walks of life in our midst, abundantly shows.

Now, we ask you to bear in mind, as you enter upon this trust, that you will impress yourself most strongly and most beneficently upon this community by impressing yourself most strongly and durably upon the individual character of the pupils that come under your charge. Let them go out wiser, purer, truer, holier. There can be no nobler aim, nothing more worthy of the highest ambition of any good man than this,—to give the last finishing touches in moulding the character, in stimulating the ambition, in leading the young and pliant minds just blooming out into thoughtful manhood,—the flower, the hope, and the stay of a great and intelligent community,—to loftier aims and to nobler purposes in life. It requires a rare combination of the Christian gentleman, the teacher, and the friend.

The simple fact that we have elected you to this difficult and responsible post is evidence enough that we have

implicit confidence in your character, in your ability, and in your entire fitness for the position ; and I need not assure you that we have not placed you here to leave you without the hearty and persistent coöperation of the committee. We propose to stand by you, and to give you not only all the moral, but all the material aid in our power. The rest will remain for you. I have the honor, on behalf of the committee in charge of the school, to intrust these keys, as the fitting emblem and recognition of authority, to you. May you never have occasion to regret the choice you have made.

RESPONSE OF MR. FRANCIS A. WATERHOUSE.

Mr. Chairman : — In receiving at your hands the keys of the English High School, I formally signify my acceptance of the great trust that you have so impressively committed to my care. In the execution of this trust, I feel that I am bound, not only to aid and direct pupils in getting so-called practical knowledge and practical skill. Such work, I admit, is highly important work ; and he who does it well deserves, in no scant measure, commendation for good and faithful service. But the charge that you have given to my keeping implies the obligation to a work that is higher and better still, — the work of forming the minds and hearts of pupils to right habits of thought, feeling, and action. I am bound to exert my best efforts — my associate teachers, will, I trust, exert their best efforts — in training our boys to think for themselves, and to think with an earnest and sincere desire to arrive at truth, — to feel, with genuine and discriminative feeling, the beautiful and the good, — and to put true thoughts and generous sentiments into fitting words and deeds.

These ideas of education — the disciplinary idea, as it may be termed, and the practical — find due recognition in the course of study in our school. As a result of the labors of my distinguished predecessor, the organiza-

tion of the school with respect to instruction is admirably fitted for thorough work. Instead of being called upon to teach a multitude of subjects, and, consequently, teaching all, except a favorite one, indifferently well, each instructor has in charge but a comparatively few branches, and generally such branches as his gifts or culture adapt him successfully to manage.

With such a course of study and such a division of labor ; with associate teachers, able and enthusiastic, tenaciously holding, as they fairly may, to ideas and sentiments that have stood the test of years, but ready to welcome new ideas and methods that smack of sense and truth ; with the cordial and intelligent support of our best citizens ; and, lastly, — for the thought of the occasion, if no other thought, naturally leads me to give prominence to this point, — with the finest and most commodious school building in the country ; with such helps as these, and with few, if any, hindrances that energy and determination cannot do away, I venture the hope that the English High School will make in the future as good a record as it has left in the past. I venture the further hope, that, as years go by, it will yield proofs more and more convincing that it holds in the school system of Boston an indispensable place as well as a high place, freely offering, as it does, to every boy in the city, — provided he have fair ability, — an education that fits him not merely with a reasonable prospect of success to enter upon special lines of business, but also to assume the responsibilities and to discharge the duties of citizen, patriot, and man.

Turning to the audience, Mr. Flint then resumed : —

ADDRESS OF CHARLES L. FLINT.

Ladies and Gentlemen: — It would obviously be improper for me to detain you many moments from the sequel to these formal ceremonies. I am well aware that this is a

day of congratulation rather than of suggestion, and yet there is one thought, not new by any means, but worthy of frequent repetition, that I wish I could impress upon the minds of the parents of our boys. It is that, taking our community as a whole, we are too much inclined to rely upon fine school-houses, upon accomplished teachers, and upon elaborate and costly appliances for instruction. All these are important, to be sure, and by no means to be overlooked, but every teacher, and every active member of a committee must realize and appreciate the far greater importance of wise parental discipline and sound instruction at home.

Our schools and colleges can do much, but they cannot do all. They ought to be regarded merely as supplementary to the more important influences of the home. We must not confound instruction with education. The teachers of our public schools can have their pupils, at the most, but five hours a day, and that time must be given chiefly to instruction, so that most of the influences which go to build up a noble and finished character must come from parents at home. If we would have an Eton or a Rugby, we must comply with the conditions which such schools impose. We must give up our boys to the more complete control of competent teachers.

The boys of our cities are far too apt to rely upon outside influences for growth and mental development. They are not sufficiently self-reliant. They are not so self-reliant as boys brought up in the country, and for obvious reasons. They seem to wait to be taught, to have knowledge poured into them, as it were,—as if their minds were mere storehouses, when they ought to be workshops.

Now, there is no plainer axiom than this, that the mind grows only by its own action. We cannot travel by railway from ignorance to knowledge. The way through mental discipline to a high standard of intellectual culture is as slow and laborious now as it ever was. The school and the college can aid by giving direction, but they cannot supply a

lack of mental force. They must rely upon home influences to stimulate ambition, to infuse energy, to kindle enthusiasm, and to create a love for the work of the school.

Now, what you and what I can do, to a certain extent, is just this: We can stimulate mental activity in our boys. We can do something to encourage them to greater self-reliance. We can impress upon them constantly the idea that they must work out their own salvation; that whatever we may do for them, whatever teachers and schools and books may do for them, will amount to very little unless they learn to rely upon themselves. There can be no strong, stalwart, well-developed manhood that is obliged all the time to lean on something outside of itself for support, and a true education ought to fit a man to meet emergencies, to fight the battle of life manfully, and to crown it with victory.

The choir then sang the beautiful "Hymn to Liberty."

The CHAIRMAN. — We are fortunate in having with us today the Chief Magistrate of a Commonwealth that was the first to put upon its Statute Book an act "to provide for the instruction of youth and for the promotion of good education." An act so remarkable for felicity of expression as to amount almost to fervid eloquence was passed by the Legislature of 1789, and it is so short that I am sure you will pardon me for reading a single section of it. It was enacted: —

"That it shall be, and it is, hereby made the duty of the President, professors, and tutors of the University at Cambridge, preceptors and teachers of academies, and all other instructors of youth to take diligent care and to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth, love of their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and

those virtues which are the ornament of human society, and the basis upon which the republican constitution is structured. And it shall be the duty of such instructors to endeavor to lead those under their care (as their ages and capacities will admit) into a particular understanding of the tendency of the before-mentioned virtues, to preserve and perfect a republican constitution and to secure the blessings of liberty, as well as to promote their future happiness, and the tendency of the opposite vices to slavery and ruin."

It is the spirit of this remarkable act, embodying, as it does, the very elements of popular education and civil liberty which had been worked out by the experience of the early fathers; breathing, as it does, in every line, the loftiest sentiments, and appealing to all men of culture and sound principles to stand round and support and elevate the standard of popular education, — it is the spirit of this act that has pervaded and directed our system of free public schools from its passage, more than ninety years ago, down to the present hour. I have the honor to introduce to you His Excellency, Governor LONG.

ADDRESS OF GOVERNOR LONG.

The enactment which you have just read, Mr. Chairman, lacks something of conciseness, and, if you will pardon me, of entire felicity of expression. But, in its spirit, it well emphasizes the demand of Massachusetts that her children shall be instructed not only in studies that make the mind acute and strong, but in the good morals which lie at the foundation of character and of the State. Most sincerely, while bringing to the dedication on Washington's birthday of this new temple of learning, so spacious and elegant, the good words and wishes of the Commonwealth, do I trust that, in conformity with her spirit and statutes, its teaching shall be the truth, its inspiration shall be humanity, and its fruit the citizen free and true. And let us not forget that it is not the

munificent gift of some princely magnate, but the more munificent self-imposed contribution of the body of the people.

As a part of the great educational system, which from the first the Commonwealth has fostered, these two noble schools belong to Massachusetts. The Latin School dates its beginning almost with that of the colony. It foreran Harvard College. Among its teachers, at the opening of the Revolution, it saw the older Lovell, a Tory refugee, and the younger, a flaming patriot, at the side of those Massachusetts heroes, Hancock and Adams. And, to-day, I see its scholars standing before me in the uniform of the State militia. It is the General Court that, under the lead of a gallant young colonel of my staff [Colonel Higginson], is authorizing their instruction in military drill. And yet, as I behold their gun-barrels ranged around these walls, I am glad to see that their arms yield place to the citizen's gown. The Latin School has been not more a nursery of classical learning than of a better than classical love of country. Within these walls the sculptured marble weeps over the record of its patriot martyrs. The names that have won Massachusetts most glory for statesmanship, eloquence, letters, the pulpit, and all well-doing, are, many of them, written on its rolls. If it could be typified in some life-like form, holding in its grasp not a spear but a book, surmounted not by a helmet but by a scholar's cap, it would well represent our Massachusetts common schools and stand as the American Palladium, its eyes flashing fire at any desecrating touch, conscious that upon its preservation forever depends the safety of the Republic.

Amid all this architectural vastness and convenience how the imagination tries to picture the homely shed that once stood in the rear of King's Chapel! The successive steps of the Latin School from house to house, wide as is the divergence from the first to the last, are, however, only in keeping with the marvellous growth of the city and the Commonwealth. Whether the cause of good learning has kept pace

with the enlargement of its temples and with the increase in the number of its votaries is not so certain. One might doubt it in the presence of Winthrop, who sits here a graduate of this school, his vigor unimpaired, chosen out from more than fifty millions of people, not more for his great ancestral name than for his scholarship here first acquired, to be the orator of the next great centennial of the American republic. One might doubt it, too, in the presence of Emerson, that other graduate who is also here, and who is indeed wherever education and the culture of the soul refine the air through which the spirit springs to heaven. Be it remembered that the one object of education, forever and now, is not to make the mind a storehouse full-crammed, not to dissipate it in the shattering endeavor to grasp all knowledge, but to enable a man, whatever his faculties or resources, to command, to use, to apply them to the full, — if he lift a hammer, to strike the nail on the head, — if he cleave a log, to strike it in the very centre, — if he argue a cause, to drive straight at the heart and the understanding. Given this ability and the education thus to use and expend his power, and then the storing of the mind and the variety and scope of accomplishment will take care of themselves; even as when a forest spring is put to use and overflows, it is never exhausted, because the whole mountain-side spontaneously bleeds at every vein to keep it full. The difference of one man from another is less in power than in the use of power. Command of words, mastery of language, are not more the distinction of Webster and Burke than of the most brilliant speculator in mining stocks, or of the head man in a New England village. And yet how painful and pitiful is the daily spectacle of some graduate of our schools, soaked with lessons, who cannot put a thought into words, or a purpose into execution.

But it is not for me to speak of the special topics of education. Whatever in that is best has here always found its

opportunity, and, I am sure, here always will find it. Rather, speaking for the Commonwealth, and speaking, too, for myself in connection with a school in which I was once for a few weeks a teacher, I love to recall the exquisite freshness and promise of the scholar's life and progress, the delights of classical learning, the inspiration of the acquirement of knowledge, the growing consciousness of mental grasp and power, though it but blush and tremble at its own first essay at speech or at poem. There is no range so noble, so free, so easy in its access to the rarest communion, as the scholar's. Not by accident is it that rhetoric and poetry and the Greek and Latin classics have been called the "humanities." In one common humanity they link all ages, all times, all conditions. Through these halls many a boy, perhaps the humblest, a poet in his soul and in his eyes, shall walk with Virgil hand in hand; many a youthful stammering orator have Demosthenes for his master, and many a lover of letters repeat, fresh from Cicero's tongue, his matchless tribute in their praise.

Noblesse oblige! In her poverty Massachusetts gave from her scanty store that learning might not perish. Have no fear or distrust of her generosity. That all her sons might be scholars she has cheerfully borne the heaviest burden upon her labor and her sweat. And nobly hitherto has the scholar responded to the obligation, in his own self-respect, in his loyalty to her, in his patriotism, in his usefulness in the world. May it still be his, going out from beneath this favored roof, with the mantle of three centuries now settling down upon it, to show that, dubbed to grander service than that of ancient knight, the scholar is noblest, not when his attainments, which he owes to the common contribution, lift him aside from his fellow-men, but when they equip and inspire him to mingle with them, to shed among them his own better influence, and to spread abroad — himself an example — those qualities, named in the legislative act of 1789, of piety,

justice, regard for truth, love of country, benevolence, industry, moderation and temperance, which are the best "humanities," "which are the ornament of human society, and on which the republican constitution is structured."

The CHAIRMAN. — His Excellency has spoken so well for the Commonwealth, as it stands to-day, that we could almost wish we had several other Governors to present to you. We cannot so easily call up the living presence of the first great Governor of the Colony of the Massachusetts Bay, but he was a reality here two hundred and fifty years ago, full of activity, earnest in all good works, inspiring the settlers with courage and hope when they were brought to the verge of despair, and contributing liberally of his own means to found one of the great schools which are to occupy this grand structure. But we have a descendant in the direct line from him, whose name he bears, and whose voice is always welcome, though too seldom heard in our midst. It gives me pleasure to introduce to you the Hon. ROBERT C. WINTHROP.

ADDRESS OF HON. ROBERT C. WINTHROP.

Most willingly, my friends, would I have been excused from the call which has now been made on me, — even at the cost of all the kind compliments by which that call has been preceded and accompanied. And yet I could not quite find it in my heart to be wholly wanting to such an occasion. On this day of all other days, — associated, as it is, and will forever be, with the grandest character in American history, or in any other merely human history, — I am most glad to find myself among those to whom that character should always be held up as their best model, and by whom it should never cease to be revered and venerated.

But I am not here to talk about Washington. Nor do I

propose to say anything about Governor Winthrop, to whom so many just and welcome allusions have been made in connection with my own name. Indeed, you will bear me witness, Mr. Chairman, that in accepting your repeated and flattering invitations, I promised to say only a few words; and I trust that I shall not too greatly exceed the measure of my promise. There are, I know, older graduates of the Boston Latin School than myself around me, — Mr. Emerson, to whom you have given so marked and cordial a reception, Mr. Dillaway, so long the head-master of the school, and my friend, Dr. Lothrop, to name no others. But they will all agree with me, and you will agree with them, that any one who is obliged to turn back nearly threescore years to find his name on the old catalogue, need make no apology for being brief, on this or any other occasion.

I am here, then, ladies and gentlemen, only to manifest my earnest and undying interest in these great public schools of Boston; to renew the assurance of my gratitude as a citizen for all that they have done for our city, for our Commonwealth, and for our whole country; to testify afresh my own personal gratitude for all that one of them did for me, under good Master Gould, so many, many, years ago; and to offer to them both, to their pupils and to their masters, my warmest felicitations on the completion of the noble edifice which they are henceforth privileged to occupy.

The dedication of a massive and magnificent school-house like this — destined as we hope and trust, not only to outlast all, however young, who are gathered here to-day, but to be the resort of our children and our children's children in a far distant future — is an occasion I need not say, of most impressive and most suggestive interest. A well-remembered English poet of the last century, in one of his celebrated odes, looked back from a distance on the old towers of Eton, to prefigure and portray some of the varieties of personal experience — prosperous or adverse, joyous

or sad — which awaited the young pupils of that famous seminary. And a most dismal and doleful picture he presented of not a few of the little victims, as he styled them, with countless ministers of fate lying in ambush around them, eager to seize and rack and rend them. No such picture of an American school, or of any other school, would be accepted in our day and generation.

It is for us, certainly, as we gather beneath these new towers of our own, to contemplate brighter and more cheering visions of the future. It is for us, to-day, to look forward to a long procession of the children of our beloved city streaming forth, year by year, from these noble halls, — not exempt, indeed, from the trials and casualties of our common lot, or from any of the ills that flesh is heir to, but pressing onward hopefully and bravely, in ever-increasing throngs, to fight the great battle of life, to win happiness and honor for themselves, and to add new strength and new security to those free institutions which can only rest safely on education and intelligence.

I echo the impressive words just uttered by the good master of the Latin School. May that fear of God which is the beginning of wisdom, and that love of God which casteth out all fear, take possession of their hearts; and may his blessing be on all their worthy efforts, both as boys and as men! But let them never forget that, under God, they are to be the masters of their own fate, and of their own future. It will not be in their stars, — no, nor in their school-houses, however humble or however grand, — but in themselves, if they are underlings, or if they shall grow up to the stature of the noblest patriotism and public usefulness. There can be no real failure for those who are true to themselves.

The old Latin School — to which I may be pardoned for one more special allusion, as a former pupil — is now taking possession of its fifth local habitation. We can trace it along from its first rude tenement of mud walls and thatched roof,

as the Mayor has just described it, to another, and another, and still another, more substantial and commodious structure, until, at last, this grand consummation has been reached. The fifth act opens in triumph, and the old school enters to-day, hand in hand with its accomplished younger sister, upon a far more spacious and splendid theatre. Need I say, need any one tell them, that larger expectations will rightfully be cherished of those who are to enjoy these larger opportunities and advantages? May we not reasonably call on every Boston boy, who enters these wide-spread gates and shining archways, not to allow all the improvements to be confined to the mere material structure, the mere outward shell, but to see to it that the character of the schools shall take on something of the proportions, something of the beauty and grandeur of the building which the city has so sumptuously provided for them; and, still more, to see to it that his own individual character shall not be wanting towards making up the precious mosaic of an institution worthy of such a home and such a history.

I might almost venture to conceive that some one of the young scholars around us at this moment — and more than one — might catch an inspiration from this very scene, and from all its rich associations and utterances, and, recalling that exquisite stanza of Holmes's "Chambered Nautilus," with all its marvellous transmutations and transmigrations, might say to himself, as he retires from these impressive ceremonies: —

Build thee more stately mansions, O my soul,
 As the swift seasons roll!
 Leave thy low-vaulted past!
 Let each new temple, nobler than the last,
 Shut thee from heaven with a dome more vast,
 Till thou at length art free, —
 Leaving thine outgrown shell by life's unresting sea!

Such lines might almost claim a place among the illuminated legends on these walls. Certainly, their sentiment might well be impressed on every young heart which is beating high with the exultations of this hour. I can add nothing to them.

The CHAIRMAN. — Some of the graduates of the English High School, you know, go on to complete and round out their course of studies at the Institute of Technology. I wish there were more of them. It seems to me that if our busy community could realize that that institution was founded in our midst for the express purpose of teaching the sciences in their application to the infinitely varied forms of mechanic art, and that it has all the requisite appliances in the shape of chemical, physical, and metallurgical laboratories, smelting furnaces for handling ores, and the means of training skilled mining and mechanical engineers, and, especially, if it could realize the fact that its graduates are eagerly sought for to fill important positions of trust, requiring scientific skill, to be obtained nowhere else so easily or so well, we should send ten boys there where we send one now. This country is to have a vast and a marvellously rapid development in the near future, and there is no one direction of that development where the scientific training to be obtained there will not be in constant and quick demand. I have the honor to introduce to you the president of the institute, Prof. WILLIAM B. ROGERS.

ADDRESS OF PROF. WILLIAM B. ROGERS.

Mr. Chairman: — You are well aware that it is with no small reluctance that I have consented to appear on this occasion. Bodily infirmities have led to your indulgence now in placing me much before the position proper to me in this celebration. I feel, however, a sense of duty and of affectionate respect, in referring to the history of the Boston High

School, as well as of the Latin School. When I see my old friend, Mr. Dillaway, before me, still in the vivacity and vigor of a most intellectual and fruitful old age; and when I think of those good friends of the institute, — Thomas Sherwin and Geo. B. Emerson, — whose services and counsels were of such value to us in our early development, I feel it to be a sacred duty, however little it may be in my power to add to the interest of the occasion, to show myself and express my gratitude to both these institutions that are to have their tabernacle here.

But when I look back, as I cannot help doing, to the past history of these schools, and think of the time when a small gathering of the citizens of the little town of Boston agreed to "entreat Brother Philemon Pormont to become a school-master for the teaching and culture of the young folk around," and when I look now at what has been accomplished in the course of these two and a half centuries by the intelligence and provident wisdom of the citizens of Boston in the development of these schools, now furnished with such magnificent preparation and accommodation for their instruction, I cannot but think of what may be the question arising as to the progress which has been made in the meantime in that which is most important of all, — the real and substantial education of the youth of Boston and of the Commonwealth. It is certainly true that there has been great progress made in the methods of school-training, of college and university education, as they have been successively developed; but it is not less true that there is a great deal to be done to secure the best fruits of any of these forms of education. It has been admirably well said, since I have been sitting in this audience, that it is not simply in the magnificence of the accommodation, in the beauty and grandeur of the structure, or even in the extent of the appliances for education, that its great benefits are to consist.

I know perfectly well, I think I may say, that there are

very few of the youth now before me who would answer to Shakespeare's description of the "whining school-boy, with his satchel and shining morning face, creeping like a snail unwillingly—to school," excepting in the fact of the "satchel and the shining face," for now, such are the attractions of our well-organized schools, that the reluctance here referred to, and which has become somewhat classical in our language, is of rare, exceedingly rare, occurrence. The minds of youth are taught by being educated, by having more or less of those arrangements and agencies brought to bear which help the student to teach himself, and we are learning now that real education does not consist in the accumulation of mere knowledge, as such simply, but in the training of the faculties for the future uses of the man. It has been well said, — and I know that to a large extent this maxim, if I may so call it, has been brought into application in these great schools of Boston, — that intellectual food should go to form mental muscle, and not mental fat. I for one am entirely catholic in my views of education. I believe that mental muscle may be nourished and strengthened by the study of the classical languages, and I know that it can be strengthened to an almost unbounded extent by the study of the laws and agencies of nature. It was said by Hobbes, with only a partial degree of truth, I think, that "words are wise men's counters: they but reckon by them." I think that they are more than counters, that they are genuine money. They stand for something which is not only other than words, but wider, grander, and eternal in its character; and that is, they stand for *things*, for practical agencies, and phenomena, and laws; and upon this basis, and only upon this, can we erect a substantial and enduring education.

We ought, perhaps, for a moment to think of what was the condition of the civilized world at the time that Brother Pormont founded this little school, — the first free school in

Massachusetts, the first free school in the United States, for we must remember that Boston was a very insignificant place in the eye of the world at that time; that all the American colonies were but little at that time; that there was no leisure here for the cultivation of Philosophy, or of advancing science; but in the Old World there was an amazing activity in that seventeenth century, from its beginning until its close. Think what an array of great philosophers, great mathematicians and physicists! Think of Galileo, who was then passing his last years a prisoner at Arcetri! Of Spinoza, who was then a lad preparing for the grand work of his logical philosophy! Of Descartes, who was approaching the zenith of his fame! Of Locke, who was just beginning to lisp his mother's name! And only seven years after, think of the bright illumination that came upon the world in the birth of the illustrious mathematician and astronomer, Sir Isaac Newton! and you have something like a picture of the high condition of intellectual activity and the wondrous advances that were being made by the human mind on the other side of the Atlantic, and I cannot but believe that some of those influences, although they spread very slowly among the masses of mankind, passed across the Atlantic with the Pilgrim Fathers, and had an influence in softening and enlarging that theocratic government, sometimes almost a tyranny, which marked the earliest stages of the Commonwealth. Let us reverence their memory. Let us think only of the grand good which they have achieved, — a good which achieved thus far is only an indication of transcending future good. But while we feel that we are advancing in all departments of knowledge, in philosophy, and in the natural sciences, let us not be too proud. Let us be humble in our exultation, and remember what Carlyle has said, "Science has done much for us, but it is a poor science that hides from us the deep infinitude of nescience."

As I look around and see the bright faces of the scholars

of the Latin School and of the English High School, I cannot help telling them of my sympathy as an old teacher, who has been conversant with the minds of youth, with their tempers as well as their intelligence, and saying to them that they are to be their own teachers, and in the largest measure must be their own teachers, if they are to grow to a proper, intellectual, and vigorous manhood. Let us remember that if we strive, we rise in striving, and that the strenuous effort of the student himself is what chiefly educates him; not by the cramming of knowledge as it is commonly called; not by the accumulation of facts, but by the invigoration of his intellectual faculties, qualifying him to deal with all the phenomena and laws of nature and with all the interests of patriotism, benevolence, and industrial activity in the community to which he belongs.

The CHAIRMAN. — *Ladies and Gentlemen:* — We are honored to-day by the presence of my distinguished predecessor as Chairman of the Committee on the English High School. He is entitled to the credit of a great many years of valuable service, and that school undoubtedly owes very much of its present efficiency to him. I am happy to introduce you to the Rev. Dr. LOTHROP.

ADDRESS OF SAMUEL K. LOTHROP, D.D.

In rising at your call, sir, my first prayer to God is that I may have grace given me to be short; and if grace is given to me in that particular, it will afford me the greatest pleasure to express my hearty sympathy and gratification with this occasion, and my earnest hope that the interests and prosperity of these schools may be advanced in a measure commensurate with the magnificence of this building in which we are assembled.

I sympathize with everything that His Honor the Mayor

and several other persons have said about the Latin School ; I subscribe to all of it ; but the thing that more especially interests me here to-day is the English High School. Indirectly and directly my interest in that school covers fifty years of my life. I remember perfectly when it was instituted. Mr. George B. Emerson was its first master. He has grown old, and the infirmities of years have come upon him, but the work that he did as the first master of the English High School left an influence that is living and strong and wide-spread to-day. He deserves to be remembered here by all of us with gratitude and reverence. He impressed upon that school many noble qualities, that have since remained with it, and mark it to this day.

After he left, the next master was Mr. Solomon P. Miles. Mr. Miles, on leaving college, had been summoned to Lancaster to succeed Mr. Emerson in the charge of a private academy in that town. During the years 1819, '20, and '21, I was a pupil of Mr. Miles in that school. He fitted me for college. When I entered college, in 1821, he was summoned to Cambridge as tutor, and there I was under his instruction for two years and a half, till he was called to again succeed Mr. Emerson at the English High School ; so that for nearly six years of my life I was under the influence of that man, one of the wisest, tenderest, noblest, best men I have ever known, and his memory rises up before me as one of the three or four men who have done me, intellectually and morally, by their influence upon me, more good than I have received from any others.

Then, sir, when Mr. Miles left, the next master of that school was Thomas Sherwin, my classmate in college and my friend, — a man every way worthy of being the successor both of Mr. Emerson and of Mr. Miles ; and not many years after he became master, I returned to the School Committee, and for twenty-six years, from 1848, I was chairman of the English High School Committee, and kept on in that position and

in that work because of my friendship, my profound regard and respect for Mr. Sherwin, and my desire to assist him in all his noble efforts to carry forward that school and make it all that it ought to be. During the last five or six years of that long term of service, myself and my colleagues on the the committee were anxious, and were at work in various ways, to procure a new school-house, and it was before I had left the committee, I think, that the initial steps were taken that resulted ultimately in the erection of this magnificent edifice for the two schools. Naturally, therefore, I feel a deep and hearty interest in this occasion, and in the fact that this large, commodious, grand building has been erected to meet the wants of these schools, and an opportunity given them to become all that they ought to be.

I remember, sir, the annual school dinner in 1836, — the second year, I think, of my first term of service on the School Committee, then a very small body, in which two of my associates were the Hon. Nathan Hale, of the "Advertiser," and Mr. William Minot. The dinner occurred about the middle of July, about six weeks before the first Monday in September, as at that time the summer vacation was but six weeks. It was a school dinner in those days, not one of those splendid festivals which have been introduced since then; the invitations came out in the name of the Mayor and City Government; every master, sub-master, and usher in the schools was invited, but no women. We were wise enough at that time to employ women in the culture and education of the children of the city, to take advantage of their wisdom and tact, and holy, refining influence in the work of education, but not wise enough to invite them to share in our counsels or to grace with their presence our social festivals. So we had a *male* dinner. The medal scholars among the boys were present, not the girls. The boys had tables arranged for them in the galleries at Faneuil Hall, and came down at the close of the dinner, walked over the

platform, and were introduced to the governor, mayor, and other officials.

At that dinner, Mayor Armstrong presiding, Mr. Everett, then in the first year of his office as governor, made a speech in which he said that Boston, in its eight or ten (that was all it had at that time) small, plain, uncouth, unpretending brick buildings for its public schools, had monuments, when you considered their purposes and their results, that were grander than any that could be found in all the ruins of Rome, or Greece, or Egypt, or any civilization that had preceded us. That was his thought, and pretty nearly his language. If Mr. Everett were present to-day, he would stand by his thought, so far as it regards the importance of public education, but he would be compelled to vary his phraseology about the eight or ten small, plain, uncouth, unpretending brick buildings for the public schools, for instead of those, Boston has now twenty, thirty, forty (I do not know how many) magnificent, commodious, convenient structures for its public schools and the education of its youth; and I rejoice in it, and we all ought to rejoice in it and glory in it.

Suppose there has been some extravagance, — I do not believe there has; but if there has been, that is infinitely better than parsimony in the other direction. And whatever we have spent, it is all coming back to us. It has told, and is telling every day, every year, — it is telling in the character of our population. If the education we give is wise, and practical, and notwithstanding some failures that may be urged, it has been on the whole wise and practical; if it has tended to train the faculties, to develop the mind, to enlarge the heart, to improve and form the character, and is, to any extent, the education we need, we cannot carry it too far or too high.

I have had considerable experience in life, I am a pretty old man now; I have known a great many people in all

classes and conditions of society, from the very lowest up to the very highest, and my experience is this, that whatever work, whatever duty, whatever employment any one is engaged in, from the very lowest to the very highest position in the social scale, the person who knows most, who has received the best culture and education, be that person man or woman, will do the work better, will discharge the duty more faithfully, and the person himself or herself, according to his or her resources, is safer and better as a son, a brother, a husband, a father, or as daughter, sister, wife, or mother, they each and all do better, and promote the happiness and the comfort of all, more than the ignorant, uneducated do, or know how to do.

I say, then, we need not fear, let our extravagance be what it will, let our advancement be what it will, we need not fear the progress of popular education. The idea or theory that some have put forth, that man, as he lifts himself nearer to God in one of his attributes—*knowledge*—necessarily falls farther away from him in another—*goodness*—is false. It is treason against God; it is disloyalty and injustice to man. I cannot abide it. Let it not have any influence on us. Let us go for a progressive popular education that shall more and more lead the advancement of the world. Our common schools especially should be upheld, enlarged, advanced, and made all that they ought to be; and I cannot look upon that man as a good citizen, loyal to the State and the nation, loyal to the great ideas and principles that have made this republic what it is, and can alone preserve it, who denounces our system of popular instruction, who scoffs at our public schools, who endeavors to destroy their usefulness, break them down, and convert them into sectarian, denominational, miserable, narrow schools. Let us stand by the free common schools of the Commonwealth, if we would have our State continue what it is and what it has been.

I rejoice, therefore, Mr. Chairman, as I stand here to-day

and see all these glorious and splendid preparations for the advancement of these two schools. Long may these walls endure! Long may this building stand, and for generations to come, as for generations past, may there be in these schools thousands, hundreds of thousands, of youths educated, who shall go forth to lead good, honorable, useful lives, and to serve God, their country, and humanity in all the various ways, that intelligence, truth, honesty, and a noble purpose will enable them to do; so that never shall the historian arise who, writing about this old Commonwealth of Massachusetts, shall be enabled to say, *Delenda est Carthago*.

The CHAIRMAN. — Popular education in the free public school owes its origin very largely, if not wholly, to the early Puritan clergy. Most of them were educated men, who had had the advantage of the best training which the English colleges of that day could offer; men well to do in the world, and abundantly able, had they seen fit, to send their sons back to the mother country to school; and it is to their lasting honor, be it said, that, instead of that, they preferred to build the school-house here, in the shadow of the primeval forest, and to invite the sons of those less favored than themselves to come and share it with their own. They thought the best way to fight Satan was through the school-house, and they seem to have entertained the idea that one of Satan's artful dodges was to keep men from learning Latin and Greek. Perhaps we have departed a little from the early Puritan faith; at any rate there is a gentleman here who knows all about it, and I have the honor to introduce to you the Rev. PHILLIPS BROOKS.

ADDRESS OF REV. PHILLIPS BROOKS.

I should be very sorry, sir, at this late hour, to undertake to treat of the relations of religion to science. I heard, several hours ago, in this meeting, some excellent remarks

that were made upon that subject, and I think I must leave to the thoughtfulness of this great assembly the garnering up of the noble and wise things that were said to us by the Principal of the Latin School.

I want to speak only a few moments, if I can restrain myself so. It is all very well to talk about the magnificence of this new building. It is magnificent — and we are thankful for it; but to me there is something infinitely sad and pathetic this morning in thinking of our old Latin and English High School-house standing empty and desolate down in Bedford street. I cannot get it out of my mind. I cannot, as I look around upon the brilliancy of this new building, forget what that old building has done. I cannot help thinking of it almost as a person, and wondering if it hears what we are saying here. I cannot help thinking that from the top of the old brown cupola it looks across the length of the city and sees the pinnacles of this new temple which is to take its place. I cannot help thinking that even through its closed and dusty windows it is hearing something of the triumphant shouts with which its successor's walls are ringing. I cannot help wondering what it thinks about it all.

But when I know, letting that old school-house stand before me for a moment in personal shape, — when I know what a dear and earnest old creature it was, — when I know how carefully it looked after those who came into its culture and embrace, — when I know how many of us will always look back to it, through the whole course of our lives, as the place where were gathered some of the deepest inspirations that ever came to us, I cannot but think that the old school is noble enough and generous enough to look with joy and satisfaction upon this new building that has risen to take its place. And, as the old year kindly and ungrudgingly sinks back into the generations of the past, and allows the new year to come in with

its new activities, and as the father steps aside and sees the son who bears his nature, and whom he has taught the best he knows, come forth into life and fill his place, so I am willing to believe that the old school rejoices in this, its great successor, and that it is thinking (if it has thoughts) of its own useful career, and congratulating itself upon the earnest and faithful way in which it has pursued, not only the special *methods* of knowledge which have belonged to its time, but the *purposes* of knowledge, which belong to all time, and must pass from school-house to school-house, and from age to age, unchanged.

The perpetuity of knowledge is in the perpetuity of the purposes of knowledge. The thing which links this school-house with all the school-houses of the generations of the past, — the thing that links together the great schools of the middle ages, and the schools of old Greece, and the schools of the Hebrews, where the youth of that time were found sitting at the feet of their wise rabbis, — is the perpetual identity of the moral purposes of knowledge. The methods of knowledge are constantly changing. The school-books that were studied ten, twenty, thirty years ago have passed out of date; the scholars of to-day do not even know their names; but the purpose for which our school-books are studied, the things we are trying to get out of them, the things which, if they are properly taught and studied, the scholars of to-day do get out of them, are the same; and so across the years we clasp hands with our own school-boy days.

And there is to be the perpetuity of knowledge in the future. One wonders, as he looks around this new school-house, what is to be taught here in the years to come. He is sure that the books will change, that the sciences will change, that new studies will be developed, that new methods of interpretation will be discovered, that new kingdoms of the infinite knowledge are to be opened to the discerning

eye of man, in the years that are to come. He knows it is impossible for any man to say what will be taught in these halls a hundred years hence; but yet, with that unknown development he is in deep sympathy, because he knows that the boys of a hundred years hence, like the boys of to-day, will be taught here to be faithful to the deep purposes of knowledge, will be trained to conscientious study, to the love of knowledge, to justice and generosity, to respect for themselves, and obedience to authority, and honor for man, and reverence for God. That is the link between the school-house that stood behind the King's Chapel and this; and that is the only thing that in the years to come will make these schools truly the same schools that they are to-day.

When the Duke of Wellington came back to Eton, after his glorious career, as he was walking through the old quadrangle, he looked around and said, "Here is where I learned the lessons that made it possible for me to conquer at Waterloo." It was not what he had read there in books, not what he had learned there by writing Greek verses, or by scanning the lines of Virgil or Horace, that helped him win his great battle; but there he had learned to be faithful to present duty, to be strong, to be diligent, to be patient, and that was why he was able to say, that it was what he had learned at Eton that had made it possible for him to conquer at Waterloo.

And the same thing made it possible for the Latin and High School boys to help win the victory which came at Gettysburg, and under the very walls of Richmond. It was the lessons which they had learned here. It was not simply the lessons which they had learned out of books; it was the grand imprint of character that had been given to them here. The Mohammedan says, "The ink of the learned is as precious as the blood of the martyrs." Our English High School and our Latin School have had "the ink of the learned" and "the blood of the martyrs" too. They have

sent forth young men who have added to the world's wisdom and to its vast dissemination; they have sent forth young men who have laid down their lives that the country might be perpetual, and that slavery might die.

I have always remembered, — it seemed but a passing impression at the moment, but it has never left me, — how one day, when I was going home from the old Adams School, in Mason street, I saw a little group of people gathered down in Bedford street; and, with a boy's curiosity, I went into the crowd, and peeped around among the big men who were in my way to see what they were doing. I found that they were laying the corner-stone of a new school-house. I always felt, after that, when I was a scholar and a teacher there, and ever since, that I had a little more right in that school-house, because I had happened, by that accident of passing home that way that day from school, to see its corner-stone laid. I wish that every boy in the Latin School and High School, and every boy in Boston, who is old enough to be here, who is ever going to be in these schools, could be here to-day. I hope they will hear, in some way or other, through the echoes that will reach them from this audience, with what solemn and devout feeling we have here consecrated this building to the purposes which the old building so nobly served, and in the serving of which it became so dear to us all; to the preservation of sound learning, the cultivation of manly character, and the faithful service of the dear country, in whatever untold exigencies there may be in the years to come, in which she will demand the service of her sons.

The CHAIRMAN. — The Latin School Association, as many of you know, is an organization of the graduates of that great school, formed for the purpose of keeping up early associations and for bringing their influence to bear for the good of the school itself. It has contributed liberally

to the excellent library of the Latin School, and to its collections of works of art, and in various other ways has been of infinite service. The committee fully appreciate the influence of this association, and desire most cordially to coöperate with it in every practicable way. I have the honor to introduce to you the President of the Latin School Association, Mr. CHARLES K. DILLAWAY.

ADDRESS OF CHARLES K. DILLAWAY, ESQ., PRESIDENT OF THE
LATIN SCHOOL ASSOCIATION.

Mr. Chairman: — One of the historians of Massachusetts said, "From small beginnings great things have been produced, and as one small candle may light a thousand, so the light here kindled hath shown to many, yea, in some sort to our whole nation."

He must have had our Latin School in his mind when he said that. Its origin was simple and unpretending; its advantages as an educational institution hardly above those of a village school of the present time; and yet what a burning and shining light it has become!

For more than two centuries it has been training men for our national councils, for the halls of justice, for the professions, and for every important occupation of life.

Merely to name those graduates who have contributed to the good of the government of our country, to its literature, to the arts and sciences, and the education of the people, would take more time than I have any right to use. Let me speak only of those who are at this time in important and responsible positions.

In the Cabinet at Washington there are two of our graduates; and President Hayes will tell you, sir, that among his wisest and most trusty counsellors are William M. Evarts and Charles Devens.

Our school has furnished many of the Governors of

Massachusetts ; — we claim His Excellency, the present Chief Magistrate, whom the verdict of the people has so emphatically declared to be the right man in the right place.

Four of our graduates have been Presidents of Harvard University ; — we claim the present distinguished head of that institution ; and every friend of old Harvard will bear witness to the vigor and success of his administration.

Boston has come to us for many of its chief Magistrates ; — we claim His Honor, the present Mayor, whose great popularity has been shown by repeated elections.

Let me take this opportunity, sir, to thank him in behalf of the Latin School Association for the encouragement and efficient aid he has given to the erection of the building we are dedicating, from its commencement to the successful end.

It was commenced during the first year of his administration, and has had the great benefit of his official influence during the whole process of its erection.

Indeed, sir, I very much fear that without that influence, so faithfully used, we should not be dedicating this building to-day. It is more than probable that our boys would still be occupying the gloomy, sunless, comfortless rooms in Bedford street.

We cannot speak too highly in praise of the new building now given to us. Our teachers, who have had abundant opportunities to test its qualities, are unanimous in their opinion that it answers most satisfactorily all the purposes for which it was erected.

In the important matter of ventilation, wherein our city architects in times past have been more distinguished for their failures than for their successes, this building is believed to be one of the best in the city.

Of course we hear outside criticisms, coming generally from those who have seen only the outside of the building.

Some of these complain that it has cost too much. Is

there any novelty in that, sir? When did we ever erect a public building in our good city of Boston which did not cost more than we expected?

Now, Mr. Chairman, as we have just such a building as we wanted, an ornament to our city and substantial enough to last for centuries, it is of very little consequence if the cost has been beyond our estimates.

Some say it is too large; we shall never fill it. Did we ever erect a school-house without hearing the same cry? And did we ever fail to fill any one we erected?

When the Sherwin School-house was built, some of the wise men of that day prophesied that no member of the School Board would live to see it filled.

In less than three years it was full to overflowing; every seat was occupied, and the boys, like Oliver Twist, were asking for more.

The building the city has now given us, we believe to be none too large. In due time we shall fill it. All precedents show that our Boston boys, among their other good qualities, have that of multiplying with marvellous rapidity.

But I must take no more time, sir, as there are many gentlemen around me whom we are all wishing to hear.

The CHAIRMAN.—I have a letter from the Secretary of State, the Hon. WILLIAM M. EVARTS, regretting his inability to be present on this occasion. I have also one from the Attorney General of the United States, which I will read:—

DEPARTMENT OF JUSTICE,
WASHINGTON, Jan. 24, 1881.

MY DEAR SIR, — I am very much obliged for the invitation to attend the dedication of the new building for the use of the Public Latin and English High Schools.

These two schools have been of the highest advantage to the City of Boston in the development of the men who date back to them their early education; and I should be very glad, at a dedication which brings

these two sisters of learning under the roof of a common home, to be present.

My official engagements at the close of the Presidential term will be too onerous for me to leave them. I can only send to the graduates who will assemble upon the occasion my most hearty and sincere good wishes, and my hope that the schools will continue to confer benefits in the future such as they have dispensed in the past.

Your obedient servant,

CHAS. DEVENS.

HON. CHARLES L. FLINT,
Chairman, etc., Boston.

The English High School Association is an organization somewhat similar to that of the Latin School. It has been of immense advantage and benefit, having contributed liberally to the valuable library of that school, to its works of art, and to the preservation of its traditions. The committee fully recognize its beneficent influence, and desire to cooperate with it to promote the interests of the school. I have the pleasure, ladies and gentlemen, of introducing to you the President of that Association, the Rev. ROBERT C. WATERSTON.

ADDRESS OF REV. ROBERT C. WATERSTON.

Mr. Chairman:—What a deplorable destiny is this, to be called upon to speak when an audience has listened between three and four hours to as able eloquence as men could hear; carried away as we have been, by one wave of eloquence after another, which has swept us, as it were, from our moorings. Under such influences it is hard to tax the patience of an audience with any remarks whatsoever. I feel as if I could hear three thousand voices crying aloud, "Enough, enough!" Dr. Holmes used to say, when he saw persons leaving a lecture about midway, that, for the moment, he was somewhat disappointed, until, on reflection, he made up his mind that those men had got as much as they could carry away; then he was reconciled. Thus, after all the wisdom to which we have

listened, — from the head of the city, the Chief Magistrate of the Commonwealth, and the most gifted men of the community, — it would seem that each one present might go home richly laden with thought, and toil through the remainder of life, on the instruction which has here been received.

Sir, I confess that, knowing this occasion to be one of unusual importance, I did feel a weight of responsibility, and I sought thoroughly to consider the views which should be presented, — but I am convinced that it is the part of wisdom not to attempt, under existing circumstances, to express what I had pondered. I feel bound to put in practice to-day that self-discipline which we have been counselled to exercise, and to omit topics upon which I had proposed to speak, or, perhaps better still, to be silent.

But, sir, I am here as a representative of the past graduates of the English High School, and, as President of the High School Association, representing that large body, who, for more than half a century, have gone forth from the halls of the High School, educated under its teachers, and governed by the principles they have inculcated, I feel, sir, that I must at least offer to you, as chairman of the committee, and to the School Board, of which you are a member, to gentlemen of the City Government, and the friends of education here represented, the congratulations we feel at the completion of this grand school edifice, which by its attractiveness and accommodation cannot fail to advance the important cause in which we are interested.

When I first entered this building my mind was somewhat carried away by its vast proportions; but I have been in the presence of such noble minds, I have been so uplifted by thoughts presented, that I have forgotten the material structure, in the still greater magnitude of spiritual and intellectual power; and thus also, when thought again returns to the contemplation of this edifice, its spacious halls, its extensive

corridors, and its commodious departments, I yet feel that all this is as nothing to the mind, the intelligence that will be here educated for the after duties and responsibilities of life.

Some minds may be impressed with a conviction that the friends of education in our community are carrying matters too far; that they are in advance of the rest of the world, while in sober truth they are only doing that which is in harmony with the spirit of the age, and indissolubly connected with the progress of civilization. Some minds may imagine that our city and Commonwealth is at the very head of the great movement of popular education. This, to a degree, may be true. Still it must be admitted that the human race over the whole globe, in proportion as it is civilized, partakes of the same spirit. This in our day is the irresistible impulse of humanity, — an impulse which shows itself everywhere in proportion to mental progress. As intelligence extends fresh life is kindled, and the desire for additional knowledge increases, and with this comes the demand for greater facilities, and the standard of popular education is raised. If we go to Denmark, Norway, Sweden, we shall find that a craving for popular education stirs the universal mind, and the right to have this longing gratified is everywhere conceded. If we visit Italy, Switzerland, France, Holland, Belgium, we find the same movement. In all these countries arrangements are made upon the most liberal scale, while the structures raised, for the advancement of education, are alike attractive and noble. Scotland has long been proverbial for the intelligence of her people, directed and fostered through her schools. And England, while she is far behind other countries in her provisions for popular education, has still been second to no country in ripe scholarship, and her effort in behalf of the privileged few, for the advancement of learning. Her universities enjoy a world-wide renown, and her endowed schools, Eton, Winchester, Harrow, and Rugby, are familiarly known over the civilized world.

But a system of education *for the whole people* England has not, though no country has individual educators more earnest, or inspired with loftier aims. Thus, her School Commissioner, when he returns to his own country, having made a thorough examination, does not hesitate to give his most hearty approval, and, after his entire visit through the United States, he points to the English High School of Boston as the model school of our whole Republic. In his official report, in speaking of this school, he cordially exclaims, which the Mayor did not allude to in his remarks, "I wish we had a hundred such in England."

What is done in England, generally, is for a class, rather than for society; for a select few, rather than for the enlightenment and elevation of the whole nation. Yet, when we think of that country, it is her splendid seats of learning to which we instinctively turn. Rather even than to her castles and abbeys, our minds enthusiastically revert to Eton, and Winchester, and Rugby. Well do I remember the glow of interest with which I visited those places, recalling the long list of scholars who had gone forth from those scholastic retreats, many of them to become the benefactors of their country. And from such associations the people of that land feel a pride in these institutions greater than they do in a thousand proofs of material wealth and worldly aggrandizement.

Nay, every intelligent mind turns with reverence and delight to men who have become eminent as educators. Not to warriors, not to politicians, do we so fondly turn as to those who have successfully become the guides and benefactors of the young. When we think of Sir Henry Wotton, it is not so much that he was the friend and correspondent of Milton; not that he was ambassador from England to Venice, but that he was Provost of Eton. When we think of Milton, it is not only that he was the author of "Paradise Lost," but that, when his country was in trouble, he left the

fascinations of the Continent and returned to London, that he might open a school. When we think of that Christian gentleman Thomas Arnold, we do not think of him simply as the accomplished scholar and writer upon Roman History, but as "Dr. Arnold of Rugby." And thus it is that the true teacher is looked up to in England, and in every enlightened country, with unfeigned homage.

But we need not confine ourselves to Europe to become convinced that an interest in education has taken a strong hold upon the public mind. In our own country it is not only Massachusetts and New England that look with honest pride upon whatever extends useful information, expands the intellect and exalts the character;—the light, here kindled, has diffused itself over the land. Through all the States this is distinctly manifest. No better schools are to be found than exist widely through the Middle and Western States. Go to Ohio, Illinois, Wisconsin, Michigan, Minnesota, nay, on to the Pacific shore, and the interest in this subject is profound and universal. I do not hesitate to say that the noblest structures that exist in those communities are devoted to education. In Chicago, Cincinnati, St. Louis, San Francisco, are school structures second to none. The people are keenly alive upon this subject. They are resolved that the children of the whole people shall have every advantage. Fidelity to this purpose they consider the truest patriotism. I have seen, through all the Western States, such magnificent edifices that I have felt we were behind, rather than in advance. At the head waters of the Mississippi, almost as high as the falls of St. Anthony,—at the city of St. Paul,—there was a granite school-house, which, for architectural beauty and adaptability to its purposes, was equal to any that exists in the city of Boston.

I say, therefore, that we are only keeping abreast of the spirit of the times. That our hearts are only beating in harmony with that great impulse of humanity which exists

everywhere when we strive to bring our school system as near to perfection as possible. The ablest teachers shall be selected, and the buildings in which they teach shall possess every facility ; that the people, having capabilities worthy of culture, may be properly and thoroughly educated ; that they shall enjoy the fullest opportunities of the best education, and so be lifted, higher and higher, in the scale of humanity.

But it is not simply intellectual culture that is to be here recognized—it is character, it is principle. This all-important fact has been reiterated by nearly every speaker to whom we have listened this day. Most impressive and admirable remarks have enforced this fact. Those who are to come here through future years are not simply to be initiated into the marvels of science, mathematics, astronomy, or any of the external branches of education. But while the intellect is to be developed and disciplined ; while all the mental faculties are to be quickened and guided ; still, with this, there are vastly higher requisitions. The nobler elements of our nature are to be strengthened, humanity and benevolence inculcated, a sense of justice and right established, evil passions controlled, and a sacred regard for truth enforced both by word and deed. Such an education as this will prepare the mind for the highest ends of existence. It will not only make good scholars, but good citizens. It will send out into the world honest and trustworthy mechanics, merchants, statesmen, — thoroughly equipped, mentally and morally, — representing in their lives the highest type of a true manhood.

Sir, these school-houses that we build, though some of them may be costly, are the most fitting monuments to our fathers. When we recall the First Church, with its mud walls and thatched roof ; when we remember the earliest school-building, humble as it was, we may be tempted to feel that we are far in advance, and so, in some respects, we doubtless are (externally at least), yet even here we are only

beyond them in proportion to our wealth. The days of privation have given place to days of prosperity. Marked, indeed, is the change. Look at our warehouses, our palatial mansions, our magnificent structures for the promotion of Art and Religion. Turn now to the school buildings. I think it will be admitted that we are only doing, with regard to our schools, what is manifest in all other departments. If Governor Winthrop and John Cotton could come into this very building, and look around upon all that is so attractive and beautiful, with gratitude to heaven for what they beheld, they would say to each other, "We did not labor in vain. Here is the product of our trial and toil, one sheaf from the golden harvest. The acorn we dropped into the soil has become a lofty oak; the declaration of the Psalmist is verified, — 'There shall be a handful of corn in the earth upon the top of the mountain, and the fruit thereof shall shake like Lebanon!'"

In what we are doing, through our schools and school efforts, we are true to the period of time in which Providence has placed us. Every century has its own work. We shall be judged, in coming time, by what we have done or left undone. We owe it to ourselves not only to erect fitting monuments to those who have gone, but to show that we were worthy of such an ancestry. Not only to hold fast by the good they accomplished, but to carry it forward. These school edifices, and our educational efforts, will testify of us when we have gone.

And not only are we thus true to the past and present, but we are mindful of the future. One generation goes, and another comes. These school edifices we now erect, in proportion as they are worthy, will be the joy and the pride of our children and our children's children. By these efforts, though they may cost us some self-denial and sacrifice, a generation of men will be raised up, fitted to take the places of the present generation, when we have passed away.

But, sir, I feel that I am running on beyond my intended limit, and I will, therefore, pass over thoughts that throng upon my mind, almost lifting me irresistibly from my feet, crying aloud for utterance. I will only call attention to one fact, that appears to me worthy of attention. Judge Chamberlain, the able head of the City Library, states authoritatively over his name, that during the last year one million two hundred thousand books were taken from the Public Library, and that out of that one million two hundred thousand books, at least three-quarters were taken by the pupils of our schools.. This is certainly a marvellous fact; nine hundred thousand volumes have been taken out of the Public Library during the past year by the pupils of the schools of Boston. This shows two or three things. It demonstrates that we are not pressing these children to such a degree that they have not some leisure and some interest left for more extended intellectual pursuits. We can hardly be said to overburden and crush the minds of these pupils by overtaxing them, if they can find time and zeal, when out of school, to read such a number of volumes. In the second place, we may ask whether there is not in this fact evidence of an intellectual energy which has been awakened? A curiosity excited? A desire kindled? But without dwelling upon that, I will only ask this question: Ought we not to inquire into the *quality* of this reading? Is it beneficial? Is it judicious? Is it good? Ought not the School Supervisors and the Teachers of the city of Boston to take interest enough in that question to satisfy their own minds in regard to the character and tendency of the vast number of books which are thus read? A spirit of inquiry has been awakened among the young, an unusual earnestness exists, and much may be done by those interested in education either to check a wrong course of reading, or to guide and govern, with a wise judgment, what may lead to the best possible results.

Mr. Chairman, I congratulate you ; I wish you God-speed. As Chairman of the High Schools you are supervisor of this great institution. Sir, you have a wonderful work before you. No one can estimate the results. Go on with the same unfaltering zeal which has characterized you for years. You, sir, as the Secretary of the State Board of Agriculture, have made the farmers of New England feel your influence ; but you are now in a yet higher position ; there are better seeds to sow than those scattered among the furrows of the field. There is something more important, more enduring, and you have both the wisdom and the spirit to carry it forward.

The CHAIRMAN. — A special request has been made that the day be recognized by asking the choir to sing Mr. Eichberg's beautiful hymn "To thee, O country !"

Mr. Eichberg's popular hymn was then sung by the choir in an admirable manner, and heartily applauded.

The CHAIRMAN. — *Ladies and Gentlemen*: You will find that we have reserved the best wine until the last. Those of you who came in on the Montgomery-street side will have noticed a fine piece of statuary representing a "Flight from Pompeii." It was presented to the English High School by a distinguished and honored graduate, whom I now have the honor to introduce to you, — Mr. HENRY P. KIDDER.

ADDRESS OF MR. HENRY P. KIDDER.

Mr. Chairman: — You have introduced me very kindly, but I wish you could have said simply : " Mr. Kidder, a business man, but never so busy as to lose his interest in what is for the welfare of the youth of the community." It is that interest which makes me feel at home here to-day, to join with you in dedicating this structure to its purposes. The citi-

zens of Boston have expected, from its first beginning, that all her men and women shall do their best for the public good. It is in furtherance of this idea that we are here to-day to dedicate and consecrate this building. It is for that our friends who have served so long have come here to give us words of encouragement. It is for that I have come here to say a few words of encouragement and congratulation.

I cannot help comparing this building with the one in which I attended school, at the corner of Hancock and Derne streets; and let me take this opportunity to pay a word of tribute to Mr. Sherwin, who proved to be from that time my friend as long as he lived.

He was always to me an inspiration and an encouragement.

I confess very frankly that while I was a scholar I felt, as so many boys are apt to do, that he was not so much my friend as afterward; but I wish I could say to every boy and to every girl throughout this broad earth, that there is no friend they have, beyond their own parents and family, who cares more, who desires more, who works more, for their good than their teachers. There is not a boy or girl whose footsteps are not watched by dear friends, hoping, praying, that they may be led into paths of purity; and if all the boys and the girls would realize as they go forth every day that they are working here for God, and that *he* has placed around them their friends to help and assist them, and that by day and by night their prayers go up to *him* for strength to help and encourage them, I am sure we should have better boys and better girls, and better men and women. There is no graduating class of our higher schools or colleges whose members are not known and sought for, if they give promise of real ability, so that the best material is pretty sure of employment. To be honest, industrious, intelligent, and with power for development, will be pretty sure to open

the way to positions of responsibility and respect. Preparation must be made at school, and it is rare the opportunity returns if then wasted. The mind must be trained and cultivated to do the best service ; hence our schools and colleges. The men of business are looking always for new and larger fields for the development of their business ; but let me tell you that no shrewd man, as he sends out the picket-guard to find those new fields, fails to send with them those who shall select the proper places for the erection of the school-house and the church. The rule is, that the school-house and the church shall be built wherever there is a new settlement.

Wherever there is an exception, there never grows a large and flourishing city. Thinking people avoid such a place ; they keep away from it. Wherever in the landscape there is no church-spire pointing upwards, wherever in any community you see a school-house only infrequently, that is a place to be avoided.

This day, friends, we celebrate in thankfulness.

It seems proper and appropriate that such a day should have been chosen for the dedication of this school-house. We dedicate it with hope and with promise. I think that every one who has come here has pledged himself and herself that it shall be, not for the present alone, but that we dedicate ourselves anew to the public weal ; and all the boys and girls here, who are soon to take up the mantle their elders are shortly to throw down, are enjoined, not only by us, but every memory of the past calls them to honest effort in preparation for the duty before them.

Let us all see to it, my friends, that they who come after us, as they point back to us and our work, shall be able to say : " They were faithful. God give us the strength and resolution to do our share loyally and unselfishly."

The CHAIRMAN. — I cannot close these exercises without introducing our new and accomplished Superintendent of Schools, Prof. EDWIN P. SEAVER.

ADDRESS OF PROF. EDWIN P. SEAVER.

Mr. Chairman: — I had supposed that the boys had all gone home to dinner; but I find many of them are still here. I am very glad that you have shown your interest in this occasion by remaining so long. I will give you a piece of good news: I do not propose to make you a speech at this late hour. For although in the quiet hours of last night, after our chairman told me that I should perhaps be called upon, — I suppose because I happen to hold an official position, — I ran over my knowledge of the history of these schools, and turned my thoughts over and over to bring them into some rational order. I think that I had better omit all that I might like to have said and not inflict anything like a formal speech upon you on this occasion. I will, therefore, simply express my hope that the words of wisdom you have heard to-day may work deep into your hearts; that the eloquence you have listened to may be remembered as long as you live; that the inspiration you have received may be ever present with you; and that, when you look back in memory to this day of days in your school life, you may say, one and all, "It was good for us that we were here."

The CHAIRMAN. — *Ladies and Gentlemen:* I had been depending upon our friend, the Rev. Edward Everett Hale, to say a word as the champion of military drill; but he was obliged to be in New York to-day, and so was President Eliot, of Harvard College. We are fortunate, however, in having with us the distinguished Chairman of the Committee on Education of the Legislature, and I am sure he can add a word upon that subject which will touch a very tender chord in the hearts of our boys. I have the honor to introduce to you Col. T. W. HIGGINSON.

ADDRESS OF COL. THOMAS WENTWORTH HIGGINSON.

Mr. Chairman: — I was so fortunate once in my life as to make a short speech. I never did it but once; but the consequence of that is, that I always find myself kept to the end of every entertainment in hopes that I shall make another. I will try it once more.

There is no man in whose place I should less want to stand, and more especially here, than the Rev. Edward Everett Hale, for he has this peculiarity about him, that he always was and always will be a Boston boy of the Boston boys. He is still young, and if he lives to be ninety, — which Heaven grant! — he will be younger then than he is to-day, which is saying a great deal.

In regard to the point which he was to speak of, I cannot so properly speak of that here as he could, because I do not belong to that privileged class. There are two classes in the world, you know: those that were born in Boston and are patrician, and do not need to be born again, and those that were born somewhere else. I was not born in Boston, and I wish here humbly to apologize for that early mistake. I was not born in Boston, I never shall have been born in Boston, until they annex Cambridge to Boston, and then I shall only have been born there retrospectively. Therefore, my only claim to be here, and the only ground on which anybody can listen to me to-day is, that it did happen to me, not long ago, beneath a certain gilded dome in Boston, to stand by certain Boston boys when they wanted a friend. That is all there is about it. I will tell them and you, that, after all, I do not know that anybody else could have saved them on that occasion if it had not been for the promptness and efficiency with which they stood by themselves. When that petition, signed by three hundred and fifty boys of the English High School, was brought into the lobby of the State House by a young gentleman with

one of the very straightest backbones that even military drill ever gave, and when a corresponding petition came up from the Latin School, borne by a young gentleman similarly adorned, why, it carried the day. There was no resisting it. Everything yielded before it. Let me tell you, young men, that nobody in legislative halls, or beneath the gilded dome, not even the Governor himself, can resist the voters of the future. They are a very important constituency for anybody who expects to be the President of the United States, — and up there we all do, every one of us, — although there is nobody, except His Excellency the Governor, who, if the whole truth were told, has much chance of it. Therefore, I say, I think well of the drill of the Boston High School battalion, and of the effect of military discipline, from the circumstance that they made their advance upon the State-House in such military style, and captured it so completely. The thing was essentially done from the moment they came there. The stoutest opponents of the bill concluded that there was nothing in military drill that was so objectionable, after all, and decided that all they were afraid of was that there might be some extra teachers employed to teach dancing at the public expense.

Thus twice in history has the prowess of Boston boys been vindicated. A hundred years ago they went to General Gage and asked for leave to coast upon the Common. This year they went to the ruling powers and asked that this drill-hall might not be converted into a hall without any drill; and history will one day record that they succeeded in both their undertakings.

The CHAIRMAN. — Many of the graduates of the English High are also graduates of the Latin School. They may have a divided affection, but each school can fairly claim them as its children, and will always cherish a just pride in their honorable achievements as if they were the out-

growth of its own inspiration. We have with us a conspicuous example in Mr. Thomas Gaffield, who can define his position.

ADDRESS OF THOMAS GAFFIELD.

Mr. Chairman:—It is my good fortune to call myself an old pupil of both of the schools whose second happy union under the same roof we celebrate to-day; and I cherish pleasant memories of Masters Dillaway, Streeter, and Gardner of the Latin School, and of Masters Miles and Sherwin of the English High.

When you asked me to say a word on this occasion, which brings home to me so vividly the recollections of my school-boy days, I resolved that my word should be of that ideal teacher, Master Sherwin, under whose instructions I sat more than forty years ago, in the humble school-house in Pinckney street.

Master Miles, the honored and beloved successor of Mr. Emerson, the first head-master of the school, so well remembered by our oldest graduates, had been for years its principal when I entered, in 1837; but was soon afterwards obliged to resign on account of ill health, when Mr. Sherwin was chosen to the post, which he occupied until his death, in 1869.

During his long service of forty-two years, as sub-master and principal, some 4,000 pupils entered the school, and came under the influence of his useful teachings and his noble spirit and life.

As one thus favored, I would add an humble leaf to the chaplet which other pupils and friends have woven to his sacred memory. Mr. Sherwin was not only a learned teacher, but an earnest patriot and a devoted Christian. The loving father of three noble sons,—whom we are glad to welcome

among us to-day, — he devoted them all to the service of their country, and that service they well performed.

Like a father, he loved his pupils, delighting to call them "his boys" in their youth and their manhood. And his boys felt a respect for him, which soon ripened into reverence and love. If there was any soul or character in a boy, he was sure to bring it out.

He strove earnestly not only to fill the minds of his pupils with the love of knowledge, but to warm their hearts with the love of truth and duty. Believing in the dignity of human nature, while he did what he could to make them useful and brilliant scholars, he did more to make them noble Christian men.

And to-day, in almost every land, and in all the walks of life, the boys of this good old school, who were inspired by Mr. Sherwin's teachings and example, have become centres of influence and shining marks in the community, occupying posts of distinction in public and private life, and reflecting honor, not only on themselves and their Alma Mater, but upon our city, our Commonwealth, and our country.

Our school has always been blessed with excellent teachers, and what I have said of Mr. Sherwin, older graduates might say of the good Master Emerson, still among us, and of his successor, the beloved and departed Master Miles; and the younger graduates might speak the word of affectionate remembrance of Masters Cumston and Seaver, and those long-tried and faithful assistant masters, Mr. Anderson, Mr. Babson, and the rest.

With this new and beautiful building, I doubt not that your new and excellent head-master, and all who are associated with him, will make a record which shall shine with brightness beside those which have gone before.

The spirit which has made our school what it has been and what it is has always been the spirit of its noble head-masters and teachers. Their painted features adorn our walls.

But, better than this, if it be permitted departed spirits to revisit the earth, we may be sure that the good and pure spirits of the sainted and beloved Masters Miles and Sherwin rejoice with us in our new home to-day, and, like guardian angels, will ever inspire our teachers and pupils to work faithfully at their posts to make the *new* English High School as great a blessing to generations to come as the good old school has been to generations past.

The CHAIRMAN. — The programme includes several other speakers ; but, on account of the lateness of the hour, we must give them leave to report in print, and I will suggest that the audience rise while the choir sing the One Hundredth Psalm, and the exercises will close.

At the conclusion of the psalm, the benediction was pronounced by the Rev. GEORGE A. THAYER : —

As God was with our fathers may he be with us and our children ! May he bless our work and crown our days ! Amen.

The Exercises of the Dedication were conducted in accordance with the following

PROGRAMME.

1. MUSIC. — The Heavens are Telling. *Beethoven*.
Sung by a select chorus of pupils from the Girls' High, the Girls' Latin, and the English High and the Boys' Latin Schools.
2. INVOCATION by Rev. WILLIAM BURNET WRIGHT.
3. Delivery of Keys by the City Government to the President of the School Board.
Transfer of the charge of the Building to the Committee on High Schools.
4. MUSIC. — Selections by the Beethoven Quintet Club. Theme and Variations from Quartette op. 76, No. 3. *Haydn*.

5. Delivery of the Keys to the Head-Masters of the Latin and English High Schools.
6. MUSIC. — Chorus. Hymn to Liberty. *Methfessel*.
ADDRESSES.
MUSIC. — Female Chorus from William Tell. *Rossini*.
ADDRESSES.
MUSIC. — Selections by the Beethoven Club. Mid-Summer Night's Dream. *Mendelssohn*.
ADDRESSES.
MUSIC. — Chorus. The Chapel. *C. Kreutzer*.
ADDRESSES.
MUSIC. — The One Hundredth Psalm.
BENEDICTION.

Director of Music. — JULIUS EICHBERG.

Beethoven Quintet Club. — CHARLES N. ALLEN, GUSTAV DANNREUTHER, Violins; HENRY HEINDL, Viola; WULF FRIES, Violoncello; A. STEIN, Contra Basso.

Gen. THOMAS SHERWIN in charge of the Hall, assisted by the Officers of the Latin and English High School Battalions.

NOTE.

The following historical note, in reference to the origin of the Public Latin School, has been kindly furnished by Rev. R. C. Waterston, D.D.

The first Record known to exist dates back to 1635. It is a simple statement that on the "13th of y^e 2nd month it was gen^{lly} agreed vpon y^t o^r brother Philemon Pormont shall be entreated to become schoolmaster for y^e teaching and nourtering of children wth vs." This was the earliest step of which we have any information. By it the Latin School was established, situated in School street, thus giving its name to the street, on the south-easterly portion of ground now covered by King's Chapel, or Stone Chapel as it is often called.

It is natural for us to ask if there is reason to believe that this establishing of a free school was considered, by those living at that day, as any thing remarkable. Did the leading men make note of it? The Journal of Gov. Winthrop covers that period, but it contains not the slightest allusion to it. He often speaks of minute circum-

stances of little weight in themselves save as they affected directly or indirectly the welfare of the colony. Yet not at any time previous to this year, or during this year, or through several years following, does he make any reference to the planting of the first school, or dwell particularly upon a free-school education.

In the early days of the colony children were doubtless instructed at their homes. Indeed, no arrangement for the public instruction of children under the age of seven was made until 1818, and no arrangement for the education of girls in the public schools until 1789, and then only by an incidental circumstance. More than one hundred and fifty years elapsed from the opening of the first public school before one girl was admitted; and not until 1828 — one hundred and ninety-three years after the establishment of the first school — were girls admitted with full equality to the entire privileges of a thorough public-school education.

But in regard to the schools called free, — at the beginning they were partly supported by voluntary contribution. Upon the last leaf of the oldest volume of our town records there is this memorandum: “towards the maintenance of the free schoolmaster.” Under date of “Aug., 1636,” follows the subscription of —

“Governour M^r. Henry Vane Esq. 10 pounds.

M^r. Richard Bellingham, 10 pounds.

Deputy Governour M^r. John Winthrop, 10 pounds.”

In 1645 there is a note in Gov. Winthrop's Journal in which he speaks of free schools, and of “a yearly contribution.”

In 1679 the following recommendation was passed: “that those who send their children to school and are able to pay something shall contribute for the encouragement of the master.” So also it is stated that “Indian children shall be taught gratis,” which implies that all other children are not so taught.

In 1647 there was a revisal of the code of laws, and then the grand recognition was distinctly made, “that, to the end that learning might not be buried in the grave of the fathers, therefore the General Court provides by law that every township in the jurisdiction, after the Lord hath increased them to the number of fifty householders, shall maintain a school, and that every town with a hundred families shall set up a grammar school, the master thereof being able to instruct youth so far as they may be fitted for the University.”

Such was the crowning act under Winthrop's last administration, to which, through her system of public schools, Massachusetts and New England have become conspicuous for intelligence, integrity, and thrift.

But now let us go back again to that earliest school record, 1635 (five years after the day when the “Arbella” landed Winthrop at the

mouth of Charles River, which led to the settlement of Shawmut, afterwards to be called Boston). On the fourth day of September, 1633, in the ship "Griffin," of three hundred tons, came, among others, John Cotton, who for many years had been a powerful and influential preacher in connection with St. Botolph's in Boston, Lincolnshire. He was in every respect a man of mark, and destined to exert a powerful influence upon these shores.

It was acknowledged that his coming formed a new era in the history of the colony. In the language of Dr. Increase Mather, "Both Bostons have reason to honor his memory, and New England most of all, which oweth its name and being to him more than to any other person in the world."

This, then, is a fact worthy of observation: two years after the arrival of John Cotton (or, strictly speaking, one year and five months) we find the establishment of a free school, and this school we know to be the Latin School, whose history continues to this day, and whose prosperity and efficiency were never greater than at the present time. One peculiar fact in the establishment of this first free school was, that usual methods are reversed; our fathers did not commence with a school for elementary instruction; they provided at the very beginning for the higher branches of study.

Now I think it is interesting to ask if there are any reasons why it would be natural to connect the establishment of this school with John Cotton? One strong reason for so doing would be, that he was not only distinguished, before he came to these shores, for ability and learning, but from the moment he landed here he was universally welcomed, and became the acknowledged centre of vast influence both in ecclesiastical and civil affairs. Thus it was that the famous Thursday Lecture, which through all our early colonial history held so conspicuous a place, and also the accompanying Market-day, sanctioned by order of the Court, had their origin in him; and they both alike had their antecedents in his personal experience at Boston in Lincolnshire. Was there, then, anything corresponding with the idea of such a school as this earliest school, at Boston, in Lincolnshire, where for so many years Cotton had labored?

As early as 1554, Queen Mary, in the first year of her reign, made a grant to the corporation of Boston "*for the purpose of establishing and maintaining a FREE GRAMMAR SCHOOL in the town.*"

Thus we know, as a matter of history, that there *was* a Free Grammar School in Boston, Lincolnshire.

But is there any reason to suppose that Latin was taught in such a school? It may be said in answer, This is the last thing which one might expect would be taught in a school so established. Yet in the Corporation Records (some of which I personally examined on a visit

to that ancient place) there is this curious entry, which proves to us that Latin *was taught*.

In 1578 it was agreed that a "Dictionary shall be bought for y^e Scollers of y^e Free Scoole & the same boke to be tyed in a cheyne, & set upon a deske in y^e scoole, whereunto any scoller may have accesse as occasion shall serve;" and in 1601 the corporation purchased two dictionaries — one Greek, the other Latin — for the school, "the school-master to keep the same *for the use of the scholars*."

Thus we find that in Boston, Lincolnshire, there was a Free Grammar School, in which Latin and Greek were taught. And it is natural to presume that a lover of learning like Cotton, who had been appointed to the Vicarage of that town in 1612, and had been active there in all good ways and works for more than twenty years, should have been, not only acquainted, but very familiar, with such a school. Still, if there were no evidence of such knowledge on Cotton's part, it would be mere conjecture with us. Is there, then, any positive evidence that John Cotton did know of this school? Singularly enough I find this record: —

"In 1613, a committee consisting of D^r. Baron, REV. JOHN COTTON, and two others, was appointed to examine M^r. Emnith & report whether he be fit to exercise the office of USHER in this school."

Thus we have direct proof that the Rev. John Cotton was so identified in thought with that school that he was nominated to examine an *usher*, and decide upon his fitness for the place!

Leaving, then, England, as he did, in 1633, and exchanging the Old for the New World, how natural that this scholar (who had graduated from Trinity College, Cambridge, and had afterwards been elected to a fellowship in Emmanuel College), taking up his abode here in this then almost wilderness settlement, should have recalled all that was precious in his memory, as suggestive of what might — in some larger and better way — become transplanted here.

Thus the old Lecture, dear for so many years, when the Thursday came round, would recur to his mind. Why should he, then, not have a similar lecture here? The Market day, when the people gathered from the country around, buying and selling commodities, — why not have that also? As soon as suggested, the Court approved; and this also became as important a fact on this side of the Atlantic as it had been on the other. In the same way, when he saw the children growing up, he thought of the school, the free school, to which all could go; and with his own love for classical literature, and his partiality for the privileges of a collegiate education, the memory of a free grammar school, where Latin and Greek were taught, may have risen in his mind. And he may have said, Here also, where the trees of the forest are not yet felled, and the wild Indian is at our doors, here let such a

school be established, to become as good, and as much better as we can make it. And let that one be the forerunner of a thousand more that shall follow, — free for all, and where not only the simple rudiments of learning may be secured, but some reasonable introductory knowledge, at least, of the ancient languages.

There is another coincidence between John Cotton's new and old home. The records of the English Boston of 1642 show that the master of the grammar school had "a house rent free"; and in the American Boston we find that, in 1645, it was ordered that fifty pounds be allowed to the master, and "a house for him to live in."

As an indication of how small a place Boston was at that period, it is only necessary to remember that, although the inhabitants were characterized by their religious zeal, one small meeting-house answered for the whole community, and continued to do so until 1648. The simplicity of their first place of worship is suggested by the fact that it had "mud walls and a thatched roof." This primitive building, situated on what is now the south side of State street, was replaced by a more commodious wooden structure in 1640, in Washington street, nearly opposite State street, which edifice lasted seventy years, when it was destroyed by fire. During 1631 only ninety persons came over from England, and in 1632 not above two hundred and fifty new settlers arrived. Thus the one free school, dating from 1635, answered the need of the people, not only at that time, but for forty years after. In a community so limited, every suggestion, from a man of the acquirements and influence of John Cotton, must have had great weight. We can therefore hardly imagine that such a school as this could have been established without his active coöperation, and we think we have given some very conclusive evidence that this school may have owed its origin to him more, perhaps, than to any one else.

Mr. Cotton's first child, a son, born at sea, on board the "Griffin," had received on that account the name of "Seaborn." A father's thoughts would even more impulsively turn to the education of the young. Cotton died Dec. 23, 1652, from illness caused by exposure in crossing the ferry over Charles river, being on his way to preach to the students at Cambridge. After his death it was found that, on certain contingencies, he had arranged, by his will, that one-half of his whole estate should revert to Harvard College, and the other half be devoted to the support of the free school in Boston.

Thus we have most satisfactory evidence of the deep and abiding interest cherished by John Cotton in whatever pertained to the work of instruction; and sufficient reasons (have we not?) for associating his name, in an especial manner, with the establishment of the first free school, and with that educational system which has become our joy and our pride.

EXPLANATION.

BASEMENT.

- S. R. Storage Room for Supply Department.
- B. R. Boiler Room.
- C. R. Clock Room.
- E. R. Engineer's Room.
- J. J. Janitor.
- P. R. Play Room.
- X. X. Water Closets, etc.

FIRST FLOOR.

- S. R. School Room.
- L. L. Library.
- P. P. R. Principal's Private Room.
- A. A. Armories.
- C. L. Chemical Lecture Hall. Laboratory over
- C. R. Conference Rooms for Teachers.
- J. J. Janitor's Office.
- X. X. Boys' W. C's.
- A. O. Auditing Clerk's Office.
- S. O. Superintendent's Office.
- V. V. Vaults.
- P. O. Private Office.

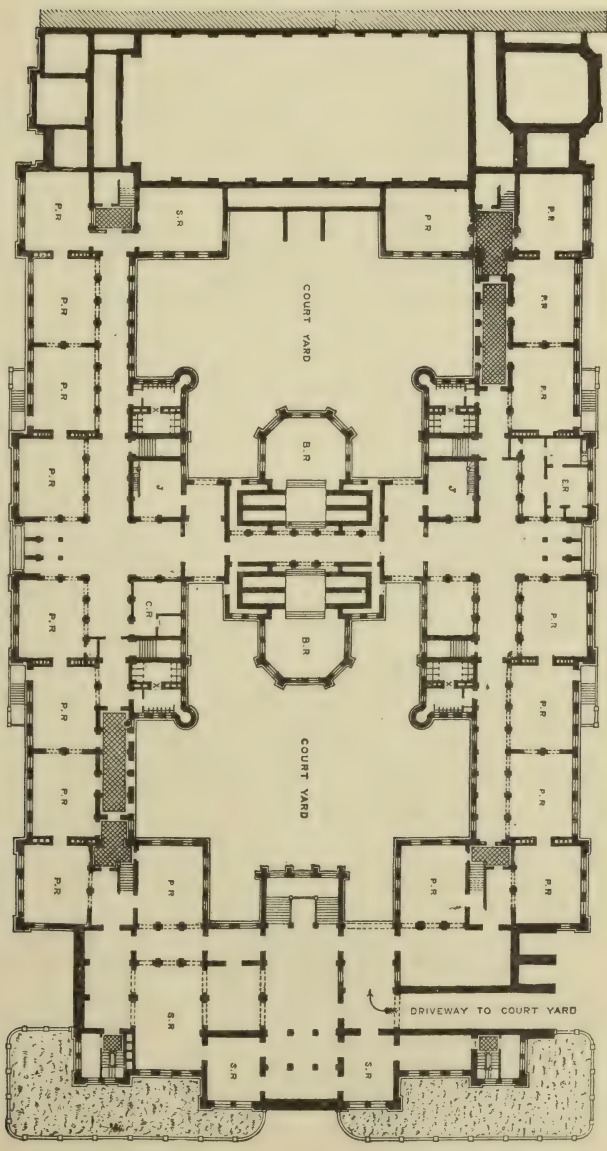
SECOND FLOOR.

- P. L. R. Physical Lecture Room.
- L. R. Lecture Room.
- C. C. Cabinets.
- C. L. Chemical Laboratory.
- S. R. School Rooms.
- J. J. Janitor's Living Rooms.
- X. X. Boy's W. C's.
- C. R. Committee Room.
- P. O. Private Office.
- O. O. Office.

THIRD FLOOR.

- E. H. Exhibition Hall.
- S. R. School Room.
- D. R. Drawing Room.
- L. R. Lecture and Model Drawing Room.
- S. B. School Board Hall.
- C. R. Committee Room.
- L. Lobby.

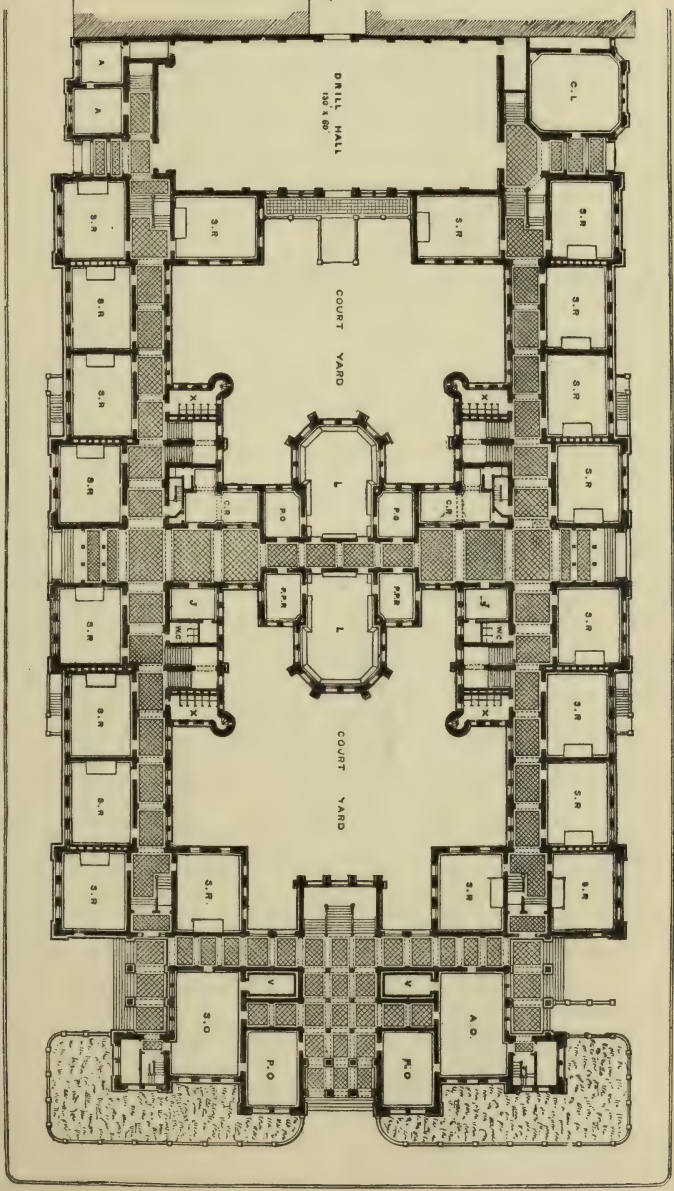
BASEMENT PLAN



MONTGOMERY

STREET

PASSAGE FROM
CLARENDON STREET



DRILL HALL
120' x 60'

COURT YARD

COURT YARD

WARRNER

FIRST FLOOR PLAN

AVENUE

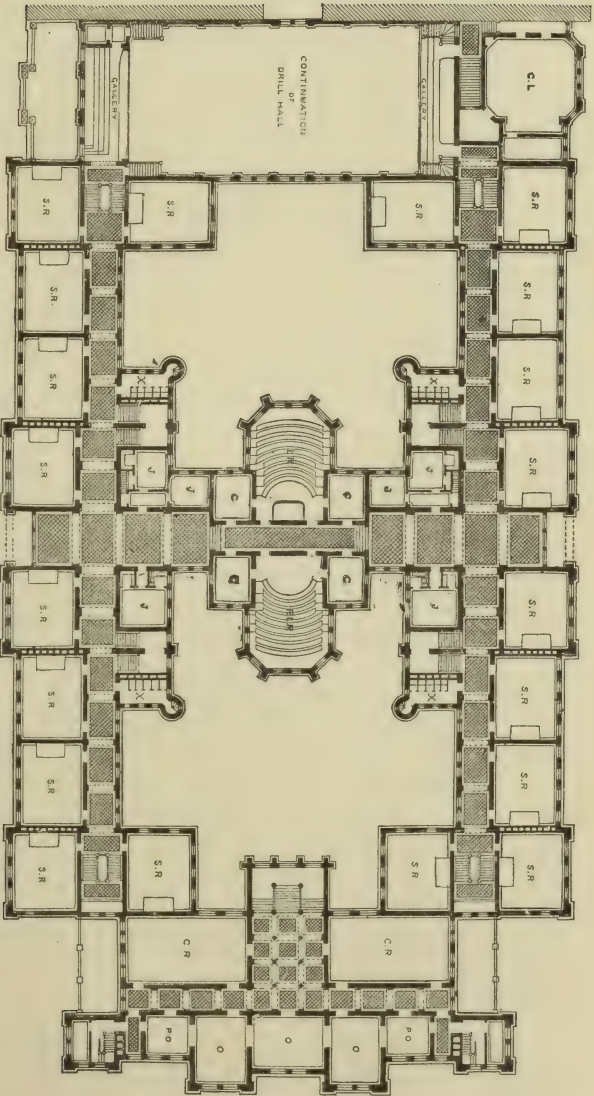
DARTMOUTH

STREET



M O N T G O M E R Y

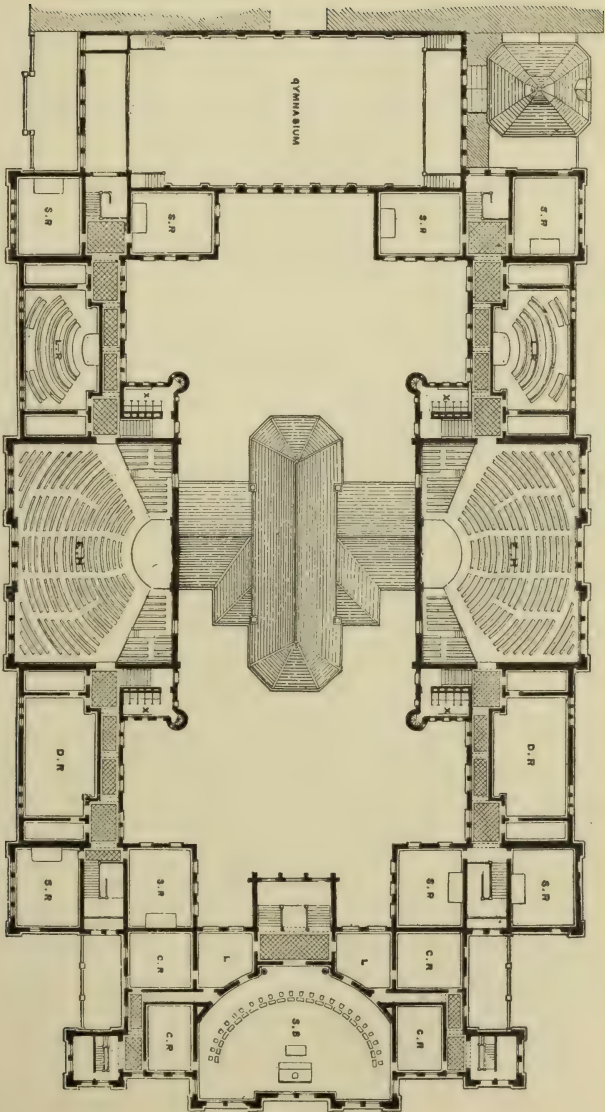
S T R E E T



W A R P E N

SECOND FLOOR PLAN

A V E N U E



THIRD FLOOR PLAN

HISTORY AND DESCRIPTION

OF THE

BUILDING.

The Latin and English High Schools first occupied the building on Bedford street in 1844. At the time of its construction it was not only ample to accommodate both schools, but a matter of wonder that the city should have thought it necessary to build so large, so magnificent, and so costly, a structure for the purposes of a public school. Many went so far as to say that "it would never be filled in the world!" Scarcely ten years had passed when it was found necessary to add another story. Even with that addition it soon became quite inadequate to the wants of these great schools. Moreover, fine as it appeared to be thirty years ago, it was not well suited to the uses of the schools. The staircases were lofty, winding, narrow, dark, and dangerous. The location on a great business thoroughfare with a constantly increasing traffic with heavy teams made it so noisy, especially at seasons when it was necessary to have the windows open, that it was a constant annoyance both to teachers and pupils. The ventilation was far from perfect, while the yard was so small and contracted that the boys were of necessity allowed to enter the public streets at recess, and even to go as far as the Common for a place of amusement.

It became necessary, some years ago, to colonize several

classes from both schools, some in the old Bowditch Schoolhouse on South street, a quarter of a mile away, and some in the old Primary School building on Harrison avenue. This arrangement was excessively inconvenient both for pupils and teachers, and, of course, quite detrimental to the discipline and the efficiency of the schools ; but it seemed to be the best that could be done.

Repeated efforts were made year after year to induce the City Government to provide suitable accommodations. The committees of both schools were persistent in their appeals. But great bodies move slowly. Nor is it surprising when it is considered that it was at a time when annexation was rapidly taking place, and when the general policy of the city was undergoing frequent changes.

At length a location was substantially agreed upon, one of the most central points in the city, easily accessible from all directions, within a few rods of the actual centre of population, sufficiently removed from great and noisy thoroughfares to secure the requisite quiet, and a neighborhood free from objectionable features. When the friends of the school had reached this point with some degree of unanimity, the City Government soon took steps to purchase the land. This purchase was concluded on the morning of the 9th of November, 1872, a day memorable in the annals of Boston as the date of the great conflagration. A few hours' delay in signing the order, which had been passed by the City Council on the 7th, and the land would never have been bought for this purpose.

Among the gentlemen who were especially active in bringing about the result, by constantly presenting the wants of the schools and urging the adoption of plans which should be in the highest degree creditable to the city and best adapted to the objects in view, none were more conspicuous than John D. Philbrick, LL.D., who, from the inception of the project, was Superintendent of Public Schools. The committee having applied to him for information in regard to

the progressive steps which were taken to forward the enterprise, he has kindly furnished it in the form of the following letter, addressed to Dr. Henry Barnard, editor of the *American Journal of Education*:—

DR. PHILBRICK'S LETTER.

A Letter addressed to Dr. Henry Barnard.

SIR:— You are pleased to honor me with a request for a letter about the new edifice in Boston, for the Public Latin and English High Schools, to be published in your “International Journal of Education.”

Remarkable coincidence! Just a third of a century ago, at your request, I furnished for your great pioneer book on school-house building — with the title of “School Architecture; or Contributions to the Improvement of School-houses in the United States” — a description of the Quincy School-house in Tyler street, Boston, which had been built for the grammar school then under my charge as master, — the first building of the type which, in its essential features, has since been adopted for graded public schools throughout the country. No one can tell, I believe, to whom the credit of the plan of the Quincy School-house was directly due. Not to me certainly; but that school-house was the first in the construction and furnishing of which I had any voice. You come again now to ask me — after the close of my long career, demanding continual efforts for improving school accommodations — to furnish you with an account of the last school building with which I was officially concerned, and the one upon which I bestowed the most thought and labor during my superintendency; the building which is, without question, by far the best specimen of school architecture in the country, — the first conspicuous example of a *new type*, which is, I think, destined to be adopted no less generally than has been the case with the Quincy School type, the three essential characteristics of which it has, namely, an adequate school-room for each teacher, an assembly hall large enough to seat all the pupils of the school, and a separate desk and chair for each pupil.

It affords me special satisfaction to comply with your request for a sketch, historical and descriptive, of this remarkable building, because you are most competent, not only to judge of its merits, but also to appreciate the difficulties which have been surmounted in the achievement of the work. There is also a manifest fitness in thus addressing to you my account of this educational edifice as a sort of a recognition, on my part, of your invaluable services in this department of school economy. You are familiar with the growth and development of American school architecture, from its rudimentary stage, in which you found it on entering upon your life-work as an educator almost simultaneously with Horace Mann, up to its present degree of comparative excellence. Of this great improvement you, more than any other man, have the right to say *magna pars fui*. I remember that a distinguished German educator, on receiving the first edition of your remarkable work on the subject, more than thirty years ago, said, "Dr. Barnard has added a new name [school architecture] to the vocabulary, and a new department to the literature, of education." And now a Swiss educationist of the first rank, in a general history of education, says, "Barnard was for Connecticut and Rhode Island what Mann was for Massachusetts. Never has a man labored so much for schools. His *School Architecture* is a classic book, which has transformed the buildings and furniture for schools."

For a very important part of the materials for this letter I am indebted to several of the contractors, and to a number of city officials; but especially to the accomplished and indefatigable City Architect, Mr. George A. Clough, to whose good taste, practical skill, and rigorous fidelity, the superior excellency of the building is very largely due.

This edifice, which has come to be designated as the "New High School-house," is, in fact, composed of two complete and essentially independent school-houses, nearly identical in size, plan, and design, and fronting on two parallel streets 220 feet apart; no apartments being intended for the common use of the two schools except the hall for military drill and the gymnasium, which, together, constitute one of the connecting structures. The whole scheme has not yet been consummated; the connecting structure shown on the plan of the "first floor" as

fronting on Dartmouth street, and intended as the administration building for the School Board and its officers, exists as yet only on paper, a portion of the site being still occupied by five substantial brick houses.

THE SITE AND ITS PURCHASE.

The plan of associating two great schools in immediate proximity on one lot is, I believe, nowhere recommended or sanctioned in your comprehensive publications on school architecture. These schools were so placed, not from choice, but as the result of necessity. Separate and independent sites would have been preferred by the most intelligent members of the School Board; but, under the circumstances, it was impracticable to obtain good separate sites. It is doubtful if the associated arrangement has resulted in any saving of expense in building. One advantage, however, is derived from it, namely, convenience in the use of the drill-hall. As the gymnasium is twice as large as would be necessary for one of the schools, its cost was probably little less than two sufficient separate ones would have been. And, indeed, it was originally intended to be finished in two separate apartments, each school having its own. This may still be done.

Both institutions to be accommodated being central schools of the same grade, presumably of about the same size, and for pupils of the same sex, a site having the requisites for the one would be equally suitable for the other. This site comes near being all that could be reasonably desired for such schools, — being of good size; near the centre of population; convenient of access; not on a great thoroughfare, and yet near several; bounded by streets having, and likely to have, little traffic; open to light and air; peculiarly fortunate in its exposure to sunshine; and with surroundings and a neighborhood absolutely free from everything objectionable.

The acquisition of this site by the city deserves mention; a full account of it would constitute a curious, and not the least instructive, chapter in our municipal history. It took upwards of two years for the two sub-committees representing the Latin and English High Schools, and the School Board, to come to an agreement to ask the City Council to purchase the lot. This occurred

in May, 1872. Among the members most active and influential in bringing about this result, the most prominent were the Hon. Henry S. Washburn, chairman of the Committee on the Latin School, and the Rev. S. K. Lothrop, D.D., who was for so many years chairman of the Committee on the English High School. The latter gentleman took the lead in boldly advocating the most liberal provision in respect to space, and, in accordance with his view, it was voted to request the City Council to purchase the *whole square* bounded by Dartmouth, Montgomery, and Clarendon streets, and Warren avenue, with the exception of the corner occupied by the Clarendon-street Church, comprising 101,600 square feet. Through what a protracted and wearying series of discussions, conferences, solicitations, and manœuvres this agreement as to the site was at last reached, I have good reason to remember. But the real struggle was yet to come, — to procure the favorable action of the City Council. It lasted six months. Failure to obtain this particular lot, which had long been held by an honorable capitalist with the expectation that it would be wanted for some public institution, would result, as it seemed to me, not only in an indefinite postponement of the much-needed provision for the accommodation of these important schools, but in the necessity, in the end, of accepting a site, or sites, far less desirable ; and so I felt it to be my duty to do what I could to secure it. But the difficulty of the task far exceeded all my calculations. It would require more space than can be allowed here to analyze the contest in all its details. In both branches of the City Council there were able and persistent opponents of the measure, and they were greatly helped in their opposition by the owners of certain rights in passage-ways which must be acquired, who put exorbitant prices upon their property, and the equally unreasonable demands of the trustees of the “Washingtonian Home” for an indispensable corner of the lot, upon which they were pushing forward, during all the time, the construction of a large building for an inebriates’ asylum, to be pulled down in case of purchase, as it was. The recently annexed districts of the city, being already provided with five fully-equipped High Schools, were generally indifferent or opposed to the measure, as one promising little or no direct advantage to them. Of course the irrepresible “tax-payer,” who would limit public instruction to the three

R's, did what he could through the press and otherwise to defeat the enterprise; and to cap the climax, in the very crisis of the struggle our enemies were reinforced by aid and comfort from the coëducation camp. One of the ablest chiefs of that persuasion wrote for one of the leading papers a long, elaborate, and disingenuous article, full of misstatements of facts and pedagogical heresies, urging that this purchase should not be allowed until the School Board should decide that the sexes should be mixed in all the High Schools.

Early in the contest the friends of the measure found it necessary to make a concession of the vacant corner on Clarendon street, and of the Dartmouth-street corner, occupied by the dwelling houses above referred to; thus reducing the area to 84,100 feet, and the cost from \$415,000 to \$280,000. The substantial success finally achieved required as hard fighting and as much courage as any educational conflict in which it has been my fortune to be engaged. And it is but just to say here, that the battle would have been lost, and the building would not have been built, without the unflinching persistence of two courageous and efficient coöperators, Mr. Charles J. Prescott, then chairman of the Committee on School-houses of the School Board, and Mr. Cyrus A. Page, a member of the Common Council. And then, at the end, all these efforts would have gone for nothing but for what seemed to be a providential favor. The narrow escape from failure is thus stated by the City Clerk: "The order was passed by the City Council Nov. 7, 1872, to buy the lot. The order was approved on the morning of Saturday, Nov. 9, 1872, and on that night occurred the *great fire*. It is safe to say that had not the order been passed *that day*, the land would not have been purchased at all."

THE PLAN AND DESIGN, HOW ORIGINATED AND PERFECTED.

The great fire, which came so near being disastrous to the project, turned out to be one of the causes of its ultimate success, by necessitating delay in building. Had the work gone forward with despatch, as intended, the edifice erected would have been without doubt a substantial and costly one, and fully up to the standard of the best in the country; but it would not have been up to the

standard of the best school-houses in the world, as this building is, for the simple reason that the knowledge requisite did not exist in this country. The mass of the pupils in the public schools of Boston had better accommodations than those of any large city in the world ; but we had no one school-house equal to the best in the world. The characteristics of the best school-houses in this country were well known to me, and I had some knowledge of school architecture abroad ; but it was not until I visited the *Akademische Gymnasium*, in Vienna, at the time of the Universal Exposition of 1873, that I was able to picture in my mind the image of such a building as we wanted in Boston for these two schools. The study there begun was followed up by visits to other first-class high-school buildings, not only in that city of wonderful schools, but in all the principal cities of Germany. In this way a valuable collection of views, plans, and descriptions of the best specimens was obtained.

The following paragraph on this topic is quoted from my report [October, 1873], on the exhibit of the Boston school system at the Vienna Exposition :—

“ In respect to school architecture, while we made a better showing than any other American city, we were quite eclipsed by some of the European cities ; that is, in some of the foreign cities school-houses have recently been erected which are architecturally and pedagogically superior to anything we have to show. The City of Vienna has individual school buildings vastly better than the best in Boston ; but if you take all the school buildings in Vienna, the good and bad together, the average accommodations afforded to all the children of that city are perhaps not equal to the average of the accommodations provided for the children in Boston. What I mean to say is this, that Vienna knows how to build, and has built school edifices which are more durable, more safe, more convenient, more costly, and more beautiful, than any Boston has yet built, or is likely to build, in the near future. The reason of this is, that in Vienna, when a school-house is planned, it is done by the *combined science and wisdom of the most accomplished architects, and the most accomplished pedagogists*. No mere whim of a school-master, and no mere whim of an inexperienced and uneducated architect, is allowed to control the design.”

Early in 1874 an attempt was made to get an agreement upon the essentials of a plan to be *recommended* to the City Council, for the School Board had no authority whatever in *determining* what the plan should be. As was to be expected, foreign notions were not at once very highly appreciated. However, after much discussion and many conferences and hearings, the conflicting views of the members of the committees on the two schools, of their principals, and of the Committee on School-houses, were so far harmonized that permission was given me, with certain instructions, to draw up a "Description" of the accommodations to be provided. For designs in conformity with this "Description" the committee on Public Buildings of the City Council offered four premiums of \$1,000, \$800, \$600, and \$400.

The competing architects had free use of the collection of foreign illustrations of school architecture above referred to. The four designs thus obtained were not without merit, and the amount paid for them was, in my judgment, well expended. But the best of them was far from being all that could be desired, and yet one of them would no doubt have been adopted, had not a supposed necessity for retrenchment in school expenses prevented an appropriation for a building at that time. The delay thus occasioned afforded a chance for another trial under more favorable auspices. In the mean time an act was passed by the Legislature, providing that no school-house should be built by the City Council until the plans thereof should have been approved by the School Board; and the School Board thereupon made a rule requiring the Superintendent to give his opinion in writing upon every plan proposed before the action of the Board upon the question of the approval of the same; and the City Council created the office of City Architect, choosing Mr. Clough as the first incumbent. These new conditions made success possible.¹ Previously the designs of our school-houses had been made by architects who were not devoted to school architecture as a specialty. Too often the architect having the most talent for wire-pulling, or having the strongest friends

¹ These provisions had been suggested in my report for 1874, as follows: "If there had been, during the last twenty-years, a competent architect in the employ of the city, wholly devoted to this department, and if the School Committee had been invested by law with a veto power in regard to all plans, the result would have been far better than what we now see."

at court, would be selected rather than the one having the best qualifications for designing school-houses. The School Board had no authoritative voice in the matter, and the Superintendent could only advise and solicit and remonstrate. Hence the slow progress; hence the perpetuation of defects after they are discovered and pointed out. But the situation was now materially changed for the better. The chance of getting a bad design was immensely diminished, and the adoption of an undesirable one was impossible without an exposure of its defects, if the Superintendent happened to have the requisite knowledge and firmness. The city architect entered upon his work in a manner worthy of all praise. Four primary and two grammar school-houses were the fruits of his first two years' studies. Of these the Prince School, on Back Bay, was the one which most distinctly marked the new departure in school architecture, which we owe to German pedagogy and Mr. Clough's talent, and his devotion to the duties of his office. The exhibition of the plans of this building at the Philadelphia Exposition has already borne fruit, as was seen in the prize designs exhibited last year in New York. It is to be regretted that circumstances prevented the architect from giving this modest but admirable building the proper æsthetic character. It is especially interesting as being the best study preparatory to the master-piece.

At length, after the lapse of seven years from the time Mr. Z. Jellison introduced into the School Board an order requesting the City Council "to procure a suitable lot upon which to erect a building for the accommodation of the English High School," the City Architect received instructions, in January, 1877, to prepare the design for this double school-house. He took hold of the project with the true art spirit, aiming at perfection and sparing no pains to realize it. He had in hand the best information on the subject to be obtained at home and abroad. The "description" above referred to was taken as the basis of his instructions, but such modifications were made as he and the Superintendent saw fit to agree upon, and they were always in harmony on every point, so that when the latter came to give his official opinion on the completed design as submitted to the School Board, he had nothing to say about it except that it was in all respects satisfactory. The School Board voted its approval of the design in June, 1877, without requesting any

change in its provisions. A copy of the design was taken by me to the Paris Exposition of 1878, as the best new thing in the way of school progress Boston had to show, and it was one of the prominent motives which secured the award of a gold medal by the international jury on secondary education.

THE APPROPRIATIONS AND COST.

The order to build, accompanied with the requisite appropriation, was not reached until nearly five years after the purchase of the lot. This delay was, as has been intimated, primarily due to the great fire and the subsequent financial crisis. But it must be attributed in part to the rather exceptionally conservative views respecting school expenditures held by the two excellent mayors of that period. The incumbent who came into the office of mayor in 1877, the Hon. Frederick O. Prince, taking a different view of the matter, lost no time in declaring himself in favor of a liberal appropriation for the building. I cannot help remarking here, that, in taking this stand, he acted, not only like a filial son of his *alma mater*, the old Latin School, but that he acted in full accord with the noble example afforded by the speech of Mayor Quincy, the younger, at the dedication of the Quincy Grammar School-house in 1848, which you so warmly commended for its boldness, in one of your publications of that time. "As chairman of the 'city fathers,'" said he, "I do not hesitate to stand here and tell the tax-paying community that we have in this manner expended \$200,000 of their money, and I am confident the question will not be asked, Why spend so much? Why spend more for popular education in the city of Boston than is expended in the whole of Great Britain?" To appreciate the "boldness" of this stand, it must be recollected that \$200,000 for school-houses in Boston then was equivalent to upwards of a million for that object now. That is the sort of "boldness" which has made what is best in the history of Boston. But the world moves, and the metropolis of Great Britain may now be cited as one of the foremost cities in the world in respect to liberality in expenditures for school-houses. It is a curious fact, that foremost among the "city fathers" who supported the mayor in this commendable measure was found the same gentleman, Mr. John E. Fitzgerald, who had been, as member

of the Common Council, the most formidable of the opponents of the purchase of the lot.

The first appropriation for the building, \$350,000, was ordered May 25, 1877, and at the same time it was provided that the proceeds of the sale of four old school-houses and sites, already vacated, or soon to be relinquished, by the school department, namely, the Bowditch, old Latin and English High, old Franklin, and Mayhew, should be applied to this purpose. It is worthy of remark that the amount appropriated for the building, in accordance with the estimates of the architect, was not exceeded in carrying out the design, except for additional fire-proofing. The land was bought when prices were at the maximum of inflation, but the contracts for the building were mostly made when prices were at the lowest point, a large amount being thereby saved.

The several appropriations were as follows:—

The lot of land	\$280,000
The building	350,000
Fire-proofing roof and floors (additional)	33,000
Heating and ventilation	35,000
Furnishing	50,000
Half the wall, Clarendon-st. Church	800
Placing statuary	2,000
	<hr/>
Total	\$750,800

Cost of building, not including land and furnishing, \$418,000, or \$8.25 per square foot actually covered.

THE CONTRACTS AND CONTRACTORS.

While the contracts on the construction of the building, including the heating and ventilating apparatus, were executed under the direction of the City Architect, the Superintendent of Public Buildings, Mr. James C. Tucker, had charge of the furnishing contracts.

The testimony of the City Architect as to the manner in which the contractors on the construction fulfilled their agreements is so creditable to them that it well deserves to be recorded in this connection.

“The construction of the building is thorough in all its parts, and upon examination will be found of good workmanship. The contractors exhibited the greatest pride in the fulfilment of their agreements with the city, and there never was a jar between the architect and the mechanics, either on the building, or in the settlement of accounts.”

And what makes this acknowledgment peculiarly honorable to the mechanics is the fact that the architect was faithful and scrupulous to the last degree in demanding all that was “nominated in the bond.” This gratifying result, which looks a little like a tendency to the millennium, was perhaps in some degree due to the good schooling of the Boston mechanics. That this was the case in respect to the most important part of the work, — piling and stone foundations, — which was done much under my eye, happens to be within my knowledge. The brother contractors were poor little emigrant boys in the Quincy School on the occasion already referred to; they were of that number of whom Mr. Quincy said, “Nearly half of the boys are not American; their parents are unfitted for the duties of a republic; but these children, educated side by side with our own, will be trained to become worthy citizens of this free country,” — a prophecy how well fulfilled in this instance! I was touched at the pride they took in having a hand in this work, and in doing it with perfect thoroughness. And they said to me, “You see in us here what the public school made us.”

About twenty contracts entered into the construction of the building, which were awarded to the following parties: —

The piling and stone foundations, — John Cavanagh & Co.

Hammered granite, — F. J. Fuller.

Sandstone trimmings, — Norcross Bros.

Brick masonry, — Norcross Bros.

Terra-cotta, — Sanford E. Loring.

General framing, — Norcross Bros.

Roof coverings, — John Farquhar's Sons.

Carpenter's finishing, — Leander Greeley.

Steam heating, — Frederick Tudor & Co.

Ventilation, — Moses Pond & Co.

Lathing and plastering, — J. H. Davis.

Painting and glazing, — W. J. McPherson.
 Furnishing glass, — Hills, Turner & Co.
 Plumbing, — Thos. G. Phillips & Co.
 Speaking-tubes and bells, — A. H. Beckford.
 Gas-fitting, — N. W. Turner & Co.
 Marble tiling, — Bowker, Torrey & Co.
 Rubber pads for stairs, — Boston Car Spring Co.
 Iron staircases, — L. M. Ham & Co.

The contracts for furniture and fittings were as follows : —

Electric clocks, — Howard Watch and Clock Co.
 Seats in Assembly Hall, — Gardner & Company.
 Settees, — Gardner & Company.
 Scholars' desks and chairs (1,064), — A. G. Whitcomb.
 Scholars' desks (350), — Lawrence, Wild & Co.
 Teachers' desks, — Smith & Company.
 Teachers' desks, — O. Hall & Son.
 Bookcases, — Smith & Company.
 Teachers' chairs, — White, Holman & Co.
 Plumbing and heating apparatus of Chemical Laboratory, — F. Tudor & Co. and Thos. Phillips & Co.
 Gas-fixtures, — N. W. Turner & Company.
 Sash elevators, — Benjamin Brintnall.
 Carpeting for offices, — W. G. Harris & Son.
 Furniture for offices, — Boyce Brothers.

The specifications for the contracts on the construction prepared by the City Architect were printed in fifteen quarto pamphlets, making a volume of about 500 pages. These have been much in demand by architects in different parts of the country.

DESCRIPTION.

In its general arrangements the block plan consists of a parallelogram, 423 feet long by 220 feet wide, the longest sides, or main buildings, fronting on Warren avenue and Montgomery street, the Latin School occupying the former, and the English High School the latter.

There are two courts within this block, of equal size, the division

between the two being made by the location of a central building, which is connected with the two main street fronts by means of a transverse corridor. These courts, as the plan shows, not only afford the most desirable advantages of light and air, but also serve the purpose of separate play-grounds for the pupils of each school.

Across the easterly end of the block, and connecting its two sides, are located the drill-hall and gymnasium; and across the westerly end, fronting on Dartmouth street, a building, as shown on the plan, is proposed to be erected hereafter, as has been mentioned, for the accommodation of the School Board and its officers.

Each of the street fronts of the main buildings is divided into three pavilions, — one central and two end pavilions, — the central pavilion being more pronounced in its proportions as to width and height. The main buildings have three stories and a basement, the latter being a clear story facing the courts.

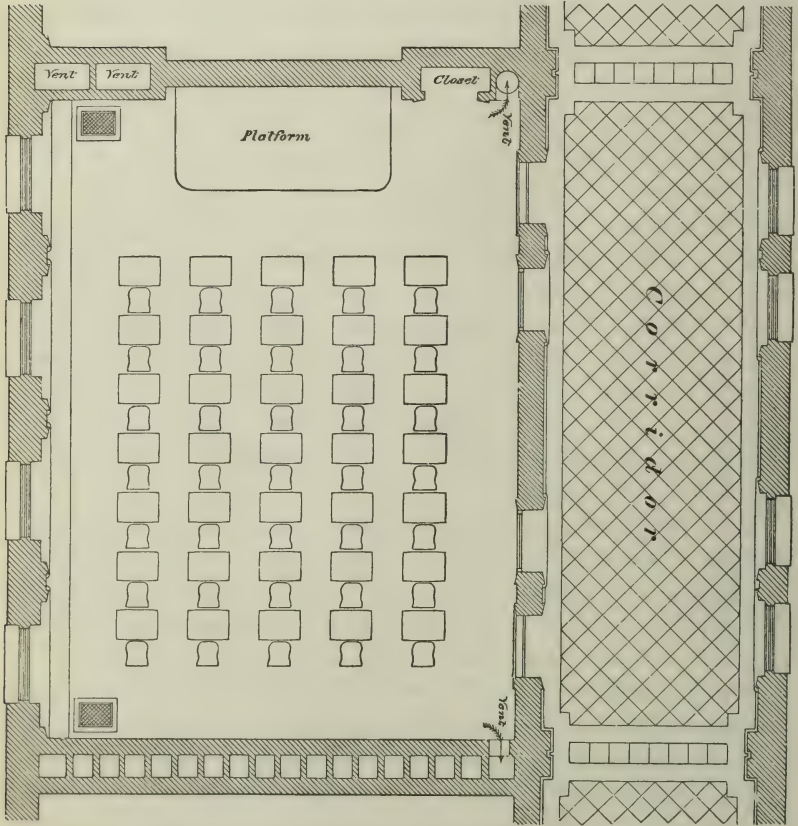
The style is modern renaissance, having all the lines of strength treated architecturally in buff sandstone, and the frieze courses inlaid with terra-cotta, while the back ground is of Philadelphia face brick. The plinth of the street fronts is laid in solid buff sandstone, dressed and relieved with mouldings. The underpinning is of dressed granite.

The exterior ornamentation, the designs for which were furnished by the well-known sculptor, T. H. Bartlett, is more remarkable for its classical elegance than for its profusion. It consists mainly of the terra-cotta heads in the gables of the dormer windows, the terra-cotta frieze courses, the decoration of the friezes on all the piers and buttresses, with festoons of various designs in relief cut in the stone. Especially noteworthy are the festoons of oak and laurel in high relief carved on the spandrels of the grand entrances.

The arrangement of the plan is simple; longitudinal corridors extend the full length of the main buildings and parallel with the street fronts. In the central pavilions, opposite the ends of the transverse corridor, and at its intersections with the longitudinal corridors are placed the two grand entrances, one from each street; these entrances are a "feature" in the design, both internally and externally, ample space being given at the intersections of the grand corridors where they are located for the placing of statuary. There are also four other entrances from the streets, two in each

main building, at the terminations of the longitudinal corridor, one being in each end pavilion.

There are eight staircases, one in each end pavilion, connecting with the entrances at the terminations of the longitudinal corridors,



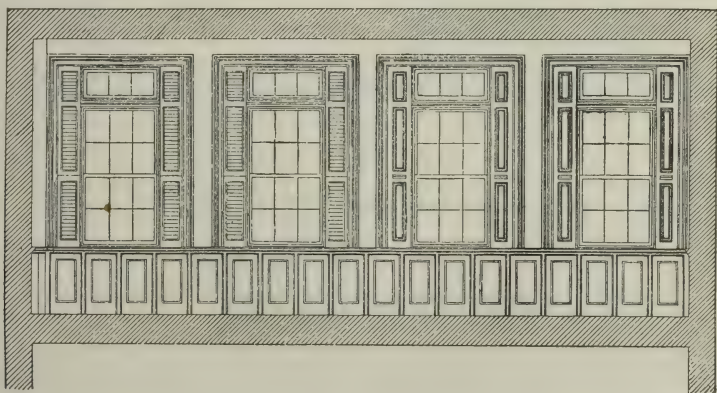
Plan of School Room and Corridor

and two in each of the central pavilions, right and left of the grand entrances respectively.

The drill-hall, another "feature" in the design, is on the street level; it is 130 feet long on the floor, by 62 feet wide, and 30 feet

high ; above the galleries, which are at the ends, it is 160 feet long ; the seating capacity of floor and galleries is sufficient for 2,500 persons ; it has four broad entrances, at the ends from Warren avenue and Montgomery street, at the sides from Clarendon street and the eastern court. The floor is of thick maple plank, laid in a solid bed of concrete ; it is finished in natural materials, and is so treated as to get a constructional effect of open timber-work, the wood being of hard-pine, shellacked and varnished, and the interior walls of Philadelphia face brick, laid in bright red mortar, and trimmed with buff sandstone.

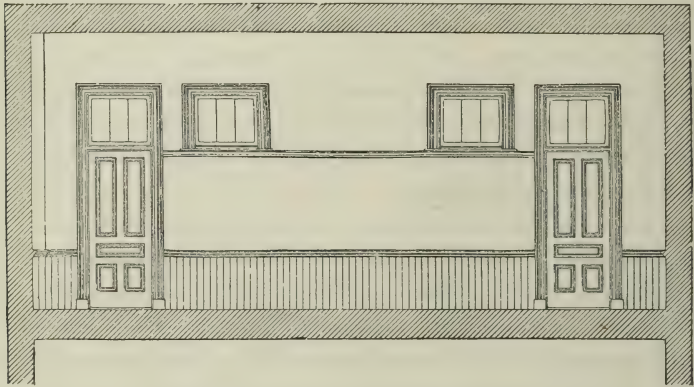
There are 48 school-rooms, 20 being on the first and second floors respectively, and 8 on the third floor ; 12 receive their light from the courts ; the remaining 36 occupy the street fronts. The typical school-room of this building is intended for 35 pupils, but will accommodate 40 or more, according to the mode of seating and the size of the pupils ; it is 32 feet long and 24 feet wide, and 14 feet high ; it is lighted by 4 windows, 9 feet 6 inches by 4 feet



Window side of School Room.

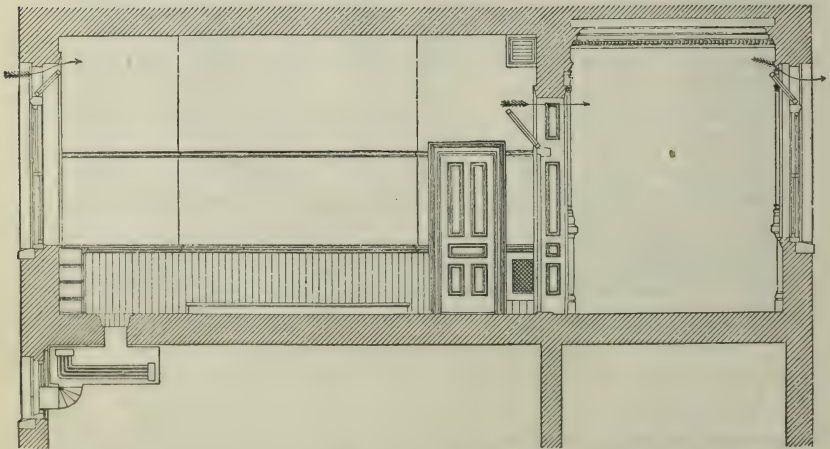
6 inches, placed on the longer side 6 inches from the ceiling and 4 feet from the floor, and equally spaced, with transom sashes hung, as shown in the cut, above the sliding sashes ; it has, on the side opposite the windows, two doors opening from the corridor ; over the doors are top-lights for ventilation, and between them two high

lights hung on hinges. The pupils face the platform at one end of the room and receive the light on their left. Under the windows are cabinets for coats and caps, there being no separate rooms for this



Corridor side of School Room

purpose. There is a closet sunk into the end wall, where the platform is, for a teacher's wardrobe. This description applies to most



Transverse section of School Room and Corridor.

of the rooms, and where there is a variation from it the difference is not essential.

The assembly halls are on the third floor, in the central pavilions, are 82 feet long by 62 feet wide and 25 feet high, each having a seating capacity for 850 pupils, with the amphitheatre arrangement.

The library rooms are on the first floor, on the right and left from the transverse corridor in the central building, each being 54 feet long and 32 feet wide, with octagon ends to catch the light at different angles. They are furnished with bookcases against the wall on all sides, excepting the door spaces, made of light oak, about 6 feet high, with glass doors. The windows come down to the top of the bookcases. The floor is of Italian marble tiles, in white and slate color. The walls are of a reddish-brown color, with light trimmings. The top of the cases is ornamented with busts, and the walls with valuable pictures and engravings.

Over the libraries, and of the same size and shape, on the second floor, are the lecture halls for the natural sciences. Each of these has two conveniently connected rooms, one for physical apparatus and the other for specimens of natural history.

Near the principal entrances, on the first floor in the central building, there are for each school a teacher's conference room, with an adjoining reception room; a head-master's office and a janitor's room; on the second floor adjacent to the transverse corridor are 2 suites of apartments, each having 4 rooms, for janitors' dwellings, each suite being connected with the basement by a separate staircase.

In the central pavilions, at convenient locations on each floor, there are ample dressing-rooms for the accommodation of the teachers. The water-closets and urinals for the pupils are located in four sections winged out from the principal staircases in the central pavilions, and are arranged in tiers, there being two stories of closets to each story of the building, one of which is entered at the corridor level, and the other from the half-landing of the staircase above. There are six of these tiers in each section, which are connected by a spiral staircase in a round tower at the exterior angle running from the basement to the roof of the building, the top of which is surmounted by a large ventilator. By other means in addition to this the closets are completely ventilated. There are two spacious drawing-rooms for each school, on the third floor, one for model drawing and the other for copy drawing, both having

side and sky lights, the arrangements of which were made under the direction of the city Director of Drawing, Prof. Walter Smith. Connected with each of these drawing-rooms, at either end, is a room for the safe-keeping of the models and copies.

In connection with the drill-hall there are two rooms for the military officers, and an armorer's room, furnished with a work-bench and the requisite tools.

The extensive basement, besides the space necessary for the steam boilers and the storage of fuel, affords a covered playground for the pupils. A part of the English High School basement has been fitted up in good taste, and with every desirable convenience for the occupancy of one of the branches of the Public Library. It is to be hoped that one or two of the basement rooms may be utilized as a refectory where the pupils may obtain a wholesome lunch at a moderate price.

No chemical laboratory was supposed to be needed by the Latin School, and hence none has been provided; but the provisions for instruction in chemistry on the English High School side are believed to be as near perfection as has yet been reached, having regard to the objects and grade of the institution. The portion of the block appropriated to this purpose is architecturally a detached building, located at the east end of the High School building, and facing Montgomery street, and between it and the southerly end of the drill-hall, being separated from the rest of the edifice by fire-proof walls, as far as convenience of access would allow. The general character of this building and its ventilation were designed by the city architect. Credit for excellence in other respects belongs to Professor C. J. Lincoln, instructor in chemistry in the English High School, who kindly furnished the following description of this unique combination of contrivances, which must be seen to be fully appreciated.

The lower floor is occupied by a lecture room 35 feet by 40, and capable of seating about 100 pupils. The room is constructed with rapidly rising tiers of benches, and is fitted with a lecture-desk and the ordinary appliances of a chemical lecture-room.

On the second floor are the laboratory and accessory rooms. The former is of a general rectangular shape 35×30, with an alcove 27×7, and is surmounted by a dome-like roof, from the centre of

which rises a short steeple or cupola. Of the interior arrangements the working benches of the pupils are the chief feature. These occupy the middle area of the room, and will accommodate 44 boys at any one time. They are made of pine, grained, with tops covered by white glazed tiles, contain the usual gas and water piping, and are surmounted by shelves for reagent bottles. Each pupil occupies a space of 2 ft. 10 in. in length, and in this distance are constructed the drawers and closets for four separate sets of apparatus, thus furnishing storage for 176 sets in all. The old-fashioned cast-iron sink, which was so made as to serve as a pneumatic trough, has been rejected, and earthenware bowls, sunk to the level of the benches, are substituted, one for every two boys. The ventilation of the room is accomplished by means of a large wrought-iron cylinder, connecting with the heating apparatus and supported in a flue which occupies one corner of the room, and conducts to the cupola. This cylinder has been found to heat the air so as to produce a current sufficient not only to ventilate the laboratory, but to prevent noxious fumes from circulating through the corridors and rooms of the building. One side of the room is occupied by a "hood" or "fume chamber," which connects with the ventilating flue, and is employed for the more noxious experiments. A Richards' jet aspirator bellows has been constructed for general use, and Richards' jet aspirator pumps for rapid filtration have been attached to some of the desks.

A variety of steam baths to replace the old water-bath, for evaporation purposes, have been arranged, and also a drying chamber heated with a steam coil.

Connecting with the laboratory are two small side rooms. One is for a balance and storage of apparatus, and can be darkened for spectroscopic experiments. The other is a preparing room, but is fitted with working desks and drawers, and is used also as a store-room for chemicals.

It is not claimed that there is much that is original in the designs of the various articles of furniture and apparatus of the laboratory, but that an attempt was made to ascertain and adopt the best forms wherever they could be found, while the chief aim of the designer was convenience and ease in use. In fact, the

latter, together with the problem of what is needed for an institution of the grade of a high school was kept constantly in mind in all its arrangements, much more than any ambition to have a completely equipped laboratory, which might be excellent for a technical school, but largely useless to this school.

Practically the buildings are fire-proof throughout; the corridors are all constructed with iron beams and brick arches, and laid with a finished floor of black and white square Italian marble tiles; the under sides of the arches over the corridors are plastered upon the bricks, and the beams covered with a heavy coating of Keen's cement upon wire net-work,— these corridors, in themselves, dividing the whole block into four fire-proof sections. The several apartments are separated by massive brick walls, and all the floors and the spaces between the furrings upon the walls are filled with fire-proofing; the staircases are wrought of ornamental iron work, built into the brick masonry, solid.

The heating and ventilation of the building are accomplished on the system of indirect steam, by admitting fresh air against the heated coils in enclosed iron chambers in the basement, which is conducted from them into the rooms, against the windows or cold surface; the quantity of fresh heated air admitted in each room is sufficient to supply each pupil 8 cubic feet per minute, the same, when vitiated, being exhausted on the opposite side of the room from where it is admitted, through ventiducts of equal capacity, which continue direct to the roof; in these ventiducts are inserted steam-pipes to rarefy the air and keep up the ventilation. As an additional means of ventilation the corridors are made use of by a system of top-lights over the doors and windows of the rooms and the windows of the corridors.

The heat is supplied by 8 sixteen-foot steam tubular boilers, arranged to work on sections of two boilers to a section. These 4 sections are grouped in the basement of the central building.

With the exception of the libraries the walls wear the natural whiteness of the skim coat. After the requisite seasoning they are to be appropriately tinted.

The floors and platforms of the rooms, with the exceptions already mentioned, are of Southern-hard pine, while the standing

work is of the best white-pine, grained and varnished, with the exception of the corridors, where it is painted in parti-color.

Both grand vestibules, at the intersections of the transverse with the longitudinal corridors, are decorated with statuary. On the Latin-School side stands the fine marble statue by Richard S. Greenough, a Latin-School boy, which was procured by the graduates of the school to honor those who had honored her, and especially to commemorate those who had fallen in defending their country. This statue represents the *Alma Mater* of the school, resting on a shield which bears the names of the dead heroes, and extending a laurel crown to those who returned from the war. On marble tablets, on either side of the vestibule, are engraved the names of all the scholars who served with the national forces without losing their lives. This statue, excellent alike as a work of art and as an inspiration, was dedicated in December, 1870, with an oration by William M. Evarts and a poem by William Everett, both graduates of the school. The cost, in its present position, has been \$8,000, the city paying \$1,000 for placing it in this building.

In the grand vestibule of the English High School stands an extremely beautiful group in marble, by Benzoni, of Rome. The subject is, "Flight from Pompeii." The pedestal, octagon in form, is of rare African marble, of a dark variegated color, with 8 panels of white marble, representing, in bas-relief, dancing girls. For this costly piece of statuary the school is indebted to the generosity of a graduate of the school, Henry P. Kidder, a wealthy and public-spirited banker of Boston.

FURNITURE AND FITTINGS.

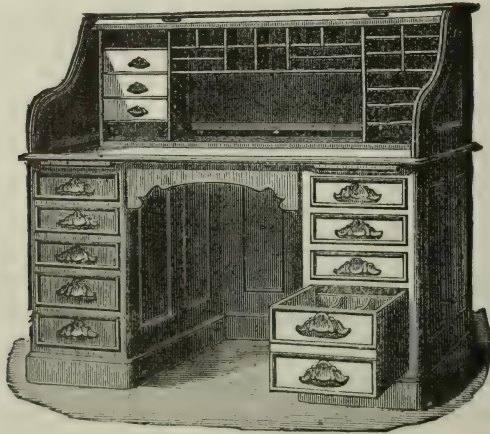
The school-rooms are furnished on three sides with the usual wall black-board, properly adjusted as to height from the floor, and width, and provided with chalk-receivers.

The closets for coats and hats are placed in the wall under the windows, the doors taking the place of wainscoting on the window side of the room. Each closet is divided into two transverse sections, one section being allowed each pupil. There is also for each room an umbrella stand, and a movable hat and coat rack in the corridor.

The time is furnished in all the rooms by electric dials connected with one central clock. Of this system of dials the makers say, "This system of driving electric dials by one central clock was not invented by us, but the mechanism or machinery by which we do it is original. As you well know, the standard clock is wound once a week, and is driven by a weight; the electric dials, of which there are over 50 in the building, are driven by electricity, and, to insure the performance, it is only necessary to keep the battery in order. We claim for this system two advantages: first, uniform time throughout the building; and, secondly, there is only one clock to be wound."

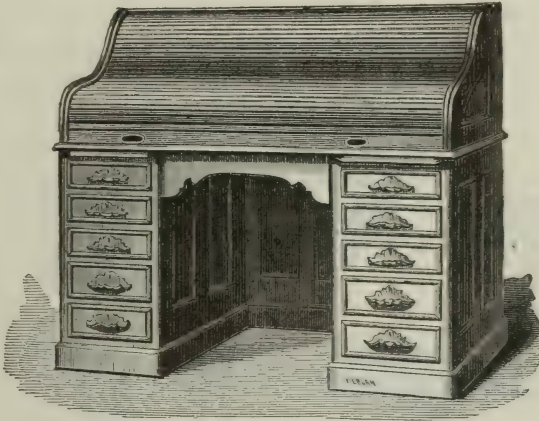
The school-rooms are not yet all furnished; such as are, are provided with a handsome black-walnut bookcase, of the Eastlake pattern, four feet long, eight feet high, with closets and drawers in the lower part. This is rather in the way, and is hardly in keeping with the finish of the rooms; and, besides, it is quite expensive. I should have preferred an inexpensive case, made to harmonize with the finish of the room, and placed above the line of the wainscoting, in one corner, out of the way.

The teachers' desks are of oak, with drawers on either side. The teachers' chairs are of the Queen-Anne pattern, having black-



walnut frames and cane seats. The head-masters' offices are furnished with black-walnut roll desks of the pattern shown in the

cuts. The libraries, lecture-rooms, reception-rooms, etc., have the usual furniture. The drawing-rooms are as yet but partially fur-



nished. The assembly halls are seated with individual chairs of perforated wood and iron frames, fastened to the floor.

On the platform of each assembly hall is a grand piano.

The windows, to the number of about 500, are furnished with Brintnall's patent sash-elevator, which saves the sash and glass, and does away with the pole and hook formerly used for opening and closing windows, and at the same time is always ready for use when wanted. The operation is like that of raising and lowering a flag. A brass pulley is fastened in the centre of the top of the window-frame, a cord is rove through it, one end being made fast to the bottom of the upper sash by a screw-eye, and the other end furnished with a hard-rubber ring, left to hang down to the bottom of the lower sash; pulling upon this cord shuts the window. For opening, there is simply a cord rove through a hole in the centre of the top of the upper sash, and the end knotted, the other end coming down within reach, and furnished with the rubber ring.

Gas fixtures of tasteful designs are put up in the assembly halls, vestibules, corridors, and offices, at an expense of \$3,200.

The requisite gymnastic furnishings have not yet been procured.

The most important article of school furniture is the scholar's desk and seat. You are familiar with the history of the progress that has been made in this direction. The chapter on school furniture, in your "School Architecture," contains all the science of school seating which was known at the time of its publication, and, if I am not mistaken, iron supports of school desks were first suggested by you.

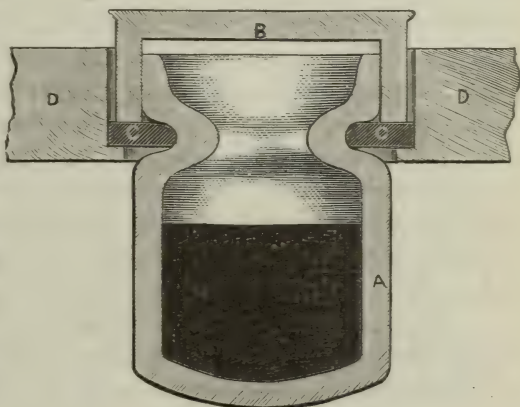


A part of the school-rooms has not been seated. The whole number of chairs and desks already furnished is 1,114, all being single desks. Of these 1,064 are of the well-known Boston High School pattern (cut above), which has been perfected by more than thirty years of experience. It is my belief that there is no combination superior to this. The desk, which is of cherry, shellacked and varnished, is 26 inches long; the width of the top is 20 inches, the fall lid being 15 inches wide and the flat 5 inches, at the back of which is a back board rising three-fourths of an inch, just behind the hollow for pens and pencils. The slope of the fall is $1\frac{3}{4}$ inches. The fall is provided with an iron contrivance to prevent it from opening too far, thereby straining the hinges and hitting the head of the pupil in front; and noise in shutting down is prevented by two solid rubber pins in the corners of the desk. There is a hollow inside for pens and pencils. The former brace to the iron stands of the desk is replaced by flanges or ears at the top of the stand, 5 inches long,

and firmly screwed to the bottom of the desk. The chair is of maple, and, like the desk, is shellacked and varnished. The chairs and desks are of one size, but the iron stands are of two heights, 650 being of size or height No. 1, and the rest of size No. 2. The castings were painted green and bronzed with "gold" bronze. This furniture is of the best materials and workmanship, and will last a century with fair usage. It was furnished by A. G. Whitcomb, of Boston, who is at present worthily occupying the position in this line which Samuel Wales, Jr., occupied thirty years ago, and which Joseph L. Ross occupied more recently.

The rest of the desks and chairs, 350, are of another pattern, furnished by Messrs. Lawrence, Wild & Co., and put in rather as an experiment. The desk, exclusive of the iron support, which is rather clumsy, does not differ, as to size and shape, from the "Boston" pattern. The chair or seat is very different, having *two* iron supports similar to those of the desk. It is made of hard-wood slats, 2 inches wide and about 2 feet long, 6 for the seat and 7 for the back. The slats run longitudinally, and, when not in use, the seat may be turned up, — a contrivance of little use when the seat and desk are for a single pupil.

All the desks are furnished with a glass ink-well, invented by A. D. Albee, and named the "Best," which has given the greatest satisfaction in other Boston schools. The following description and the accompanying sectional view will show its peculiar construction: —



The well, *A*, is composed of glass, and has a narrow neck, around which is placed the rubber ring, *C*, whose office is threefold: to support the well in the desk; to act as a cushion, on which the glass cover, *B*, rests; to prevent ink from getting inside the desk in case of accidental spilling of ink on the desk. The cover, *B*, is a glass cap, made to fit into the hole in the desk-top, projecting above it enough to allow its easy removal by the fingers, but not enough to be knocked out of position by accident. *D* represents the wood-work of the desk, showing the ink-well in position.

CHARACTERISTICS.

It remains now to specify with distinctness the leading characteristics of this edifice, which in their combination constitute its superiority over other school buildings heretofore erected in this country, and render it so interesting as a study both by school-men and architects.

1. A mere glance at the plan reveals at once to the eye of the expert the capital peculiarity of this block, which of itself renders it unique in American school architecture, namely, its arrangement around interior courts. This, I believe, is the first instance of the realization of this court plan or idea on a considerable scale in any school-building in this country. The most serious defects in our large school-houses have resulted from the ignorance or disregard of this idea by our architects. This idea is distinctly foreign in its application to school-houses. It is Mr. Clough's great merit that he is the first to give it a practical application in this country. The principle may be thus stated: *So plan the building that it shall be in no part wider than the width of a school-room with the width of the corridor added.* We have college and other educational buildings with wings at right angles to each other, but not planned in accordance with this principle. The superiority of this *court plan* over what may be called the *solid plan*, which has hitherto prevailed, is found more especially in the advantages it affords for light and air. So important do I consider this idea in school-house building, that I doubt whether there can be a first-class school-house of any considerable size in which it is not applied. The disadvantages of the solid plan may be appreciated by comparing our two most conspicuous examples of it, the Massachusetts Institute of Technology and our Girls' High School, with this block.

2. The perfection of the school-rooms is another of the more important characteristics. It has been said that the rooms are not large enough. One might as well say that a bushel measure is not as large as it should be. The rooms are as large as they need be *for the objects in view in planning them*; and in fact a margin was allowed for a change of views with a change of management. The rooms are intended for the most ample accommodations for 35 pupils of adult or nearly adult size.

But they will accommodate perfectly well *forty-two* or *forty-nine* pupils of the lower classes, if not extravagantly seated, as to distance. There are strong objections to rooms of too large size besides the cost of construction and of heating. I would not have one of the rooms one foot larger than it is. The highest pedagogical authority has decided that a school-room for a high school should not exceed 27 feet in length or 20 feet in width, the story being 14 feet in the clear, — and this for 49 pupils of the highest class. The King William's Gymnasium, in Berlin, one of the grandest school-buildings in the world, in the building of which the highest authorities in architecture and pedagogy coöperated, provides for the pupils of the highest class, 18 or 20 years of age, 10.6 square feet of floor per pupil. The rooms in our building furnish 20.6 square feet to a pupil, very nearly double that of the model Prussian edifice. To adopt an extravagant mode of seating, and then plan a building in conformity with it, would be a preposterous proceeding. If it is necessary to place 42 or 49 boys in one of these rooms, this can be done if the desks are not unnecessarily large and placed at an unnecessary distance apart. The desk at which I am writing, and have written and studied for ten years, is 21×16 inches. On a floor 32×24 feet 48 desks of this size could be placed, leaving 13 feet for aisles, and 13 feet of space for the teacher's platform, and spaces in front and rear of the desks. My conclusion, then, is that the school-rooms of this edifice, taken as a whole, considering their size, proportions, ventilation, and lighting, place it without a rival in this respect among school-houses of its class.

3. The omission of the clothes-room in connection with the school-rooms. On the first occupancy of the building it was all at once discovered that the school-rooms were not provided with the room attached to them, for coats and hats, which are now so common in our modern school-houses. And the cry was raised that somebody had blundered. Everybody concerned hastened to say, It is not I. It seems to have been wholly forgotten that seven years before, in those conferences about the plan to which I have alluded, when there was a committee of twenty-one members on each of the schools to be accommodated, this matter was considered in every light of which it is capable, and that the decision reached was to

dispense with the separate clothes-room. Those forty-two gentlemen were nominally responsible for that decision, but the real responsibility belongs to me. It was my proposition, and my arguments convinced the forty-two judges. There is not room to repeat the arguments here, but I claim that the omission of the coat-room is a distinct merit in the plan, considering the project as a whole. In saying this, however, I do not mean to be understood as saying that it would be better to omit this provision in all school-houses. What I maintain is that it was the right thing to do in this project. The particular provision made for the accommodation of hats and coats, as already described, was not my invention. It is an original and ingenious device, and may perhaps prove to have been the best contrivance. But this is merely a matter of a little carpentering, which may be altered, and is not at all a part of the solid and permanent structure. Adequate seating for the intended number of pupils might be so contrived as to leave room enough for convenient and sufficient closets at the rear end of the room, or on the side opposite the windows. This suggestion involves the question of black-boards. It seems to be taken for granted with us that every school-room must be lined with black-boards. We have come to adopt our teaching processes to this black-board theory. There are the black-boards, and the teacher takes it for granted that he is not teaching well unless he turns out simultaneous black-board work by the acre. This is a mere fashion. The black-board is indispensable, and so is oral teaching; but there may be an excess of chalk as well as of talk. The crayon must not usurp the place of pencil and pen. At any rate two sides of a school-room are enough to cover with black-boards, and I am by no means certain that the German plan of one or two good portable black-boards is not better than the American plan of lining the walls. And thus the question of clothes-rooms touches even the question of methods of teaching. And so every contrivance in the design of a school-house should be determined upon consideration of all its relations.

4. The hall for military drill. This is not a foreign idea. This is the only one, connected with a public school, that has come to my knowledge. Some of its numerous merits, architecturally considered, have been referred to. Pedagogically I regard it as a

great acquisition. I hope the example will be imitated wherever the expense can be afforded. A secondary but not unimportant consideration in favor of such a hall is, that it can easily be converted into a grand assembly hall for public occasions.

5. The gymnasium. Long ago it was made a standing rule in Germany, that no considerable school-house should be built without having a room for gymnastics. In this country, as yet, this feature has been introduced only in very exceptional instances. This hall is larger, I think, than the great Turnhalle of the city of Berlin. But I would not claim credit for its size, which is really larger than is necessary, and was made so large simply because, under the circumstances, it cost no more than a smaller one would. But a sufficient separate room set apart for gymnastic exercises is so exceptional a provision in our school architecture that this feature is entitled to claim recognition as an important characteristic.

6. The chemical building, both in respect to its detached location, and to the completeness of its fittings and equipments, and its adaptation to the wants of such a school.

7. The character of the lecture-rooms for natural science, each with two cabinets attached, one for physical apparatus and the other for natural-history collections.

8. The libraries, both in respect to their æsthetic character and their adaptation to the purpose.

9. The ample provision for conference-rooms for teachers, and offices for the head-masters and janitors.

10. The unique and successful provisions for water-closets and urinals on each floor of the building. The practicability and convenience of such an arrangement were first made evident to me in visiting foreign schools. The system by which practical application of the idea is here made is quite superior to any other within my knowledge.

11. The treatment of the assembly halls. I do not refer to the amphitheatre plan, and the individual theatre seating. My æsthetic feeling inclines me to prefer a level floor with straight oaken benches of a good pattern. But their location on the upper floor of the central pavilions made it practicable to give them the requisite size, symmetry, proportion, and lighting. They are no doubt the best models yet seen in this country, and practically leave nothing

to desire. In respect to ornamentation they are yet unfinished. The walls and ceiling will in time be appropriately frescoed, and the friezes decorated with sculptured reliefs. But the time has not arrived when we can dream of rivalling Vienna in the artistic treatment of school halls. It will probably be some time yet before America will be able to boast of a school or college hall equal in its artistic character to that of the Akademische Gymnasium.

12. The drawing rooms, of the two descriptions, all spacious, and having every desirable quality, each being provided with two adjoining rooms, one on either end, of ample size for the safe keeping of medals, copies, etc.

13. The fire-proofing, a characteristic of immense importance, and never before attempted to the same extent in a school-house in this country.

14. The iron staircases, in respect not only to their fire-proof material, and rubber-padded steps, but in respect to their spaciousness, being nowhere less than six feet wide, and number and convenient arrangements.

15. The perfection of the lighting of every part of the vast block, and the complete success of the system of heating and ventilation.

16. The composition of the design, the harmonious, symmetrical, and convenient arrangement of all its parts,—an arrangement which combines, in a most remarkable degree, both æsthetic and pedagogical requirements. Herein, in my judgment, the genius of the architect is most signally displayed.

THE ENDS IN VIEW.

In elaborating this project regard was had, not only to the existing organization of the High-School instruction of the city, but also to its future development in the right direction. The ideal to be aimed at in the future development was much considered by me in connection with this design, and this chapter of the memoirs of my superintendency would be incomplete without some indication of what that ideal was.

It was assumed as a fundamental principle, that adequate secondary instruction in all its branches — that which lies between the

limits of the elementary school and the college — should be furnished to pupils of both sexes, at the public expense. This principle has been long practically realized in Boston; and everywhere throughout the civilized world the general drift of public sentiment is in the same direction. It is essentially a democratic principle, and its adoption marks the progress of social and political equality. In providing, in accordance with this principle, for the prospective as well as the immediate wants of a great city the *size* of the building should be determined by the number of pupils which can be managed most economically, with due regard to efficiency, in one establishment, and not by the exigency, fancied or real, of a particular conjuncture. Such was the consideration which determined the size of each of the two school-houses comprised in the block, eight hundred pupils being assumed as the maximum number for such schools.

It was further assumed that separate education of the sexes, and not coeducation in this grade of the city schools, is the normal finality to which all civilization tends; and therefore all the arrangements of the design had regard to the best accommodation of one sex only. It is obviously not well adapted to the accommodation of both sexes.

Again; it was taken for granted, that a complete organization of secondary instruction for a great city requires a sufficient number of two descriptions, at least, of schools for either sex; namely, the classical, the non-classical, corresponding to the German gymnasium and real school, respectively. Our four central schools, taken together, constitute a complete type of the ideal system in my mind; namely, for the classical course, the Boys' Latin and the Girls' Latin; and for the non-classical course, the English High and the Girls' High. The two central girls' schools are at present well accommodated in the grand building on Newton street; but ultimately, no doubt, it will be necessary to provide separate accommodations for these schools, and I trust that, in due time, the Girls' Latin School will be provided with a building to match that of the Latin School for boys. The realization of my ideal would then require in the future, more or less distant, the gradual development of the six mixed high schools in the outlying districts into schools of the types of the central schools, by the application of the principle

of specialization, — one of the essential principles of educational progress, — as fast as considerations of economy will permit, and increasing populations may demand. It will be seen, therefore, that my aim was not, as has been erroneously supposed by some, to prepare the way for merging the outlying schools, or any one of them, into the central schools, but to retain and develop them after the central pattern.

Yours, etc.,

JOHN D. PHILBRICK.

SCHOOL DOCUMENT NO. 14. — 1881.

REPORT

OF

COMMITTEE ON TEXT-BOOKS

ON

SUPPLEMENTARY READING.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1881.

REPORT.

IN SCHOOL COMMITTEE, BOSTON, June 14, 1881.

The Committee on Text-Books, to whom was referred — April 12 — the report of the Board of Supervisors on Supplementary Reading (Doc. 7), present the following report: —

Your committee are of the opinion that the value of supplementary reading as a means of cultivating a taste for good reading has not been over-estimated, and the results have proved that the action of the Board in introducing supplementary reading-books was a wise and judicious one, and the use of such books should be encouraged and continued. It is necessary and desirable that a clearly defined plan for the use and assignment of such books as are authorized for supplementary reading should be adopted by the Board, and your committee present herewith a plan for the assignment and distribution of such books as are recommended. The committee have adopted substantially the suggestions made by the Board of Supervisors.

The committee submit the necessary orders to carry their recommendations into effect.

DISTRIBUTION OF BOOKS FOR SUPPLEMENTARY READING IN HIGH SCHOOLS.

(One set for three class-rooms. An extra set allowed whenever a book is assigned for use in more than three, and less than six, class-rooms; and so on in that ratio.)

40 copies for a set. — "Ballads and Lyrics," for all of the classes.

40 copies for a set. — "The Boy's Froissart," second-year class.

6 copies for a set. — "Swinton's Masterpieces of English Literature," third-year class.

DISTRIBUTION OF BOOKS FOR SUPPLEMENTARY READING IN
GRAMMAR SCHOOLS.

(One set for three class-rooms. An extra set allowed whenever a book is assigned for use in more than three, and less than six, class-rooms; and so on in that ratio.)

CLASS VI.

60 copies for a set. — "Seven Little Sisters," first half-year.

60 copies for a set. — "Each and All," second half-year. This is simple, interesting class-reading, which will aid the Geography and furnish material for both oral and written language lessons.

60 copies for a set. — "Guyot's Introduction to Geography," the reading to supplement the oral instruction in Geography through the year.

60 copies for a set. — ⁽¹⁾ "Hooker's Child's Book of Nature;" those chapters of Parts I. and II. which will supplement properly the observational studies of plants and animals, and those chapters of Part III., on air, water, and heat, which will aid the instruction in Geography.

60 copies for a set. — "Poetry for Children," selections appropriate for reading and for recitations.

CLASS V.

60 copies for a set. — "Stories of American History;" for practice in reading at sight, and for material for language lessons.

¹ It is to be understood that hereafter when "Hooker's Child's Book of Nature" is to be purchased and furnished to schools, it shall be bound in parts.

CLASS I.

60 copies for a set. — "Selections from American Authors."

60 copies for a set. — ⁽¹⁾ "Early England;" Harper's "Half-hour Series," Nos. 6 and 14.

10 copies for a set — "Greene's Readings from English History."

60 copies for a set. — "American Poems," selections therefrom.

CLASSES I., II., and III.

10 sets of "Geographical Plays" (6 pamphlets in a set) for each Grammar School.

ANY CLASS.

60 copies for a set. — ⁽²⁾ "Six Stories from the Arabian Nights."

DISTRIBUTION OF BOOKS FOR SUPPLEMENTARY READING IN
PRIMARY SCHOOLS.

That one hundred and eighty sets of books be purchased, each set consisting of thirty books. One hundred and seventeen of the one hundred and eighty sets to be First Readers, or parallel reading (seven different kinds), and sixty-three sets to be Second Readers, or parallel reading (seven different kinds).

The one hundred and eighty sets to be distributed as follows among the nine school divisions, — twenty sets in all to each division, thirteen of which are to be First Readers, or parallel reading, and seven sets to be Second Readers, or parallel reading.

That each set be put into a strong, well-made box, with handles; the boxes to be made for the purpose, each set exactly fitting its box. The division to which it belongs, and the kind of books it contains, to be marked upon each box.

¹ It is to be understood that copies of "Early England," Harper's Half-hour Series, now in stock, are to be used, but that no more copies are to be purchased.

² To be used at the discretion of teachers.

That a report card, upon which the teacher shall note the condition of books when received, accompany each set. The head teacher of the school shall receive the books, note on the report their condition, and see to their distribution in the classes.

That each book be covered with smooth, strong Manilla paper, and stamped "City Property," with the date of its introduction into the schools.

That the twenty sets of books in each division form a circulating library in that division, to be moved from school to school, by the boys of the first class, at stated periods, or when directed by the Supervisor in charge. When practicable, each division is to form one circuit; when not practicable, two or more circuits shall be formed.

For instance, the Third Division would consist of two circuits, — 1st. Somerset-st. School, Anderson-st. School, Phillips-st. School, Blossom-st. School, Poplar-st. School, Wall-st. School, Chardon-court School.

2d. Cushman School, Thacher-st. School, Sheafe-st. School, Snelling-pl. School, Charter-court School.

It will be seen that the distance between two schools is so short that the larger boys can easily carry the books. The books to be conveyed from school to school without expense to the city.

That the books shall be in the hands of pupils only when used under the immediate direction of the teacher.

They are never to be used in copying, or to be kept in the pupils' desks.

A set of well-bound books will last from three to five years, if properly used and handled.

That, in order to keep the supply sufficient to meet the wants of the school, new sets be duly approved and purchased each year, instead of replacing parts of sets, as the books are worn out. That four sets, two First Readers and two Second

Readers, be supplied to each division every year, in September.

The estimates of the money necessary to carry out this plan may be found in Doc. 7, 1881.

It is recommended that the number of copies of each series of the "Popular Tales" in excess of the number stated in the distribution of sets (30 copies for a set) be taken from the schools and sold.

The following books are recommended for supplementary reading in Primary Schools :—

"Easy Steps for Little Feet."

"Supplementary Reader. First Book." Davis & Co.

"Popular Tales." 1st Series.

“ “ 2d “

"Graded Supplementary Reading."

The books of the above titles in stock, with the exception recommended as to the "Popular Tales," to be used, but no more copies to be purchased.

FIRST READERS.

(18 sets of each book. 30 books for a set.)

Munroe's Reader.

Appleton's "

Harvey's "

Eclectic "

Sheldon's "

The Nursery "

Supplementary Reader. Second Book. Davis & Co.

SECOND READERS.

(9 sets of each book. 30 books for a set.)

Munroe's Reader.

Appleton's "

Harvey's "

Easy Book. (Published by Shorey.)

Our Little Ones.

Golden Book of Choice Reading.

Analytical Reader.

For the Committee,

JOHN G. BLAKE,

Chairman.

Ordered, That the following books be authorized for use for supplementary reading in the several grades of schools, as specified. The number of sets to be used, the number of copies in each set, and the distribution and assignment of the books, to be in accordance with the plan presented in this document.

HIGH SCHOOLS.

"Ballads and Lyrics;" "The Boy's Froissart;" "Swinton's Masterpieces of English Literature."

GRAMMAR SCHOOLS.

"Seven Little Sisters;" "Each and All;" "Guyot's Introduction to Geography;" "Hooker's Child's Book of Nature;" "Poetry for Children;" "Stories from American History;" "The Wonder Book;" "Tanglewood Tales;" "Readings from Nature's Book" (Revised Edition); "The Fairy Land of Science;" "American Poems;" "About Old Story Tellers;" "Selections from American Authors;"

"Early England" (Harper's Half-Hour Series, Nos. 6 and 14); "Greene's Readings from English History;" "Six Stories from Arabian Nights;" "Geographical Plays."

PRIMARY SCHOOLS.

"Easy Steps for Little Feet;" "Supplementary Reader," First and Second Books (Davis & Co.); "Popular Tales" (First and Second Series); "Graded Supplementary Reading;" "Munroe's First Reader;" "Appleton's First Reader;" "Harvey's First Reader;" "Eclectic First Reader;" "Sheldon's First Reader;" "The Nursery;" "Munroe's Second Reader;" "Appleton's Second Reader;" "Harvey's Second Reader;" "Easy Book;" "Our Little Ones;" "Golden Book of Choice Reading;" "Analytical Second Reader."

Ordered, That the Committee on Supplies be authorized to withdraw from the schools and to sell the number of copies of each series of the "Popular Tales" in excess of the number stated in the distribution of sets (30 copies for a set).

SCHOOL DOCUMENT NO. 15. — 1881.

REPORT

OF

COMMITTEE ON TEXT-BOOKS

ON

THE SUPPLY OF SUPPLEMENTARY READING BY THE
PUBLIC LIBRARY.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1881.

IN SCHOOL COMMITTEE, June 14, 1881.

Laid on the table, and ordered to be printed.

Attest :

PHINEAS BATES, JR.,
Secretary.

REPORT.

IN SCHOOL COMMITTEE,

BOSTON, June 14, 1881.

The Committee on Text-Books, to whom was referred — April 26 — so much of the Superintendent's report as relates to the supply of supplementary reading matter by the Public Library, respectfully present the following report: —

The increased interest in the subject of supplementary reading, and the testimony of teachers, parents, and others as to its utility and advantages, are too well known to need comment here. The experiments tried, through the personal efforts of the librarian of the Public Library and some of the masters of our Grammar Schools, have been so successful as to attract the attention of all interested in our schools, and have proved, beyond doubt, the practicability of the coöperation of the public schools and the Public Library in the supplying of supplementary reading-books to the pupils in the schools. This committee are convinced that some decisive action should be taken with reference to this subject at the present time.

In accordance with your instructions, a conference of the committee with the President of the Trustees and the Librarian of the Public Library was held, and the subject carefully considered. As the result of this conference, the following communication has been received from the Trustees of the Library, which is here given in full, as it contains the plan proposed by this committee: —

IN BOARD OF TRUSTEES OF THE PUBLIC LIBRARY,

May 24, 1881.

Voted, that, recognizing the great success of the system of auxiliary reading, as adopted as a branch of education at the Wells and other schools, the Trustees of the Public Library will assist in the scheme proposed by the Text-Book Committee of the School Committee upon the following basis: They will recommend to the City Government that a special appropriation of \$1,000 for the present financial year of the city be granted by the City Council, to be disbursed upon the following system: — that the whole expense of the purchase of books, and of their distribution, including boxes, transportation, preparation and superintendence shall be paid from the fund, and that the selection of each text-book proceeding from the master, as in his judgment best suited to his purpose from a list prepared and approved by the Text-Book Committee, shall be transmitted to the Librarian of the Public Library, who shall purchase the same either from the regular agents of the Library, or such other party, as in his judgment will be most favorable, and be sent to the master of the school. When received at the Library, each volume shall be labelled, “Special appropriation of the City Council for the use of schools.” And the control and management of the said fund and books shall be assumed by the School Committee at ninety days’ notice from the Trustees of the Public Library that they desire to relinquish the same.

It is also agreed, provided the experience of the coming year is successful, that, unless the City Council, in their next annual appropriation, should provide a sum for auxiliary reading, the Trustees of the Library shall join with the School Committee in petitioning for a special appropriation for the purpose, in such sum as shall be agreed upon conference between the two bodies, to be administered upon the terms herein proposed.

A true copy of the record.

Attest:

MELLEN CHAMBERLAIN,

Clerk.

The committee are of the opinion that the proposed plan is the best which could be adopted at this time, and are convinced that the results will be most beneficial to the pupils, in aiding them to cultivate a taste for good reading, and in assisting them to so select the books from the Library as to receive the greatest benefit from that institution.

The committee recommend the passage of the accompanying order.

For the Committee,

JOHN G. BLAKE,

Chairman.

Ordered, That the plan for supplying supplementary reading, as contained in the communication from the Trustees of the Public Library, be accepted and adopted; and that the Committee on Text-Books be authorized to carry out said plan, in coöperation with said Trustees.

SCHOOL DOCUMENT NO. 16. — 1881.

REPORT AND CATALOGUE

OF THE

BOSTON NORMAL SCHOOL

FOR THE YEAR

1881.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS.

No. 39 ARCH STREET.

1881.

REPORT.

TO THE COMMITTEE ON THE BOSTON NORMAL SCHOOL:—

I have the honor of submitting to you, in accordance with the Regulations, the following as my second Annual Report:—

ORAL INSTRUCTION.

During the past year I have given considerable attention to the subject of oral instruction in Primary Schools. Having the direction of eight Primary classes assigned to me, I naturally reexamined the conditions of success; and it soon became obvious to me that all the subjects upon which instruction was required to be given by the committee should be equally understood by the teachers, both as to matter and method; should be provided for with equal definiteness in the scheme of required work in the schools; should be directed with equal interest, and examined with equal care. It also became evident that in the department of oral instruction more was left to the judgment of individual teachers, both as to what should be taught and as to the methods of teaching, than in other departments of the programme of studies; and that, as a consequence, less was attempted in this department than in any other, in proportion to its importance; while the selection and arrangement of the matter to be taught was less methodical, and the methods of teaching more crude.

I, therefore, set myself the task of improving the oral instruction in the schools under my charge. The first thing done was to decide upon a general scheme of work in this department, which should fix upon the topics to be treated, the order of their presentation to the various classes, and the time to be devoted to each. I then went to work, with the assistance of the teachers in the Normal School, to elaborate special schemes of lessons on the different topics, and to make some practical suggestions on the

methods of giving the lessons. Some of these I submit in this report. I wish to say, however, in regard to both the schemes of lessons and the suggestions on teaching them, that they are designed to be merely tentative, and by no means final. I hold myself at liberty either to curtail or extend any of the courses of lessons, as experience shall seem to dictate; while the suggestions are intended only to point out the right kind of work to be done, and not to show specifically what the work should be, nor to indicate its exact amount. The teachers in the Normal School were specially prepared to deal with the subjects in their several departments of work, and to them I am mainly indebted for the details of the various lessons.

GENERAL SCHEME OF ÓRAL INSTRUCTIONS FOR PRIMARY SCHOOLS.

CLASS III., DIVISION II.

From September to January.

A.M. — Plants, 8 weeks; Animals, 8 weeks; Place, 2 weeks.

P.M. — Form, 4 weeks; Color, 4 weeks; Quality, 4 weeks; Size and Weight, 2 weeks; Human Body, 4 weeks.

From February to June.

A.M. — Animals, 8 weeks; Place, 2 weeks; Plants, 8 weeks.

P.M. — Quality, 4 weeks; Size and Weight, 2 weeks; Human Body, 4 weeks; Form, 4 weeks; Color, 4 weeks.

Poetry, Fridays.

CLASS III., DIVISION I.

From September to January.

A.M. — Form, 4 weeks; Color, 4 weeks; Quality, 4 weeks; Size and Weight, 2 weeks; Human Body, 4 weeks.

P.M. — Plants, 8 weeks; Animals, 8 weeks; Place, 2 weeks.

From February to June.

A.M. — Quality, 4 weeks; Size and Weight, 2 weeks; Human Body, 4 weeks; Form, 4 weeks; Color, 4 weeks.

P.M. — Animals, 8 weeks; Place, 2 weeks; Plants, 8 weeks.

Poetry, Fridays.

CLASS II., DIVISION II.

From September to January.

A.M. — Plants, 8 weeks ; Animals, 8 weeks ; Place, 2 weeks.

P.M. — Form, 4 weeks ; Color, 4 weeks ; Quality, 4 weeks ; Measure, 2 weeks ; Human Body, 4 weeks.

From February to June.

A.M. — Animals, 8 weeks ; Place, 2 weeks ; Plants, 8 weeks.

P.M. — Quality, 4 weeks ; Measure, 2 weeks ; Human Body, 4 weeks ; Form, 4 weeks ; Color, 4 weeks.

Poetry, Fridays.

CLASS II., DIVISION I.

From September to January.

A.M. — Form, 4 weeks ; Color, 4 weeks ; Quality, 4 weeks ; Measure, 2 weeks ; Human Body, 4 weeks.

P.M. — Plants, 8 weeks ; Animals, 8 weeks ; Place, 2 weeks.

From February to June.

A.M. — Quality, 4 weeks ; Measure, 2 weeks ; Human Body, 4 weeks ; Form, 4 weeks ; Color, 4 weeks.

P.M. — Animals, 8 weeks ; Place, 2 weeks ; Plants, 8 weeks.

Poetry, Fridays.

CLASS I., DIVISION II.

From September to January.

A.M. — Plants, 8 weeks ; Animals, 8 weeks ; Place, 2 weeks.

P.M. — Form, 4 weeks ; Color, 4 weeks ; Quality, 2 weeks ; Weight, 2 weeks ; Time, 2 weeks ; Human Body, 4 weeks.

From February to June.

A.M. — Animals, 8 weeks ; Place, 2 weeks ; Plants, 8 weeks.

P.M. — Quality, 2 weeks ; Weight, 2 weeks ; Time, 2 weeks ; Human Body, 4 weeks ; Form, 4 weeks ; Color, 4 weeks.

Poetry, Fables, and Anecdotes, Fridays.

CLASS I., DIVISION I.

From September to January.

A.M. — Form, 4 weeks ; Color, 4 weeks ; Quality, 2 weeks ; Mechanism, 4 weeks ; Human Body, 4 weeks.

P.M. — Plants, 8 weeks ; Animals, 8 weeks ; Place, 2 weeks.

From February to June.

A.M. — Quality, 2 weeks ; Mechanism, 4 weeks ; Human Body, 4 weeks ; Form, 4 weeks ; Color, 4 weeks.

P.M. — Animals, 8 weeks ; Place, 2 weeks ; Plants, 8 weeks.

Poetry, Fables, and Anecdotes, Fridays.

LESSONS ON THE HUMAN BODY,

FOR PRIMARY SCHOOLS.

CLASS III., DIVISION II.

I. — Parts of the Body.

1. Head, neck, and body or trunk.
2. Arms, right and left.
3. Legs, right and left.
4. Limbs.
5. Position of body compared with that of common animals.
6. Arms, wings, and forelegs compared.

II. — Parts of the Head.

1. Crown, back, and sides.
2. Hair, — combing and brushing.
3. Face, complexion, and washing the face.
4. Ears, right and left.

III. — Parts of the Face.

1. Forehead, temples, cheeks, chin, and lips.
2. Eyes, eyebrows, eyelashes, and eyelids.

3. Nose, nostrils, and bridge of the nose.
4. Mouth, teeth, and tongue, — cleansing the teeth.

IV. — Neck.

1. Throat and back of the neck.
2. Protection and cleanliness.

CLASS III., DIVISION I.

V. — Parts of the Body.

1. Back, chest, and stomach.
2. Shoulders, sides, and hips.

VI. — Arms.

1. Movements.
2. Joints, — shoulders, elbows, and wrist.
3. Upper arm, forearm, and wrist.

VII. — Hand.

1. Back, palm, thumb, and fingers.
2. Joints, fists and knuckles.
3. Forefinger, middle, ring, and little fingers, and thumb.
4. Motions, strength, and use.
5. Nails and their uses.
6. Cleanliness, — paring and biting.

VIII. — Legs.

1. Motions, proper walking, and hip, knee, and ankle joints.
2. Thigh, shin, calf, and foot.

IX. — Feet.

1. Sole, instep, heel, ball, and arch.
2. Tight and short shoes, and cold and damp feet.
3. Cleanliness of feet, and neat shoes and stockings.

CLASS II., DIVISION II.

X. — Eye and Sight.

1. Color of the eyes.
2. White of the eyes, iris, and pupil.
3. Change in the pupil for light.
4. Bony socket and eyeball.
5. Eyelids, eyelashes, eyebrows, winking and tears.
6. Too little and too much light, and reading at twilight.
7. Holding work too near, looking crosseyed, and cleanliness.

XI. — Ear and Hearing.

1. Sounds known by the ear, — transmitted by the air and by solids.
2. Direction, pitch, and quality of sounds.
3. Shape of the ear, internal ear, and cleanliness of ear.
4. Care of the ear, — cold drafts, pulling, and shouting in.
5. Listening attentively, and eavesdropping.

CLASS II., DIVISION I.

XII. — Nose and Smell.

1. Odors, — pungent, aromatic, spicy, etc.
2. Use of smell, — determining good food, pure air, etc.
3. Scent in animals compared with smell in man.
4. Colds, draughts, ventilation, cleanliness, etc.

XIII. — Tongue and Taste.

1. Tongue and saliva.
2. Kinds of flavors, — bitter, sweet, astringent, etc.
3. Chewing gum, tobacco, etc.
4. Hot drinks and strong drinks.
5. Thirst, and proper time to drink.

XIV. — Touch.

1. Use of fingers, and delicacy of touch.
2. Rough, smooth, etc. ; cold, hot, etc. ; shape, size, etc.
3. Cleanliness, blisters, calluses, etc.

CLASS I., DIVISION II.

XV. — Teeth.

1. Enamel, crown, and root.
2. Cutting teeth, eye-teeth, and double teeth.
3. Two sets, shedding, and number.
4. Cleansing, — how and how often.
5. Effects of hot drinks, candy, pickles, biting hard substances, etc.

XVI. — Skeleton.

1. Skull, spine, ribs, etc.
2. Structure of bones, — hollow and light.
3. Kinds of joints, why joints move easily, and danger from pulling.

XVII. — Muscles.

1. Appearance, — lean meat.
2. Attachment to bones.
3. Action of muscles.
4. Exercise, proper kinds of play and work, and rest.

CLASS I., DIVISION I.

XVIII. — Skin.

1. Elasticity, pores, and perspiration.
2. Cold draughts and proper clothing.
3. Cleanliness — bathing, dandruff, etc.

XIX. — Circulation.

1. Where the blood is, uses of the blood and heart, and the pulse.
2. Arteries and veins.
3. Tight bands, tight clothes, warmth and exercise, wounds.

XX. — Respiration.

1. Pure and impure blood, windpipe and lungs, how to breathe.
2. Pure air and how to get it.
3. Odors and dust, clean bodies and clothes, and out-of-door exercise.

XXI. — Digestion.

1. Use of teeth and saliva, eating slowly, drinking when eating.
2. Proper kinds of food and drink — tea, candy, pickles, etc.
3. Regular and late meals, chewing gum, etc.

 SUGGESTIONS ON HUMAN BODY LESSONS.

The immediate object of these lessons is to give the pupils a knowledge of the human body, — of its parts, their relations and functions. The ultimate object is to give them a reverence for their own bodies, and to create both the ability and inclination to lead lives of temperance and self-restraint.

While these lessons, then, are to be based upon, indeed to consist mainly of, observation, the knowledge thus acquired is to be constantly supplemented by the teacher. As to apparatus, it is only necessary to suggest that every child with a neighbor in the next seat has two subjects, and every child at least one, namely, himself.

FORM LESSONS FOR PRIMARY SCHOOLS.

CLASS III., DIVISION II.

I. — Recognizing and Naming Geometric Solids.

1. Sphere.
2. Cylinder.
3. Cone.
4. Cube.
5. Prism.
6. Pyramid.

II. — Surfaces of Solids.

1. Surfaces.
 - a.* Plane.
 - b.* Curved.
2. Faces.
3. Study of surfaces.
 - a.* Sphere.
 - b.* Cylinder.
 - c.* Cone.
 - d.* Cube.
 - e.* Prism.
 - f.* Pyramid.

CLASS III., DIVISION I.

III. — Shapes of Plane Faces.

1. Cylinder and cone — circle.
2. Cube — square.
3. Prism — oblong.
4. Pyramid — triangle.

IV. — Edges.

1. Edges as lines.
2. Kinds of lines.
 - a.* Straight.
 - b.* Curved.

3. Direction of lines.
 - a.* Vertical.
 - b.* Horizontal.
 - c.* Oblique.

V. — Relation of Lines.

1. Parallel.
2. Perpendicular.
3. Oblique.

VI — Angles, Vertex and Sides.

1. Right angles.
2. Oblique angles.
 - a.* Acute.
 - b.* Obtuse.

CLASS II., DIVISION II.

VII. — Description of Solids.

1. Sphere.
2. Cylinder.
3. Cone.
4. Cube.
5. Prism.
6. Pyramid.

VIII. — Curvilinear Figures.

1. Circle.
 - a.* Centre.
 - b.* Circumference.
 - c.* Diameter.
2. Ellipse.
 - a.* Circumference.
 - b.* Diameters.
3. Oval.
 - a.* Circumference.
 - b.* Diameters.

CLASS II., DIVISION I.

IX. — Polygons. — Classification.

1. Triangles.
 - a. Named from the angles.
 - (1.) Right-angled.
 - (2.) Obtuse-angled.
 - (3.) Acute-angled.
 - b. Named from the sides.
 - (1.) Equilateral.
 - (2.) Isosceles.
 - (3.) Scalene.
2. Quadrilaterals.
 - a. Parallelograms.
 - (1.) Rectangles.
 - (a.) Squares.
 - (b.) Oblongs.
 - (2.) Oblique-angled parallelograms.
 - (a.) Rhombuses.
 - (b.) Rhomboids.
 - b. Trapeziums.
 - c. Trapezoids.
3. Pentagons, regular and irregular.
4. Hexagons, regular and irregular.
5. Octagons, regular and irregular.

CLASS I., DIVISION II.

X. — Solids. — Classification.

1. Solids with curved surfaces.
 - a. Spheres.
 - b. Spheroids.
 - (1.) Oblate.
 - (2.) Prolate.
 - c. Ovoids.
2. Solids, with curved and plane surfaces.
 - a. Cones.
 - b. Cylinders.

3. Solids, with plane surfaces.

a. Pyramids.

(1.) Triangular.

(2.) Quadrilateral, etc.

b. Prisms.

(1.) Right and oblique.

(2.) Triangular, quadrilateral, etc.

CLASS I., DIVISION I.

Review of the work of all the preceding grades.

APPARATUS FOR FORM LESSONS.

1. A quantity of clay.
2. 30 cylinders — pieces of broom-handles, tin boxes, etc.
3. 30 balls of different sizes — wood, rubber, etc.
4. 30 cones — rolls of paper, wood, etc.
5. 30 cubes — blocks of wood, clay, etc.
6. 30 prisms — blocks of wood, clay, etc.
7. 30 pyramids — paper, wood, clay, etc.
8. 30 spheroids — 15 prolate, 15 oblate.
9. 30 ovoids.
10. A few hemispheres.
11. 30 pyramids — 10 triangular, 10 pentagonal, 10 hexagonal.
12. 30 oblique prisms.
13. 30 prisms — 10 triangular, 10 hexagonal, 10 octagonal.
14. 30 circles.
15. 30 squares.
16. 30 oblongs.
17. 60 obtuse-angled triangles — 30 isosceles, 30 scalene.
18. 60 obtuse-angled triangles — 30 isosceles, 30 scalene.
19. 30 each of equilateral triangles, rhombuses, rhomboids, trapeziums, trapezoids, pentagons, hexagons, and octagons.
20. 30 each of semicircles, ellipses, and ovals.

SUGGESTIONS ON FORM LESSONS.

GENERAL SUGGESTIONS.

The object of form lessons in Primary Schools is fourfold : —

1. To train the perceptive powers ; 2. To form correct habits of observation ; 3. To impart an accurate knowledge of the forms studied ; and, 4. To develop power of expression.

To this end, the forms themselves, and not descriptions of the forms, are to constitute the subject-matter of the lessons.

It will, therefore, be necessary for each child to be furnished with all the forms to be studied. The forms in the hands of the teacher only are not enough.

The method to be pursued is that of the observation and classification of the forms by the children themselves. The office of the teacher is to direct the observation of the children, and to name for them the observed forms. The observation is to be direct — first to the objects in hand, then to other similar objects in the school-room, and, lastly, to objects outside the school-room ; and no lesson is to be considered finished till it includes the element of outside observation.

No definitions are to be learned. It is enough if the children can give the names when the forms are shown, and select the forms when the names are given. It is a sufficiently near approach to a definition for a child to describe a form correctly when it is before him.

The technical names of the forms are to be taught only so far as they can be readily pronounced and used by the children.

Each grade is to review the work of the preceding grades. This need not be done as the subjects were taught at first ; but all the facts should be brought again under the observation of each child. A good final review may be made by describing the forms and letting the children tell the names, and then allowing the children to describe and name.

SUGGESTIONS FOR TEACHING.

CLASS III., DIVISION II.

I. Recognizing and Naming Geometrical Solids.

Supply each child with all the forms to be studied. Show a solid by holding it up and directing the attention of the children to its shape. Let the children select objects of the same form, from those in their possession. Let the teacher give the name, and the children apply it to their objects. Let the children select and name similar objects — first those in the school-room, and then those seen from the window. Let the children name remembered objects, either natural or artificial, having similar forms. Let the children mould the form from clay, name it, and also apply to it the name of some remembered object. Let the children find similar objects at home, and report the next day.

II. Surfaces of Solids.

Surfaces. — Let the teacher direct attention to the outside of the objects, or the part that can be touched. Let the children find that part, and the teacher give the name *surface*. Let the children show and name the surfaces of the various solids that they have, also of the solids in the room.

Plane Surfaces. — Let the children observe that some of the objects have surfaces that are flat, or upon which the objects will stand evenly ; and let the teacher give the name *plane surface*. Let the children apply the name to plane surfaces in the room, and then to those remembered.

Curved Surfaces. — Let the children observe that some of the objects have surfaces upon which the objects can be rolled more or less easily, and let the teacher give the name *curved surface*. Apply the name to other objects — first to those in the room, and then to those without.

Faces. — Let the children observe that most of the objects have the surface divided into parts. Let them show the separate parts,

and the teacher give the name *face* for a separate part. Let the children show and name the faces of all the different solids they are studying.

Study of Surfaces. — Let the children show the surfaces of the different solids, and give their proper names. Let the children show the different objects and count their faces.

CLASS III., DIVISION I.

III. *Shapes of Plane Faces.*

Children observe the shape of a particular face, and find other faces of the same shape; teacher gives the name, *circle*, *square*, *oblong*, or *triangle*; children show and name such faces.

Let the children find and name circles, etc., in the room. Let the children draw figures of the shapes studied. Let the children tell of objects having faces of the shapes studied.

IV. *Edges.*

Let the children notice where the faces of solids meet; let the teacher give the name *edge*. Let the children find and name edges of the solids they have. Let the children draw the representation of any edge, and let the teacher give the name *line*. Let the children draw lines in various positions; show the edges of the solids as the lines where the faces meet.

Straight and curved lines. — Let the children follow the edge of a solid with the finger, and notice the direction it moves; let the teacher give the appropriate name. Let the children draw lines to represent the edge studied, and apply the name. Let the children find straight lines and curved lines about the room. Let the children tell of objects having straight or curved edges.

Direction of lines. — Children observe the edges of a solid as it stands on its base, and draw lines to represent their direction; teacher gives the name, as *vertical*, etc. Children show and name the edges of a solid standing on its base, horizontal, oblique, or vertical being selected, according to the subject of the lesson. Children draw and name straight lines in various directions. Practice as before.

V. *Relations of Lines.*

Children notice what pairs of lines on their solids have the same direction. Teacher gives the name *parallel*. Children draw lines to represent these edges, and apply the name *parallel*.

Children observe how the edges of a square meet. Teacher tells them that lines meeting in this way are *perpendicular* to each other. Children draw lines to represent these edges, and apply the name *perpendicular*.

Children observe that some edges are neither parallel nor perpendicular. Teacher gives the name *oblique*. Children draw lines to represent these edges, and apply the name *oblique*. Practice as before.

VI. — *Angles, Vertex, and Sides.*

Teacher tells children that any two of these lines that are inclined to each other form an *angle*; children draw angles, form them with splints, etc.

Children show the lines forming an angle; teacher calls them *sides* of the angle. Children show and name the sides of other angles.

Children find the point where the sides of an angle meet; teacher gives the name *vertex*. Practice as before.

Children place together two angles, making the vertex and one side of one angle correspond to the vertex and one side of the other. The observation is then directed to the remaining sides; if these correspond, the children tell that the angles are equal; if not, they show which is larger. Children measure different angles by comparing them with each other. Children look at different angles and tell which are larger than others.

Children observe the angles of a square; teacher tells them that angles like these are *right angles*. Children draw right angles, and test them by the angles of a square. Children observe the sides of a right angle and are told that lines that form a right angle are *perpendicular* to each other. Practice as before.

Children find angles which are not right angles; teacher gives the name *oblique angle*.

Children compare oblique angles with right angles, and find

those which are larger; teacher gives the name *obtuse*. *Acute angle* taught in the same way. Practice as before.

CLASS II., DIVISION II.

VII. — Description of Solids.

Sphere. — Children select a sphere; give the name curved surface; show that it has no faces, edges, nor corners.

Cylinder. — Children select a cylinder; show its surface; show and tell that part of its surface is curved, and part plane; show the two ends and name them plane faces. The children may here be taught that those faces are the bases of the cylinder. Children tell that these faces are circles. Children show the edges, and tell that the cylinder has two curved edges.

Cone. — Children select a cone; show its surface, and tell that part of it is plane and part curved. They show and tell that the curved part tapers to a point at one end. The teacher may give them the name *apex* for this point. Children show and tell that the cone has one plane face. This the teacher calls the *base* of the cone. Children tell that this face is a circle. Children show the edge, and tell that the cone has one curved edge.

Cube. — Children select a cube; show its surface, and tell that it is all plane. They then show and count the six faces, and tell that the six faces are all squares and equal. They show and count the twelve edges, and tell that the edges are equal and straight. They show and count the eight corners. With the cube standing on one face the children may point out horizontal and vertical edges; also parallel and perpendicular edges. Looking at a single face they may point out an angle, name its kind, point out and name its vertex and sides.

Prism. — The children select a prism; show its surface, and tell that it is all plane. They show all the faces calling them such, and show that the end faces are alike. Teach bases as in the cylinder. Children tell that the side faces are oblongs. They find the edges, and tell that they are straight. The children show and tell that the edges of one end are equal to the corresponding edges of the other end. Further work may be the same as in the lesson on the

cube. *Note.* — In this early lesson only right prisms should be used.

Pyramid. — Children select a pyramid; show its surface, and tell that it is all plane. They show the side faces, and tell that they are triangles. The children show and tell that these triangles meet at a common point at the top; teacher calls this the apex; children point out the edges and tell that they are all straight. With the pyramid standing on its base, the children point out and name horizontal edges and oblique edges.

VIII. *Curvilinear Figures.*

Circle. — Of the pasteboard figures with which they are supplied, the children select those bounded by curved lines. Of those thus chosen, the children next select those whose bounding lines curve evenly throughout. These they already know and are prepared to name as circles. Children observe the bounding line, and the teacher gives the name *circumference*. Children find circumferences, giving the name; then they draw, and name circumferences.

Teacher takes a large pasteboard circle, through the centre of which she has drawn a string, and measures to every point on the circumference; children do the same, and find that every part of the circumference is the same distance from one point inside. Teacher gives the name *centre* to the point. Practice in pointing out the centre. Children draw lines through the centre, terminating at each end in the circumference; teacher gives the name *diameter*. Children practice finding, naming, drawing, etc., as before.

Ellipse. — Children select the curvilinear figures, not circles, whose ends are alike; teacher gives the name *ellipse*. Children find and name ellipses in the room. Children tell of remembered objects having ellipses on their surfaces.

Note. — Take stiff paper or cardboard and draw a thread through, knotting on the under side, as for the circle. Pass the thread back through a point a short distance from the first, and again knot it on the under side, taking care to leave quite a loop on the upper side.

Children supplied with apparatus as above, take pencil, and,

drawing the thread tight, trace a curved line ; then observe, and tell that they have drawn the bounding line of an ellipse ; teacher gives the name *circumference*. Practice as in the circle.

Children draw lines terminating in each end in the circumference, and passing through the points where the thread is drawn through the paper ; teacher gives the name *long diameter*. Practice as before. Children double the two ends of an ellipse together, and mark the line of folding ; teacher gives the name *short diameter*. Practice as before.

Oval. — Children select the curvilinear figures whose ends are different ; teacher gives the name *oval*.

Children fit a semi-circle on the short diameter of an ellipse, and find that they have an oval. Circumference taught by having the children find the bounding line, teacher giving the name.

Children find the line which would be the diameter of a semi-circle, or the short diameter of an ellipse ; teacher gives the name *short diameter*. Children fold the oval together lengthwise, and mark the line of the fold ; teacher gives the name *long diameter*.

CLASS II., DIVISION I.

IX. Polygons. — Classification.

Children select the figures bounded by straight lines ; teacher gives the name *polygons*. Children select and name polygons ; find and name polygons about the room ; make polygons, and tell the number of sides.

Triangles. — Children place in one group three-sided polygons, in another four-sided, in another five-sided, etc. Children name the three-sided polygons *triangles*.

Children select those triangles having a right angle, and the teacher names them *right-angled* triangles. Children draw right-angled triangles ; find them about the room, and tell of those remembered. Children select those triangles whose angles are all oblique ; place in one group those having an obtuse angles, and in another those having only acute angles. Name and practice as before.

Children select triangles whose sides are all equal. Name and practice as before. Children select triangles having two equal

sides. Name and practice. Children select triangles whose sides are all unlike. Name and practice.

Quadrilaterals. — Children select four-sided polygons; teacher gives the name *quadrilaterals*. Practice as on triangles.

Parallelograms. — Children observe that some of the quadrilaterals have parallel sides. They select those which have two pairs of parallel sides. Practice as before.

Children select the parallelograms having right angles; teacher gives the name *rectangle*. Children find rectangles, draw rectangles, tell of rectangles they have seen, etc. Children select rectangles whose sides are all equal. These they know as squares. Review. Children select rectangles whose sides are not all equal; these they know as oblongs.

Children select parallelograms whose angles are all oblique; teacher gives the name. Children select the oblique parallelograms whose sides are all equal; teacher gives the name *rhombus*. Practice as before. Children select the oblique parallelograms whose sides are not all equal; teacher gives the name *rhomboid*.

Trapeziums. — Children select the quadrilaterals which have no parallel sides; teacher gives the name *trapezium*.

Trapezoids. — Children select the quadrilaterals having one pair of parallel sides; teacher gives the name *trapezoid*.

Pentagons. — Children select polygons having five sides. Teacher gives the name *pentagon*. Practice as before. Children notice that some pentagons have the sides all equal and the angles all equal; teacher names these *regular pentagons*.

Other polygons taught in the same way.

CLASS I., DIVISION II.

X. *Solids.* — *Classification.*

Solids with curved surfaces. — Children select the solids whose surface is all curved. Of these they select those whose surface is all evenly curved. They know these as spheres. Review by telling of other spheres, etc. The teacher shows the two halves of a sphere, and gives the name *hemisphere* for each. Children mould spheres, and then make hemispheres from them, and tell where they have seen other hemispheres.

A delicate wire, just stiff enough to retain the shape into which it is curved, may be fitted around the middle part of a sphere, and then, in the sight of the children, withdrawn. The children will recognize a circumference. The children measure with cord the circumferences of different spheres. A wire may be passed between the hemispheres, dividing the circumference equally; this is the diameter of the sphere, and may be shown to correspond with the diameter of the circle which makes the face of the hemisphere.

The circumference made of wire may be fitted on the sphere in various positions, showing that the centre is everywhere equally distant from the surface of the sphere, and so is called the centre of the sphere.

Children select objects with unevenly curved surfaces, but which may be cut in halves by any division through the middle. Teacher gives the name *spheroid*, and children find other spheroids. Children tell of other spheroids they have seen, whether natural or artificial. Children mould spheroids, giving to the productions the appropriate name, and also the name of other objects that they resemble in shape.

Children select the spheroids that are lengthened. Teacher gives the name *prolate* spheroid. When the spheroids are moulded they may be cut in two, lengthwise, and the children may be led to notice that elliptical faces are shown. They may then be cut in the other direction, and the children led to observe that circular faces are shown.

Children select the spheroids which are flattened. Teacher gives the name *oblate* spheroid. When the spheroids are moulded, they may be cut in different directions and the children led to observe the shape of the faces.

Children select the egg-shaped bodies; teacher gives the name *ovoid*. Practice as before.

Solids with plane and curved surfaces. — Children select bodies whose surface is partly curved and partly plane. These they know as cones and cylinders. Review as to surfaces, faces, edges, etc.

Solids with plane surfaces. — Children select the bodies whose surfaces are all plane. Children select the solids which taper to

a point. These they know as pyramids. Review as to shape of faces, edges, etc. Children select the pyramids having triangular bases; teacher gives the name triangular pyramid. Practice as before. Other pyramids treated according to the same plan.

Children select the solids whose side faces are parallelograms. Part of these the children know as prisms; teacher gives the name *prism* as belonging to each.

Children select the prisms whose side faces are rectangles; teacher gives the name *right prism*.

Children select the prisms whose side faces are oblique parallelograms; teacher gives the name *oblique prism*.

Children select prisms whose bases are triangles, those whose bases are four-sided, etc.; teacher gives the appropriate name.

With the pyramids and prisms in hand, the children may tell the shape of different faces, the relation of edges, etc.

DONATIONS TO THE SCHOOL.

The school has received several valuable gifts, in the shape of reference books and apparatus, from Mrs. Quincy A. Shaw, the lady who is doing so much for the children of our own and other cities by furnishing them with kindergarten instruction.

Some unknown friend has sent us one hundred and thirty dollars, through the hands of William T. Adams, Esq., to be expended for the school. With this money I have supplied the library with Johnson's New Universal Cyclopædia, and am collecting apparatus for illustrating oral instruction.

Mrs. F. A. Whitney, of Allston, has presented me with a complete set of the Reports of the State Board of Education, to be used for the school. This will be of great value in studying the history of education in Massachusetts.

Mr. William Edwards, of South Natick, has generously given lessons to the pupils in preparing, stuffing, and mounting bird-

skins. I have charged the young ladies to use the knowledge thus gained for the benefit of the children whom they shall be called to teach ; and I have requested each, by way of compensation for this instruction, to supply the Normal School with at least one specimen.

SPECIAL NEEDS.

It is as true this year as it was last that we very much need a good manikin and a skeleton for the use of the students. More than anywhere else the knowledge of physiology should be made definite in a Normal School. Dissections of the human body are practically impossible here ; so that the only resource left is that of good models. I trust this want will be supplied the coming year.

We need a more extended cabinet of specimens to illustrate the study of plant and animal life, form, color, etc. I hope the graduates of the Normal School, while making collections for use in their own schools, will kindly remember their younger sisters.

All of which is respectfully submitted.

LARKIN DUNTON.

CATALOGUE

OF THE

BOSTON NORMAL SCHOOL

FOR THE YEAR

1881.

SCHOOL COMMITTEE.

1881.

HON. FREDERICK O. PRINCE, MAYOR, *ex officio*.

CHARLES C. PERKINS,
JOHN G. BLAKE,
JOHN B. MORAN,
JAMES W. FOX,
F. LYMAN WINSHIP,
WM. H. FINNEY,
HENRY P. BOWDITCH,
JAMES A. FLEMING,
NAHUM CHAPIN,
ABRAM E. CUTTER,
CHARLES T. GALLAGHER,
JOHN W. PORTER,

CHARLES H. REED,
BROOKS ADAMS,
WM. A. RUST,
LUCIA M. PEABODY,
GEORGE M. HOBBS,
GEORGE B. HYDE,
GEORGE A. THAYER,
E. F. SPAULDING,
CHARLES L. FLINT,
GEORGE H. PLUMMER,
HENRY W. SWIFT,
JOHN C. CROWLEY.

COMMITTEE ON THE NORMAL SCHOOL.

GEORGE M. HOBBS, *Chairman*.

LUCIA M. PEABODY, *Secretary*.

JOHN B. MORAN,

WILLIAM H. FINNEY,

GEORGE B. HYDE.

BOSTON NORMAL SCHOOL.

TEACHERS.

LARKIN DUNTON, HEAD-MASTER, ALLSTON, MASS.

L. THERESA MOSES, *First Assistant.*

ANNIE E. CHACE, *Second Assistant.*

W. BERTHA HINTZ, *Special Teacher.*

WALTER SMITH, *Teacher of Drawing.*

JULIUS EICHBERG,

JOSEPH B. SHARLAND, } *Teachers of Music.*

HOSEA E. HOLT,

RICE TRAINING SCHOOL.

GRAMMAR DEPARTMENT.

LUCIUS A. WHEELOCK, PRINCIPAL.

CHARLES F. KIMBALL, *Sub-Master.*

JOSEPH L. CAVERLY, *Second Sub-Master.*

MARTHA E. PRITCHARD, *First Assistant.*

FLORENCE MARSHALL, *Second Assistant.*

Third Assistants.

ELLA T. GOULD.

ELIZA COX.

ULEYETTA WILLIAMS.

ELLA C. HUTCHINS.

E. MARIA SIMONDS.

DORA BROWN.

MATTIE H. JACKSON.

LIZZIE M. BURNHAM.

PRIMARY DEPARTMENT.

ELLA F. WYMAN.

SARAH E. BOWERS.

ELLEN F. BEACH.

EMMA L. WYMAN.

GRACE HOOPER.

E. L. B. HINTZ.

ANNA B. BADLAM.

DORA WILLIAMS.

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 of age, unless an exception is made by a special vote of the committee in charge, and must be recommended for admission by the master or committee of the last school they attended. Those who have completed the fourth year of the High-School course will be admitted without examination. Other candidates must show to the head-master, both by examination and recommendation, that they are qualified. All pupils shall be put on probation, and as soon as in the opinion of the Board of Supervisors and the head-master they prove unsuitable for this school, shall be discharged by the committee on the school, if they deem proper; 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. When examinations in this school shall be conducted in writing, with questions or topics, the head-master thereof shall be consulted in their selection and preparation.

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. The head-master shall annually make a report to the committee in charge, which, under their direction, shall, in whole or in part, be printed, with a catalogue of the school, and be sent to the members of the School Committee, and of the Board of Supervisors, the principals of schools, and the members of the graduating classes of High Schools.

SECT. 9. When a graduate of this school is appointed as 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 connection with the Normal School, to teachers in the employ of the city, as the committee in charge may direct; the expense thereof not to exceed the sum of five hundred dollars a year. It shall be the duty of all newly appointed teachers to attend this instruction, when appropriate to their grade, not less than two hours a week for one year; and other teachers who need the instruction not less than twelve hours a year, if the classes are not full.

SECT. 11. The head-master shall send the Normal pupils into the public schools for observation and practice in teaching, under his direction, for not less than three months of each school year; and he may send them, under proper guidance, to study the museums of Natural History and Fine Arts, and important manufacturing industries.

SECT. 12. There shall be a post-graduate course of one year in

this school, for the study of the principles of education and methods of instruction, and for observation and practice in teaching; and pupils attending this course may be employed as substitutes, or temporary teachers, or appointed as permanent teachers.

SECT. 13. The course of study in this school is all pursued with special reference to teaching, and is as follows:—

1. Mental and Moral Science and Logic.
2. Principles of Education, School Economy, and Methods of Instruction.
3. Physiology and Hygiene.
4. Natural Science.
5. Study of Language.
6. Elementary Studies.
7. Vocal Music, Drawing, and Blackboard Illustration.
8. Observation and Practice in the Training School.
9. Observation and Practice in the other public schools.
10. Sewing.

TRAINING DEPARTMENT.

SECT. 14. The Rice Training School is intended to give the pupils of the Normal School a practical knowledge of the methods and discipline in the public schools of Boston.

SECT. 15. The Committee of the Normal School shall have charge of the Training School.

SECT. 16. The head-master of the Normal School shall have the direction of the observation, practice, and methods of instruction in the Training School, and the entire charge of the Primary Schools connected therewith, subject to the approval of the committee in charge.

SECT. 17. 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. 18. 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.

TRAINING SCHOOL.

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. The Training School contains twelve Grammar and eight 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 of the High-School course 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 of the Boston High-School course will be examined on this or its equivalent. 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 of the Boston High-School course 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 tuition the coming year will be about eighty-five dollars.

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 for 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 Elementary 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 Licensed Minors, and to assistants in Evening Elementary Schools.

“ 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.”

VACATION.

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.

The Post-Graduate Class will be organized the first Monday in September, at three o'clock in the afternoon.

GRADUATES
OF THE
BOSTON NORMAL SCHOOL.

Class of 1881.

Name.	Residence.
Bayley, Anna F.	192 Walnut Avenue, R.
Bean, Helen	81 Bainbridge Street, R.
Bigelow, Gertrude E.	Rockland, Mass.
Bradford, Edith M.	57 Telegraph Street, S.B.
Britt, Annie	783 Broadway, S.B.
Brown, Ellen L.	257 Spruce Street, Chelsea.
Brown, Emma G.	12 Dartmouth Street, B.
Campbell, Elizabeth	7 Tremont Street, C.
Clark, Emily L.	58 Dwight Street, B.
Cochran, Agnes M.	289 Athens Street, S.B.
Colburn, Annie C.	146 Warren Avenue, B.
Collins, Mary A.	38 Fleet Street, B.
Curtis, Grace L.	408 Columbus Avenue, B.
Dyer, Laura E.	44 Lawrence Street, B.
Emerson, Mabel I.	1 Lawrence Block, E. Canton Street.
Fickett, Lizzie F.	Chelsea, Mass.
Floyd, Carrie L.	143 Eustis Street, R.
Folan, Winnifred C.	545 Dorchester Avenue, S.B.
Hall, Dora K.	14 Eden Street, C.
Hill, Lula A. L.	20 Mercer Street, S.B.
Hosmer, Susie C.	Harrison Square.
Johnson, Alice M.	46 Cliff Street, R.
Lyons, Kate F.	9 Oneida Street, B.
Macy, Cara D.	18 Bowdoin Street, B.

Name.	Residence.
Mailman, Mary E.	<i>15 Allston Street, C.</i>
Moore, Lucy M. A.	<i>12 Tileston Street.</i>
Mulrey, Catherine A.	<i>8 Cedar Square, R.</i>
Murphy, Alice M.	<i>Neponset.</i>
Noonan, Elizabeth A.	<i>225 Federal Street.</i>
Olsson, Annie M.	<i>5 Kneeland Place.</i>
Parry, Edith F.	<i>143 Eustis Street, R.</i>
Pond, Anna M.	<i>Auburndale, Mass.</i>
Remick, Grace M.	<i>Chelsea, Mass.</i>
Ritter, Elizabeth M.	<i>52 Temple Street, B.</i>
Rumrill, Sarah E.	<i>74 Dale Street, R.</i>
Shattuck, Gertrude A.	<i>Hartford Street, Dor.</i>
Stevens, Helen M.	<i>3 Lawrence Block, E. Canton Street.</i>
Tyler, Maria L.	<i>130 P Street, S.B.</i>
Number of graduates	38.

SCHOOL DOCUMENT NO. 17.—1881.

MAJORITY AND MINORITY REPORTS

OF THE

SPECIAL COMMITTEE

ON THE

CONTINUANCE OF THE EVENING HIGH SCHOOL.



BOSTON :
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1881.

IN SCHOOL COMMITTEE, June 28, 1881.

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

Attest :

PHINEAS BATES, JR.,
Secretary.

REPORT.

IN SCHOOL COMMITTEE, June 28, 1881.

The special committee, to whom were referred the several orders relating to the Evening High School and its course of study, respectfully report, as the action of the majority of the members present, the following orders for consideration of the Board:—

Ordered, That the pupils registering their names for admission be required to state, in writing, on what evenings they will be able to attend the exercises of the school; and no pupil shall be admitted who is unable to attend at least three times a week, except by special permission of the committee in charge.

Ordered, That the course of instruction be as follows: English Composition, Penmanship, History of the United States, Commercial Arithmetic, Book-keeping, Elementary Algebra, Geometry, and French.

Ordered, That no pupil be allowed to attend who has attained the age of twenty-five.

For the Committee,

CHARLES H. REED,
Chairman.

The undersigned dissent from the 2d and 3d orders.

CHARLES H. REED,
JAS. W. FOX.

We dissent from the 3d order.

CHAS. T. GALLAGHER,
JAMES A. FLEMING.

IN SCHOOL COMMITTEE, BOSTON, June 28, 1881.

The undersigned, members of the special committee, to whom were recommitted the orders relative to the Evening High School, appended to the report of that committee, recommend the passage of the following orders:—

1. *Ordered*, That the Evening High School be reëstablished.

2. *Ordered*, That the City Council be requested to furnish suitable accommodations for the Evening High School.

3. *Ordered*, That pupils registering their names for admission be required to state, in writing, on what evenings they will be able to attend the exercises of the school; and no pupil shall be admitted who is unable to attend at least three times a week, except by special permission of the committee in charge.

4. *Ordered*, That the course of study be continued the same as last year, except that no pupil shall be permitted to receive instruction in Latin, French, or German, who has not passed an examination satisfactory to the Chairman of the Committee on Evening Schools, the Supervisor in charge, and the Principal of the school; said examination to be in addition to that required for admission to the school.

5. *Ordered*, That the number of instructors shall be computed as for the teachers in the day High School; and that when the average attendance of any class, in any week, shall fall below twenty-five, the class shall be discontinued.

CHARLES H. REED,
JAS. W. FOX.

IN SCHOOL COMMITTEE, June 28, 1881.

A minority of the Joint Committee on Evening Schools and High Schools, to whom were recommitted the orders relating to the reopening of the Evening High School, unable to agree with the remainder of the committee in regard to all

the conditions upon which the reopening should be permitted, respectfully present the following

MINORITY REPORT.

The undersigned are of the opinion that the Evening High School should be open to those pupils only who show the most serious determination to take advantage of the educational opportunities there offered. They consider also that all plans hitherto adopted to secure a regular attendance in the school have been failures, as shown by the statistics published in the last report of the Superintendent.

The Committee on Evening Schools suggest no method of securing a better attendance; and the undersigned feel that without some guarantee for better results in the future, the Board will not be justified in reopening the Evening High School.

The plan of requiring a money deposit, as a guarantee of good faith and honest intention to improve the opportunities offered, commends itself by its simplicity, and by the fact that it is in successful operation in the neighboring city of Worcester.

The undersigned therefore recommend the passage of the following orders:—

Ordered, That the Committee on Evening Schools be authorized to reopen the Evening High School in the month of October next, subject to the following conditions:—

1. Pupils registering their names for admission shall be required to deposit two dollars with the Principal as a guarantee for regular attendance, this deposit to be refunded at the end of the school term, provided the attendance and conduct shall have been satisfactory to the Principal, and to the Supervisor in charge.

2. Pupils registering their names for admission shall be required to state, in writing, the number of evenings per

week they will be able to attend ; and no pupil shall be admitted who is unable to attend at least three evenings per week, without special permission from the Committee on Evening Schools.

3. The course of study in the Evening High School shall include the following studies, and no others :—

English Composition and Penmanship.

History of the United States.

Commercial Arithmetic and Book-keeping.

Elementary Algebra and Plane Geometry, French.

4. Only persons less than twenty-five years of age shall be allowed to attend the Evening High School.

Ordered, That the Committee on Rules and Regulations be instructed to amend the rules in conformity with this order.

H. P. BOWDITCH,
JOHN G. BLAKE,
HENRY W. SWIFT.

SCHOOL DOCUMENT NO. 18—1881.

SEMI-ANNUAL STATISTICS

OF THE

PUBLIC SCHOOLS.

SEPTEMBER, 1881.



BOSTON :
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1881.



SCHOOL CENSUS.

May, 1881.

Number of children in Boston between the ages of 5 and 15, 61,056	
Number attending public schools.....	47,732
“ “ private schools.....	6,922

EXPENDITURES.

Salaries of officers	\$52,470 00
“ “ teachers	1,112,932 69

Incidental Expenses.

By Committee on Public Buildings	145,913 55
By School Committee	248,361 27
School-houses and lots	215,359 04

SUMMARY.

June, 1881.

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	70	69	1	98.	69
Latin and High	10	88	1,859	1,733	126	93.2	1,739
Grammar	50	624	26,433	23,221	3,212	87.9	25,072
Primary	418	418	22,808	18,923	3,885	83.	22,824
Totals	470	1,134	51,170	43,946	7,224	85.8	49,704

SPECIAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Horace Mann	1	9	78	63	15	80.	79
Licensed Minors	2	2	62	50	12	80.	60
Evening High	1	9	615	182	..	..	..
Evening	17	106	2,022	1,129	..	..	..
Evening Drawing	6	16	376	277	..	..	..
Totals	27	142	3,153	1,701	..	..	..

SCHOOLS AND TEACHERS.

	SCHOOLS.			TEACHERS.		
	Houses.	Rooms.	Seats.	Males.	Females.	Total.
Normal School		3	150	1	2	3
Latin School	} 1	47	1,645	12		12
English High School				14		14
Girls' High School	} 1	9	892	2	16	18
Girls' Latin School				1	4	5
Roxbury High School	1	6	212	2	4	6
Dorchester High School	1	6	205	1	3	4
Charlestown High School	1	9	300	1	5	6
West Roxbury High School	1	1	96	1	2	3
Brighton High School	1	1	81	1	2	3
East Boston High School	1		82	1	2	3
Grammar Schools	50	558	30,267	88	505	593
Primary Schools	100	448	22,247		418	418
Totals	158	1,088	56,177	125	963	1,088

SPECIAL SCHOOLS AND TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School		9	9
Licensed Minors' School		2	2
Evening Schools	49	66	115
Evening Drawing Schools	13	3	16
French: High Schools	3	2	5
German: High Schools	2		2
Sciences: Roxbury and West Roxbury High Schools		1	1
Music: High, Grammar, and Primary Schools	4		4
Illustrative Drawing, Normal School		1	1
Drawing: High Schools	1		1
Sewing		28	28
Laboratory Assistant: Girls' High School		1	1
Gymnastics: Girls' High School		1	1
Gymnastics: Girls' Latin School		1	1
Military Drill: High Schools	1		1
Totals	73	115	188

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to June, 1881.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head Masters.	Masters.	Junior Masters.	Asst. Principals.	First Assistants.	Second Assistants.	Third Assistants.	Fourth Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.										
Normal . . . . .	. . .	70	70	. .	69	69	1	98.	1	. .	. .	. .	1	1	. .	. .
Latin	313	. . .	313	299	. .	299	14	96.	1	3	8	. .	. .	. .	. .	. .
Girls' Latin . . . . .	. . .	128	128	. .	118	118	10	92.	. .	1	. .	. .	. .	1	1	2
English High	339	. . .	339	317	. .	317	22	94.	1	7	6	. .	. .	. .	. .	. .
Girls' High . . . . .	. . .	497	497	. .	451	451	46	91.	1	. .	1	1	1	3	3	8
Roxbury High	83	96	179	78	88	166	13	94.	1	. .	. .	. .	1	. .	2	2
Dorchester High	39	55	94	36	50	86	8	91.	. .	1	. .	. .	1	. .	. .	2
Charlestown High	51	79	130	50	74	124	6	95.	. .	1	. .	. .	1	1	1	2
West Roxbury High	24	38	62	23	35	58	4	94.	. .	1	. .	. .	. .	. .	1	1
Brighton High	15	31	46	15	30	45	1	97.	. .	1	. .	. .	. .	. .	1	1
East Boston High	34	37	71	33	36	69	2	97.	. .	1	. .	. .	. .	. .	1	1
Totals	898	1,031	1,929	851	951	1,802	127	93.	5	16	15	1	5	6	10	19

CLASSIFICATIONS AND AGES, JUNE, 1881.

	First year class.	Second year class.	Third year class.	Fourth year class.	Fifth year class.	Sixth year class.	Out of course class.	Whole number at date.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years and over.
Normal	38	31	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	69	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	69
Latin	27	28	33	52	61	48	47	296	2	9	28	64	66	49	38	40
Girls' Latin . . . . .	. . . . .	12	22	25	37	30	. . . . .	126	. . . . .	4	9	20	27	28	18	20
English High	126	103	84	2	. . . . .	. . . . .	. . . . .	315	. . . . .	. . . . .	4	41	81	88	47	54
Girls' High	203	97	102	46	. . . . .	. . . . .	. . . . .	448	. . . . .	. . . . .	. . . . .	14	51	89	105	189
Roxbury High	93	47	25	. . . . .	. . . . .	. . . . .	. . . . .	165	. . . . .	. . . . .	. . . . .	13	32	58	39	23
Dorchester High	38	24	26	. . . . .	. . . . .	. . . . .	. . . . .	88	. . . . .	. . . . .	. . . . .	1	6	27	28	26
Charlestown High	53	31	36	8	. . . . .	. . . . .	. . . . .	128	. . . . .	. . . . .	. . . . .	1	7	44	22	54
West Roxbury High	25	21	13	. . . . .	. . . . .	. . . . .	. . . . .	59	. . . . .	. . . . .	. . . . .	2	7	19	10	21
Brighton High	20	9	15	. . . . .	. . . . .	. . . . .	. . . . .	44	. . . . .	. . . . .	1	5	7	11	9	11
East Boston High	44	26	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	70	. . . . .	. . . . .	. . . . .	3	16	23	15	13
Totals	667	429	356	133	98	78	47	1,808	2	13	42	164	300	436	331	520
Percentages	36.8	23.7	19.6	7.4	5.5	4.4	2.6	100	.1	.7	2.2	9.	16.5	24.1	18.2	29.2

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June, 1881.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Av'ge No. of Pupils to a Regular Teacher.
Normal	2	70	35.0
Latin	11	313	28.4
Girls' Latin	4	128	32.0
English High.....	13	339	26.0
Girls' High.....	17	497	29.2
Roxbury High.....	5	179	35.8
Dorchester High.....	3	94	31.3
Charlestown High.....	5	130	26.0
West Roxbury High.....	2	62	31.0
Brighton High.....	2	46	23.0
East Boston High.....	2	71	35.5
Totals	66	1,929	29.2

Graduates, June, 1881.

SCHOOLS.	Regular course.	Two years' course.	Three years' course.	Four years' course.	Total.
Normal	38	.....	.....	.....	38
Latin	27	.....	.....	.....	27
Girls' Latin .....	.....	.....	.....	.....	.....
English High .....	.....	58	69	.....	127
Girls' High .....	.....	66	92	37	195
Roxbury High.....	.....	42	25	.....	67
Dorchester High .....	.....	21	24	.....	45
Charlestown High .....	.....	25	33	6	64
West Roxbury High .....	.....	21	13	.....	34
Brighton High .....	.....	9	14	.....	23
East Boston High .....	.....	25	.....	.....	25
Totals	65	267	270	43	645

GRAMMAR SCHOOLS.

Semi-Annual Returns to June, 1881.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	2d Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.								
Adams	373	166	539	319	134	453	86	86.	1	1	.	1	1	9
Allston	181	182	363	151	144	295	68	80.	1	.	.	1	2	5
Andrew	369	276	645	288	204	492	153	76.	1	1	.	2	2	7
Bennett	152	154	306	136	133	269	37	88.	1	.	.	1	1	4
Bigelow	762	...	762	710	...	710	52	93.	1	1	1	1	1	11
Bowditch . . . . .	...	304	304	...	257	257	47	85.	1	.	.	1	1	6
Bowdoin . . . . .	...	403	403	...	348	348	55	86.	1	.	.	2	1	6
Brimmer	653	...	653	595	...	595	58	91.	1	1	1	1	1	10
Bunker Hill	302	353	655	276	318	594	61	91.	1	1	.	2	2	8
Central	305	...	305	270	...	270	35	89.	1	.	.	1	1	4
Chapman	309	326	635	270	282	552	83	87.	1	1	.	2	2	7
Charles Sumner	108	95	203	94	79	173	30	85.	.	1	.	.	1	3
Comins	365	476	841	333	421	754	87	90.	1	1	.	3	2	11
Dearborn	419	419	838	359	352	711	127	85.	1	1	.	2	3	12
Dillaway . . . . .	...	392	392	...	340	340	52	87.	1	.	.	2	1	5
Dorchester-Everett	225	228	453	197	197	394	59	87.	1	.	1	1	1	6
Dudley	523	...	523	472	...	472	51	90.	1	1	.	1	1	7
Dwight	619	...	619	573	...	573	46	93.	1	1	1	1	1	9
Eliot	913	...	913	800	...	800	113	88.	1	1	2	1	1	13
Emerson	318	272	590	281	235	516	74	89.	1	1	.	2	2	8
Everett . . . . .	...	682	682	...	605	605	77	89.	1	.	.	2	3	9
Franklin ¹	17	725	742	15	635	650	92	88.	1	.	.	2	3	10
Frothingham	263	287	550	234	249	483	67	88.	1	1	.	1	1	9
Gaston . . . . .	...	428	428	...	383	383	45	89.	1	.	.	2	1	6
Gibson	112	135	247	96	108	204	43	83.	.	1	.	.	2	4
Hancock . . . . .	...	594	594	...	486	486	108	82.	1	.	.	2	2	9
Harris	102	140	242	90	118	208	34	86.	.	1	.	.	1	4
Harvard	275	292	567	239	250	489	78	86.	1	1	.	1	1	9

¹ Including mixed ungraded class.

GRAMMAR SCHOOLS. — *Continued.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-masters.	2d Sub-masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.								
Hillside . . . . .	. . .	321	321	. . .	266	266	55	83.	1	.	1	1	1	4
Lawrence	830	. . .	830	783	. . .	783	47	94.	1	1	2	1	1	12
Lewis	322	331	653	289	290	579	74	88.	1	1	.	2	2	8
Lincoln	702	. . .	702	649	. . .	649	53	92.	1	1	1	1	1	10
Lowell	279	227	506	239	195	434	72	86.	1	1	.	1	1	7
Lyman	408	181	589	359	155	514	75	87.	1	1	.	2	2	7
Mather	158	157	315	133	126	259	56	82.	1	.	.	1	1	4
Minot	127	127	254	115	111	226	28	89.	.	1	.	.	1	4
Mt. Vernon	74	74	148	67	64	137	17	89.	.	.	1	.	.	4
Norcross . . . . .	. . .	681	681	. . .	628	628	53	92.	1	.	.	2	3	9
Phillips	732	. . .	732	652	. . .	652	80	89.	1	1	1	1	1	11
Prescott	215	233	448	198	210	408	40	91.	1	.	1	1	1	6
Prince	135	181	316	105	136	241	75	76.	1	.	.	1	1	4
Quincy	506	. . .	506	455	. . .	455	51	90.	1	1	1	1	1	8
Rice	625	. . .	625	545	. . .	545	80	87.	1	1	1	1	1	8
Sherwin	414	436	850	376	393	769	81	90.	1	1	.	2	3	11
Shurtleff . . . . .	. . .	667	667	. . .	578	578	89	86.	1	.	.	2	3	8
Stoughton	120	127	247	106	105	211	36	86.	.	1	.	.	1	4
Tileston	34	42	76	29	33	62	14	82.	.	.	.	1	.	1
Warren	297	335	632	271	298	569	63	90.	1	1	.	2	2	8
Wells . . . . .	. . .	523	523	. . .	455	455	63	87.	1	.	.	2	1	8
Winthrop . . . . .	. . .	818	818	. . .	731	731	77	89.	1	.	.	2	4	11
Totals	13,643	12,790	26,433	12,169	11,053	23,221	3,212	87.9	43	29	14	65	74	368

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June, 1881.

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams	12	539	44.9	Harris	5	242	48.4
Allston	8	363	45.4	Harvard	12	567	47.2
Andrew	12	645	53.7	Hillside	6	321	53.5
Bennett	6	306	51.	Lawrence	17	830	48.7
Bigelow	15	762	50.8	Lewis	13	653	50.2
Bowditch	8	304	38.	Lincoln	14	702	50.1
Bowdoin	9	403	44.8	Lowell	10	506	50.6
Brimmer	14	653	46.6	Lyman	12	589	49.
Bunker Hill	13	655	50.4	Mather	6	315	52.5
Central	6	305	50.8	Minot	5	254	50.8
Chapman	12	635	52.9	Mt. Vernon	4	148	37.
Chas. Sumner	4	203	50.7	Norcross	14	681	48.6
Comins	17	841	49.4	Phillips	15	732	48.8
Dearborn	18	838	46.5	Prescott	9	448	49.7
Dillaway	8	392	49.	Prince	6	316	52.6
Dor.-Everett	9	453	50.3	Quincy	12	506	42.1
Dudley	10	523	52.3	Rice	12	625	52.
Dwight	13	619	47.6	Sherwin	17	850	50.
Eliot	18	913	50.7	Shurtleff	13	667	51.3
Emerson	13	590	45.3	Stoughton	5	247	49.4
Everett	14	682	48.7	Tileston	12	76	38.
Franklin	15	742	49.8	Warren	13	632	48.6
Frothingham	12	550	45.8	Wells	11	523	47.5
Gaston	9	428	47.5	Winthrop	17	818	48.1
Gibson	6	247	41.1				
Hancock	13	594	45.7	Totals	544	26,433	48.6

¹ Principal included.

GRAMMAR SCHOOLS.

Graduates, June, 1881.

SCHOOLS.	Boys.	Girls.	Total.	SCHOOLS.	Boys.	Girls.	Total.
Adams	21	5	26	Harris	10	13	23
Allston	8	15	23	Harvard	9	16	25
Andrew	19	11	30	Hillside .....	..	23	23
Bennett	7	6	13	Lawrence	28	..	28
Bigelow	40	..	40	Lewis	20	28	48
Bowditch .....	..	15	15	Lincoln	44	..	44
Bowdoin .....	..	17	17	Lowell	12	18	30
Brimmer	36	..	36	Lyman	16	10	26
Bunker Hill	18	20	38	Mather	5	13	18
Central	18	..	18	Minot	6	8	14
Chapman	19	16	35	Mt. Vernon	5	7	12
Charles Sumner	3	5	8	Norcross .....	..	32	32
Comins	13	18	31	Phillips	25	..	25
Dearborn	16	16	32	Prescott	11	22	33
Dillaway .....	..	28	28	Prince	5	16	21
Dor.-Everett	8	14	22	Quincy	29	..	29
Dudley	24	..	24	Rice	35	..	35
Dwight	44	..	44	Sherwin	11	24	35
Eliot	28	..	28	Shurtleff .....	..	51	51
Emerson	11	21	32	Stoughton	12	8	20
Everett .....	..	42	42	Tileston	2	6	8
Franklin .....	..	41	41	Warren	21	18	39
Frothingham	9	19	28	Wells .....	..	24	24
Gaston .....	..	29	29	Winthrop .....	..	51	51
Gibson	6	9	15				
Hancock .....	..	22	22	Totals	654	757	1,411

PRIMARY SCHOOLS.

Semi-Annual Returns to June, 1881.

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Under 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	6	266	110	376	211	82	293	83	77.9	217	165	382
Allston	6	157	144	301	131	116	247	54	82.	191	125	316
Andrew	10	273	264	537	231	214	445	92	82.8	298	236	534
Bennett	5	127	116	243	103	90	193	50	79.4	169	102	271
Bigelow	12	390	271	661	347	234	581	80	87.8	381	286	667
Bowditch	10	263	206	469	226	171	397	72	84.6	294	192	486
Bowdoin	12	322	311	633	275	249	524	109	82.7	364	263	627
Brimmer	8	193	227	420	168	196	364	56	86.6	193	202	395
Bunker Hill	11	304	322	626	261	268	529	97	84.5	304	315	619
Central	4	101	87	188	72	59	131	57	69.6	102	88	190
Chapman	10	328	233	561	284	189	473	88	84.3	350	236	586
Charles Sumner	4	127	109	236	103	86	189	47	80.	123	127	250
Comins	19	548	569	1,117	474	460	934	183	83.6	603	515	1,118
Dearborn	18	515	501	1,016	411	373	784	222	77.1	518	525	1,043
Dor.-Everett	8	240	202	442	181	146	327	115	73.9	244	188	432
Dudley	11	327	256	583	267	203	470	113	80.6	296	302	598
Dwight	7	178	206	384	149	168	317	67	82.5	218	162	380
Eliot	10	372	125	497	323	105	428	69	86.1	344	154	498
Emerson	9	281	192	473	238	154	392	81	82.8	235	248	483
Everett	12	323	327	650	283	273	556	94	85.5	275	362	637
Franklin	13	359	362	721	311	305	616	105	85.4	373	349	722
Frothingham	8	220	232	461	198	191	389	72	84.3	230	235	465
Gaston	10	269	263	532	237	221	458	74	80.	266	275	541
Gibson	6	136	111	247	108	87	195	52	78.9	141	131	272
Hancock	13	395	317	712	354	274	628	81	88.2	487	234	721
Harris	3	94	68	162	73	44	117	45	72.2	100	69	169
Harvard	13	355	368	723	296	308	604	119	83.5	362	358	720

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Under 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hillside . . .	4	97	94	191	73	70	143	48	74.8	105	90	195
Lawrence . .	22	948	257	1,205	852	225	1,077	128	89.3	624	568	1,192
Lewis	10	256	292	548	204	213	417	131	76.	296	261	557
Lincoln . . .	6	247	113	360	212	90	302	58	83.8	190	177	367
Lowell	11	350	302	652	294	251	545	107	83.5	365	294	659
Lyman	6	239	99	338	208	84	292	46	86.3	192	161	353
Mather	6	166	181	347	124	132	256	91	73.7	177	146	323
Minot	4	99	78	177	86	63	149	28	84.1	115	71	186
Mount Vernon	3	61	62	123	52	52	104	19	84.5	75	58	133
Norcross . . .	7	...	372	372	...	339	339	33	91.1	227	152	379
Phillips . . .	4	129	84	213	108	66	174	39	81.6	114	98	212
Prescott . . .	8	253	209	462	222	176	398	64	86.1	227	232	459
Prince	3	62	63	125	39	39	78	47	62.4	72	50	122
Quincy	7	251	163	414	220	134	354	60	85.5	242	168	410
Rice	8	251	219	470	185	149	334	136	71.	255	228	483
Sherwin . . .	15	429	384	813	371	322	693	120	85.2	424	369	793
Shurtleff . . .	8	233	198	431	203	165	368	63	85.3	252	165	417
Stoughton . .	3	83	82	165	66	61	127	38	76.9	109	66	175
Tileston . . .	1	30	23	53	24	16	40	13	75.4	32	23	55
Warren	7	245	203	448	199	163	362	86	80.8	189	202	391
Wells	11	312	231	593	270	237	507	86	85.4	328	189	517
Winthrop . .	6	183	154	337	157	126	283	54	83.9	194	130	324
Totals	418	12,396	10,412	22,808	10,484	8,439	18,923	3,885	83.	12,482	10,342	22,824

PRIMARY SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, June, 1881.

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years. and under.	Six years.	Seven years.	Eight years.	Nine years and over.
Adams	94	119	169	382	41	79	97	77	88
Allston	84	118	114	316	34	71	86	68	57
Andrew	105	170	259	534	74	89	135	115	121
Bennett	51	90	130	271	36	57	76	53	49
Bigelow	219	184	264	667	52	156	173	165	121
Bowditch	92	168	226	486	69	119	106	97	95
Bowdoin	155	174	298	627	79	137	148	113	150
Brimmer	95	112	188	395	20	50	122	111	92
Bunker Hill	120	229	270	619	58	125	121	154	161
Central	39	56	95	190	22	37	43	32	56
Chapman	159	155	272	586	70	119	161	107	129
Chas. Sumner	50	90	110	250	30	42	51	50	77
Comins	355	322	441	1,118	120	228	255	238	277
Dearborn	264	271	508	1,043	116	177	225	199	326
Dor.-Everett	91	99	242	432	52	83	89	104	104
Dudley	185	122	291	598	51	111	134	151	151
Dwight	112	111	157	380	33	79	106	64	98
Eliot	105	165	228	498	90	120	134	101	53
Emerson	108	155	220	483	38	78	102	119	146
Everett	195	201	241	637	40	107	128	162	200
Franklin	215	215	292	722	61	139	173	164	185
Frothingham	124	179	162	465	29	87	114	123	112
Gaston	108	220	213	541	71	82	113	144	131
Gibson	62	81	129	272	30	55	55	66	66
Hancock	156	215	350	721	96	183	206	139	97
Harris	25	72	72	169	22	34	44	37	32
Harvard	160	205	355	720	44	142	170	177	187
Hillside	46	71	78	195	17	40	48	46	44

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years, and under.	Six years.	Seven years.	Eight years.	Nine years and over.
Lawrence	300	317	575	1,192	135	231	258	293	275
Lewis	156	118	283	557	58	108	130	148	113
Lincoln	101	117	149	367	57	58	75	86	91
Lowell	169	212	278	659	74	133	158	148	146
Lyman	103	104	146	353	33	77	82	73	88
Mather	48	142	133	323	54	58	65	67	79
Minot	49	52	85	186	39	45	31	38	33
Mt. Vernon	34	46	53	133	15	33	27	33	25
Norcross	95	93	191	379	59	71	85	78	86
Phillips	36	79	97	212	30	41	43	45	53
Prescott	115	141	203	459	39	88	100	94	138
Prince	29	43	50	122	4	29	39	37	13
Quincy	97	158	155	410	70	75	97	76	92
Rice	107	224	152	483	27	103	125	114	114
Sherwin	204	205	384	793	66	175	182	157	213
Shurtleff	108	111	198	417	54	92	106	94	71
Stoughton	55	30	90	175	24	39	46	38	28
Tileston	17	15	23	55	5	13	14	15	8
Warren	108	112	171	391	44	73	72	92	110
Wells	145	208	164	517	83	103	142	102	87
Winthrop	92	108	124	324	31	83	80	72	58
Totals	5,742	7,004	10,078	22,824	2,496	4,554	5,372	5,076	5,326
Percentages	25.2	30.7	44.1	100	11.	20.	23.5	22.2	23.3

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, June, 1881.

DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.	DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.
Adams	6	376	62.6	Harvard ...	13	723	55.6
Allston	6	301	50.1	Hillside	4	191	47.7
Andrew	10	537	53.7	Lawrence ..	22	1,205	54.7
Bennett	5	243	48.6	Lewis	10	548	54.8
Bigelow	12	661	55.	Lincoln	6	360	60.
Bowditch ...	10	469	46.9	Lowell	11	652	59.2
Bowdoin ...	12	633	52.7	Lyman	6	338	56.3
Brimmer ...	8	420	52.5	Mather	6	347	57. 8
Bunker Hill.	11	626	56.9	Minot	4	177	44.2
Central	4	188	47.	Mt. Vernon	3	123	41.
Chapman ...	10	561	56.1	Norcross ...	7	372	53.1
Ch's Sumner	4	236	59.	Phillips	4	213	53.2
Comins	19	1,117	58.8	Prescott ...	8	462	57.7
Dearborn ..	18	1,016	56.4	Prince	3	125	41.6
Dor.-Everett	8	442	55.2	Quincy	7	414	59.1
Dudley	11	583	53.	Rice	8	470	58.7
Dwight	7	384	54.8	Sherwin ...	15	813	54.2
Eliot	10	497	49.7	Shurtleff ...	8	431	53.8
Emerson ...	9	473	52.5	Stoughton ..	3	165	55.
Everett	12	650	54.1	Tileston	1	53	53.
Franklin ...	13	721	55.4	Warren	7	448	64.
Frothingham	8	461	57.6	Wells	11	593	53.9
Gaston	10	532	53.2	Winthrop ..	6	337	56.1
Gibson	6	247	41.1				
Hancock	13	712	54.7	Totals	418	22,808	54.6
Harris	3	162	54.				

PRIMARY SCHOOLS.

Number of Pupils promoted to Grammar Schools, June, 1881.

DISTRICTS.	Boys.	Girls.	Totals.	DISTRICTS.	Boys.	Girls.	Totals.
Adams.....	44	20	64	Harris.....	16	7	23
Allston.....	42	34	76	Harvard....	55	85	140
Andrew.....	44	56	100	Hillside....	20	26	46
Bennett.....	22	25	47	Lawrence..	209	83	292
Bigelow.....	93	54	147	Lewis.....	80	87	167
Bowditch.....	58	37	95	Lincoln....	71	27	98
Bowdoin.....	56	42	98	Lowell.....	72	57	129
Brimmer.....	57	56	113	Lyman.....	44	23	67
Bunker Hill...	37	54	91	Mather.....	25	26	51
Central.....	38	25	63	Minot.....	22	25	47
Chapman.....	62	57	119	Mt. Vernon.	16	17	33
Charles Sumner	20	25	45	Norcross...	..	90	90
Comins.....	104	124	228	Phillips....	18	18	36
Dearborn.....	95	123	218	Prescott....	38	40	78
Dor.-Everett...	56	38	94	Prince.....	11	12	23
Dudley.....	71	58	129	Quincy.....	76	28	104
Dwight.....	31	63	94	Rice.....	62	60	122
Eliot.....	54	23	77	Sherwin....	90	92	182
Emerson.....	55	49	104	Shurtleff...	46	8	54
Everett.....	95	92	187	Stoughton..	14	26	40
Franklin.....	64	76	140	Tileston....	10	7	17
Frothingham...	42	48	90	Warren....	48	36	84
Gaston.....	55	85	140	Wells.....	59	62	121
Gibson.....	36	26	62	Winthrop..	28	59	87
Hancock.....	63	61	124				
				Total.....	2,524	2,352	4,876

EVENING SCHOOLS.

November, 1880. — March, 1881.

SCHOOLS.	Number of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils to a Teacher, exc. Principal.
				Males.	Females.	Total.		
High	100	915	615	130	52	182	9	23
Anderson Street . . .	83	189	114	42	17	59	6	12
Bigelow School, S.B. .	97	594	184	99	34	133	12	12
Blossom Street	101	304	187	85	47	132	11	13
Brighton	76	113	53	28	3	31	3	15
Comins School, Rox. .	101	248	106	49	21	70	7	12
Dearborn School, Rox.	98	402	181	69	23	92	8	13
Dorchester	72	115	45	25	2	27	3	13
Lyman School, E.B. .	99	372	195	41	13	54	6	11
Hudson Street	99	279	72	33	16	49	5	12
Central School, J.P. .	72	89	32	16	. .	16	3	8
Lincoln School, S.B. .	98	164	68	26	20	46	5	11
Neponset	69	80	43	14	5	19	3	9
Eliot School-house . .	100	613	198	62	38	100	8	14
Old Franklin School .	82	480	211	78	25	103	8	15
Warren School, Ch'n .	98	271	119	57	11	68	6	14
Warrenton-st. Chapel .	62	320	116	28	39	67	6	13
Washington Village .	90	286	98	51	2	63	6	13
Totals	1,597	5,834	2,637	933	378	1,311	115	13

DRAWING.

SCHOOLS.	Number of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			Average No. Teachers, including Principal.	Av. No. Pupils to a Teacher, exc. Principal.
				Males.	Females.	Total.		
Appleton Street . .	64	133	93	45	23	68	3	34
Charlestown . . .	64	120	85	49	7	56	3	28
East Boston . . .	64	82	48	28	7	35	2	35
Roslindale	64	41	26	16	5	21	2	21
Roxbury	64	125	61	34	12	46	3	23
Tennyson Street .	64	121	63	51	. .	51	3	26
Totals	384	622	376	223	54	277	16	27.7

HIGH SCHOOLS. — Continued.

	Under 11 yrs.		11 years.		12 years.		13 years.		14 years.		15 years.		16 years.		17 years.		18 years.		Over 18 years.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
Girls' Latin.																							
2d Class																							12
3d "														5		10		6		1			22
4th "														10		5		1					25
5th "														12		3							37
6th "														1									30
Totals														28		18		12		8			126
English High.																							
1st year Class														29		4		4					126
2d "														28		21		5					86
3d "														25		15		19		14			75
4th "																				2			2
Special Class A														5		4		7					17
Special Class B														1		3		3					9
Totals														88		47		38		16			315

Girls' High.

1st year Class	13	45	66	42	32	5	203	203
2d "	1	6	16	37	24	13	97	97
3d "			7	23	44	28	102	102
4th "				3	20	23	46	46
Totals	14	51	89	105	120	69	448	448

Roxbury High.

1st year Class	8	4	15	12	13	26	5	6	1	3	5	42	51	93
2d "	1		3	2	5	9	8	10	2	5		2	19	28
3d "					4	1	6	4	1	1	5	3	16	9
Totals	9	4	18	14	22	36	19	20	4	9	5	77	88	165

Dorchester High.

1st year Class	1	4	12	5	7	9							20	18	38
2d "	1		6	4	3	5	1	2					1	11	13
3d "						1	3	1	3	2	16	4	22	20	26
Totals	1	2	4	18	9	11	17	2	5	2	17	35	53	58	88

Charlestown High.

1st year Class	1	5	2	14	20	2	8	1						22	31	53
2d "				6	2	3	3	4	9	1	3	14	17	31	31	31
3d "				1	1	2	4	3	9	5	11	11	25	36	36	36
4th "								1		2	5	3	5	8	8	8
Totals	1	5	2	21	23	7	15	9	18	8	19	50	78	128	128	128

CLASSIFICATION, ETC. — Continued.

	Under 11 yrs.		11 years.		12 years.		13 years.		14 years.		15 years.		16 years.		17 years.		18 years.		Over 18 years.		Totals.			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.	
Brighton High.																								
1st year Class							1		3	2	3	3	1	5	1								20	
2d "												1		3	3	1		1				3	6	9
3d "														2		4	1	3	1	4	2	13	15	15
Totals							1		3	2	3	4	1	10	4	5	1	4	1	5	14	30	44	44
West Roxbury High.																								
1st year Class									1		4	1	5	9		2	1	2				11	14	25
2d "										1	2		2	2	2	4		4			6	15	21	21
3d "													1			2	3	2	1	4	5	8	13	13
Totals									1	1	6	1	8	11	2	8	4	8	1	8	22	37	59	59
East Boston High.																								
1st year Class									3		8	3	9	10	3	4		3	1		24	20	44	44
2d "											3	2	4		2	6		1	1	7	10	16	26	26
Totals									3		11	5	13	10	5	10		4	2	7	34	36	70	70

CLASSIFICATION AND AGES, JUNE, 1881.
Grammar Schools.

	Under 8 years.		8 years.		9 years.		10 years.		11 years.		12 years.		13 years.		14 years.		15 years.		16 years.		17 years and over.		Totals.			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.	
Adams School.																										
1st Class	1	..	8	1	11	4	1	1	1	1	22	7	29
2d "	..	..	..	..	..	..	..	..	..	..	4	2	2	14	2	21	9	16	4	7	3	3	63	27	90
3d "	..	..	..	..	1	..	1	13	11	5	1	13	11	12	7	9	6	..	2	1	..	..	40	28	68
4th "	..	..	..	..	..	..	3	5	2	24	9	19	6	13	4	3	2	1	..	..	..	..	65	26	91
5th "	..	..	..	..	1	1	7	20	8	15	6	8	5	9	1	2	1	1	..	..	..	..	73	30	103
6th "	1	..	3	5	23	9	17	13	22	5	4	3	2	4	3	..	..	..	..	..	..	..	75	39	114
Totals	1	..	4	6	41	19	43	23	63	21	48	27	18	51	46	19	29	10	6	9	4	4	338	157	495	
Allston School.																										
1st Class	..	..	..	..	..	..	..	..	..	..	..	..	..	2	..	1	2	4	3	2	..	10	10	17	27
2d "	..	..	..	..	..	..	..	..	..	..	1	..	..	..	6	4	7	3	2	4	6	1	13	22	35
3d "	..	..	..	..	..	..	1	..	2	..	3	..	..	5	6	5	7	2	6	1	7	..	4	19	30
4th "	..	..	..	..	..	..	1	..	5	6	19	8	17	14	12	8	9	2	3	1	..	..	62	43	105
5th "	..	..	..	..	..	..	1	8	12	8	16	11	10	10	2	3	..	..	4	..	..	..	48	45	93
6th "	1	..	5	5	7	12	10	4	1	1	..	..	..	2	..	1	..	..	..	..	..	..	25	24	49
Totals	1	..	5	5	8	21	19	23	15	15	40	19	33	39	25	27	18	17	11	16	1	15	177	181	358	

Comins School.

1st Class	1	4	16	33	52	81	76	75	79	88	40	63	43	48	19	34	9	16	3	335	445	780
2d "	1	4	11	25	19	45	21	27	11	14	4	4	1	2	2	8	9	16	3	335	445	780
3d "	1	4	11	25	19	45	21	27	11	14	4	4	1	2	2	8	9	16	3	335	445	780
4th "	1	4	11	25	19	45	21	27	11	14	4	4	1	2	2	8	9	16	3	335	445	780
5th "	1	4	11	25	19	45	21	27	11	14	4	4	1	2	2	8	9	16	3	335	445	780
6th "	1	4	11	25	19	45	21	27	11	14	4	4	1	2	2	8	9	16	3	335	445	780
Totals	1	4	16	33	52	81	76	75	79	88	40	63	43	48	19	34	9	16	3	335	445	780

Dearborn School.

1st Class	1	4	16	33	52	81	76	75	79	88	40	63	43	48	19	34	9	16	3	335	445	780
2d "	1	4	11	25	19	45	21	27	11	14	4	4	1	2	2	8	9	16	3	335	445	780
3d "	1	4	11	25	19	45	21	27	11	14	4	4	1	2	2	8	9	16	3	335	445	780
4th "	1	4	11	25	19	45	21	27	11	14	4	4	1	2	2	8	9	16	3	335	445	780
5th "	1	4	11	25	19	45	21	27	11	14	4	4	1	2	2	8	9	16	3	335	445	780
6th "	1	4	11	25	19	45	21	27	11	14	4	4	1	2	2	8	9	16	3	335	445	780
Totals	1	4	16	33	52	81	76	75	79	88	40	63	43	48	19	34	9	16	3	335	445	780

Dudley School.

1st Class	1	1	1	1	6	11	10	8	2	39	39
2d "				5	12	20	13			50	50
3d "	2	11	31	26	10	10	7	1		97	97
4th "	7	23	30	22	12	12	2			98	98
5th "	8	32	22	13	2	2				112	112
6th "	30	20	13	9	1	1				113	113
Totals	40	87	101	88	65	32	9	2	500	509	509

Dwight School.

1st Class				1		18	15	11		45	45
2d "				4	15	31	29	3	1	83	83
3d "		6	14	23	20	20	7		1	73	73
4th "		22	29	19	7	7	3			91	91
5th "	7	34	26	16	2	2				103	103
6th "	31	32	14	11	4	4				159	159
Ungraded Class	2	7	5	5	4	4	1			30	30
Totals	40	101	93	89	86	55	14	2	584	584	584

GRAMMAR SCHOOLS. — Continued.

	Under 8 years.		8 years.		9 years.		10 years.		11 years.		12 years.		13 years.		14 years.		15 years.		16 years.		17 years and over.		Totals.			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.	
Eliot School.																										
1st Class														4	10	8	4	2	4	2	28	28	28	28	28	
2d "									2		1			8	11	5	4		4		31	31	31	31	31	
3d "					1				11		41			48	42	9	1		1		153	153	153	153	153	
4th "							5		22		27			21	20	4	1		1		100	100	100	100	100	
5th "							33		44		49			26	21	2	2		2		194	194	194	194	194	
6th "			18				77		64		22			17	2	1	1		1		272	272	272	272	272	
Ungraded Class	3		3		27		28		12		16			3	2	1	1				95	95	95	95	95	
Totals	3		21		114		144		155		156			127	108	30	13		2		873	873	873	873	873	
Emerson School.																										
1st Class															1	2	5	3	1	3	5	14	12	23	35	
2d "											1			8	9	8	11	6	3	3	3	3	40	19	59	
3d "										1	6	11		11	18	15	9	4	5	5			37	48	85	
4th "								9	7	9	16	18	19	10	14	5	2	4			1	58	56	114	114	
5th "					1	8	12	13	21	12	21	8	12	7	1								67	49	116	
6th "			2	5	12	14	29	16	25	12	12	7	4	6	3						1	87	61	148	148	
Totals			2	5	13	22	41	38	53	34	56	44	42	54	42	20	16	12	15	8	18	301	256	557	557	

GRAMMAR SCHOOLS. — Continued.

	Under 8 years.		8 years.		9 years.		10 years.		11 years.		12 years.		13 years.		14 years.		15 years.		16 years.		17 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
Phillips School.																									
1st Class																									27
2d "											4			10		13				5					44
3d "							1		4		17			85		11				2					80
4th "										31		52		32		14									140
5th "						6	34		57		40		10		6					2					157
6th "	1				69		56		34		19		6		3					1					206
Ungraded Class							11		8		6														37
Totals	1				87		111		134		138		95		53				32		17				691
Prescott School.																									
1st Class																									34
2d "																									48
3d "							1		2		6		8		3										46
4th "							3		11		15		10		4					1					90
5th "						2	10		23		16		6		1										105
6th "						3	9		15		16		7		2										106
Totals					5		29		51		44		30		16				21		10				429

GRAMMAR SCHOOLS. — Continued.

	Under 8 years.		8 years.		9 years.		10 years.		11 years.		12 years.		13 years.		14 years.		15 years.		16 years.		17 years and over.		Totals.			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.	
Rice School.																										
1st Class																										36
2d "											3			14		17					4					49
3d "									8		17			41		11					3					98
4th "									55		34			31		11					1					163
5th "									38		16			11		2										119
6th "									25		13			4												123
Ungraded Class									5		9			7		1										31
Totals									131		92			114		54					41					619
Sherwin School.																										
1st Class																										34
2d "											4			10		21					16					96
3d "									1		8			9		7					4					72
4th "									13		19			22		16					5					190
5th "									37		19			7		2					1					182
6th "									22		15			10		2										220
Totals									73		79			55		52					29					794

GRAMMAR SCHOOLS. — Continued.

	Under 8 years.		8 years.		9 years.		10 years.		11 years.		12 years.		13 years.		14 years.		15 years.		16 years.		17 years and over.		Totals.			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
Tileston School.																										
1st Class											1	1	1	1	1	1	2	1	2	1	1			3	8	
2d "													1	2			1	1							2	4
3d "							1		1		1	2	2	2	2										6	4
4th "							1		2	1	3	3			1										4	7
5th "						2	3	1	2	2	3	1	2	2							1				9	11
6th "						2	1	1	2	2			1	1											6	6
Totals					4	5	3	4	7	4	6	8	3	8	3	5	3	3	3	1	1		1	30	40	70
Warren School.																										
1st Class														1		8	5	5	6	4	7	3	1	21	19	
2d "											3		5	5	6	10	5	8						19	23	
3d "									3	4	9	7	11	19	14	12	4	2			4			41	48	
4th "									11	7	12	16	17	20	7	10	3	2						50	55	
5th "						2	3	11	19	22	19	15	10	16	3		1							65	75	
6th "						3	24	26	27	19	35	10	12	5	1	2	1							89	107	
Totals					3	26	37	46	52	68	53	50	49	65	39	39	19	18	4	11	3	1	285	327	612	

CLASSIFICATION AND AGES, JUNE, 1881.
Primary Schools.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
Adams District.																			
<i>Adams School.</i>																			
1st Class	3	2	20	12	26	11	11	3	4	2	64	30	94
Totals	3	2	20	12	26	11	11	3	4	2	64	30	94
Webster-st. School.																			
2d Class	17	3	31	18	26	4	9	4	3	..	2	2	88	31	119
3d "	29	12	39	20	32	11	12	3	3	1	3	2	2	..	120	49	169
Totals	29	12	56	23	63	29	38	7	12	5	6	2	4	2	208	80	288
Allston District.																			
<i>Everett School, Pearl st.</i>																			
1st Class	2	2	2	2	3	4	1	1	..	9	8	17
2d "	4	4	12	15	6	6	3	3	2	..	..	1	27	26	56
3d "	6	4	8	6	6	4	1	..	..	..	..	..	..	..	21	14	35
Totals	6	4	12	10	18	21	9	8	5	6	6	1	1	1	57	51	108

Auburn School, School st.

1st Class	2	...	6	3	8	9	3	8	3	...	1	22	21	43	
2d "	4	7	1	2	6	4	3	2	1	...	...	15	15	30
3d "	5	4	8	5	4	2	...	...	...	...	...	17	12	29
Totals	5	4	14	12	11	15	6	14	15	6	10	4	54	48	102

Webster School, Webster pl.

1st Class	1	3	8	5	7	4	5	2	1	...	...	14	10	24	
2d "	3	10	8	9	8	7	1	1	1	...	1	23	19	32	
3d "	3	11	11	12	15	10	12	6	4	3	2	1	50	56	106
Totals	3	11	11	12	15	10	12	6	4	3	2	1	50	56	106

Andrew District.

Andrew School.

1st Class	1	4	18	16	20	24	7	6	3	6	3	6	49	56	105
Totals	1	4	18	16	20	24	7	6	3	6	3	6	49	56	105

Ticknor School, Dorchester st.

2d Class	1	2	37	34	39	44	43	30	7	9	5	4	1	1	134	125	259
3d "	1	2	37	34	39	44	43	30	7	9	5	4	1	1	134	125	259
Totals	1	2	37	34	42	47	69	61	40	41	16	21	6	3	216	213	429

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Bennett District.																			
<i>Wanship School, Wanship pl.</i>																			
1st Class	1	1	5	12	10	7	5	3	1	2	22	25	47
2d "	9	4	20	13	10	11	4	2	..	..	1	1	44	31	75
3d "	13	17	14	18	16	9	4	3	4	..	1	..	..	1	52	47	100
Totals	13	17	23	22	37	23	19	26	18	9	6	3	2	4	118	103	222

<i>Oak-sq. School.</i>																			
1st Class	..	..	..	..	..	..	1	..	2	..	..	1	..	..	..	..	3	1	4
2d "	..	..	..	..	..	1	3	3	..	4	1	1	..	2	..	..	4	11	15
3d "	..	..	4	2	4	7	8	1	1	1	1	1	..	..	..	..	18	12	30
Totals	..	..	4	2	4	8	12	4	3	5	2	3	..	2	..	..	25	24	49

Bigelow District.																			
<i>Hanes Hall, Broadway.</i>																			
1st Class	..	..	..	..	1	..	23	17	49	31	46	27	12	5	4	4	135	84	219
2d "	..	..	1	..	8	6	21	27	24	23	6	3	4	2	1	..	65	61	126
3d "	..	..	1	3	11	10	6	2	3	..	..	..	..	..	..	..	21	15	36
Totals	..	..	2	3	20	16	50	46	76	54	52	30	16	7	5	4	221	160	381

Simonds School, Broadway.

2d Class	11	7	13	8	9	4	2	1	3	35	23	58
3d "	14	23	20	14	9	5	1	1	1	68	48	116
Totals	14	34	33	22	18	9	3	1	3	103	71	174

Fourth-st. School.

3d Class	9	4	21	6	6	2	2	4	38	16	54
Totals	9	4	21	6	6	2	4	38	16	54	

Bank-Building School, E. st.

3d Class	9	5	15	13	9	5	2	33	25	58
Totals	9	5	15	13	9	5	2	33	25	58

Bowditch District.

Gullit School, East st.

1st Class	17	12	29	22	29	21	11	10	3	7	5	2	94	74	168	
2d "	40	29	46	44	29	17	7	9	3	2	125	101	226			
3d "	40	29	46	44	29	17	7	9	3	2	125	101	226			
Totals	40	29	63	56	61	45	52	45	33	22	12	10	6	271	215	486

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
Bowdoin District.																			
<i>Somerses-st. School.</i>																			
1st Class							2	4	10	13	22	12	11	0	2	14	47	49	96
2d "					1	2	4	5	9	6	4	2	1			1	19	16	35
3d "			6	10	12	12	8	4		4		1					26	31	57
Totals	6	10	13	14	14	14	14	13	19	23	26	15	12	6	2	15	92	96	188
<i>Sharp School, Anderson st.</i>																			
1st Class								3	2	5	2	6	1	2			5	16	21
2d "					2	1	16	12	16	13	4	6	3	6		3	41	41	82
3d "			11	13	22	26	10	22	5	1	1	3	2			1	51	66	117
Totals	11	13	24	27	26	27	26	37	23	19	7	15	6	8		4	97	123	220
<i>Winchell School, Blossom st.</i>																			
1st Class							4	3	7	4	6	7	1	3	3		21	17	38
2d "					2	3	12	12	8	7	5	2	3	1	1	1	31	26	57
3d "			21	18	26	28	12	15	2	1	1						62	62	124
Totals	21	18	28	31	28	31	28	30	17	12	12	9	4	4	4	1	114	105	219

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Central District.																		
<i>Thomas-st. School.</i>																		
1st Class	1	1	4	4	10	8	3	6	2	..	20	19
2d "	5	6	10	4	8	2	3	..	2	3	28	15
3d "	5	4	9	12	7	5	3	3	..	..	..	..	..	..	24	24
Totals	5	4	9	12	13	12	17	11	18	10	6	6	4	3	72	58
Chittis-st. School.																		
2d Class	1	..	4	1	..	1	2	2	1	..	..	..	8	5
3d "	2	..	7	4	8	7	5	8	3	..	..	1	1	1	..	..	26	21
Totals	2	..	7	4	9	7	9	9	3	1	2	3	2	1	1	..	34	26
Chapman District.																		
<i>Webb School, Porter st.</i>																		
1st Class	4	1	5	3	18	7	6	2	4	3	27	16
2d "	2	..	10	2	16	5	7	2	..	1	..	..	35	10
3d "	27	9	29	10	27	10	6	3	1	..	..	1	..	..	90	33
Totals	27	9	31	10	41	13	27	11	26	9	6	4	4	3	162	59

Tappan School, Lexington st.

1st Class	9	8	14	19	18	24	6	2	4	2	51	55	106
2d "	4	24	16	12	9	8	2	1	...	...	55	55	110
3d "	18	21	3	5	...	...	...	...	...	1	70	79	149
Totals	32	54	33	36	27	32	8	3	4	3	176	189	365

Charles Sumner District.

Charles Sumner School.

1st Class	...	...	2	2	2	6	6	5	1	3	11	16	27
2d "	1	9	12	16	7	4	2	2	1	1	32	30	62
3d "	6	14	5	2	...	...	...	...	...	...	35	24	59
Totals	15	23	15	20	9	10	8	7	2	4	78	70	148

Canterbury-st. School.

1st Class	5	1	...	3	2	4	3	2	3	...	13	10	23
2d "	3	8	2	1	3	1	1	2	...	1	17	11	28
3d "	11	1	3	6	4	6	2	1	...	2	27	24	51
Totals	9	14	3	10	9	11	6	5	3	3	57	45	102

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
Comins District.																			
<i>Francis-st. School.</i>																			
1st Class	1	1	..	7	2	5	8	1	1	7	13	20	
2d "	6	3	3	5	4	1	1	..	1	15	13	28	
3d "	12	5	15	13	13	5	5	2	2	1	2	..	..	49	26	75	
Totals	12	5	15	13	20	9	8	14	7	8	3	1	1	71	52	123	
<i>Phillips-st. School.</i>																			
1st Class	2	4	16	28	35	41	15	13	8	76	90	166	
2d "	14	12	31	34	29	32	11	11	3	4	3	92	97	189	
3d "	12	8	20	26	11	18	6	7	1	..	..	1	1	51	62	113	
Totals	12	8	34	38	44	56	51	67	47	52	18	18	12	219	249	468	
<i>Smith-st. School.</i>																			
1st Class	9	6	15	15	3	0	8	..	..	4	..	..	..	35	31	66	
3d "	2	2	21	4	12	19	..	4	..	1	1	..	..	..	..	36	30	66	
Totals	2	2	30	10	27	34	3	10	8	1	1	4	..	..	..	71	61	132	

Roxbury-st. School.

1st Class	2	8	17	18	17	18	3	10	5	5	44	59	103
2d "	5	25	16	17	6	7	1	2	2	3	46	59	105
3d "	27	31	11	10	4	2	..	1	1	..	96	91	187
Totals	32	64	44	45	27	27	4	13	8	8	186	209	395

Dearborn District.

Yeoman-st. School.

1st Class	..	2	6	9	21	17	15	25	6	7	48	60	108
2d "	..	12	23	24	16	19	8	6	2	..	56	61	117
3d "	36	42	15	9	6	4	2	3	1	1	124	111	235
Totals	36	49	44	42	43	40	25	34	9	8	228	232	460

Evatis-st. School.

1st Class	..	3	3	8	13	11	3	8	2	4	21	34	55
2d "	..	3	13	5	13	9	3	2	2	..	35	20	55
3d "	18	18	14	6	3	1	1	..	..	1	72	58	130
Totals	22	24	30	19	20	21	7	10	4	5	128	112	240

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
<i>George-st School.</i>																			
1st Class	5	5	10	14	20	22	10	11	1	3	46	55	101
2d "	1	3	6	15	19	17	18	6	9	4	1	..	..	45	54	99
3d "	21	29	21	26	24	13	5	..	2	..	..	..	1	1	74	69	143
Totals	21	30	24	32	44	37	32	32	28	31	14	12	2	4	165	178	343
Dorchester-Everett District.																			
<i>Dorchester-Everett School.</i>																			
1st Class	4	3	7	3	4	6	1	1	16	13	29
2d "	1	..	4	8	18	10	6	10	2	3	1	1	32	32	64
3d "	15	4	19	12	14	18	9	4	1	2	1	2	..	..	59	42	101
Totals	15	4	20	12	18	26	31	17	14	15	7	11	2	2	107	87	194
<i>Howard-ave. School.</i>																			
1st Class	5	8	14	5	2	4	2	..	23	17	40
2d "	3	..	3	2	2	1	2	2	..	..	10	5	15
3d "	12	9	17	14	8	13	6	10	1	..	..	..	..	..	44	46	90
Totals	12	9	17	14	11	13	14	20	17	6	4	6	2	..	77	68	145

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
<i>Municipal Ct. Bld'g, Roxbury st.</i>																			
3d Class	10	5	14	8	9	6	4	1	1	1	1	..	..	..	38	21	59
Totals	10	5	14	8	9	6	4	1	1	1	1	..	..	..	38	21	59
Dwight District. <i>Rutland-st. School.</i>																			
1st Class	4	6	10	25	17	24	6	6	3	11	40	72	112
2d "	10	2	25	26	14	9	9	12	1	3	..	..	59	52	111
3d "	5	6	23	28	13	26	2	3	1	3	..	..	1	..	44	67	111
Totals	5	6	33	30	42	58	26	37	27	39	7	9	3	12	143	191	334
<i>Girls' High School Building.</i>																			
3d Class	15	7	11	5	2	4	1	..	..	..	..	1	..	..	29	17	46
Totals	15	7	11	5	2	4	1	..	..	..	..	1	..	..	29	17	46

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
Everett District.																			
<i>West Concord-st. School.</i>																			
1st Class	7	5	25	28	31	33	23	18	11	14	97	98	195
2d "	7	9	29	24	38	44	17	17	6	5	3	2	100	101	201
3d "	22	18	46	45	29	34	15	12	6	5	..	4	2	3	120	121	241
Totals	22	18	53	54	65	63	78	84	54	55	29	27	16	19	317	320	637
Franklin District.																			
<i>Cook School, Groton st.</i>																			
1st Class	1	9	10	18	21	7	16	12	10	..	4	46	62	108
2d "	8	9	14	22	14	14	12	9	3	2	1	1	52	57	109
3d "	19	7	24	22	13	14	8	4	1	1	..	..	..	..	65	48	113
Totals	19	7	32	32	36	46	40	39	20	26	15	12	1	5	163	167	330

Wait School, Shawmut ave.

1st Class	3	19	14	20	16	10	14	2	6	54	53	107
2p "	14	19	19	13	14	2	1	1	...	52	54	106
3d "	24	6	8	5	2	...	...	...	...	92	87	179
Totals	41	44	41	38	32	12	15	3	6	198	194	392

Frothingham District.
Frothingham School.

1st Class	1	3	19	27	25	8	8	3	3	58	66	124
2d "	3	4	16	9	6	10	5	1	1	30	25	55
Totals	4	7	35	36	33	35	13	9	4	88	91	179

Moulton-st. School.

2d Class	4	3	20	22	23	5	5	1	4	...	53	54	107
3d "	27	27	25	4	2	...	...	...	...	61	58	119
Totals	30	47	47	27	22	5	5	1	2	114	112	226	

Tremont-pl. School.

2d Class	3	6	1	9	...	2	...	...	...	4	13	17
3d "	11	11	8	2	1	1	...	...	...	23	20	43
Totals	14	14	8	6	1	2	...	...	...	27	33	60

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
<i>Ingraham School, Sheafe st.</i>																			
1st Class							6	2	6	5	4	7	3	1		5	19	20	39
2d "				2	2	5	12	12	4	4	2	3					20	26	46
3d "	1		17	11	18	8	1	1									37	20	57
Totals	1		17	13	20	13	19	15	10	9	6	10	3	1		5	76	66	142
Harris District. <i>Harris School.</i>																			
1st Class							2	1	8	2	5	4		1		2	15	10	25
2d "					5	2	13	10	14	10	10	6	2				44	28	72
3d "			1	14	14	13	9	9	2	1		1				1	39	33	72
Totals			1	14	19	15	24	20	24	13	15	11	2	1		3	98	71	169

Harvard District.

Harvard Hill School.

1st Class	1	2	9	13	18	29	9	16	8	37	68	105			
2d "	2	4	9	33	32	16	17	5	8	65	88	153			
3d "	19	25	35	30	43	28	18	16	0	5	1	122			
Totals	19	25	37	34	53	57	60	61	40	51	15	25	224	261	485

Common-st. School.

1st Class	4	2	9	11	7	15	3	3	1	23	32	55			
2d "	2	1	6	8	13	5	6	1	2	27	25	52			
3d "	30	13	22	22	16	11	7	4	1	1	1	77			
Totals	30	13	24	23	26	21	29	23	13	22	5	5	127	108	235

Hillside District.

Green-st. School.

1st Class	2	2	1	2	2	2	1	5	2	7	8	15							
2d "	3	2	8	9	12	4	6	6	3	32	22	54							
3d "	1	1	5	3	6	6	1	3	1	13	13	26							
Totals	1	1	5	3	9	8	9	12	14	5	8	8	4	5	2	1	52	43	95

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
Washington-st. School, near Green st.																			
1st Class	..	..	..	..	..	..	1	1	3	10	5	3	3	5	..	..	12	19	31
2d "	..	..	..	..	1	..	3	3	2	6	1	..	..	..	1	..	7	10	17
3d "	..	..	3	4	11	11	9	10	2	1	1	..	..	..	..	..	26	26	52
Totals	..	..	3	4	11	12	13	14	7	17	7	3	3	5	1	..	45	55	100
Lawrence District.																			
<i>Mather School, Broadway.</i>																			
1st Class	..	..	..	..	..	..	8	..	45	..	29	..	14	..	7	..	103	..	103
2d "	..	..	..	..	7	..	44	..	41	..	13	..	3	..	..	..	108	..	108
3d "	10	..	49	..	84	..	43	..	23	..	5	..	..	..	..	..	214	..	214
Totals	10	..	49	..	91	..	95	..	109	..	47	..	17	..	7	..	425	..	425
<i>Parkman School, Silver st.</i>																			
1st Class	..	..	..	..	..	..	2	..	12	13	19	9	19	12	5	5	57	39	96
2d "	..	..	..	..	4	2	20	4	31	12	12	9	3	2	..	1	70	30	100
3d "	1	..	11	4	33	18	34	9	7	6	5	4	2	..	..	..	93	41	134
Totals	1	..	11	4	37	20	56	13	50	31	36	22	24	14	5	6	220	110	330

Howe School, Fifth st.

1st Class	4	2	16	23	24	21	8	3	...	52	49	101
2d "	19	18	24	16	12	8	6	5	...	62	47	109
3d "	34	9	12	9	4	2	3	...	...	140	34	174
Totals	57	29	52	48	40	31	17	8	...	254	130	384

Spehman Hall, 134 Broadway.

3d Class	14	3	5	3	...	1	...	...	...	34	19	53
Totals	14	3	5	3	...	1	...	...	...	34	19	53

Lewis District.
Winthrop-st. School.

1st Class	2	2	8	9	11	12	4	6	3	1	28	30	58
2d "	3	7	10	16	6	1	1	1	1	...	21	27	48
3d "	14	18	10	6	1	2	1	...	...	...	53	59	112
Totals	19	27	28	31	18	15	6	7	4	1	102	116	218

Munroe-st. School.

1st Class	9	5	4	7	3	4	...	1	...	...	24	17	41
2d "	1	3	4	4	5	2	1	2	...	...	10	13	23
3d "	8	6	2	3	6	2	...	2	...	1	23	33	56
Totals	8	16	14	14	18	7	5	5	...	1	57	63	120

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
<i>Mt. Pleasant-are. School.</i>																			
1st Class							1	4	16	11	4	3		1			21	19	40
2d "							1	4	2	4	1	2					4	10	14
3d "			3	6	14	11	7	14	1	3							25	34	59
Totals	3	6	14	11	14	11	9	22	19	18	5	5		1			50	63	113
<i>Quincy-st. School.</i>																			
1st Class									2	1	3	1	1	3	4	2	10	7	17
2d "							5	3	8	4	6	4			1	2	20	13	33
3d "			9	7	7	7	6	9		5		5				1	22	34	56
Totals	9	7	7	7	7	7	11	12	10	10	9	10	1	3	5	5	52	54	106
Lincoln District.																			
<i>Capen School, cor. I and Sixth sts.</i>																			
1st Class							5	2	26	6	28	7	7	2	6	73	28	101	
2d "					4	1	31	13	27	15	12	4	4	2		4	78	39	117
3d "			34	23	40	13	17	7	7	5	3						101	48	149
Totals	34	23	44	14	44	14	53	22	60	26	43	11	16	9	10	252	115	367	

Lowell District.

Lowell School.

1st Class	6	4	15	14	24	17	6	10	1	7	52	52	104
2d "	28	15	17	20	9	6	3	6	3	1	63	50	113
Totals	34	19	32	34	33	23	9	16	4	8	115	102	217

Chestnut-ave. School.

1st Class	1	...	6	2	4	2	2	4	1	...	14	8	22
2d "	4	2	5	1	5	3	...	...	...	...	14	6	20
3d "	18	10	5	10	1	1	1	...	...	...	48	49	97
Totals	17	12	16	13	9	6	3	4	1	...	76	63	139

Egleston-square School.

1st Class	...	2	8	12	11	4	3	2	1	...	23	20	43
2d "	3	6	12	9	7	14	1	1	1	...	24	31	55
3d "	6	7	9	12	2	6	...	...	...	...	17	26	43
Totals	6	7	12	14	17	15	27	5	4	3	64	77	141

Heath-st. School.

2d Class	1	...	3	1	8	2	3	3	2	1	...	17	7	24
3d "	16	4	19	9	17	6	...	4	1	1	...	53	25	78
Totals	17	4	22	10	25	8	7	7	2	2	...	70	32	102

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
<i>Bromley-park School.</i>																			
3d Class	5	8	12	22	6	6	1	1	1	1	1	1	1	1	1	1	24	36	60
Totals	5	8	12	22	6	6	1	1	1	1	1	1	1	1	1	1	24	36	60
Lyman District.																			
<i>Lyman School.</i>																			
1st Class	..	..	..	..	..	..	7	4	4	18	9	12	2	1	1	1	38	15	53
Totals	..	..	..	..	..	..	7	4	4	18	9	12	2	1	1	1	38	15	53
<i>Austin School, Paris street.</i>																			
1st Class	..	..	..	..	5	1	8	11	14	6	3	1	1	1	1	1	31	19	50
2d "	..	..	12	3	25	9	28	7	16	4	..	..	..	..	..	..	81	23	104
3d "	..	..	20	13	42	20	28	14	5	3	1	..	..	..	..	..	96	50	146
Totals	..	..	20	13	54	23	58	24	41	21	31	10	3	1	1	1	208	92	300

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
Mt. Vernon District.																			
<i>Centre-st. School.</i>																			
1st Class	6	2	3	5	..	..	..	..	9	7	16
2d "	4	1	5	4	4	4	1	..	..	..	..	..	14	9	23
3d "	2	4	3	4	2	..	..	..	..	..	..	..	..	..	7	8	15
Totals	2	4	7	5	7	4	10	6	4	5	..	..	..	..	30	24	54
<i>Baker-st. School.</i>																			
1st Class	1	..	..	5	1	..	1	1	..	..	3	6	9
2d "	1	2	3	1	1	2	1	..	..	1	..	..	6	6	12
3d "	2	2	5	5	2	4	..	1	2	..	..	..	..	..	11	12	23
Totals	2	2	6	7	6	5	1	8	4	..	1	2	..	..	20	24	44
<i>Washington-st. School, Germantown.</i>																			
1st Class	1	1	1	2	3	..	..	..	5	4	9
2d "	1	1	1	3	3	..	..	..	..	..	..	4	7	11
3d "	1	4	3	4	..	3	..	..	..	..	..	..	..	..	4	11	15
Totals	1	4	3	5	1	4	4	4	1	2	3	..	..	..	13	22	35

Norcross District.

Drake School, Third st.

1st Class	1	7	30	31	17	9	95
2d "	7	34	31	11	5	5	93
3d "	63	44	17	5	3	...	191
Totals	71	85	78	47	25	14	379

Vestry School, D st.

3d Class	16	16	5	1	...	...	68
Totals	16	16	5	1	...	...	68

Phillips District.

Grant School, Phillips st.

1st Class	1	2	1	1	6	2	1	4	5	14	19
2d "	10	5	10	4	2	...	2	...	1	27	47
3d "	9	14	9	10	2	6	2	...	1	40	61
Totals	9	17	9	21	9	16	13	5	8	72	127

Baldwin School, Charlton St.

1st Class	1	2	1	...	9	1	2	1	13	4	17
2d "	5	3	8	4	3	3	1	...	2	20	32
3d "	8	5	13	2	2	3	2	...	...	24	36
Totals	8	5	13	2	7	6	9	7	6	57	85

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
Prescott District.																			
<i>Polk-st. School.</i>																			
1st Class	..	..	..	..	..	..	2	1	11	12	23	22	16	17	8	3	60	55	115
2d "	..	..	..	..	1	2	21	14	24	20	15	11	5	7	1	1	67	55	122
3d "	..	..	7	6	25	19	22	18	7	12	3	..	1	2	..	..	65	57	122
Totals	7	6	26	21	45	33	42	44	41	33	22	26	9	4	192	167	359		
<i>Banker Hill-st. School, cor. Tufts st.</i>																			
1st Class	..	..	4	4	3	3	2	2	..	1	..	..	..	..	..	..	9	10	19
2d "	..	..	18	8	19	14	8	2	2	1	..	..	1	..	..	..	48	33	81
Totals	18	8	23	18	11	11	4	4	1	1	..	1	..	..	..	..	57	43	100
Prince District.																			
<i>Prince School.</i>																			
1st Class	..	..	..	..	2	..	..	..	11	7	..	4	3	2	..	..	16	13	29
2d "	..	..	4	..	11	14	..	3	8	1	1	..	..	1	..	..	19	24	43
3d "	..	..	3	1	12	13	6	4	4	..	1	..	..	..	..	..	25	25	50
Totals	3	1	16	13	19	20	18	19	1	6	3	3	..	..	..	..	60	62	122

Quincy District.

Quincy School.

1st Class	8	9	17	8	5	47	47
Totals	8	9	17	8	5	47	47

Way-st. School.

1st Class	4	8	8	10	11	1	2	2	25	25									
2d "	1	5	7	10	2	3	2	2	34	18									
3d "	3	1	17	19	12	10	5	6	1	2	38	41							
Totals	3	1	17	19	13	11	14	14	24	17	20	13	2	4	4	5	97	84	181

Andrews School, Genesee st.

1st Class	1	2	7	10	32	14	12	14	9	1	2	1	1	64	42	106
3d "	17	10	20	14	6	9	9	14	9	1	2	1	1	43	53	76
Totals	18	12	27	24	38	23	12	14	9	1	2	1	1	107	75	182

Rice District.

Appleton-st. School.

1st Class	1	15	14	28	26	9	12	2	52	65	107						
2d "	8	12	53	82	44	38	20	14	1	1	126	98	224				
3d "	14	13	42	41	19	20	1	2	1	1	76	76	152				
Totals	14	13	50	53	72	53	60	54	48	40	9	13	1	3	255	229	483

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
Sherwin District.																			
<i>Weston-st. School.</i>																			
1st Class	2	..	19	15	16	21	10	9	7	4	54	49	103
2d "	3	5	17	19	19	16	8	9	2	2	4	2	53	53	106
3d "	14	9	36	31	32	17	5	5	6	1	..	2	..	..	93	65	158
Totals	14	9	39	36	51	36	43	36	30	31	12	13	11	6	200	167	367
Franklin-pl. School.																			
1st Class	2	..	2	8	11	9	6	7	5	4	26	28	54
2d "	2	8	9	12	8	3	6	3	1	..	..	26	26	52
3d "	11	11	24	17	16	15	7	5	3	..	1	..	..	..	62	48	110
Totals	11	11	24	19	26	24	21	21	17	15	10	8	5	4	114	102	216
Aron-pl. School.																			
1st Class	5	9	10	12	6	5	..	..	21	26	47
2d "	1	..	8	10	9	7	3	8	..	1	..	..	21	26	47
Totals	1	..	8	10	14	16	13	20	6	6	..	..	42	52	94

Day's Chapel School, Parker st.

3d Class	15	6	32	24	19	8	1	5	3	1	1	2	72	44	116
Totals	15	6	32	24	19	8	1	5	3	1	1	2	72	44	116

Shurtleff District.

Shurtleff School.

3d Class	4	4	24	24	21	21	4	4	4	4	4	4	53	53	53
Totals	4	4	24	24	21	21	4	4	4	4	4	4	53	53	53

Clinch School, F st.

1st Class	11	9	24	15	19	4	14	6	4	2	72	36	108				
2d "	4	4	28	17	8	8	1	1	1	67	44	111					
3d "	29	20	33	27	15	10	2	4	3	1	83	62	145				
Totals	29	20	37	31	52	33	54	36	30	13	15	6	4	3	222	142	364

Stoughton District.

Stoughton School.

1st Class	1	7	8	10	7	8	1	3	17	28	45				
2d "	1	4	8	3	16	8	16	8	16	8	24				
3d "	9	7	13	16	12	8	1	5	35	36	71				
Totals	9	7	14	17	20	19	17	18	7	8	1	3	68	72	140

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
•																			
<i>Bailey-st. School.</i>																			
1st Class	2	..	..	..	4	2	..	..	..	..	6	4	10
2d "	1	..	..	2	..	..	1	2	..	..	..	..	2	4	6
3d "	6	2	3	4	3	..	1	..	..	..	..	..	..	..	13	6	19
Totals	6	2	4	4	5	2	1	2	5	4	..	..	..	..	21	14	35
Tilston District.																			
<i>Tilston School.</i>																			
1st Class	1	..	5	4	2	3	1	..	1	..	10	7	17
2d "	4	1	1	4	1	3	1	..	..	..	..	..	7	8	15
3d "	4	1	5	3	4	4	1	..	..	..	..	..	..	..	14	9	23
Totals	4	1	9	4	6	8	7	8	3	3	1	..	1	..	31	24	45
Warren District.																			
<i>Warren School.</i>																			
1st Class	1	..	9	10	15	8	5	3	..	1	30	22	52
Totals	1	..	9	10	15	8	5	3	..	1	30	22	52

Cross-st. School.

2d Class	6	1	6	14	11	10	2	2	1	1	26	28	54
3d "	7	6	8	8	4	4	2	2	1	1	34	22	56
Totals	7	6	21	14	15	10	2	2	1	1	60	50	110

Mead-st. School.

1st Class	8	4	18	8	5	4	3	6	34	22	56						
2d "	3	12	16	6	8	5	4	2	27	31	58						
3d "	16	15	25	18	15	7	1	2	1	65	50	115					
Totals	16	15	25	18	17	18	27	21	26	17	10	8	5	6	126	103	229

Wells District.
Emerson School, Poplar st.

1st Class	2	2	17	24	23	21	8	6	3	1	53	54	107
2d "	17	10	9	13	2	1	1	1	1	1	27	34	61
3d "	5	7	19	21	25	21	8	4	4	1	61	53	114
Totals	22	26	30	36	42	47	31	25	13	6	141	141	282

Dean School, Wall st.

1st Class	2	5	2	12	9	4	2	1	1	24	14	38					
2d "	3	12	12	20	13	10	11	5	3	1	50	44	94				
3d "	19	16	21	11	17	10	1	1	1	1	60	43	103				
Totals	19	16	23	14	31	22	26	20	23	21	10	5	2	3	134	101	235

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
Winthrop District.																			
<i>Tyler-st. School.</i>																			
1st Class	3	4	20	32	8	23	5	7	..	..	36	56	92
2d "	2	8	14	8	29	17	17	8	7	4	1	..	1	..	71	37	108
3d "	16	13	38	23	15	12	2	8	..	2	..	..	..	..	71	53	124
Totals	18	13	52	31	47	33	39	33	15	29	6	7	1	..	178	146	324

SCHOOL DOCUMENT NO. 18 — 1881.

(APPENDIX.)

SEMI-ANNUAL STATISTICS

OF THE

PUBLIC SCHOOLS.

SEPTEMBER, 1881.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1881.

TABLE SHOWING THE NUMBER OF YEARS CANDIDATES FOR THE DIPLOMA OF 1881 BELONGED TO A GRAMMAR SCHOOL.

SCHOOLS.	2 years or less.	3 years.	4 years.	4½ years.	5 years.	5½ years.	6 years.	6½ years.	7 years.	7½ years.	8 years.	9 years.
Adams	1				2		15		8			
Allston		1			1		14		7			
Andrew		2			5	1	15	6			1	
Bennett		1		1	2		7		2			
Bigelow					2	1	15	3	15	1	3	
Bowditch					2	3	6	2	1	1		
Bowdoin			1		3		7		4		2	
Brimmer	1	3	4	1	18	1	6		2			
Bunker Hill		3			1		11	6	16	1		
Central				1	3	1	8	2	3			
Chapman			1		1		10		10		13	
Chas. Sumner					1		6		1			
Comins	1		2		4	5	12	5	2			
Dearborn			2		5	10	6	2	5	2		
Dillaway	3		1		1		5		10			
Dor.-Everett					3		11		4		4	
Dudley	1		3		2		8	2	6		1	1
Dwight	1	1		1	16	6	15		4			
¹ Eliot			1		3		11		5	1	2	
Emerson		1			1		9		9		8	4
Everett				1	3		12	4	17	1	4	
² Franklin					1		7		17		11	
Frothingham	1	1					12		14			
Gaston	1		1		10	2	10	1	3	1		
Gibson			2				13					
Hancock				1	9		3		7		2	

¹ Five not given.

² Five not given.

TABLE SHOWING THE NUMBER OF YEARS CANDIDATES FOR THE DIPLOMA OF 1881 BELONGED TO A GRAMMAR SCHOOL.

— *Continued.*

SCHOOLS.	2 years or less.	3 years.	4 years.	4½ years.	5 years.	5½ years.	6 years.	6½ years.	7 years.	7½ years.	8 years.	9 years.
Harris					7		15		1			
¹ Harvard					3		7	1	4			
Hillside		1	1		3	2	9	1	5		1	
Lawrence		1			8		13		6			
Lewis	2		1		2		12		28		3	
Lincoln	2		7	1	5	3	23		3			
Lowell			1	2	8	5	10	3	1			
Lyman					2	3	12	7	1	1		
Mather		1	2		2		8		5			
Minot					1		3		4		6	
Mt. Vernon			1	2	3		6					
Norcross				1	6	6	8	5	4		2	
Phillips			1	2	2	2	5	4	4	2	2	1
Prescott	2		1		3		7		17		3	
Prince	7		4	2	5		2			1		
Quincy				1	4	5	4	4	6	4	1	
² Rice	1			1	8	11	8	1	3	1		
³ Sherwin		2	3	1	4	1	9	3	11			
⁴ Shurtleff	5	3	1				4		23	3	2	
Stoughton					1		10		9			
Tileston			2		2		2		2			
Warren	2		1	1		1	17	3	12	1	1	
Wells	1	2			3	2	7	3	6			
Winthrop	5	3	1	2		4	7	12	11	4	2	
Totals	37	26	45	22	181	75	462	80	338	25	74	6

¹ Ten not given.

² One not given.

³ One not given.

⁴ Ten not given.

SCHOOL DOCUMENT NO. 19. — 1881.

BOSTON PUBLIC SCHOOLS.

TEXT-BOOKS

AND

COURSES OF STUDY

AUTHORIZED FOR

THE SCHOOL YEAR 1881-82.



BOSTON:
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1881.

IN SCHOOL COMMITTEE, BOSTON, June 14, 1881.

Ordered, That twenty-five hundred copies of the courses of study, the text and reference books (when the list shall have been completed), and the plan for the distribution, assignment, and supplying of supplementary reading, be printed.

Attest:

PHINEAS BATES, JR.,
Secretary.

LIST OF TEXT-BOOKS

AUTHORIZED FOR USE IN THE BOSTON PUBLIC SCHOOLS
FOR THE SCHOOL-YEAR 1881-82.

PRIMARY SCHOOLS.

Third Class.

Franklin Primer.
Munroe's Primary Reading Charts.

Second Class.

Franklin Second Reader.
Franklin Advanced Second Reader.
First Music Reader.

First Class.

Franklin Third Reader.
First Music Reader.

Upper Classes.

First Lessons in Natural History and Language, Parts I. and II.
Child's Book of Language. [By J. H. Stickney.]
The Franklin Primary Arithmetic. Twelve copies to each teacher of the four upper classes.

All the Classes.

First Primary Music Chart.
Prang's Natural History Series. One set for each building.

GRAMMAR SCHOOLS.

Sixth Class.

Franklin Advanced Third Reader.
¹ Warren's Primary Geography.
 Intermediate Music Reader.
³ Franklin Elementary Arithmetic.

Fifth Class.

Franklin Intermediate Reader.
 The Franklin Written Arithmetic.
¹ Warren's Primary Geography.
 Intermediate Music Reader.

Fourth Class.

Franklin Fourth Reader.
 The Franklin Written Arithmetic.
² Warren's Common School Geography.
 Intermediate Music Reader.

Third Class.

Franklin Fifth Reader.
 The Franklin Written Arithmetic.
² Warren's Common School Geography.
 Swinton's New Language Lessons.
 Higginson's History of the United States.
 Fourth Music Reader.

Second Class.

Franklin Fifth Reader.
 The Franklin Written Arithmetic.
² Warren's Common School Geography.

¹ Guyot's Elementary Geography allowed in Charlestown Schools.

² Guyot's Intermediate Geography allowed in Charlestown Schools.

³ One or more sets for each Grammar School, to be used by the sixth class for both oral and written arithmetic; and to be occasionally used by other classes, especially for arithmetic at sight. The number of sets, and the number in a set, to be determined by the needs of the school and the size of the classes—each pupil of the sixth class having one book.

Swinton's New Language Lessons.
 Worcester's Comprehensive Dictionary.
 Higginson's History of the United States.
 Fourth Music Reader.

First Class.

Franklin Sixth Reader.
 The Franklin Written Arithmetic.
¹Warren's Common School Geography.
 Swinton's New Language Lessons.
 Worcester's Comprehensive Dictionary.
 Freeman's History of England.
 Cooley's Elements of Philosophy.
 Fourth Music Reader.

Fifth and Sixth Classes.

First Lessons in Natural History and Language, Parts III.
 and IV.

All Classes.

American Text-Books of Art Education.
 Writing-books, A. R. Dunton's; Duntonian Series; or Pay-
 son, Dunton, and Scribner's.
 Prang's Aids for Object-Teaching, "Trades." One set for
 each building.
 Tilton's Plain Needlework. [One copy in each room where
 sewing is taught.]

HIGH SCHOOLS.

ENGLISH.

Bain's Brief English Grammar.
 Abbott's "How to Write Clearly."
 Hill's Rhetoric.

¹ Guyot's Intermediate Geography allowed in Charlestown Schools.

Scott's *Lady of the Lake*.

Selections from Addison's Papers in the *Spectator*, with
Macaulay's Essay on Addison.

Irving's Sketch Book.

Trevelyan's Selections from Macaulay.

Hales's Longer English Poems.

Shakespeare, — Rolfe's, Hudson's, or Bulfinch's Selections.

Selections from Chaucer and from Milton.

Worcester's Comprehensive Dictionary.

FRENCH.

Keetel's Elementary Grammar.

Joynes's Otto's French Reader.

Saintine. Picciola.

Érekmann-Chatrion. *Le Conscriit de 1813*.

“ “ *Madame Thérèse*.

Bôcher's College Series of French Plays.

Taine. *Notes sur l'Angleterre*.

Lacombe. *La Petite Histoire du Peuple Français*.

Herrig's *La France Littéraire*.

Corneille's *Cid*.

Gasc's French Dictionary.

GERMAN.

Otto's Grammar, for pupils beginning German the first year.

Whitney's Grammar, for pupils beginning German the third
year.

Storme's Easy German Reader.

Whitney's German Reader.

Schiller's *William Tell*.

College Plays, Holt's edition.

Goethe's *Hermann und Dorothea*.

Goethe's *Faust*.

Goethe's Prose.

Whitney's German Dictionary.

LATIN.

Allen & Greenough's Latin Grammar. [Roxbury, W. Roxbury, and Brighton High Schools.]

Harkness's Latin Grammar. [English, Girls', Dorchester, Charlestown, and East Boston High Schools.]

Harkness's Latin Reader.

Gildersleeve's Latin Primer.

Latin School Series, I. and II.

Chase's,	}	Virgil, or any edition approved by the Committee on Text-books.
Frieze's,		
Greenough's,		

Greenough's,	}	Cicero.
Harkness's,		

Chase's,	}	Horace, or any edition approved by the Committee on Text-books.
Lincoln's,		

HISTORY.

Swinton's Outlines of the World's History.

Martin's Civil Government.

MYTHOLOGY.

Seeman's Classical Mythology.

MATHEMATICS.

Meservey's Book-keeping.

Bradbury's Eaton's Algebra.

Bradbury's Elementary Geometry, <i>or</i>	}
Chauvenet's Geometry.	

Bradbury's Elementary Trigonometry, <i>or</i>	}
Greenleaf's Trigonometry.	

Peck's Analytical Geometry.

Metric Apparatus.¹

¹ Not exceeding \$15.00 for each school.

PHYSICS.

Cooley's New Text-book of Physics, *or* Avery's Physics.
 Ganot's Physics.
 Peck's Mechanics.

ASTRONOMY.

Kiddle's Astronomy.

CHEMISTRY.

Eliot & Storer's Elementary Manual of Chemistry, edited by
 Nichols.
 Eliot and Storer's Qualitative Analysis.
 Hill's Lecture Notes on Qualitative Analysis.

BOTANY.

Gray's School and Field Book of Botany.

ZOÖLOGY.

Morse's Zoölogy.

PHYSIOLOGY.

Hutchinson's Physiology.

PHILOSOPHY.

Porter's Elements of Intellectual Science.
 Peabody's Moral Philosophy.

DRAWING.

American Text-books of Art Education.

MUSIC.

Eichberg's High School Music Reader.
 " Girls' High School Music Reader. [Girls' High
 School.]

LATIN SCHOOLS.

LATIN.

Harper's Latin Lexicon. [Without expense to the city.]

White's Abridged Lexicon.

Harkness's Grammar.

“ Reader.

“ Prose Composition, *or* Allen's Latin Composition.

Harkness's Cæsar.

Latin School Series, I. and II.

Greenough's Catiline of Sallust.

“ Ovid.

“ Virgil.

“ *or* Harkness's Orations of Cicero.

Smith's Principia Latina. Part II.

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.

Plutarch's Lives of Famous Greeks and Romans.

Macaulay's Lays of Ancient Rome.

The Boy's Froissart.

Higginson's History of the United States.

Hughes's Tom Brown's School Days at Rugby.

Charles and Mary Lamb's Tales from Shakespeare.

Dana's Two Years before the Mast.

Scott's Ivanhoe.

“ Marmion, *or* The Lay of the Last Minstrel.

Hawthorne's True Stories.

Greene's Readings from English History.

Church's Stories from Homer.

Selections from American Authors, — Franklin, Adams,
Cooper, and Longfellow.

American Poems, with Biographical Sketches and Notes.

Irving's Sketch Book.

Selections from Addison's Papers in the Spectator.

Ballads and Lyrics.

Hales's Longer English Poems.

Three Plays of Shakespeare, — Rolfe's, Hudson's, or Bul
finch's Selections.

FRENCH.

Keetel's Elementary Grammar.

“ Analytical French Reader.

Gase's French Dictionary.

Joynes's Otto's French Reader.

Saintine. Picciola.

Éreckmann-Chatrian. Le Conscrit de 1813.

Éreckmann-Chatrian. Madame Thérèse.

Bôcher's College Series of French Plays.

Taine. Notes sur l'Angleterre.

Lacombe. La Petite Histoire du Peuple Français.

Nouvelles Genevoises.

Souvestre. Philosophe sous les Toits.

Au Coin de Feu.

Racine. Andromaque.

Iphigénie.

Molière. Bourgeois Gentilhomme.
 Precieuses Ridicules.
 Corneille. Les Horaces.

GERMAN.

Whitney's German Dictionary.
 " Grammar.
 " Reader.
 Der Zerbrochene Krug.
 Schiller's Wilhelm Tell.
 Goethe's Hermann und Dorothea.
 College Plays, Holt's Edition.

HISTORY.

Leighton's History of Rome.
 Smith's Smaller History of Greece.
 Long's *or* Ginn & Heath's Classical Atlas.
 Smith's Smaller Classical Dictionary. — Student's Series.

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 School and Field Book of Botany.
 Apgar's Plant Analysis.

ZOÖLOGY.

Morse's Zoölogy.
 Agassiz's Seaside Studies.

MATHEMATICS.

The Franklin Written Arithmetic.

Tower's Intellectual Algebra.

Bradbury's Eaton's Algebra.

Peirce's Plane and Solid Geometry ; *or* Chauvenet's Geometry.

PHYSICS.

Arnott's *or* Avery's Physics.

DRAWING.

American Text-Books of Art Education.

MUSIC.

Eichberg's High School Music Reader.

“ Girls' High School Music Reader. [Girls' Latin School.]

Lingard's History of England—as a reference book in the Latin and High Schools.

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.

HORACE MANN SCHOOL TEXT-BOOKS.

Such text-books shall be supplied to the Horace Mann School as the committee on that school shall approve.

EVENING ELEMENTARY SCHOOL TEXT-BOOKS.

Monroe's Charts.

Franklin Primer.

Franklin Reader.

Stories of American History.

Geography. Harper's Introductory Geography.

Arithmetic. The Franklin Elementary Arithmetic.

“ “ “ Written Arithmetic.

Writing Books. Plain Copy Books.

EVENING HIGH SCHOOL TEXT-BOOKS.

Book-keeping. Blank Books ruled for Book-keeping.

Commercial Arithmetic. The Franklin Written Arithmetic.

Penmanship. Payson, Dunton, & Scribner, *or* A. R. Dunton's Duntonian Series Writing Books.

Elements of Algebra and Geometry. (Bradbury's.)

English Composition. Swinton's Language Lessons.

REFERENCE BOOKS.

PRIMARY SCHOOLS.

- Worcester's Comprehensive Dictionary.
National Music Teacher.
Walter Smith's Teachers' Manual of Freehand Drawing.
Monroe's Vocal Gymnastics.
-

GRAMMAR SCHOOLS.

- Appleton's American Encyclopædia ; *or*
Johnson's Encyclopædia.
Chambers's Cyclopædia.
Anthon's Classical Dictionary.
Thomas's Dictionary of Biography and Mythology.
-

- Worcester's Quarto Unabridged Dictionary.
Webster's Quarto Unabridged Dictionary.
“ National Pictorial Dictionary.
-

- Lippincott's Gazetteer.
Johnson's Atlas.
Guyot's Earth and Man.
Reclus's Earth.
“ Ocean.
Flammarion's Atmosphere.
Hawes's Synchronology of Ancient and Modern History.
Weber's Universal History.
Bancroft's History of the United States.

Palfrey's History of New England.
 Martin's Civil Government.
 Frothingham's Rise of the Republic.
 Lossing's Field Book of the Revolution.
 Shurtleff's Topographical History of Boston.
 Frothingham's Siege of Boston.

Chambers's Cyclopædia of English Literature.

Goold-Brown's Grammar of English Grammars.
 Wilson's Punctuation.
 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).

APPARATUS FOR GRAMMAR SCHOOLS.

LAWS OF MATTER.

(*Divested of Mathematical or Arithmetical character.*)

Lead Hemispheres.
 Inertia Apparatus.
 Capillary Tubes.
 Capillary Plates.
 Set of Collision Balls.
 Centre of Gravity, viz. : —
 (a) Loaded Wheel and Stand.
 (b) Balls of unequal size on a rod.

- (c) Leaning Tower.
- (d) Square block with centres and lines.
- (e) Triangular block with centres and lines.
- (f) Oblique Parallelogram with centres and lines.
- (g) Double Cone and Inclined Plane.

Mechanical Powers, viz. : —

- (a) Wheel and Axle.
- (b) Four Systems of Pulleys, Balanced.
- (c) Capstan.
- (d) Inclined Plane and Carriage.
- (e) Parallelogram of Forces.
- (f) Wedge.
- (g) French Weights.

Central Forces : —

- (a) Double Ring.
- (b) Open Globe.
- (c) Balls on a Rod.
- (d) Ball Weight.
- (e) Inclined Tube.
- (f) Governor.
- (g) Color Disk.
- (h) Whirling Table.

Illustration of the Pendulum.

Set of Geometrical Solids.

Set of Cube Root Solids.

Set of Crystal Models (glass).

HYDROSTATICS.

Pascal's Vase.

Siphon.

Cup of Tantalus.

Intermittent Fountain.

Model of Suction Pump.

Model of Force pump.

Mariotte's Law Apparatus.

Principle of Hydrostatic Press.
 Glass Model of Hydraulic Press.
 Model of Low-Pressure Steam-Engine.

HEAT.

Conductometer.
 Pulse glass.
 Flasks, } To illustrate experiments with water
 Thermometers, } boiling under diminished pressure, etc.

PNEUMATICS.

Air-Pump (Ritchie).
 Hand Glass.
 Vulcanized Rubber Bag and Cap.
 Bacchus Illustration.
 Guinea and Feather Tube.
 Wood Cylinder and Weight.
 Fountain in Vacuum.
 Baroscope.

ELECTRO-DYNAMICS.

2-Bar Magnets (large).
 4-Cell Bichromate Battery.
 Large Bunsen Cell.
 Electro Magnet.
 Galvanometer (simple form).
 Decomposing Cell.
 Geissler's Tubes.
 Microphone.
 Shocker.
 Morse's Telegraph (simple model).
 Magnetic Needle and Stands.
 Dipping Needle.

ELECTROSTATICS.

Electrical Machine. Carré.
Pair of Insulated Conductors.
Experiment Table.
Spiral Tubes.
Glass Friction Cylinder.
Wax Cylinder.
Electroscope.
Movable Coat Jars.
Lightning and Miser's Plate.
Set of Three Leyden Jars.
Insulated Stool.
Discharger.
Ether Spoon.
Powder Cup.
Faraday's Muslin Bag.
Electric Pith Ball Apparatus.

OPTICS.

Reflectors (Parabolic).
Four Optic Models.
Prism.
Iceland Spar.
Plain, Concave, and Convex Lenses (large).
Stand and Clamp for Prism and Lenses.
Porte Lumière (simple).
Spectroscope.
Microscope.
Refracting Apparatus.
Pair of Mirrors, arranged to be hinged.
Eye Model and Stand.
Heliostat.
Stereopticon or Water Lantern.

ACOUSTICS.

Sonometer.
Violin Bow.
Contra Bass Bow.
Iron Screw Press.
Glass Vase for vibration.
Brass Plate “ “
Nodes of a Bell.
4 Diapasons.
Savart's Bell and Resonator.

CHEMICAL.

Gasometer.
Wire Gauze.
Spirit Lamp.
Flask with Rubber Tube.
Ring Stand and Beaker.
Sheet of Rubber, 5 sq. feet.
Amalgam.
Test Tubes.
Beakers.
Evaporating Dishes.
Crucibles.
Pipettes.
Clamps.
Funnels.
Filter Paper.
Glass Bottles, wide mouthed.

METRIC.

School Meter.
10-Meter Tape.
Cubic Decimeter (Liter) Block.

Liter,
 Deciliter, }
 Centiliter, } Cases.
 Milliliter, }

Set of Metal Measures.

Wood Dekaliter.

Balance.

Set of Brass Weights.

Chart.

Pointer.

PRIMARY SCHOOLS.

METRIC APPARATUS.

Tenfold Meter for each of the four upper classes.

School Meter for each building containing one or more of the four upper classes.

Cubic Decimeter Block for each building containing one or more of the three upper classes.

Liter, }
 Deciliter, } for each building containing one or both of the
 Centiliter, } two upper classes.
 Dekaliter, }

School Scale with weights,)
 Gram,)
 Dekagram,) for each building containing a
 Hektogram,) first class.
 Kilogram,)

COURSES OF STUDY.

PRIMARY SCHOOLS.

THIRD CLASS. — FIRST HALF-YEAR.

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 blackboard, 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. (See page 47.) 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. (See page 61.) 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.

THIRD CLASS. — SECOND HALF-YEAR.

Language, one and one-half hours a week. Same as in first half-year.

Oral Instruction, two and one-half hours a week. Same as in first half-year, 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 first half-year. 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 first half-year.

Recreation, one half-hour a week.

SECOND CLASS. — FIRST HALF-YEAR.

Language, two hours a week. Same as in preceding class.

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. Blackboard. 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 Class III.

Recreation, one-half hour a week.

Miscellaneous, one-half hour a week.

SECOND CLASS. — SECOND HALF-YEAR.

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. Supplementary 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.

FIRST CLASS. — FIRST HALF-YEAR.

Language, two hours a week. Same as in Class II., second half-year.

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 decaliter, 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. Subject 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. — SECOND HALF-YEAR.

Language, two hours a week. Same as in first half-year.

Oral Instruction, two and two-thirds hours a week. Work of first half-year 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 Class II., 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 first half-year.

Recreation, one-half hour a week.

Miscellaneous, one-half 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. (See page 47.) 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. (See page 61.) 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. Reading 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 practise in concert proper physical exercises not less than five minutes each session. (Regulations, Sect. 233.) Sewing, two hours a week for girls. (Regulations, Sect. 234.) Opening exercises, half hour a week. Recesses, one hour forty minutes a week.

HIGH SCHOOLS.

(See note a.)

FIRST YEAR.

English. — *Four hours till March 1st.* English Language and Literature.

History. — *Two hours.* Ancient History.

Foreign Language (see note b). — *Four hours.* French, German, or Latin.

Mathematics. — *Five hours.* Either Algebra five hours (see note e), or Algebra four hours and Book-keeping one hour.

Science. — *Four hours after March 1st.* Botany.

Music. — *One hour.*

Drawing. — *Two hours.*

SECOND YEAR.

English. — *Three hours.* English Language and Literature.

History. — *Two hours.* Mediæval History.

Foreign Language (see note b). — *Either three or four hours.* French, German, or Latin continued.

Mathematics. — *Either four hours or three.* Plane Geometry.

Science. — *Three hours.* Botany, till November 1st; then Zoölogy. (See note c.)

Music. — *One hour.*

Drawing. — *Two hours.*

Electives (see note b). — Elective substitute for Zoölogy: Bookkeeping or Experimental Physics.

THIRD YEAR.

(See note d.)

English. — *Three hours.* English Language and Literature.

History. — *Three hours.* Modern History. The Civil Government of the United States and of Massachusetts.

Foreign Language (see note *b*). — *Three hours.* Either (*a*) French, German, or Latin continued, or (*b*) French or German begun.

Mathematics. — *Two hours.* Solid Geometry.

Science. — *Six hours.* Physics, three hours. Chemistry, three hours.

Music. — *One hour.*

Electives (see note *b*). — Elective substitute for Solid Geometry : Drawing ; or the time may be given to a foreign language.

FOURTH YEAR.

(See note *d*.)

English. — *Four hours.* English Language and Literature.

History. — *Two hours.* The history of some period.

Foreign Language (see note *b*). — *Three hours.* French, German, or Latin continued.

Mathematics. — *Two hours.* Plane Trigonometry and either Surveying or a review of Mathematics.

Science. — *Six hours.* Any two of the subjects : Physics, Astronomy, and Chemistry. To each three hours. (See notes *b* and *c*.)

Music. — *One hour.*

Electives (see note *b*). — Elective substitute for Plane Trigonometry, etc. : Drawing ; or the time may be given to a foreign language.

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, two are to be given either to Calisthenics or to Military Drill, and five — one each day — to study.

NOTE *b.* — The choice of a study and changes in the choice of a foreign language must be subject to the approval of the Principal.

NOTE *c.* — Pupils intending to enter the Normal School are advised to study Zoölogy and Astronomy.

NOTE *d.* — No preparation will be required for more than fifteen exercises a week.

NOTE *e.* — Arithmetic should be, so far as practicable, united with Algebra.

LATIN SCHOOLS.

SIXTH CLASS.

Latin (see notes *a* and *b*). — 1. Regular forms; Latin into English, with some unprepared translation. 2. Writing Latin from dictation. 3. Vocabulary; English into Latin, oral and written exercises.

English (see note *c*). — 1. Reading aloud from (*a*) Hawthorne's Wonder Book and True Stories; (*b*) either Tom Brown's School Days at Rugby or Charles and Mary Lamb's Tales from Shakespeare; and (*c*) the history of the United States. 2. Reading aloud, and recitation of, some of Whittier's and Longfellow's poems. 3. Language lessons, including (*a*) the study of the principles of English grammar; (*b*) oral and written abstracts of the history and other reading lessons; and (*c*) spelling in connection with the written exercises.

Geography and History. — Physical and political geography, with map-drawing, of (*a*) the United States; (*b*) the countries of Europe; (*c*) the remaining countries of North America.

(The history of the United States read. [See *English*.])

Natural Science. (To begin March 1.) — Physiology and Hygiene (oral instruction).

Mathematics. — Arithmetic, oral and written: 1. Review. 2. Metric System. 3. Percentage, including commission, profit and loss, and other simple applications.

Oral Geometry: Forms and simple truths.

Writing. — Writing.

Physical Exercise (see note *d*). — Gymnastics or Military Drill for boys.

Calisthenics and Vocal Music for girls.

FIFTH CLASS.

Latin. — 1. Translation of easy Latin; and of Cæsar's Gallic War, Books I. and II.; unprepared translation. 2. Writing Latin from dictation; committing passages to memory. 3. Vocabulary; English into Latin, including sentences like those of Cæsar.

English. — 1. Reading aloud from (*a*) Hawthorne's Tanglewood Tales; (*b*) Autobiography of Franklin, etc.; and (*c*) the history of England. 2. Reading aloud, and recitation of, some of Holmes's, Bryant's, and parts of Scott's poems. 3. Language lessons of Class VI. to be continued.

Geography and History. — Physical and political geography, with map-drawing, of (*a*) the countries of South America; (*b*) the West Indies, etc.; (*c*) the countries of Asia and of Africa; (*d*) Australia, Malaysia, and other islands of the Pacific.

(The history of England. [See *English*.])

Natural Science. (To begin March 1.) — Zoölogy (oral instruction).

Mathematics. — Arithmetic, oral and witten: 1. Percentage continued, including simple interest, discount, "problems" in interest, partial payments, and compound interest. 2. Compound numbers. 3. Ratio and proportion. 4. Powers and roots. 5. Mensuration with oral geometry.

Writing. — Writing.

Physical Exercise (see note *d*). — Gymnastics or Military Drill for boys.

Calisthenics and Vocal Music for girls.

FOURTH CLASS.

Latin. — 1. Cæsar's Gallic War, Books III. and IV. ; Ovid, about 1,000 lines, and Virgil's Aeneid, Book I., including some study of prosody ; unprepared translation. 2. Writing from dictation ; committing passages to memory. 3. Vocabulary ; English into Latin, including re-translation of passages from Cæsar.

English. — 1. Reading aloud from (*a*) Church's Stories from Homer ; (*b*) either Dana's Two Years before the Mast or Irving's Sketch Book ; (*c*) Plutarch's Lives of Famous Greeks. 2. Reading aloud, and recitation of, some of Lowell's, Gray's, and parts of Goldsmith's poems. 3. Oral and written exercises, including (*a*) abstracts of Plutarch's Lives, and (*b*) compositions, chiefly narratives or descriptions, on subjects drawn from reading lessons.

French or German. — 1. Pronunciation ; forms of regular verbs, etc. ; oral reading and translations of easy French or German ; unprepared translation. 2. Writing French or German from dictation. 3. Vocabulary ; English into French or German, oral and written exercises.

Geography and History. — General reviews of geography, with special attention to (*a*) astronomical and physical phenomena ; and (*b*) the political and commercial relations of different countries.

[(*a*) Plutarch's Lives of Famous Greeks. (See *English.*)] ; (*b*) the history of Greece, with historical geography.

Natural Science. (To begin March 1.) — Zoölogy (oral instruction).

Mathematics. — Algebra, including the generalizations of Arithmetic.

Physical Exercise (see note *d*). — Gymnastics or Military Drill for boys.

Calisthenics and Vocal Music for girls.

THIRD CLASS.

Latin. — 1. Aeneid, Books II.–IV.; Sallust's Catiline; easy passages from Cicero's works; unprepared translation. 2. Committing passages to memory. 3. Vocabulary; English into Latin, including re-translation of passages from Sallust and Cicero.

Greek. — 1. Forms; Greek into English, including the translation of about 25 pages from Xenophon's Anabasis; unprepared translation. 2. Writing Greek from dictation. 3. Vocabulary; English into Attic Greek, oral and written exercises.

English. — 1. Reading aloud from (a) Plutarch's Lives of Famous Romans; (b) Addison's papers in the Spectator; (c) one of Scott's novels. 2. Reading aloud, and recitation of, Macaulay's Lays of Ancient Rome and some of Tennyson's, Emerson's, and Wordsworth's poems. 3. Writing abstracts; compositions; and translations from a foreign language.

French or German. — 1. Oral reading; oral and written translation of some modern prose work; unprepared translation. 2. Writing from dictation; committing passages to memory. 3. Vocabulary; English into French or German, oral and written exercises.

History and Geography. — [(a) Plutarch's Lives of Famous Romans; (b) Macaulay's Lays of Ancient Rome. (See *English*)] ; (c) the history of Rome, with historical geography.

Natural or Physical Science. (To begin March 1.) — Either Botany or Physics.

Mathematics. — Algebra, including the generalizations of and applications to Arithmetic.

Physical Exercise (see note d). — Gymnastics or Military Drill for boys.

Calisthenics and Vocal Music for girls.

SECOND CLASS.

Latin. — 1. Cicero, four orations; Virgil's *Bucolics*, and review of the *Aeneid*, Books I.—IV.; translation at sight. 2. Committing passages to memory. 3. Vocabulary; English into Latin, including oral and written exercises based upon passages from Cicero.

Greek. — 1. *Anabasis*, Books I.—IV., or its equivalent; sight translation of easy passages from Xenophon's works. 2. Writing Greek from dictation; committing passages to memory. 3. Vocabulary; English into Attic Greek, including sentences like those of Xenophon.

English. — 1. Reading and study of (*a*) one play of Shakespeare; and (*b*) a part of the English required for admission to college. 2. Recitation of prose and poetry. 3. Writing translations from a foreign language; and compositions.

French or German. — 1. Oral reading; oral and written translation of some modern prose and poetry; translation at sight. 2. Committing passages to memory. 3. Oral and written exercises in French or German composition.

History and Geography. — The history and geography of Greece and Rome completed.

Natural or Physical Science. (To begin March 1.) — Either Botany or Physics.

Mathematics. — Algebra through quadratic equations.

Algebra and Arithmetic reviewed.

Plane Geometry.

Physical Exercise (see note *d*). — Gymnastics or Military Drill for boys.

Calisthenics and Vocal Music for girls.

FIRST CLASS.

(See note *a*.)

Latin. — 1. *Aeneid*, Books V.—IX.; Cicero, three orations; translation at sight. 2. Committing passages to

memory. 3. Vocabulary; English into Latin, including oral and written exercises based upon passages from Cicero.

Greek. — 1. Selections from Herodotus, and sight translations of ordinary passages; Homer's Iliad, Books I.—III., or its equivalent, with study of prosody. 2. Committing passages to memory. 3. Greek composition, oral and written.

English. — 1. Reading and study of the English required for admission to college. 2. Recitation of prose and poetry. 3. Writing translations and compositions.

French or German. — 1. Prepared and sight translations, oral and written, of one or more French or German classics; reading a history of France or Germany. 2. Committing passages to memory. 3. Oral and written exercises in French or German composition.

Mathematics. — Plane Geometry completed.

Physical Exercise (see note *d*). — Gymnastics or Military Drill for boys.

Calisthenics and Vocal Music for girls.

NOTE *a.* — To meet the special needs of those pupils who propose to enter college with the maximum requirements in Mathematics and Science instead of the maximum in Latin and Greek, they will be allowed, — if the circumstances of the school permit and the Principal consent, — (1) to take the maximum either in Mathematics or in Science, in place of either the Latin or the Greek of the First Class; or (2) to take the maximum both in Mathematics and in Science, in place of the Latin and the Greek of the First Class.

NOTE *b.* — In studying a foreign language, ancient or modern, emphasis is to be given to the oral reading of it, especially in the early part of the course. The main objects to be accomplished are ability (1) to translate readily and correctly into English; (2) to *understand* the language from *reading* it, without the necessity of translating it into English.

NOTE *c.* — Not less than three hours a week are to be given to the English Language and Literature throughout the course.

NOTE *d.* — Of the twenty-five school hours in a week, two hours are to be given to Gymnastics or Military Drill for the boys, and to Calisthenics and Vocal Music for the girls; and at least five hours — one each day — to study.

NORMAL SCHOOL.

The course of study in this school is all pursued with special reference to teaching, and is as follows : —

1. Mental and Moral Science and Logic.
2. Principles of Education, School Economy, and Methods of Instruction.
3. Physiology and Hygiene.
4. Natural Science.
5. Study of Language.
6. Elementary Studies.
7. Vocal Music, Drawing, and Black-board Illustration.
8. Observation and Practice in the Training School.
9. Observation and practice in the other public schools.
10. Sewing.

EVENING HIGH SCHOOL.

The course of study includes the following studies, and no others : —

English Composition and Penmanship.

History of the United States.

Commercial Arithmetic and Book-keeping.

Elementary Algebra and Plane Geometry.

French [when it is made evident to the Committee on Evening Schools that the study of that language is necessary in the occupation the pupils follow, or intend to follow].

PROGRAMME OF INSTRUCTION IN DRAWING.

PRIMARY SCHOOLS.

THIRD CLASS. — FIRST HALF-YEAR.

Pupils are to be taught to name lines, as straight or curved, to distinguish their several positions as vertical or upright, horizontal or level, oblique or slanting; to observe their relations to each other as parallel, perpendicular, at right angles or at obtuse or 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 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.

THIRD CLASS. — SECOND HALF-YEAR.

Reviewing the work done in the first half of the year, 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, 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.

SECOND CLASS. — FIRST HALF-YEAR.

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 an inch around the edges of the slate.

The simpler curves to be drawn, then applied in filling squares and triangles, for designing exercises.

SECOND CLASS. — SECOND HALF-YEAR.

The pupils should be able to describe the simpler geometric forms, either in common language or by drawing the forms, or by giving the accepted definitions, 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 two 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.

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 any figure made by use of the ruler than in one drawn by the free hand. The work of the two lower classes in drawing is to be done on slates.

The order of lessons is definitely arranged in the Preliminary Manuals which are furnished to each teacher.

It is to be understood that the learning by drawing the diagrams of geometric definition is intended to give to children correct ideas of the position and relation of lines and points, and the character of regular and to some extent of irregular forms. This is not to be confounded with memorizing the words of the definition, which may be done without grasping the idea of the form described, and thus be useless and painful labor. The correct idea of a line or a form (as for instance, of an oblique line or an equilateral triangle) should come first, then the drawing of the form which expresses it, and lastly the words which define it.

If the child possesses the true idea of a form, and proves its understanding by drawing the illustration as accurately as a child may be expected to do it, then the most concise way of defining the form in words will be easily learnt, because those words will represent knowledge already in the child's mind. But the words without the idea represent nothing to the child, and therefore the committal of them to memory is not to be insisted on. The theory of a definition

in words is that it should reflect an image which exists in the child's mind, and not be a substitute for that image upon the tongue.

FIRST CLASS. — FIRST HALF-YEAR.

Book No. 1.

In this class drawing on paper is first taught, in Book No. 1. The exercises are such as have been frequently worked upon the slate in the four previous classes. In this class the examples are limited to the drawing of straight lines. The work is a review on paper of information which has been before given; the use of paper, lead pencil, and rubber being sufficient to engage the attention of the pupil and the care of the teacher. Enlarging from the printed copies, reducing from the black-board, drawing from dictation, and memory, and elementary design, are continued, and the application of the geometric lines as the basis of simple objects and ornament. Orderly arrangement of exercises on the page is assisted by mechanical help in placing the starting-points of the drawings.

FIRST CLASS. — SECOND HALF-YEAR.

Book No. 2.

The review on paper of previous work is continued in this class, the subjects being curved lines, in Book No. 2. Symmetry and repetition as applied to curves is further illustrated, and the distinction between simple and compound curves shown in the drawing of the circle, ellipse, and ovoid. The influence of these curves in the drawing of ornament, and the outlines or contours of vases and common objects, is to be pointed out and explained by the examples. The stages of progress and order of the several steps in

making a drawing are to be carefully noted, so that the habit may be created of seeing the essentials of a form or group of forms and how they may be secured by a systematic order of proceeding.

In the first class of the Primary Schools it is intended that the teachers should use the black-board to sketch and explain the illustrations printed in the books. The printed examples are to ensure accurate copies for the pupils, and to secure that they shall be seen equally well by all. These examples in the books are not to dispense with explanations and diagrams from the teacher, which are indispensable in every stage of teaching, but to assist them in a proper manner. The same is true of the use of cards in Class 2. There should be no lesson given without the use of the black-board by the teacher; even in memory drawing the subject should be put on the board after the exercises are finished, that the pupils may see what they have forgotten; and the same is true of the dictation lessons,—that omissions may be corrected, and a better attention by those who may have failed to catch the form be secured for future lessons.

GRAMMAR SCHOOLS.

SIXTH CLASS.

Books Nos. 2 and 3.

In the first half of the school year from September to February, Book No. 2, and from February to July, Book No. 3, will be begun and completed. The drawing of large, bold curves is to be practised as well as the tangency of curves to straight lines, and symmetry of compound curves in the contours of objects observed. The subjects of instruction are freehand drawing of common objects and

abstract curves, drawing from dictation and memory, and the practice of elementary design.

FIFTH CLASS.

Books Nos. 3 and 4.

From September to February review Book 3. From February to July the course to be followed in Book 4 is the same as that pursued in Class 6, with the new features of practice in drawing details of historic ornament and the spiral.

FOURTH CLASS.

Books Nos. 5 and 6.

September to February, Book 5, continuing the practice in Class 5 with the new features of conventionalization of natural forms and practice in the use of half-tint, as a background to ornamental forms.

From February to July, in Book 6, the representation of three dimensions, viz., length, breadth, and thickness, is commenced by the introduction of model and object drawing from copies and from the object. The cone and cylinder and other forms circular in section are to be drawn, and objects based upon their geometric construction copied; design and drawing from memory.

THIRD CLASS.

Books Nos. 8 and 9.

September to February, in Book 8, the subject of geometrical drawing is introduced, and designing is to be assisted by instruction in the processes of tracing and transferring, so that the work may be performed with practical accuracy.

No subject hitherto studied is discontinued, but as the additional ones of object and geometrical drawing are now a part of each year's course, those which entirely occupied the time in previous years are reduced in proportion.

From February to July, in Book 9, the subject of model and object drawing embraces the drawing of rectangular planes and solids, such as cubes, steps, boxes, etc., to illustrate the convergence of straight parallel lines retreating from the eye.

The conventionalization of natural flower forms for design, geometrical drawing and exercises, and elements of historic ornament are continued, the examples being graded in progress from those drawn before.

SECOND CLASS.

Book 10.

In Book 10, to be drawn between September and July, the same features are further continued.

FIRST CLASS.

September to January, Book 11.

In this year's practice the element of geometrical form is shown in architectural details of Gothic ornament, and sculptured ornament of that style in the freehand section introduces the use of half-tint to obtain the effect of roundness. Model and object drawing is made to include the drawing of common objects, as a chair and table, on the lines of geometric solids previously drawn, and of circular objects based on the cone or cylinder, lying upon their sides. Design on a bolder scale is pursued, and in it preparation made for applying it to useful objects to be undertaken in the High Schools.

ALL THE CLASSES.

In order to make clear the best rules for the practice of drawing, and the proper use of mechanical aids, the following regulations applying to all classes are stated:—

1. In geometrical and perspective drawing by instruments, and in the practice of designing, all assistance to be derived from the use of rulers, compasses, and tracing-paper is to be allowed, and in drawing from memory of these subjects also.

2. In drawing from dictation and memory of freehand exercises, mechanical aids may be sometimes permitted, and in other exercises wholly disallowed, according to the option and judgment of the teacher; but practice in both manners is better than in one only.

3. In freehand drawing of objects or ornament from the copy or solid, no mechanical aids are permissible, the exercises being tests of the observation and manual skill of the pupils, unassisted, save by the verbal criticisms and tests applied by the teacher. Neither ruling nor measuring is to be permitted. The teacher will be careful to explain to the pupils the best method of testing their work by determining while it is still in the sketch condition the accuracy of convergent or retreating parallel lines in model drawing, the right direction of lines, the symmetry of forms and proportion of parts in ornament.

4. These regulations are based upon the best experience of those who employ drawing and designing for practical purposes, whether in fine or industrial art, and will render a simple and clear answer to the teacher's question of "When and how may mechanical assistance be rightly employed in teaching drawing?"

HIGH SCHOOLS.

JUNIOR CLASS.

Book 12 and Blank Book.

From September to February, Book 12, which contains work similar to that preceding it, but in a more advanced form.

From February to July the Blank Book is to be used for purposes of review. The model and object drawings in this book are to be wholly from the solids, which should be placed in such positions in relation to the light that one or more of their surfaces will be in shade, and the drawing of those surfaces may be tinted with lines to indicate shade and roundness.

MIDDLE CLASS.

September to February, Book 13. February to July, Book 14.

In this class the work is radically developed in every direction. Thus the branch of instrumental drawing includes the study of linear perspective, as a substitute for geometrical drawing; applied design, the application of the originating or arranging powers to the ornamentation of useful objects, succeeds the practice of elementary design in former classes, and the analysis of historic styles of ornament takes the place of drawing details of the several styles in previous years, thus reviewing and localizing the instruction before received. In the first half-year the linear perspective is of objects in which only one vanishing point is employed, called parallel perspective; and in the second half-year angular perspective, using two vanishing points, is studied. The model and object drawing is to be wholly from the solid, and where a side light from one window only can be made

to fall on the object, it may be tinted by lines to indicate shade and roundness, but when this is not obtainable the objects are to be drawn in outline only. The applied design to be for flat surfaces, such as book covers, tile patterns, borders for lace or paper hangings, or other subjects in which relief or roundness is not required, and shading not admissible. Half tinting, to relieve or emphasize parts, is to be allowed and encouraged.

SENIOR CLASS.

September to February, Three 4to Imperial Sheets of drawing numbered 1, 2, and 3.

February to July Three 4to Imperial Sheets of drawing numbered 4, 5, and 6.

No. 1. Plant Analysis and Elementary Design.

No. 2. Applied design for the decoration of a flat surface.

No. 3. A Group of Models shaded with the stump.

No. 4. Historic Ornament shaded with stump or sepia and drawn from the cast.

No. 5. An Applied Design for either wood, stone, metal, glass, porcelain, or terra cotta.

No. 6. A Shaded Drawing (stump or sepia), the subject for this drawing to be elected by the pupil *within* the range of senior class work for the current year.

NORMAL SCHOOL.

The course of study is the same as that pursued by the teachers of public schools for the second grade or Grammar School Diploma, viz. : freehand drawing and design, model and object drawing, drawing from memory, geometrical and perspective drawing.

Time given to drawing in the several grades of schools : —

School.	No. of lessons, per week.	Length of lesson.
Primary, 3d and 2d classes	5	24 minutes.
Primary, 1st class	4	30 “
Grammar	2	45 “
High, Latin, and } Normal } or	2 1	60 “ 120 “

PROGRAMME OF INSTRUCTION IN MUSIC.

PRIMARY SCHOOLS.

THIRD CLASS, FIRST HALF-YEAR.

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.

THIRD CLASS, SECOND HALF-YEAR.

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, pitch names, and numerals. Rote-songs, as selected by the teacher.

SECOND CLASS, FIRST HALF-YEAR.

Review of previous work; then go to the end of Chart No. 12, carefully instructing the pupils according to "Illustrated" Lessons XV. to XXI., inclusive. Rote-songs on pages 15, 16, and 17, and others to be selected by the teacher.

SECOND CLASS, SECOND HALF-YEAR.

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, and syllables. Songs at teacher's option.

FIRST CLASS, FIRST HALF-YEAR.

Review of previous work. Advance to end of No. 20. Continued scale practice as in third class. Rote-songs at discretion of the teacher.

FIRST CLASS, SECOND HALF-YEAR.

General review. Then take Charts from 21 to 36, inclusive. Rote-songs to be selected by the teacher.

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. 232 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 sixth 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. 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 Chro-

matic Scale with syllables, scale and pitch names. Songs at the option of the teacher. Directions given how and when to breathe.

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. Vocal culture continued.

SECOND AND FIRST CLASSES.

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, with exclusion of rote-singing and exercises in writing scales in various keys.

HIGH SCHOOLS.

The High School Music Reader is the text-book for both Mixed and Boys' High Schools.

The Girls' High School Music Reader is the text-book 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. 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.

SUPPLEMENTARY READING.

LATIN SCHOOL.

BOOKS REQUIRED FOR ADMISSION TO HARVARD COLLEGE.

DISTRIBUTION OF BOOKS FOR SUPPLEMENTARY READING
IN HIGH SCHOOLS.

[One set for three class-rooms. An extra set allowed whenever a book is assigned for use in more than three, and less than six, class-rooms; and so on in that ratio.]

40 copies for a set. — "Ballads and Lyrics," for all of the classes.

40 copies for a set. — "The Boy's Froissart," second-year class.

6 copies for a set. — "Swinton's Masterpieces of English Literature," third-year class.

DISTRIBUTION OF BOOKS FOR SUPPLEMENTARY READING IN
GRAMMAR SCHOOLS.

[One set for three class-rooms. An extra set allowed whenever a book is assigned for use in more than three, and less than six, class-rooms; and so on in that ratio.]

CLASS VI.

60 copies for a set. — "Seven Little Sisters," first half-year.

60 copies for a set. — "Each and All," second half-year. This is simple, interesting class-reading, which will aid the Geography and furnish material for both oral and written language lessons.

60 copies for a set. — ⁽¹⁾ "Hooker's Child's Book of Nature;" those chapters of Parts I. and II. which will supplement properly the observational studies of plants and animals, and those chapters of Part III., on air, water, and heat, which will aid the instruction in Geography.

60 copies for a set. — "Poetry for Children," selections appropriate for reading and for recitations.

CLASS V.

60 copies for a set. — "Stories of American History;" for practice in reading at sight, and for material for language lessons.

60 copies for a set. — "Guyot's Introduction to Geography;" the reading to be kept parallel with the instruction in Geography, through the year.

60 copies for a set. — "Hooker's Child's Book of Nature;"

¹ It is to be understood that hereafter when "Hooker's Child's Book of Nature" is to be purchased and furnished to schools, it shall be bound in parts.

those chapters of Parts I. and II. which will supplement the observational lessons on plants and animals.

60 copies for a set. — "Poetry for Children," as in Class VI.

CLASS IV.

10 copies for a set. — "The Wonder Book," }
10 copies for a set. — "Tanglewood Tales," } as collateral

to the oral instruction in "Stories from Mythology."

60 copies for a set. — "Hooker's Child's Book of Nature," as in Class V.

60 copies for a set. — "Poetry for Children," as in Classes VI. and V.

60 copies for a set. — "Readings from Nature's Book." (Revised edition.)

CLASS III.

60 copies for a set. — "Hooker's Child's Book of Nature," }
10 copies for a set. — "The Fairy Land of Science," } as sup-

plementary to oral lessons in Physics, etc.

60 copies for a set. — "American Poems, with Biographical Sketches and Notes," appropriate selections therefrom.

CLASS II.

10 copies for a set. — "About Old Story Tellers;" in connection with "biographical and historical sketches," and as suggesting standard books to be read when obtained from the Public Library, or otherwise.

60 copies for a set. — "Selections from American Authors," as in part collateral to the United States History.

60 copies for a set. — "American Poems," appropriate selections therefrom.

CLASS I.

60 copies for a set. — "Selections from American Authors."

60 copies for a set. — ⁽¹⁾ "Early England;" Harper's "Half-hour Series," Nos. 6 and 14.

¹ It is to be understood that copies of "Early England," Harper's "Half-hour Series," now in stock, are to be used, but that no more copies are to be purchased.

10 copies for a set. — “Green’s Readings from English History.”

60 copies for a set. — “American Poems,” selections therefrom.

CLASSES I., II., and III.

10 sets of “Geographical Plays” (6 pamphlets in a set) for each Grammar School.

DISTRIBUTION OF BOOKS FOR SUPPLEMENTARY READING
IN PRIMARY SCHOOLS.

One hundred and eighty sets of books will be purchased, each set consisting of thirty books. One hundred and seventeen of the one hundred and eighty sets to be First Readers, or parallel reading (seven different kinds), and sixty-three sets to be Second Readers, or parallel reading (seven different kinds).

The one hundred and eighty sets will be distributed as follows among the nine school divisions, — twenty sets in all to each division, thirteen of which are to be First Readers, or parallel reading, and seven sets to be Second Readers, or parallel reading.

Each set will be put into a strong, well-made box, with handles; the boxes to be made for the purpose, each set exactly fitting its box. The division to which it belongs, and the kind of books it contains, to be marked upon each box.

A report card, upon which the teacher shall note the condition of books when received, will accompany each set. The head teacher of the school shall receive the books, note on the report their condition, and see to their distribution in the classes.

Each book will be covered with smooth, strong Manilla paper, and stamped “City Property,” with the date of its introduction into the schools.

The twenty sets of books in each division will form a circulating library in that division, to be moved from school to

ERRATA.

Page 60. Insert before "Distribution of Books for Supplementary Reading in Primary Schools" the following: —

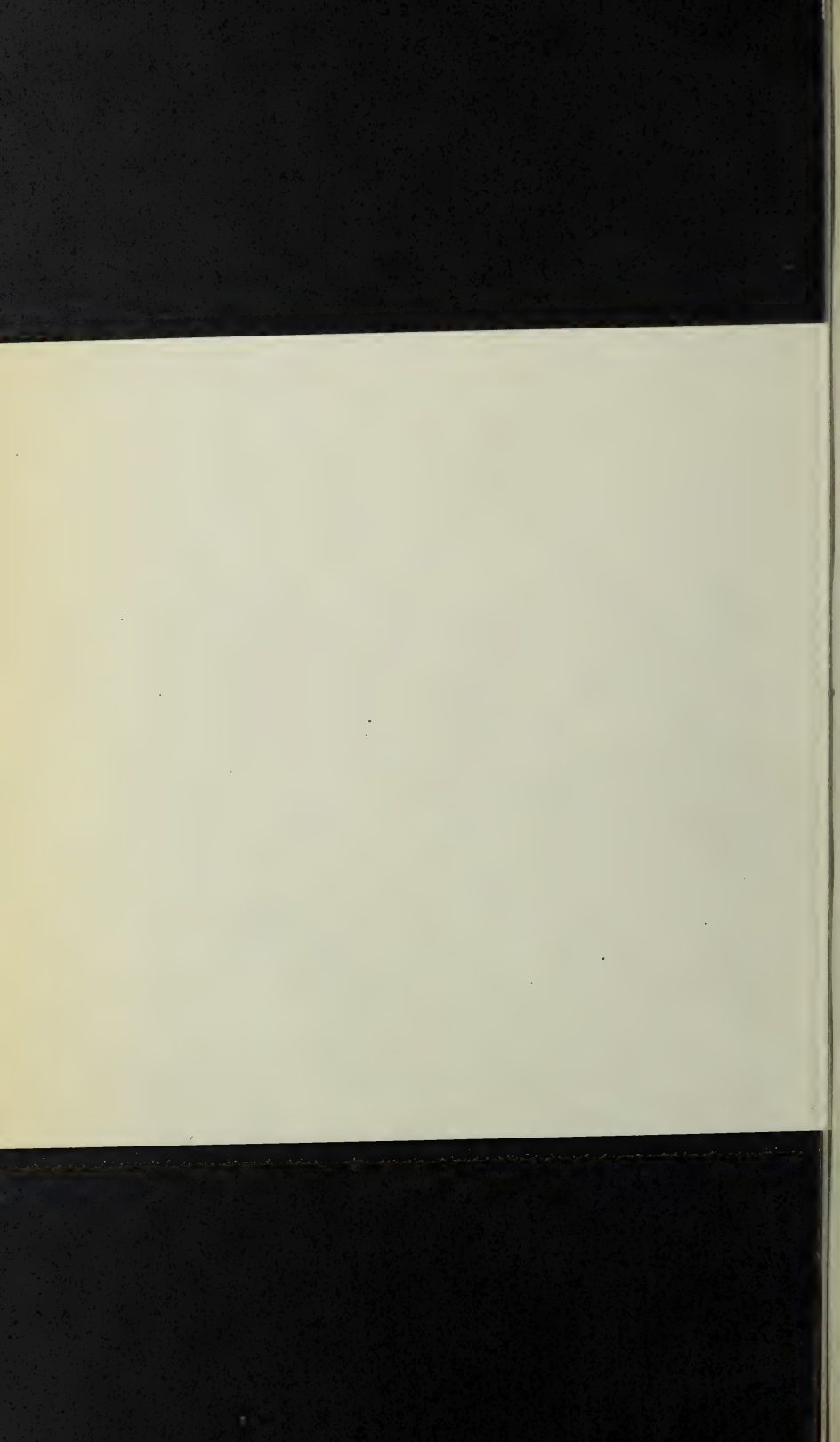
ANY CLASS.

"60 copies for a set. — Six Stories from the Arabian Nights."

Page 61. After "Graded Supplementary Reading," at the bottom of the page, insert the following: —

"Popular Tales, 1st Series.

" " 2d Series."



school, by the boys of the first-class, at stated periods, or when directed by the Supervisor in charge. When practicable, each division is to form one circuit; when not practicable, two or more circuits shall be formed.

For instance, the Third Division would consist of two circuits, — 1st. Somerset-st. School, Anderson-st. School, Phillips-st. School, Blossom-st. School, Poplar-st. School, Wall-st. School, Chardon-court School.

2. Cushman School, Thatcher-st. School, Sheafe-st. School, Snelling-pl. School, Charter-court School.

It will be seen that the distance between two schools is so short that the larger boys can easily carry the books. The books to be conveyed from school to school without expense to the city.

The books shall be in the hands of pupils only when used under the immediate direction of the teacher.

They are never to be used in copying, or to be kept in the pupils' desks.

A set of well-bound books will last from three to five years, if properly used and handled.

In order to keep the supply sufficient to meet the wants of the school, new sets will be duly approved and purchased each year, instead of replacing parts of sets, as the books are worn out. Four sets, two First Readers and two Second Readers, will be supplied to each division every year, in September.

The following books are authorized for supplementary reading in Primary Schools: —

1 " Easy Steps for Little Feet."

1 " Supplementary Reader. First Book." Davis & Co.

1 " Graded Supplementary Reading."

¹The books of the above titles in stock to be used, but no more copies to be purchased.

FIRST READERS.

[18 sets of each book. 30 books for a set.]

Munroe's Reader.

Appleton's “

Harvey's “

Eclectic “

Sheldon's “

The Nursery “

Supplementary Reader. Second Book. Davis & Co.

SECOND READERS.

[9 sets of each book. 30 books for a set.]

Munroe's Reader.

Appleton's “

Harvey's “

Easy Book. [Published by Shorey.]

Our Little Ones.

Golden Book of Choice Reading.

Analytical Reader.

SUPPLY OF SUPPLEMENTARY READING TO THE
PUPILS IN THE PUBLIC SCHOOLS BY THE PUBLIC
LIBRARY.

The subject of supplying supplementary reading to the pupils in the public schools by the Public Library, was referred by the School Committee to the Committee on Text-Books; this committee conferred with the Trustees of the Public Library with the object of preparing some plan which would be acceptable to the Trustees of the Library and the School Committee. The following communication was received by the School Committee:—

IN BOARD OF TRUSTEES OF THE PUBLIC LIBRARY,

May 24, 1881.

Voted, That, recognizing the great success of the system of auxiliary reading, as adopted as a branch of education at the Wells and other schools, the Trustees of the Public Library will assist in the scheme proposed by the Text-Book Committee of the School Committee upon the following basis: They will recommend to the City Government that a special appropriation of \$1,000 for the present financial year of the city be granted by the City Council, to be disbursed upon the following system: — that the whole expense of the purchase of books, and of their distribution, including boxes, transportation, preparation and superintendence shall be paid from the fund, and that the selection of each text-book proceeding from the master, as in his judgment best suited to his purpose from a list prepared and approved by the Text-Book Committee, shall be transmitted to the Librarian of the Public Library, who shall purchase the same either from the regular agents of the Library, or such other party, as in his judgment will be most favorable, and be sent to the master of the school. When received at the Library, each volume shall be labelled, “Special appropriation of the City Council for the use of schools.” And the control and management of the said fund and books shall be assumed by the School Committee at ninety days’ notice from the Trustees of the Public Library that they desire to relinquish the same.

It is also agreed, provided the experience of the coming year is successful, that, unless the City Council, in their next annual appropriation, should provide a sum for auxiliary reading, the Trustees of the Library shall join with the School Committee in petitioning for a special appropriation for the purpose, in such sum as shall be agreed upon conference between the two bodies, to be administered upon the terms herein proposed.

A true copy of the record.

Attest:

MELLEN CHAMBERLAIN,

Clerk.

The School Committee accepted and adopted the plan proposed in the above communication, and authorized the Committee on Text-Books to carry out the said plan in coöperation with the Trustees of the Public Library.

SCHOOL DOCUMENT NO. 20—1881.

R E P O R T

OF THE

COMMITTEE ON EVENING SCHOOLS.

SEPTEMBER, 1881.



BOSTON :
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1881.

IN SCHOOL COMMITTEE,
BOSTON, Sept. 13, 1881.

Laid on the table and ordered to be printed.

PHINEAS BATES, JR.,
Secretary.

R E P O R T .

The Committee on Evening Schools respectfully present the following report for 1880 and 1881 : —

There must always be in a city like ours a large number of persons, who, while they most need an education, are least able to avail themselves of the privilege of attending school. Poverty and the necessity for their daily labor compel many to leave school without even the rudiments of a good education, and prevent others who have never enjoyed any school advantages from doing so. The only time available for self-improvement is the evening. Hence the necessity for evening schools, and the reason for their maintenance and support. Although by statute provision in 1857 the establishment of evening schools was authorized, Boston did not avail herself of the privilege until 1868. Since that time evening schools have been maintained. Your committee believe that the statute should be amended, by changing authorization to obligation. While the city is obliged to maintain certain SPECIAL instruction, which is now given in the evening, it should with more reason be obliged to maintain that general fundamental instruction which is the corner-stone of our social and political fabric.

Hon. Joseph White, Secretary of the State Board of Education, in his report for 1861, in which the subject of evening schools was ably discussed, speaking of the evening schools, writes as follows : —

“ Let these schools be established in sufficient numbers, and with adequate equipments to meet the wants of such of

our communities as need them; and let them receive that cordial sympathy and liberal support which are so freely bestowed upon the common schools, and which their importance seems to deserve, and they cannot fail of doing much to remove from society that lower stratum, of which ignorance is the primitive formation, and from which comes much of the improvidence, unthrift, poverty, and most of the vices and crimes which we deplore, and concerning which the annual reports from our almshouses and prison-houses give most painful testimony.

“They will supplement and complete the work which our school system aims to do, but cannot now fully accomplish, — a work no less than that of giving to every son and daughter of the Commonwealth, however humble, as a common right and at the public charge, that education which shall fit each for the intelligent discharge of the high duties of citizenship in a free State.”

ELEMENTARY EVENING SCHOOLS.

The several schools of this grade opened as usual. The experience of the year *proved* conclusively that there was no real foundation for the expressed anxiety that the buildings might be soiled, defaced, or otherwise injured. And your committee are convinced that it is expedient and desirable to accommodate all the evening schools in the day-school buildings wherever it is possible to do so.

In accordance with the wishes of the Board, as manifested in the regulations, we discharged teachers when the number of pupils attending fell below that authorizing their employment, and discontinued the Dorchester, West Roxbury, and Brighton schools when the numbers fell below the prescribed number necessary to authorize their maintenance.

We can but regard the proposition to restrict the expenditures for all the evening schools to \$15,000 as a measure

which will prove a great disadvantage to their successful operation, and a serious impediment to the good work which these schools are performing. We trust the Board will not take such action, which would require an entire reorganization, and a restricted management, to keep within the limited amount named.

While other cities and towns are liberally maintaining their evening schools without a question arising to impair their usefulness or detract from their good work, we trust that Boston, always among the foremost in her liberality and sympathy for the success of public instruction, will not take such action as will most decidedly detract from the usefulness of this important and necessary department of our school system.

Let us improve our elementary evening schools, give to them our earnest and liberal support, and enhance in every possible way their effectiveness.

EVENING HIGH SCHOOL.

Soon after the establishment of the elementary evening schools the demands for an evening high school were recognized, and such a school was established. It received the generous support of the Board and of the people. The course of study was improved and new branches added as the wants and needs of the pupils required them, and the school reached a standard which resulted in its greatly increased influence, and its work was spoken of by those familiar with it with the highest praise. As mentioned in the report of last year the course of study was revised, and a blow struck at the high position which had been maintained for years. The course as changed was but slightly in advance of the course of the elementary grade, and all that pertained to the work of a high school was taken from it. The Board reinstated the branches which had been taken from the course, and a rapid stride toward its former standard of excellence was observed. Recently the course of study has again been restricted, which

your committee regret, as also the requirement of an admission fee of two dollars from each pupil. The latter we regard as a degrading feature, and not in harmony with the spirit which nurtured and fostered our system in the past.

When the question of providing other accommodations, necessitated by the sale of the building in which its sessions had been held, was under consideration, an order was passed by the Board abolishing the school. Immediately a petition was presented, signed by many of our prominent and philanthropic citizens, asking that a hearing be given to them to show why the school should be continued. The hearing was given, and the Board reëstablished the school and asked the City Council to provide accommodations for it in the new High-School building.

For several years, while many cities of this and other States were maintaining such schools at the public expense, the work was performed in Boston by benevolent institutions and societies. In the recent discussions on the subject it was urged that the city was not legally bound to maintain evening schools, and allusion was made to allowing the work to be again taken up by private institutions. It is a grave question whether the city has the moral right to withhold its aid and leave the work to individual charity.

The fundamental principle of the system of public schools of our country is that all are provided with an opportunity of securing an education. This, to be effective, must be comprehensive. Shall we, then, refuse this opportunity to those industrious and deservedly worthy young men and women, to whom the advantages of the day schools have been denied, but whose desire for advancement in intelligence and culture is so great as to determine them to give their evenings after the day's labor to the acquisition of knowledge?

There are numerous associations in our midst, supported by the generous contributions of our people, who strive by means of pleasant rooms, by amusements, lectures, etc., to

attract the youth from the streets and save them from the temptations to vice and crime. During the past year over a thousand young men and women have attended this school. They have not been sought after, but have come and knocked at the door of our Evening High School and asked to be admitted for the purpose of increasing their knowledge, and preparing themselves to better fulfil their duty to themselves and the community. Shall we even partially close the door to such? Shall we who know their wants, and to meet which will cost but comparatively little, refuse our aid? It was for the purpose of recognizing this right and fulfilling the duty of the State that the law of 1857 was passed.

An entirely wrong and unjust impression of the successful operation of the school has been based upon an erroneous interpretation of the statistics of attendance. From one of the carefully prepared reports of the Supervisor of the school we quote the following with reference to the subject of attendance:—

If the *number of pupils belonging* be compared with the *average number in attendance*, a very unjust notion of the attendance will be formed. For of the whole number of pupils belonging at any one time, only about one-fifth belong *five* evenings of the week, while two-fifths belong on Monday, Wednesday, and Friday, and the remaining two-fifths on Tuesday and Thursday.

If a table could be prepared which would show how many of the pupils had attended regularly and promptly on the nights agreed upon, the result would appear that a very large number of these pupils who are included in the item "Number of pupils belonging" had been constant and regular in their attendance and faithful in their work.

With regard to the character and work of the school, we quote from the Supervisor of the school, as follows. In his report on the school for the year 1878-79 he says:—

I have never seen in school or college less restraint or better

behavior. The good conduct of the pupils was manifest not only in the class-rooms but also in the entries and on the stairways. . . . Teachers trusted pupils and treated them as ladies and gentlemen; and pupils in turn showed their respect for the teachers. . . . I believe there is in the city no school that has done more and that is doing more good.

In the report for 1879-80 he says:—

It is doubtful whether a better-conducted school has existed in Massachusetts.

In the report for 1880-81, he says:—

During my repeated visits to the school this year I have not seen a single case of disorderly conduct. On the other hand, I have observed the pupils—almost without exception—giving close attention to the instructors and showing an earnest desire to improve. Indeed, the school, as now constituted and conducted, could not, in this respect, be otherwise than good. I know quite thoroughly the eight High and the two Latin schools of the city; but, in my opinion, the pupils of no one of them are, in good manners and good conduct, superior to the pupils of the Evening High School. Nor is the instruction inferior to that in the day High Schools. The results attest its excellence. The school needs not a narrower, but a wider, field for work. The natural and physical sciences, civil government, history, and political economy should be added to the list of studies now pursued. Lectures on science and literature—such as are now delivered before the Lowell Institute—should be given to the pupils. For, whatever will add to the general intelligence and will increase the mental training of the young men and women in the city will add sooner or later to its wealth and to its morals.

Such is the opinion of the expert who has given much of his time to the inspection and examination of the school. A former Superintendent, in his report for September, 1874, says:—

Boston needed a public Evening High School quite as much as Elementary Evening Schools. . . . From the outset it [the Evening High School] was eminently successful. The growth and prosperity of

this school has been gratifying in the highest degree. . . . I never visited a school in the city that afforded me more satisfaction than this, and in none is the public money expended to better advantage. . . . I know not one argument for the support of a day High School in this city, on a liberal scale, that is not equally forcible in favor of the liberal maintenance of this useful institution.

These opinions are concurred in by every one who *knows* the work of the school.

It has been recently urged that the city has no legal right to maintain evening schools. When the consideration of the establishment of evening schools was under discussion some years ago, the Legislature provided for the establishment of evening schools by the following legislative enactment [See General Statutes 1860, Chap. 38]:—

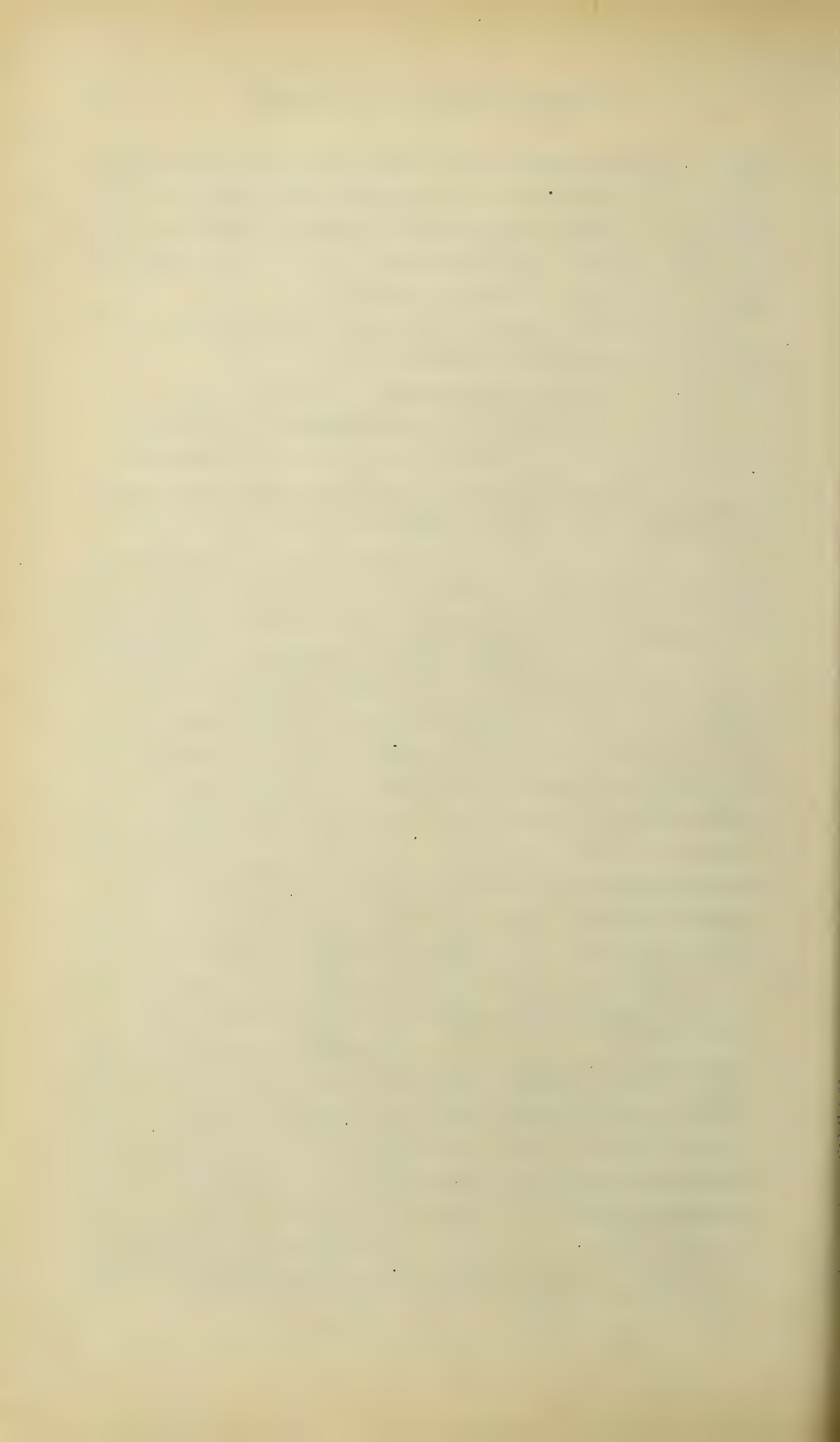
SECT. 7. Any town may establish and maintain, in addition to the schools required by law to be maintained therein, schools for the education of persons over fifteen years of age; may determine the term or terms of time in each year, and the hours of the day or evening during which said schools shall be kept, and appropriate such sums of money as may be necessary for the support thereof.

SECT. 8. When a school is so established, the school committee shall have the same superintendence over it as they have over other schools; and shall determine what branches of learning may be taught therein.

This provision of the statutes establishes beyond the shadow of dispute the legality of the city to maintain evening schools, and the School Committee is empowered to determine the branches to be taught without limitation.

The law allows the maintenance of such a school, and the community needs and desires it. With what consistency can we continue to expend such large sums of money for our day High Schools, and deny the comparatively trifling amount for the support of our Evening High School?

It is sincerely hoped that the Board will see the injustice of limiting, to so great an extent as has been proposed, the



SCHOOL DOCUMENT NO. 21—1881.

PLAN OF INSTRUCTION IN INDUSTRIAL DRAWING

FOR THE

Free Evening Drawing Classes

OF THE

CITY OF BOSTON, MASS.

Arranged for a Course of Two Years' Class Instruction by Lectures
and Demonstrations.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1881.

IN SCHOOL COMMITTEE, BOSTON, Sept. 27, 1881.

Ordered, That 500 copies of the Plan of Instruction for Evening Drawing Schools be printed.

Attest :

PHINEAS BATES, JR.,
Secretary.

PLAN OF INSTRUCTION IN INDUSTRIAL DRAWING.

First year. — Elementary and General, for all students.

Second year. — Applied Elective, in four branches.

1. Freehand Design.
2. Machine Drawing.
3. Building Construction.
4. Ship-Draughting.

FOR THE YEAR 1881-2.

Contents. — Information for students and regulations ; Diary of class lectures ; List of certificate work ; Programme of examinations ; Awards of certificates and diplomas.

Adopted by the School Committee.

INFORMATION FOR STUDENTS, AND REGULATIONS CONCERNING THE CLASSES, BOTH OF FIRST AND SECOND YEAR.

OPENING AND CLOSING OF CLASSES. — Public notice by advertisement will be annually given in the newspapers of the opening of the classes. They will this year be opened on the third Monday in October, and close on the Friday next preceding the third Monday in March. An examination will be held during the last week of the term, after which certificates and diplomas will be distributed.

ADMISSION, COURSE OF STUDY, EXAMINATION. — Applicants for admission must be over 15 years of age. For the first year's course students will be admitted without examination. Those desiring to enter the second year's course will be examined in Drawing from the object, for the Freehand course, and in Plane Geometry for the Instrumental course. New students who have not attended the classes before 1881 will be admitted only to the

first year's course. Students are required to follow the course of study for the year and division to which they belong, and no other drawings but those named in the list and the lecture exercises are permitted to be drawn in the classes.

The first week in each annual session will be devoted to admitting and examining the applicants for admission; the week preceding the distribution of certificates and diplomas will be devoted to the final examinations. No student will be admitted after the last meeting of the classes in October and in January, except by express permission of the standing committee.

TIME AND REGULARITY IN ATTENDANCE. — The classes will be open on Monday, Wednesday, and Friday evenings in each week, during the period specified above, from $7\frac{1}{2}$ to $9\frac{1}{2}$, each evening, and students must be in their places at that time, the rooms being open, and teachers present at $7\frac{1}{4}$. The students will be required to sign a written agreement to attend the whole session, punctually and regularly, unless prevented by sickness, or removal from the district in which the class is held, of which notice must be given to the principal or head-assistant of each school. To entitle the student to admission this agreement must be filled, and presented to the principal or head-assistant of such school as the student may wish to attend.

INSTRUMENTS. — Students requiring the loan of instruments must apply to the curator for them each evening between $7\frac{1}{4}$ and $7\frac{1}{2}$, so as to be in their places at $7\frac{1}{2}$.

DIVISION OF THE YEAR INTO TERMS. — HOLIDAYS AND VACATIONS. — The year is divided into first and second terms; the first being the months of October, November, December; the second being from the beginning of January until the end of the annual session, comprising the months of January, February, and March. Holidays and vacations are the same as in the day schools. N.B. — The term division here indicated cannot be strictly carried out during the present year, as the schools will not open until the third Monday in October.

SIZE AND NUMBER OF DRAWINGS IN EACH YEAR'S COURSE. — In the first year's course 9 drawings are required; to be made, or mounted, when done, on half-imperial sheets, 15×21 inches.

In the second year's course 8 drawings are required; made, or

mounted, when done, on full imperial sheets, except in ship-draughting. One drawing from every set of works in each year will be selected and retained by the School Committee, as city property, for purposes of record. No drawing is to be taken away from the school when finished, until the end of the session. Every drawing, when finished, will be initialled by the teacher of the class.

When accepted by the Director of Drawing, it will be stamped by him, and form one of the certificate set. Records of drawings accepted, examinations passed, and certificates awarded, will be kept by the head instructor of each class, and the general record of all the classes be preserved by the officers of the School Committee, at its office.

CONDUCT OF STUDENTS. — Every student will be furnished with a copy of this plan of instruction on admission, and is expected to read it, and to abide by all the rules and regulations herein stated, as a condition of attendance on the classes. Attendance will, therefore, be regarded as evidence of agreement to comply with the regulations, and follow the courses of instruction.

PROGRAMME.

DIARY OF CLASS INSTRUCTION, BY LECTURES. FIRST YEAR'S COURSE — GENERAL.

DAYS.	HOURS.	SUBJECTS.	
		1st Term.	2d Term.
Monday . .	{ 7½ to 8½	Geometrical Drawing	Perspective.
	{ 8½ to 9½	Building Construction	Machine Drawing.
Wednesday	{ 7½ to 8½	Model Drawing, Outline Copy .	Model Drawing, Object. Shaded.
	{ 8½ to 9½	Model Drawing, Object	“ “ “ “
Friday . .	{ 7½ to 8½	Historic Ornament	Elementary Design.
	{ 8½ to 9½	Botanical Analysis	Applied Design.

SECOND YEAR'S COURSE — ELECTIVE. FREEHAND DIVISION.

DAYS.	HOURS.	SUBJECTS.	
		1st Term.	2d Term.
Monday	7½ to 8½; 8½ to 9½ . . .	Lectures	Applied Design.
Wednesday	7½ to 8½; 8½ to 9½ . . .	Cast Drawing	Ditto.
Friday	7½ to 8½; 8½ to 9½ . . .	Design	Ditto.

INSTRUMENTAL DIVISION.

DAYS.	HOURS.	SUBJECTS.			
		1st Term. General.	2d Term. Elective.		
Monday	7½ to 8½	Geometrical Plane . . .	Machine . . .	Build. Con.	Ship-Draughting.
	8½ to 9½	“ Solid . . .	Screws . . .	Masonry . . .	Designs.
Wednesday	7½ to 8½	Isometric Proj. }	Wheels . . .	Carpentry . . .	Ditto.
	8½ to 9½					Shadows
Friday	7½ to 8½	Intersection Solids }	Machinery . . .	House . . .	Ditto.
	8½ to 9½					Development Surfaces

COURSES OF STUDY.

FIRST YEAR'S COURSE. — INDUSTRIAL DRAWING. — THIRD GRADE.

List of Drawings to be executed in the year. — General Course for all the Students.

INSTRUMENTAL DRAWING.

1. A sheet of Geometric Problems: 1st, planes; 2d, solids.
2. “ 1st, Machine Drawing; 2d, Building Construction.
3. “ Perspective Drawing; 1st, parallel; 2d, angular; 3d, oblique.

FREEHAND DRAWING.

4. A sheet of Model Drawings in outline : 1st, from copy ; 2d, from models.
5. “ Model Drawings shaded with the stump : 1st, from copy ; 2d, from models.
6. “ Model Drawings shaded with pencil : 1st, from copy ; 2d, from models.

DESIGN AND HISTORIC ORNAMENT.

7. A sheet of Historic Ornament, 3 styles.
8. “ Analysis of plant form.
9. “ Designs : 1st, elementary ; 2d, applied.

EXAMINATIONS FOR CERTIFICATE. — The above drawings having been submitted and approved, time and examination for the completion of the certificate will be held at the end of the annual session, as follows : —

Time, six hours (three evenings).

- | | | |
|-----------|---|-----------------------------|
| 1st hour. | Geometric Drawing. | |
| 2d “ | Perspective “ | |
| 3d “ | Machine “ | from memory thirty minutes. |
| “ “ | Building Construction “ | “ “ “ |
| 4th “ | Historic Ornament “ | or blackboard. |
| 5th “ | Design “ | |
| 6th “ | Model Drawing, shaded with the stump from the models. | |

SECOND YEAR'S COURSE.—INDUSTRIAL DRAWING.—THIRD GRADE.

Students must have obtained the certificate for the first year's course, or passed the examinations.

List of Drawings to be executed during the year.

FREEHAND DRAWING.

1. Sheet of group of geometric models and vase, shaded in any medium, point, stump, or brush from solid.
2. Sheet of historic ornament, shaded from cast, in any medium.

3. Sheet of detail, mask, bust, or extremities of human figure, in outline or shaded from copy.

4. Sheet of detail, mask, bust, or extremities of human figure, shaded from cast.

INDUSTRIAL DESIGN.

5. Applied design for flat surface.
6. Applied design for sculptured ornament.
7. Applied design for an object and its ornament.
8. Applied design for any subject chosen by student.

EXAMINATION FOR CERTIFICATE, OR DIPLOMA. — The above drawings and designs having been submitted and approved, time examinations for the completion of the certificate, or diploma, will be held at the end of the annual session, as follows: —

1. Drawing in light and shade from a group of models.
2. Drawing in light and shade historic ornament from cast.
3. Drawing from memory or original design.

Two hours allowed for each exercise.

NOTE. — Students who have obtained the first year's certificate will, on completion of this year's course and passing examination, receive a diploma.

SECOND YEAR'S COURSE. — INDUSTRIAL DRAWING. — THIRD GRADE.

Students must have obtained the certificate for the first year's course, or passed the examination.

List of Drawings to be executed during the year.

INSTRUMENTAL DRAWING.

First Term — General.

1. Sheet of plane geometrical problems, advanced subjects and curves.
2. Sheet of orthographic projection, lines, planes, and solids. Solids to have plane and curved surfaces.
3. Sheet of intersection of solids, development of surfaces, orthographic.
4. Sheet of projection of shadows, orthographic.
5. Sheet of isometric projection of solids and shadows.

Second Term. — Elective.

MACHINE DRAWING.

6. Sheet of screws.
7. Sheet of wheels.
8. Machine, from black-board, section and details.

BUILDING CONSTRUCTION.

6. Sheet of masonry, brick-work.
7. Carpentry.
8. Plans, elevation of house, details.

SHIP-DRAUGHTING.

6. Plan of boat or ship.
7. Section of boat or ship.
8. Elevation of boat or ship.

EXAMINATION FOR CERTIFICATE, OR DIPLOMA. — The above drawings and designs having been submitted and approved, time examination for the completion of the certificate, or diploma, will be held at the end of the annual session, as follows: —

1. Geometrical problems, plane and solid.
2. Isometric problems and shadows.
3. Machine drawing, or building construction, or ship-draughting.

Two hours allowed for each exercise.

NOTE. — Students who have obtained the first year's certificate will, on completion of this year's work, and passing the examination, receive the diploma.

LUCIA M. PEABODY,

Chairman pro tem. of Committee on Music and Drawing.

SCHOOL DOCUMENT NO. 22.—1881.

ANNUAL REPORT

OF THE

BOARD OF SUPERVISORS.

OCTOBER, 1881.



BOSTON :
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1881.

OCTOBER 11, 1881.

To the President of the School Committee: —

The Annual Report of the Board of Supervisors is herewith respectfully submitted.

EDWIN P. SEAVER,
Chairman of the Board of Supervisors.

IN SCHOOL COMMITTEE,

BOSTON, October 11, 1881.

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

Attest :

PHINEAS BATES, JR.,

Secretary.

REPORT.

BOSTON PUBLIC SCHOOLS,
OFFICE OF THE BOARD OF SUPERVISORS, Sept., 1881.

To the School Committee:—

The Board of Supervisors hereby presents its fourth annual report, embodying an account of its proceedings as a Board, and of the labors of the Supervisors.

MEETINGS OF THE BOARD.

The office of Superintendent being vacant during the early part of the year, the Vice-President of the Board was called upon to act as its chairman. The present Superintendent entered upon his duties Dec. 1st, and since then has presided over and added his counsels to the deliberations of the Board. Fifty-one meetings were held. The mere routine business of necessity required much time; but, beyond that, various important matters referred by the School Board or its sub-committees were considered, questions coming up from the schools were answered, and propositions looking towards an improvement in the administration of school affairs were discussed. The results were embodied in reports to the School Board and its sub-committees, in suggestions to those immediately concerned, in some changes in the manner of performing the general duties of the Board, and in the distribution and methods of work on the part of the supervisors. Some of the subjects considered will be indicated under appropriate headings.

CERTIFICATES OF QUALIFICATION.

Early in the year there were two general examinations of candidates for certificates of qualification, with special reference to the evening schools. The first was for principals, requiring second-grade certificates. Seventeen candidates took the examination, but only five of them passed. Subsequently five others of these candidates received certificates of a special grade, on account of previous service, and in accordance with a vote of the School Board, making them eligible as principals of evening schools. The second was for assistants. Twenty-two candidates were examined, and certificates were granted to nine.

The general examination for certificates of all grades, as required by Sect. 142 of the Rules and Regulations, took place during the week of the April vacation. Before issuing the circular announcing this examination and the manner in which it would be conducted, the Board considered anew the whole subject of examinations. The result was, that though the general plan of former years was in the main adhered to, the importance of giving great emphasis to successful experience was even more fully recognized.

It is easy to be seen that an examination might be conducted in such a way as to give the fresh graduates from schools and colleges, and others who may have "crammed" for it, great advantage over teachers of skill and experience. This the Board endeavored to avoid, both in its method of examining and in its final judgment. A want of familiarity with some of the subjects presented was readily allowed for, when accompanied by good evidence of literary attainment, mental ability, and a knowledge of the teacher's art.

In such an examination two questions are in reality, though not in form, put to the candidate: "*What do you know?*" and "*What can you do?*" The Board has nothing upon which to rely in answer to the latter, save in a few instances

the personal knowledge of its members, but the written testimonials of members of Schools Boards, of school officers, and of friends of the candidate. It is always difficult to decide what value shall be assigned to such testimonials when the writers of them are unknown. Sometimes, also, it happens that very able teachers come with a poor show of testimonials, because they do not want it known that they contemplate taking the examination, or have any thought of leaving their present fields of work. There is, therefore, the liability of certificating the unworthy, and of refusing to certificate the worthy, because of overrating the evidence or of its inadequency.

It is still to be regretted that the School Board has not opened some way by which the ability of the teacher applying for a certificate may be practically tested, either by allowing a trial in the schools after a successful examination, or by authorizing, when expedient, the visiting of his school to observe and inquire into his methods of work, and to learn the kind and degree of his success. The certificates of this Board ought to be conclusive evidence of the possession, on the part of the holders, not only of the requisite knowledge, but of those peculiar characteristics and aptitudes necessary to successful teaching.

The number appearing to take the examination last April was a little less than at the last general examination, but the work done showed considerable advance in quality. Ninety-four candidates took the examination. The result was the granting of sixteen *First Grade* certificates, twelve *Second Grade*, fourteen *Third Grade*, and thirty *Fourth Grade*, — seventy-two in all. The last graduating Normal class added thirty-eight to the *Fourth Grade* list of certificated teachers. The supply of well-qualified and properly certificated candidates for vacancies occurring in the upper grades of the schools, may be considered ample for some time to come. It must, however, be added that it is often very difficult to

obtain capable teachers to act as substitutes ; and sometimes impossible, without considerable loss of time.

In addition to the above, ten certificates were granted to persons found competent to serve as sewing-teachers ; and, after individual examination as provided for by Sect. 87 of the Rules, one of *Special Grade* to teachers of Calisthenics and Vocal Drill, two of *First Grade*, one of *Second*, and five of *Fourth*, to teachers, who at once received appointments to places in the schools.

DIPLOMA EXAMINATIONS.

In arranging for the diploma examinations, the end kept in view was to give the scholars a fair chance to show what they knew in regard to the topics introduced, and to indicate their ability to apply such principles as they might reasonably be presumed to have mastered. Differences in the ground covered by the teaching in the several schools, differences in methods of work, differences in the mental tastes and activities of the scholars, were allowed for, by providing to a certain extent for a choice of topics to be considered, processes to be illustrated, or problems to be solved.

The number of candidates for diplomas in the Grammar Schools was 1,453 ; in the High, 661 ; in the Boys' Latin, 27 ; in the Normal, 38. The Committee on Examinations awarded diplomas to 1,411 Grammar-School scholars ; 580 High School ; and to all the candidates of the Boys' Latin and Normal Schools. Of the Grammar-School graduates, 1,176 can enter the High Schools clear, and 235 on probation.

EXAMINATION PAPERS.

The diploma examinations in the different classes of schools, the September examination for admission to the High Schools, and the general examination for certificates of

qualification, required the preparation of about ninety different papers. These were made out by the supervisors in charge of the respective studies, carefully considered by the Board, and, after adoption, laid before the Committee on Examinations for their approval.

ESTIMATE OF SCHOLARS' WORK.

At the request of the Committee on Examinations, the supervisors looked over the scholars' papers of the preceding year with great care, for the purpose of ascertaining the standard upon which they were marked by the various teachers, the consistency of the standard, and the general correctness of the marking.

That there would be differences in the manner of marking was to be expected. No two persons would fully agree in their estimate of the worth of each of fifty or a hundred papers. No one person would probably mark the same set of papers in precisely the same way on two different days. Still, there will be generally no great disagreement among competent persons in designating nearly all of a set of papers as *excellent*, *good*, *passable*, *unsatisfactory*, *poor*, or *very poor*. It is only in regard to a few that no one of these terms exactly describes that there is any difficulty. It is true some teachers may take for *good* what is simply *passable*; and the temptation to take what is really *unsatisfactory* as *passable* is undoubtedly sometimes great. It is true, also, that the standard of excellence in some schools is a little higher than that in other schools. What is considered simply *good* in such schools might be marked *excellent* in other schools. The supervisors, however, found the papers very generally consistently marked. There was no noticeable difference in the standards adopted by the great body of the teachers. The supervisors themselves would have marked the papers on some subjects from a few schools a little lower; other

papers from several schools a little higher. On the whole, they found strong reason for commending the judgment of the teachers, and did so in their report to the Committee on Examinations.

SUPPLEMENTARY READING.

The subject of supplementary reading in the various grades of schools, referred by the School Board, received very full and careful consideration. The quality, quantity, office in the schools, and manner of supply of such reading, all came into view, —the aim being to furnish each school with the needed variety at the least possible expense. The conclusions reached were embodied in a report which received the favorable action of the School Board.

A very important element in what is now regarded as a "new departure" in school administration is this supplying of a considerable amount of reading-matter beyond that contained in the ordinary text-books. It is not regarded as desirable to spend a great deal of time in teaching children to read in an imitative way certain selections from reading-books. The object now is to develop the power of reading; also to create and increase the love of reading. Practice in the recognition of words, in the association of the words with ideas, in the taking in of the thoughts the sentences hold, is the main thing. The utterance of these words in such a way as to give a true expression of the thoughts, important as it may be regarded, is secondary, and generally comes quite naturally when the thoughts are in the mind; or, at most, requires but little assistance from the skilful teacher. It is on this account that the necessity for a constant supply of new and interesting matter, mainly within the capacity of the child to comprehend, yet inciting to mental activity, is so generally recognized.

In another way, especially in the higher classes, is this kind of reading of great value. The idea that the "text-

book " covers the whole ground, contains the whole of the subject to be studied, and is infallible in its statements and perfect in its plan and methods, belongs, or should belong, to a very ancient time. The teacher is now supposed to have such a practical knowledge of any given subject that he can teach that subject without the aid of a text-book. The text-book is of service to him, but he is not dependent upon it, and is not held to its methods. He leads his scholars to supplement the daily lessons by collateral reading and observation. Geography, history, language, natural science, are in this way more vividly and understandingly taught. The scholars gain something beyond the mere information that is conveyed into their minds, — they learn to read with a purpose. This is a great step onward, — one not so likely to be taken under the old way of teaching.

It can confidently be stated that great good has come into the schools through the supply of supplementary reading. The more judicious selection of books, and the more systematic use of them now contemplated, will secure even better results.

The assistance rendered by the Trustees of the Public Library in the furnishing of instructive reading to the schools deserves, in this connection, especial mention. The inception of the plan of making the Public Library an auxiliary to the public schools is to be credited to Judge Chamberlain, the Librarian. The Wells School was selected for the experiment. Through the intelligent and hearty coöperation of its master, the success of the experiment was so marked that the advantage of this connection with the Library was sought by other schools. The preliminary steps have now been taken for bringing all the High and Grammar Schools into this connection. Beyond the immediate gain to the schools that will result from the carrying out of the proposed arrangements, there will come an incalculable good from the influence it will undoubtedly have on the scholars in their subsequent use of the Public Library.

COURSES OF STUDY.

It was not found necessary to consider in full the various "courses of study." These were purposely left flexible enough to allow the principals full freedom in arranging for the teaching of the assigned subjects. The "High School course," however, was, at the request of the High School Committee, and after a full consultation with the headmasters, revised. The changes proposed were subsequently adopted by the High School Committee and the School Board.

PLAN OF WORK.

Thus far this report has presented matters which relate principally to the proceedings and action of the Board, — matters which have engaged the attention and occupied the time of the supervisors outside of the hours of the school sessions. Generally the school-hours, and oftentimes more than these hours, were spent by them at the schools. Only thus could they meet the demands made upon them as inspectors, examiners, advisers, and directors.

The plan of work was essentially the same as that of the preceding year. Three of the supervisors had the High and Grammar Schools under their supervision, making such a division of the work among themselves as was practicable. The other three had full charge of the Primary Schools, dividing the city into three sections and assigning the schools of one section to each. There was, besides, the same individual relation to the several studies pursued in the different grades of schools as existed in former years.

VISITS TO THE SCHOOLS.

The Latin and High Schools are in eight buildings; the Grammar, in fifty; and the Primary, in one hundred. About six hundred and fifty rooms were occupied by the

High and Grammar Schools last year, and four hundred and eighteen by the Primary. The supervisors of the former were therefore obliged to divide their time among a greater number of classes than the supervisors of the latter. Some of the small outlying Primary Schools were probably not visited oftener than once a month, — ten times during the school year; but, generally, the Primary Schools were visited from fifteen to twenty or more times each. These visits varied in length according to the needs of the schools. Sometimes five minutes were enough for the special purpose in view; sometimes an hour or more would be required. On occasions of examination a full half-day would often be given to the class examined. The whole number of visits made by all the supervisors in all grades of the schools can hardly fall short of twelve thousand.

INSPECTION OF THE SCHOOLS.

In connection with school-visiting the supervisors endeavored to become so well acquainted with each school as to know its spirit and methods, its characteristics, its sanitary arrangements, the effectiveness of its heating and ventilating apparatus, and whatever concerned its general well-being. Detailed reports covering all these particulars, as set forth in Sect. 139 of the Rules and Regulations, were carefully drawn up, with such recommendations as seemed advisable, and placed in the hands of the respective High School and Division Committees.

EXAMINATION OF TEACHERS' METHODS AND WORK.

A very delicate and important duty in connection with school-visiting is that required by Sect. 138 of the Rules, viz., "to examine each teacher's method of conducting a school, and of teaching classes in various branches of study," and "to record the results of the examination in suitable books."

The record made, in accordance with this requirement, prior to the division of work made necessary by the assignment of three supervisors to the oversight of the Primary Schools, was nearly always the opinion of several supervisors. One supervisor, for instance, had the special supervision of all the schools in a certain section of the city, and was responsible for the record as far as the teachers of these schools were concerned. But the other supervisors visited these same schools in the interest of the particular subjects of study assigned to them, and gave to the special supervisor their opinion in regard to the methods and success of each teacher. His judgment, therefore, was based upon their reports as well as upon his own observation. Since the division of work referred to, each supervisor has been compelled to rely more directly upon his own judgment. Still, it has been the general practice for the supervisor who felt compelled to make a report unfavorable to a teacher, to ask another supervisor, or, if need be, two or more supervisors, to examine into the case; and, if not confirmed in judgment, to modify his report accordingly. It is felt very strongly that it is the duty of supervisors and of all concerned in the administration of school affairs to act for the interest of the children; but it is their duty, also, to be just and sympathetic in their dealings with the teachers.

The record last year was made by the several supervisors after careful observation and examination, and includes all of the teachers then in the employ of the city; but it is understood that each supervisor is responsible only for that part of the record made over his own signature.

EVENING SCHOOLS.

The duties of the supervisors in regard to the Evening Schools, beyond the examining and certificating of candidates for the position of teachers, were to recommend, at the re-

quest of the Evening School Committee, suitable text-books, and books for supplementary reading; to visit and examine each school once a month during its season, and to report monthly thereon to the chairman of the Committee on Evening Schools. At the beginning of the school year an assignment of Evening Schools was made, two or three schools to each supervisor, for the purpose of visitation. In order to report more intelligently the supervisors visited the schools oftener than was required. The reports were made with more or less fulness, as circumstances warranted. The condition of each school was plainly set forth, and such criticisms were made and suggestions offered as seemed judicious. These reports are in the hands of the chairman of the Committee.

The supervisors are united in their testimony that some of the Evening Schools of last winter were well managed, and that the schools as a whole made a considerable advance.

MISCELLANEOUS WORK.

There was much that the supervisors were called upon to do, of which no detailed report can be given. The meetings of the sub-committees of the School Board were numerous, at which the presence of supervisors was desired. The printing of the examination questions and other papers required careful oversight. Consultations with teachers were, of course, very frequent. Many interviews were held with candidates for places in the schools, and the desired advice given. Parents, and other citizens, sought information, which was cheerfully imparted. Much time was given to the examination of text-books, arrangements for systematic work, and in investigating such matters relating to the schools as were referred to individual supervisors.

PRIMARY SCHOOLS.

As the Primary Schools for the two years just ended were under the care and direction of three supervisors, it seems proper to devote a portion of this report to some account of the work done in these schools and of their present condition.

It should be stated that the Board of Supervisors had manifested a great interest in the Primary Schools, and had in such ways as were open done what was possible to introduce improved methods of work. The new "Course of Study," prepared the year before and adopted by the School Board, accompanied with the "Suggestions," may be regarded as the commencement of the general change in the aims and methods of these schools. These schools, however, were at that time under the control of fifty or sixty directors, very many of them it is freely conceded able and wise, but each one acting independently, and having his main interest in the Grammar Schools. It was not, therefore, till the School Board placed all the Primary Schools under the same control that the way was opened for a concentration of efforts in their interest. The three supervisors originally selected took charge of these schools in September, 1879. They were in entire harmony, and had the full coöperation of the Superintendent, and of the Committee on Primary Schools. During the two years there was a change of one supervisor, and, also, of the Superintendent; but there was no change, other than that of a reinforcement of energy and an increased momentum, in the general direction and progress of the work, or in the coöperation received.

It was not the purpose of the supervisors to lay down any plan of teaching to be blindly followed, but to lead to a clear conception of the work to be done, and to an understanding of the principles upon which rational methods of doing that work must rest,— sure that, those principles grasped, the method would come of itself. Indeed, they knew that the wise

teacher follows no one method, but adapts herself to the differing circumstances, reaching each mind by whatever channel is most serviceable. Though a general plan of teaching this subject and that was decided upon, in the following of that plan there was abundant opportunity for the exercise of the teacher's originality, ingenuity, and skill. It has been by conferences with the teachers, *en masse*, in divisions, classes, schools, and by exercises in the school-rooms, that the supervisors have from the beginning directed, suggested, and aided the work of Primary instruction.

READING.

The Board of Supervisors had recommended, on different occasions, that reading-books in common type be substituted for those in Leigh's type in use in the Primary Schools. The School Board had finally left the decision in regard to this change to the several division committees. The Superintendent and the Primary supervisors united in a request to the different committees to make the substitution referred to above. All the committees granted the request.

This change was desired, not because no good came, or could come, from the use of Leigh's type, but because the method or methods that seemed to the Superintendent and supervisors the most philosophical in teaching reading did not require its use. Being convinced that there was considerable advantage in beginning with the written forms of words, it appeared to them the better way to go, after a little practice in reading written words and sentences, to the corresponding printed forms, and accustom the scholars to recognize the words as they appear on the printed page. Familiar as the teachers were with the elementary sounds of the language, it was possible for them to give the children the advantage of any desirable analysis of spoken words into elementary sounds, and to associate these sounds with

the letter or letters representing them. Thus correct mental pictures of the words would be formed, and the power of making out unfamiliar words gradually developed. All the good that came through the use of Leigh's type could be gained, and more, without any of its disadvantages.

The general order of proceeding is something like this : an object is presented. Its name is uttered. The name is associated with the object. The name is then written. The written form, also, is made to suggest the object, and the reading it is simply giving the name of the object. By degrees a correspondence is established between the spoken and the written word. One suggests the other. A few words learned in this way prepare for sentence reading. The child says something in words of which he knows the written forms. What he says is written. Time is given him to make out the words ; and he finally reads what is written, as he said it. Thus far words are learned as wholes. Next comes the showing that the spoken word is generally a uniting, or running together, of different sounds. This is done through slow pronunciation. By writing while slowly pronouncing, it is shown how the different parts of the written word represent the different sounds. This leads to an analysis of the written word. The names of the letters composing written words are then gradually taught, but are not made prominent until an association is formed in the child's mind between the sounds of the spoken words and the letters of the written ones.

It is kept in mind that in teaching reading in the elementary classes, the object is not that information may be gained from the reading, but that the children may learn *how to read*. Consequently, the subject-matter must be within the limits of their intelligence, and made up of words which are familiar to them when used in common speech. The class-exercises, therefore, are so arranged as to give much time to easy conversation in connection with the study of things and

daily experiences, that the children's knowledge may thereby be increased, their vocabulary extended, and right forms of expression gradually gained. It is meant that the written word shall really be to them the sign of an idea, and the reading of a printed sentence the expression of a thought that came through it into their minds. The child himself must know he is not reading, if his mind does not take in the ideas the words express.

WRITTEN WORK IN LANGUAGE.

The copying of the words and sentences written upon the blackboard follows very closely upon the learning to read them. In time the child learns to write words from memory, to put some of his own thoughts into sentences. He writes the names of familiar objects before him, of those he can think of in a given connection, of things represented in a picture; writes sentences suggested by what he sees, describes objects, describes acts; and so goes on with this language-work, writing letters, writing out stories he has heard or read, making up stories of his own as suggested by pictures and incidents. As scholars come to know words, they use them in speech and writing, and become as familiar with them in form as in sound. In connection with these exercises is the use of capitals, and of the common stops and marks.

NUMBER.

In teaching numbers the same idea is kept in view. The words used are to have a real meaning to the child. He may be taught to say "Seven times nine are sixty-three," without knowing "seven" or "nine," much less, "sixty-three." He is now taught to say only what he is shown, or what he makes out for himself and really knows. His number work is at first entirely with objects. The term "seven," for in-

stance, is not given him till he needs it. Having learned the first six numbers, when he puts another object with his group of six objects, he knows he wants a new word to express the number. That given, he ascertains the relation of the number he has before learned to this new number. He obtained the number by putting together six objects and one object. He sees that if he takes away the one object, he will have the six left, and if he takes away the six objects from the seven group, he will have the one left. He finds he can divide his seven group into groups of two and five; also into groups of three and four. So he sees that two and five put together make seven, and three and four put together make seven. If he takes two from seven, he leaves five; three from seven, he leaves four; and so on. Later, beyond the combining and subtracting in this form, when he can do so, he divides his large group of objects into smaller equal groups. He finds, for instance, that he can arrange his twelve objects into six groups of two, two groups of six, three groups of four, and four groups of three. So his "twelve" becomes six twos, two sixes, four threes, or three fours. He learns nothing by "rote," but everything intelligently. When this work is thoroughly done, the need of any memorization of the tables scarcely ever appears.

The method of work as indicated may seem a slow process, and at first to yield but meagre results. It has the merit, however, of securing the activity of the child in presenting the objects in such a way as to suggest the facts he is to learn, and his attention to them for statement in words and in arithmetical forms; thus establishing the conditions for their correct apprehension and retention. Moreover, he is unconsciously exercising his inventive faculty, taking his first steps in inductive reasoning, and, beyond the gaining of the elementary facts of number necessary to quick and correct reckoning, is acquiring the habit of studying out things for himself.

DRAWING AND MUSIC.

The plan of teaching these subjects as prescribed by the Committee on Music and Drawing has not been interfered with. The teaching in music is not so satisfactory, on the whole, as when the Primary Schools could be frequently visited by the music teachers. In addition to the required work in drawing the scholars are encouraged to reproduce drawings from the blackboard, copy pictures, and to try sometimes to make pictures from objects. This is one of the most effective ways of keeping the children pleasantly employed.

DISCIPLINE.

The present modes of teaching have had a decided effect upon the general management of the schools. In some of the best of them there is nothing to suggest that any government is required. The scholars are busily at work at their desks, happily employed about the kindergarten table, or with eager spirits engaged in some exercise. They are by no means always quiet, but they are generally in order, doing in a natural way whatever is set for them to do. The teacher may sometimes have to check their enthusiasm, but is not called upon to face insubordination. Direction is now the rule of the school-room, not repression. The methods of the kindergarten find a place in the lower classes. Making figures with shoe-pegs, working out geometrical forms, or weaving mats out of colored splints, and like employments, come in as play to train the hands and educate the eye, and fill up the hours that otherwise would have been spent in idleness, or in mischief.

RESULTS ENCOURAGING.

It is not intended to imply that the schools are all successfully managed and taught in the ways indicated, or that the

full results aimed at from the beginning have been reached. It must be kept in mind that not yet has any class been taken through the three years' course upon the new plan; that the teachers required time to comprehend the principles involved in the proposed methods of work; that their first efforts were without the enthusiasm that comes from faith in processes and results. Still, the gain in the Primary Schools, in several directions, has been very decided. One of these directions is indicated by the fact that the first-class scholars of every school *could* be subjected to the tests applied by the Superintendent: one, the "silent-reading" test; the other, writing a story from a picture they had never seen before, without any assistance from the teacher. Plainly seen as it is that much remains to be done, there is the assurance that if so much could be accomplished under the circumstances alluded to, much more can be accomplished under present conditions.

THE PRIMARY TEACHERS.

To the Primary teachers great credit must be given for whatever has been gained. It was with some misgivings and regrets that the great body of them found themselves under a new direction. But they very generally adapted themselves to the situation, learned what was to be done, and conscientiously and cheerfully applied themselves to the best performance possible of the duties devolving upon them. The supervisors were obliged to make some demands upon their time, as frequent meetings were necessary to consider the nature of the work to be undertaken, and the methods to be followed; to explain the character and purposes of the new classification, and the steps to be taken that the work might be carried on systematically and without breaks. The teachers, however, gave a willing attendance, and many of them took an active part in the necessary discussions.

SCHOOL-VISITING.

Teachers often get a fresh inspiration and encouragement from visits to other schools. Even an excellent teacher will find something in other teachers that she can turn to advantage; and the inexperienced cannot fail to profit from witnessing the skilful handling and instruction of classes by one whose enthusiasm, knowledge, and tact make her seem to "the manner born." The seeing good work done has a wonderful effect in inciting to the doing of work as good, and in opening ways for the doing of even better things. A teacher, too, is very often made conscious of her own faults by recognizing like faults in others. Help is gained by learning what to avoid as well as what to imitate.

The Division Committees have given the teachers some opportunities for visiting schools. But it would be well, as far as the Primary Schools are concerned, if the rules of the School Board allowed the teachers a little more liberty in this direction. It is not always easy to make suitable provision for the care of the scholars during the teacher's absence; and often it is desirable that all the teachers of a school should take the same day for visiting certain other schools, that they may afterwards compare notes and take some concerted action in regard to the general management and aims of their own school. If, for instance, two days a year could be allowed for this purpose by the respective Division Committees, it would undoubtedly prove of great advantage.

ATTENDANCE.

The attendance on the Primary Schools was during the winter and spring greatly affected by the diseases so generally prevalent among the children. In some schools the average attendance for many weeks fell below fifty per cent. The teachers labored under discouraging circumstances, as they

naturally desired to advance their classes as a whole, and accomplish well the year's work. This large non-attendance affected the result in the case of class-examinations, but not to the extent anticipated. The group system of teaching, now encouraged in the Primary Schools, easily adapts itself to this inequality of advancement.

PROMOTIONS TO THE GRAMMAR SCHOOLS.

The examination of the candidates for promotion to the Grammar Schools showed that the half-year during which a part of the first class had been detained in the Primary Schools, because of the new rule of the School Board requiring annual promotions, had not been lost. Generally these scholars had progressed considerably beyond the Primary course of study. The other portion of the class came well up to the standard of requirement. The supervisors were therefore able to pass more scholars into the Grammar Schools than were sent at both promotions the year previous. The number sent on account of age, though lacking the necessary qualifications, was considerably less.

THE SYSTEM OF ANNUAL PROMOTIONS.

As far as supplying the Grammar Schools is concerned, it would seem that the plan of annual promotion is working well. It is clear that it is an advantage to the Grammar Schools, as it avoids that breaking up of classes and crowding up of scholars so annoying to the teachers, and detrimental to steady and sound progress. In some localities the work in the lowest classes of the Primary Schools was rendered less satisfactory by the overcrowding, because of the difficulty of finding proper accommodations. If the City Council shall provide the accommodations that have been asked for, the advantages of the present plan will be experienced in all the Primary Schools.

SPECIAL ASSISTANTS.

The employment of special assistants in third classes, when the number of pupils to a teacher exceeds fifty-six, has proved an excellent arrangement. It is true there are experienced teachers who prefer to do without such help. Generally, however, special assistants are desired; and the supervisors are convinced that much better work is accomplished in these large classes through their service than possibly can be without it. Especially is the gain seen in writing, and in slate work generally; in the employment of the children in kindergarten ways, and in blackboard exercises. Then, too, these special assistants are acquiring that skill in teaching and that art in managing children, which make them more capable and successful when called to fill vacancies in the corps of regular teachers.

SECOND ASSISTANTS.

Second assistants were appointed in twelve of the large Primary Schools. These have taken charge of the school-supplies; received and placed new scholars; attended to required reports; sent, in cases of emergency, for such substitutes as were designated; rendered assistance to new teachers; exercised a control in the arrangements for order in and about the school building, outside the school-rooms; and performed such other duties as were assigned them by those in charge of their respective schools. Thus far only good results have appeared. The Division Committees have been naturally slow in appointing to this new office. The hasty selection of such teachers without regard to ability, characteristics, or the circumstances of the schools, would prove an injury rather than a benefit. The Board of Supervisors, however, earnestly recommends the appointment, as the way opens, of sensible, capable, and experienced teachers

to these positions, confident that there are Primary teachers deserving of this elevation in rank, and confident that their oversight and general influence will in many ways prove beneficial to the schools.

SUPERVISION.

In the report of the Superintendent, September, 1874, may be read the following paragraph:—

“It is certainly a remarkable fact that the School Board does not possess authoritative and reliable information in respect to the standing of a single class in any one school in the system, from the lowest forms of the Primary Schools to the graduating classes of the High Schools.”

Remarkable as is the statement, it was the literal truth. To-day, however, the condition of things is entirely changed. From the reports and records of the supervisors, as made during the year just past, the Superintendent and every member of the School Board can obtain this information, not only in regard to a “single class,” but in regard to every class in all the grades of the schools. In addition to this, he can know the conditions under which every school is carried on, its spirit and methods, and its accomplishments; and he can form a fair idea of the governing and teaching capacity and effectiveness of every teacher who has been for any time in the employ of the city. The value of this knowledge in its bearing upon school legislation and direction, in its influence upon the schools themselves from the very fact of its existence, can hardly be overestimated.

Changes that have been wrought in the Primary Schools have been indicated. Changes quite as marked may be pointed out in schools of other grades. It is not necessary to claim that these are entirely due to supervision. Various circumstances have tended to a renewed discussion of pedagogical principles and methods. The teachers generally

have been interested in this discussion, and have profited by it. The admirable courses of lectures by the Professors of the Institute of Technology upon different branches of natural science, designed to meet the special wants of teachers, have produced their effect upon the schools. Influences are still at work leading to a more thorough study of the laws of mental development, and a consequent wiser application of them through the methods of the schools. But it can be claimed that supervision has constantly recognized and encouraged this movement in the direction of better teaching, and, as far as its limited function allowed, enforced attention to it wherever necessary.

Were the methods of teaching the different branches of school study, now prevalent in the schools, described, it would be seen that in many branches they are quite different from the methods of five or six years ago. Two or three instances of this, in the Grammar Schools, may be referred to. Take English Grammar. The study of technical grammar is put farther on in the school course; and, instead of the unprofitable parsing of words, and the mechanical analysis of sentences, there is at first simple practice in the use of language. Thought is excited; the right expression of it brought out, new ideas occasioning the want of new words and new forms of arrangement; and the scholars are led through the use of language to an understanding of its recognized forms, and a familiarity with them. The foundation is thus laid for the study of grammar proper, and the scholars are habituated to composition. Hardly less observable is the change in the manner of teaching Geography. It is no longer "a study of dry details," but a study of the diversified surface of the earth, its varied climates, the distribution of vegetable and animal life, and "the conditions of human life as to manners, customs, occupations, governments, and religions." History furnishes no more the staple for *memoriter* recitations, or the answers merely to

questions. It is the story of what has been, filled with human interest because woven from human lives. The recitations are generally topical or biographical. Oral instruction in natural science has made a place for itself, and, as the scholars are led to observe and think for themselves, becomes of great value. Looking at the mere outside, no change in the general order of the schools would, perhaps, be visible; but looking underneath, to the motives operating, a marked difference in many schools would be recognized.

These things, however, are only alluded to as the beginnings of the work in progress. They show, to a certain extent, what has been accomplished in the schools most favored by wise management and skilful teaching. It is getting to be felt that there is a science of education, and that out of that science will come the true art of teaching. It is for the teachers to seek to be masters of that art; and it is but their right to have all the freedom and aids their position requires. It is for supervision to do them all the service possible by bringing about the conditions necessary to the best results.

THE COMING YEAR.

At the close of the school year the Board of Supervisors gave careful consideration to the requirements of the coming year. For the reasons so well set forth in the last report of the Superintendent, the School Board gave the charge of the Primary Schools to the six supervisors, leaving the supervisors who had had the charge of those schools free to share in the supervision of the other grades. No loss is in any way anticipated from this change, and an evident advantage is to be gained by it. All the supervisors will now have a common work and common interests, and the opportunity of keeping in view the progress of pupils through all of the school course. The Superintendent was requested to make

the apportionment of the schools of different grades, and to assign to the respective supervisors. A general plan of operations was decided upon, and measures were initiated looking towards more systematic and effective methods of work.

In closing this report the supervisors would express their grateful acknowledgment of the aid they have received from the School Board, and its various sub-committees, in the performance of their duties.

Respectfully submitted,

JOHN KNEELAND,
For the Board of Supervisors.

SCHOOL DOCUMENT NO. 23. — 1881.

REPORT

OF

COMMITTEE ON SUPPLIES

ON

Cost of Supplementary Reading.



BOSTON:
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1881.

IN SCHOOL COMMITTEE, Oct. 25, 1881.

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

Attest: PHINEAS BATES, JR.,
Secretary.

REPORT.

The Committee on Supplies, to whom was referred, Oct. 11, 1881, an order that the said committee be instructed to present to the Board the cost of supplementary reading to the present time, with an estimate of the additional expense necessary to carry out the plan for supplementary reading as contained in the report of the Committee on Text-Books, Doc. 14, 1881, respectfully submit the following report:—

The cost of supplementary reading to the present time is as follows:—

April 1, 1878, to April 1, 1879.

Primary Schools	\$931 44	
Grammar Schools	1,128 00	
	\$2,059 44	\$2,059 44

April 1, 1879, to April 1, 1880.

Primary Schools	\$4,393 27	
Grammar Schools	11,161 98	
Stock purchased during the year and now on hand	7,679 20	
	23,234 45	23,234 45

April 1, 1880, to Oct. 25, 1881.

Primary Schools	\$1,453 67	
Grammar Schools	5,785 21	
High Schools	524 00	
Stock purchased during the year and now on hand	135 15	
	7,898 03	7,898 03

<i>Carried forward</i>		\$33,191 92
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<i>Brought forward</i>	\$33,191 92
Less for cash received for use and sale of plates belonging to the city	3,381 59
Total net cost	<u>\$29,810 33</u>

RECAPITULATION.

April 1, 1878, to October 25, 1881.

Primary Schools, supplementary reading furnished	\$6,778 38
Grammar Schools	18,075 19
High Schools	524 00
	<u>\$25,377 57</u>
Stock purchased and now on hand,	7,814 35
	<u>\$33,191 92</u>
Less for cash received for use and sale of plates belonging to the city.	3,381 59
Total net cost, as before	<u>\$29,810 33</u>

The estimated cost of the additional expense necessary to carry out the plan adopted by the Board, June 28, 1881, as contained in the Report of the Committee on Text-Books, provided the maximum number of copies allowed are requested and granted, will be as follows:—

PRIMARY SCHOOLS.

As per estimated cost in the Report of the Board of Supervisors on Supplementary Reading,
Doc. 7, 1881 \$1,051 56

The books adopted for the Primary Schools have already been purchased, and are being sent to the schools.

Cost for Primary Schools carried forward . \$1,051 56

Primary Schools brought forward . . . \$1,051 56

GRAMMAR SCHOOLS.

The following books will be required to complete the list authorized for use in the Grammar Schools:—

1,632 Seven Little Sisters, @ .40 . . .	\$652 80	
1,684 Each and All, @ .40 . . .	673 00	
1,883 Guyot's Introduction to the Study of Geography, @ .55 . . .	1,035 65	
3,584 Hooker's Child's Book of Nature, complete, or equivalent in parts, @ $.75\frac{6}{10}$. . .	2,709 50	
1,401 Stories of American History, @ .40	560 40	
393 Hawthorne's Wonder Book, @ .75	294 75	
335 Hawthorne's Tanglewood Tales, @ .75	251 25	
3,380 Readings from Nature's Book, @ $.54\frac{1}{6}$	1,830 83	
530 Fairy Land of Science, @ .90 . . .	477 00	
500 Green's Readings from English History, @ .90	450 00	
3,000 sets Geographical Plays, @ .09 . . .	270 00	
4,995 American Poems, @ .60	2,997 00	
	<hr/>	12,202 78

HIGH SCHOOLS.

32 Swinton's Masterpieces of English Literature, @ \$1.31	41 92
Total estimated cost	<u>\$13,296 26</u>

For the Com. on Supplies,

JOHN B. MORAN,
Chairman.

SCHOOL DOCUMENT NO. 24—1881.

REPORT

OF THE

COMMITTEE ON SEWING.

1881.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1881.

IN SCHOOL COMMITTEE, BOSTON, Oct. 11, 1881.

Accepted and ordered to be printed.

Attest: PHINEAS BATES, JR.,
Secretary

REPORT.

The example of the Boston schools is often brought forward by those interested in introducing sewing into the public schools of other cities; and letters are frequently received asking information as to the methods pursued here, their success, and various other points of interest. Your committee have thought it well, therefore, to give in the report of this year a brief historical sketch of the introduction of sewing into our schools, with such other information, interesting and useful, for present or future reference, as it might seem wise to embody in a permanent form.

By referring to the records of the Board we find that as early as May 12, 1835, a petition of a committee of ladies of the Seamen's Aid Society, praying that needle-work might be taught to the girls in the Grammar Schools, was read and referred to Messrs. Greele, Fairbanks, and Perry to consider and report.

This committee made a report on May 26th of the same year, and on August 11th the following resolve presented by them was considered and adopted by the Board: —

Resolved, That the girls of the second and third classes, who attend the public writing-schools of this city, may be instructed by the female instructors of said schools in plain sewing, one hour in the afternoon of every school-day, beginning forthwith and ending the first Monday in November of the present year, and in future years beginning the first Monday in April and ending, as aforesaid, the first Monday in November.

This resolve was accepted and adopted.

At a meeting of the School Committee, held March 26, 1839, a petition of Samuel P. Scott, and others, praying that sewing and knitting be introduced and taught at the Primary Schools, was read and referred to the Primary School Committee.

In the Primary School Committee this petition was referred to the Standing Committee, who subsequently reported that it was unnecessary to take any action on the subject, as these branches of domestic education were already attended to in the Primary Schools.

On January 19, 1854, the School Board passed the following order : —

Ordered, That Messrs. Stevenson, Lothrop, and Norcross be a committee to inquire into and report upon the expediency of requiring sewing to be taught in all the Grammar Schools.

At a meeting held February 7 of the same year a petition, signed by thirty-nine hundred and forty-seven women of Boston, requesting that sewing might be introduced into all the Grammar Schools for girls, was presented and referred to the committee having that subject in charge.

This special committee reported February 24, stating that they believed the usefulness of the schools would be enhanced by the proposed change, while their efficiency in respect to other branches of education would not be impaired by it, and that no girl could be considered properly educated who could not sew.

The committee also unanimously recommended the adoption of the following regulation and order : —

Instruction shall be given in sewing to all the pupils in the fourth class in each of the Grammar Schools for girls.

There shall be given to each pupil in those classes two lessons, of not less than one hour each, every week. The sub-committee of each school shall nominate to this Board for confirmation some qualified person as

teacher of sewing, whose compensation shall be two hundred dollars per annum.

Ordered, That the sub-committees of each of the Grammar Schools for girls be instructed to make the necessary arrangements for carrying the regulations concerning sewing into effect forthwith.

The regulation and order were adopted by the Board March 20, 1854, when it was also

Ordered, That the sub-committee of each of the several schools be authorized to furnish materials for sewing, to an amount not exceeding twenty dollars annually, for each school in which instruction in the art is introduced.

The schools at this time were divided into four classes only. The fourth class, which was the lowest, contained one-third, perhaps, of all the pupils of a school.

On May 15, 1855, on the recommendation of the Committee on Salaries, who reported that there was a great difference in the amount of work performed by the individual sewing teachers, the following order was adopted:—

Ordered, That after the first of June next the salaries of the teachers of sewing shall be as follows: in the Bigelow, Bowdoin, Boylston, Chapman, Dwight, Franklin, Lyman, Mather, and Wells Schools, two hundred dollars; in the Smith one hundred dollars; in the Hancock two hundred and twenty-five dollars, and in the Winthrop two hundred and seventy-five dollars.

The order was amended so as to provide that the salaries of the teachers of sewing in the Hancock and Winthrop Schools shall be three hundred dollars per annum. The report was accepted, and the order passed as amended. Objections were made, however, by some of the masters to the admission of sewing into their schools; and some members of the Board, also, were opposed to its general introduction on September 11, 1855; therefore the Board adopted the following order:—

Ordered, That the several district committees of the girls' schools be authorized to discontinue the giving instruction in sewing therein whenever, in their judgment, such a course shall be for the best interest of the school.

In 1868 a change in the course of study was adopted by which the number of classes was increased from four to six in all the schools; and in November, 1870, the rules were amended so as to provide that instruction shall be given in sewing to the fourth, fifth, and sixth classes in the Grammar Schools for girls, provided that not more than six divisions be taught in any one school.

On the reorganization of the Board, in 1876, the Rules and Regulations as adopted were referred to the Committee on Rules and Regulations, with instructions to report any amendments thereto which they deemed advisable.

The Committee on Rules and Regulations reported the following as Section 235 of the Revised Regulations:—

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, etc., etc.

This regulation was adopted by the Board April 25, 1876, and is still in force.

These three lower classes of the schools as thus organized contain more than two-thirds of all the pupils in the Grammar Schools.

After sewing was established in all the girls' schools it went on quietly, though in most of them apparently very languidly, for many years.

The interest in all industrial education greatly increased, however, in this interval, and more attention was drawn to sewing.

In 1867 or 1868 a complete reform was instituted in the Shurtleff School with regard to this branch of instruction, which has since then been very successfully carried on there; and great improvement took place in some other schools also, at different times.

In 1865 or 1866 a lady in this city, well known for her benevolence and generous public spirit, had requested that a class of older girls in the Winthrop School might receive instruction in more advanced needle-work at her expense, and for this purpose she agreed to send, once a week, a dress-maker and a seamstress, and supply all the materials.

This request having been granted, the results proved so eminently satisfactory that, after a trial of several years, when the matter was no longer an experiment, the work was surrendered by the lady who had commenced it, and who thought it time that the city should carry it on.

In 1873, therefore, on application of the principal of the school, supported by the sub-committee, the Board granted permission to make the teaching in the Winthrop School exceptional in respect to sewing. A teacher was appointed, who was to give her whole time to the work, extending the instruction throughout the school, and teaching the most advanced class to cut and fit their own dresses.

Some members of the School Board, who were particularly interested in this subject, and who had watched the progress of this experiment, became convinced that the results obtained in this particular department of instruction were not so good in our schools generally as might be expected from the time and money devoted to it. On June 30, 1874, therefore, a committee was appointed to take into consideration the subject of sewing in the schools, and to present such changes, if any, as might seem advisable to them.

This committee made its report Dec. 22, 1874.

This report was referred to the Committee on Rules and

Regulations and the Committee on Salaries jointly. As the result of the report of the Joint Committee, the School Board decided to add to the Standing Committees a Committee on Sewing, whose duty it should be to exercise a general supervision over that department of instruction. And the first Committee on Sewing was appointed April 27, 1875, consisting of Messrs. Shattuck, Chapin, Misses Peabody and Hale, Messrs. Chaney, Quinn, and Toland. At that same meeting a question having arisen as to the legal right of the Board to employ special teachers of sewing, an order was adopted requesting the opinion of the City Solicitor on this point.

His opinion, given May 18, 1875, was, that it was not competent for the Board to employ special teachers to teach the art of sewing in the public schools.

At the meeting of the Board, held Sept. 14, 1875, the following order was therefore adopted:—

Ordered, That the City Council be requested to establish an industrial school in each of the Grammar Schools in which girls are taught, for the purpose of giving instruction in sewing, as provided by Chapter 86, Acts and Resolves of 1872.

And at the meeting of January 4, 1876, it was

Ordered, That the Committee on Sewing be authorized to petition the Legislature, on behalf of this Board, for the passage of an act legalizing the doings of the Board in reference to the employment of teachers of sewing in the public schools.

The result of this petition was to secure, in 1876, the passage of the following act:—

ACTS AND RESOLVES, 1876, CHAP. 3.

AN ACT authorizing the teaching of sewing in the public schools.

Be it enacted, etc., as follows:—

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.

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.

SECT. 3. This act shall take effect upon its passage.

[Approved February 1, 1876.]

The change that has taken place in the sewing in our schools since the appointment of the Committee on Sewing proves the wisdom of putting it under special supervision.

The first examinations showed that in many of the schools there was a lack of interest in this work, which led to disastrous results. No one in particular cared for the sewing; it was crowded out more or less by any lesson which happened to need a little extra time; it was apparently nobody's business to inspect the amount or quality of the work done, and the natural consequences followed. The improvement since then has been steady.

Masters and teachers have generally shown themselves ready to cooperate with the committee, and have entered heartily into the effort to lift this branch of instruction to its proper place, and to see that the time allotted to it is no longer wasted or abridged; and some of the schools where sewing was then held in most contempt are to-day justly proud of the amount, variety, and excellence of the work they accomplish.

Perhaps no one thing has contributed more to awaken interest, and hence to produce good results, than the exhibitions of sewing. At first, poorly attended, for there was not much to rouse the enthusiasm of children, teachers, or parents in the quality of work that was done, they have grown steadily in favor, and now are often crowded; and almost every child is eager to finish some article of needle-work so nicely that it shall be worthy of a place on the tables, and add to their attractiveness. These exhibitions do not interfere in the least with the regular work of the school,

but rather give an opportunity to parents and friends of seeing it as it goes on its daily course, and while wakening a greater interest on their part, serve, if rightly guarded, as a not unworthy incentive to the pupils.

This improvement in the character and quality of the work has had its natural effect in winning the approval of those who, in the beginning, were opposed to sewing in the schools, because they thought it took time which might be more profitably employed.

It would probably be difficult to-day to find any master (of a girls' school), or any member of the Board, who would be willing to remove sewing from the schools.

Evidence of the practical value of this instruction is constantly increasing, and the following passage, taken from last year's report, states facts which each year's experience confirms and multiplies: "Not unfrequently young girls, fresh from school, find steady remunerative employment, thanks to their skill with the needle. Others are now able to keep their own garments and those of younger sisters and brothers neat and tidy where formerly rents and rags prevailed, and many graduates of our schools in more favored positions admit that they owe their skill in fine needle-work entirely to the teaching received at school."

The purpose of the Committee on Sewing has always been to make the instruction in needle-work thoroughly practical and useful. Meaningless stitches set in useless bits of cloth have always been disapproved, and the children have been encouraged to begin as early as practicable on some useful garment, however simple. After the varieties of plain needle-work are taught, attention is paid to mending, patching, darning, making button-holes, and especially to nice fitting and finishing of work.

Fancy work is not allowed except occasionally, for a little while before Christmas, or as a reward for proficiency in the various branches of plain sewing.

To secure the results desired it is necessary that the sewing-

teacher shall not only be skilful with her needle, but expert in cutting, fitting, and preparing work, and she must devote much time out of her regular hours of teaching to that preparation, if her work is properly done. The regular teacher of the room maintains discipline, keeps account of the sewing, sees that all things are ready for work, and aids the sewing-teacher during her hour; for in a class of fifty or sixty pupils the hour allotted to sewing will not allow much attention to any one pupil, unless some aid is given by the teacher of the room.

Were instruction in sewing left entirely to the regular teachers it would almost inevitably soon degenerate again into the setting of careless stitches in shreds and patches. For even if all our teachers were experienced seamstresses, which is more than would be reasonable to ask, in addition to the other qualifications demanded of them, they could not find the time and strength needed for the proper preparation of the work, and the careful oversight of its performance.

While there is, of course, still much room for improvement, your committee has reason to be satisfied with the quality and quantity of the work done in the schools the past year, the latter being shown in the usual schedule herewith annexed. The cost of material supplied by the city, during this year, has amounted only to \$208.23.

No changes have been made during the year except in the list of substitutes, which has been revised, with the aid of the Board of Supervisors. The list, as arranged at present, is given below, and masters are reminded that, in case of absence of the sewing-teacher, a substitute must be provided from the list here given.

We append, also, the Regulations adopted for the department of sewing in the schools in June, 1876, and the usual statistical table for the past year.

For the Committee on Sewing,

LUCIA M. PEABODY,
Chairman.

LIST OF CERTIFICATED SEWING TEACHERS, AVAIL-
ABLE AS SUBSTITUTES, DECEMBER, 1881.

-
- Mary A. G. Babbidge, 6 Eden street, Charlestown.
Mrs. Emily S. Beckford, 73 Dennis street, Roxbury.
Mrs. Sarah J. Bray, 15 Monument avenue, Charlestown.
Mrs. Elizabeth M. Brown, 8 Linwood street, Roxbury.
Mrs. Harriet E. Browne, 30 Spring Garden street, Dorchester.
Mrs. Eliza J. Burbank, 11 Joy street.
Mrs. Catherine J. Cadogan, 88 Warren street, Roxbury.
Caroline R. Dawes, 9 Champney place, Roxbury.
Mrs. Sarah Felt, 13 Joy street.
• Mrs. Sarah E. Frost, Duncan street, Dorchester.
Mrs. Olive C. Hapgood, 21 Alpine street, Roxbury.
Mary E. Jacobs, 25 Hammond street.
Harriet Lemist, 411 Shawmut avenue.
Ellen F. Lowell, 9 Douglas street, Cambridgeport.
Lucy A. Packer, Harbor View street, Dorchester.
Ellen Plummer, 224 Webster street, East Boston.
Elizabeth Pye, 350 W. Fourth street, South Boston.
Mary V. Riley, 6 G street, South Boston.
Mrs. Lydia R. Skinner, 4 Louisiana place, East Boston.
Mrs. Sarah H. Strauss, 36 Dwight street.
Sarah E. Titcomb, Gardner street, Allston.

REGULATIONS FOR THE DEPARTMENT OF SEWING IN THE PUBLIC SCHOOLS.

1. Two hours a week, as appointed by the Regulations of the School Committee, shall be given to each scholar of the fourth, fifth, and sixth classes of the Grammar Schools, one hour at a time, for instruction in sewing. This time should not be shortened for other studies, or examinations, or any other purposes, without the consent of the Committee on Sewing, especially obtained.

2. Each scholar shall be requested to bring work from home prepared, as far as possible. But, in any case where it is not so provided, the sewing teacher will be expected to have work on hand, that there may be no excuse for an unoccupied hour, and that time may not be wasted in sending home for work.

3. A sufficient supply of needles, thread, and thimbles shall be kept on hand by the sewing teacher, to furnish to any child who is without them, from carelessness, or inability to supply them, or who has not the proper needle or thread for her work. †

4. The sewing teacher is requested to make all preparation and fitting of work out of school, that she may give the whole of the hour to the oversight of the work. Any fitting that requires time should be laid aside, to be attended to out of the hour, and other work supplied in its place.

5. Every effort should be made to vary the instruction, that every girl may learn thoroughly the varieties of work. If she has learned one kind of work, the sewing teacher is requested to furnish her with some other variety, that she may be made efficient in all kinds of work. In this way patchwork should be discouraged after a scholar has learned

thoroughly what can be learned from it. Every effort should be made for promotion in work, from plain sewing, through the darning of stockings, to nice stitching and button-holes, from the simpler to the more difficult, in order to give an interest and desire for perfection in such work. It is a good plan to keep pieces of cloth for practice in making button-holes, stitching, or any other such special work, which can be given wherever there is want of work, or if other work has been completed in the course of the hour, or to carry out the idea of promotion.

6. The sewing teacher may find assistance from any charitable society with which she is connected, which would willingly furnish garments prepared and fitted, to be returned to the society when completed.

Or she can suggest to any scholar who has not provided material for her work, that she may show to her mother the garment she has finished at school, and offer it to her for the price of the material. Many a mother would like to buy such a garment, for its use, or for a specimen of work, if it is well done.

7. The regular teacher of the class is expected to take entire charge of the discipline of the class, as she is more thoroughly acquainted with her scholars; also to see that the work is distributed promptly, at the beginning of the hour, either by herself or through monitors, and to assist in keeping each scholar diligently occupied through the sewing hour. It is recommended that she should give credits, or marks, for efficiency or inefficiency in sewing, in the same manner and according to the methods pursued in other lessons in her class.

In the mixed schools, when girls are taken from one or more classes to form one division, the boys of these classes can be put under one teacher, while the other takes charge of the class in sewing, and these teachers can alternate in their duties.

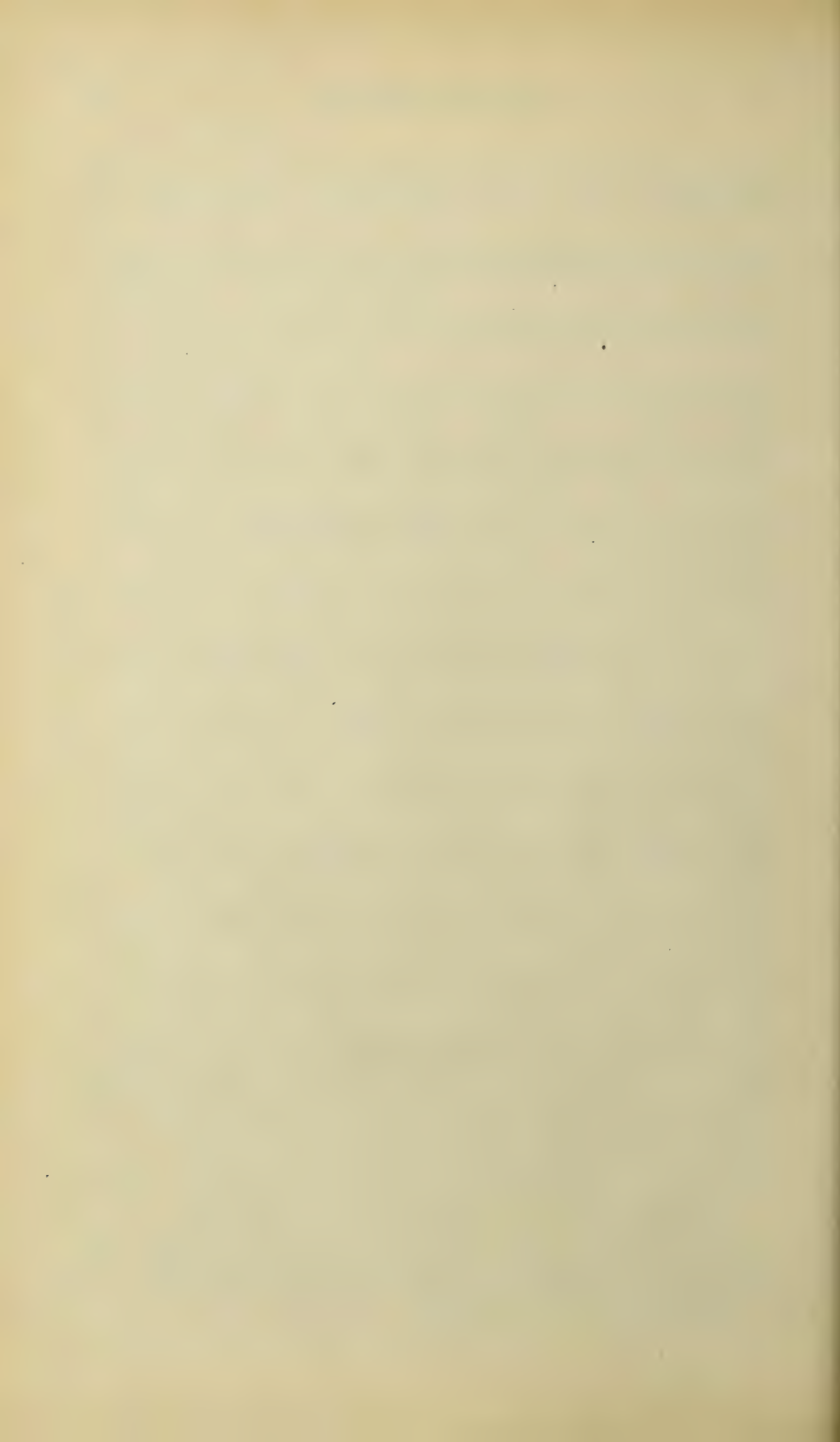
The Committee on Sewing believe that if these regulations are closely adhered to, not only will the sewing become more efficient, and the teaching more practical, but each teacher will find an advantage from the regularity and the thoroughness of its instruction.

SEWING REPORT, 1880-1881.

SCHOOLS.	Aprons.	Bags.	Bed Linen.	Button-holes.	Children's Clothing.	Curtains and Towels.	Dolls' Articles.	Dresses and Sacsques.	Handkerchiefs.	Miscellaneous and repairing.	Sewing by Yard.	Table Linen.	Under Garments.	Totals.
Adams	45	20	30	25	8	50	20	. . . . .	78	75	90	25	35	501
Allston	68	28	61	209	4	39	7	3	25	30	56	26	52	608
Andrew	157	22	63	237	96	52	27	13	145	84	19	58	110	1,033
Bennett	146	33	53	96	21	15	10	7	40	25	73	23	50	592
Bowditch	372	81	162	532	9	121	. . . . .	17	91	214	. . . . .	16	253	1,868
Bowdoin	225	80	154	108	133	147	207	6	162	151	210	136	361	2,080
Bunker Hill	415	55	168	267	57	153	22	5	265	95	1,251	38	131	2,922
Chapman	126	50	142	332	7	44	29	15	103	31	56	37	156	1,128
Charles Sumner	85	42	77	245	7	20	15	10	40	85	20	27	91	764
Comins	247	59	144	150	. . . . .	129	16	17	297	214	365	61	102	1,801
Dearborn	282	81	191	314	104	189	166	42	134	102	98	72	154	1,929
Dor..Everett	133	61	92	120	13	41	19	6	50	77	28	70	68	778
Dillaway	98	88	127	140	60	150	39	16	56	90	65	164	198	1,291
Emerson	143	33	139	197	22	75	. . . . .	1	127	61	83	56	186	1,123
Everett	389	145	396	883	144	389	. . . . .	48	176	349	160	349	383	3,811
Franklin	340	161	339	783	73	135	79	12	193	453	427	93	264	3,352
Frothingham	214	66	127	344	13	143	. . . . .	7	143	249	342	27	146	1,821
Gaston	333	57	226	816	. . . . .	201	59	4	278	103	179	85	251	2,592
Gibson	70	60	75	160	40	35	40	15	60	80	60	20	40	755

REPORT ON SEWING.

Hancock	1,286	234	312	138	177	264	27	37	442	282	687	43	388	4,119
Harris	62	25	77	340	27	27	. . . .	10	65	41	57	45	71	847
Harvard	291	35	192	177	17	205	. . . .	15	237	291	409	27	126	2,082
Hillside	160	81	126	79	63	149	51	16	116	75	59	65	96	1,136
Horace Mann	30	6	14	126	30	10	4	13	6	40	200	10	40	529
Lewis	166	23	119	635	98	181	88	9	75	159	228	86	89	1,956
Lowell	211	39	179	998	129	514	61	24	165	385	25	75	92	2,897
Lyman	114	2	60	77	12	92	33	5	19	67	20	43	25	569
Mather	41	99	49	114	35	55	29	19	50	85	20	24	68	688
Minot	72	40	62	200	15	31	. . . .	5	76	30	45	40	60	676
Mt. Vernon	30	27	77	120	. . . .	20	10	9	37	55	15	20	68	488
Norcross	424	179	227	582	105	209	4	6	159	342	179	134	270	2,815
Prescott	267	55	112	69	14	74	6	3	97	90	350	6	125	1,268
Prince	16	104	21	. . . .	4	49	13	. . . .	44	40	44	38	10	383
Sherwin	327	35	139	625	56	154	. . . .	21	142	42	. . . .	33	179	1,753
Shurtleff	590	234	756	2,306	. . . .	522	. . . .	34	546	1,378	. . . .	259	571	7,196
Stoughton	68	50	78	165	50	50	45	20	60	75	65	30	50	806
Tileston	30	10	25	65	15	10	20	5	20	35	30	10	20	295
Warren	309	46	187	169	36	156	45	2	145	172	1,290	96	117	2,770
Wells	296	157	216	437	117	139	61	14	275	335	74	187	319	2,627
Winthrop	655	179	331	1,205	98	92	9	69	323	65	. . . .	79	517	3,622
Totals	9,333	2,882	6,125	14,585	1,909	5,131	1,261	580	5,557	6,002	7,241	2,733	6,332	70,271



SCHOOL DOCUMENT NO. 25 — 1881.

REPORT OF COMMITTEE

ON THE

HORACE MANN SCHOOL

FOR THE DEAF,

1881.



BOSTON:
ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1881.

IN SCHOOL COMMITTEE, Dec. 13, 1881.

Laid on the table and ordered to be printed.

Attest:

PHINEAS BATES, JR.,
Secretary.

ANNUAL REPORT

IN SCHOOL COMMITTEE, BOSTON, Dec. 13, 1881.

At the close of the last school year, in June, 1880, there were seventy-nine pupils in this school. Since that time twelve new ones have been added, and eleven withdrawn. Of the latter number, two bright, promising pupils died; four removed from the State; two were kept at home to assist in the family; one was too ill to continue at school; one was employed in a factory; and one, having lost his home by the death of a widowed mother, was transferred to the American Asylum for the deaf and dumb at Hartford. Fifty-five of the present pupils reside in Boston, twenty-two in towns in the vicinity, and three come from other States.

During the winter this school suffered from the prevalence of measles and mumps, as did the other public schools of the city; but these diseases affected chiefly the youngest classes. With this exception the health of the pupils was good throughout the year.

The spirit and methods of the school, its classification, and the results of the instruction were acceptable to those who watched its progress during the year. But one change occurred in the corps of teachers. In November last, Miss Alice M. Jordan, who had been an efficient and devoted teacher for nearly seven years, resigned; and Miss Sarah A. Jordan, a younger sister, who was graduated from the Boston Normal School in 1877, and afterwards had special training for, and experience in, the instruction of the deaf, was elected her successor.

The value of experience combined with a constant study of

the principles of education, and with their application to methods of teaching, is, perhaps, nowhere more evident than in schools for the deaf. Children, who have one of the most important avenues to the mind closed forever, ought to receive instruction from exceptionally skilful, ingenious, and patient teachers. It has been gratifying to the committee to see the interest of the teachers in devising ways and means to aid the pupils in their most difficult task, — the acquisition and use of the English language. The deaf child, on entering school, must be taught the words, phrases, and simple sentences, which are used in daily speech, through the constant association of their written forms with the objects and ideas that they symbolize. In this part of the instruction, the teachers have found the papyrograph an invaluable aid. To avoid wearisome exercises, as well as to give increasing interest to the acquirement of a vocabulary, illustrated word-lessons and sentence-lessons have been prepared for the youngest classes. Papyrographic copies of these, and of other simple language-lessons, have supplemented the black-board work of the teacher. Lessons in geography and history, written in the simplest language, and reproduced by the papyrograph, have taken the place of text-books, or led gradually to their use. The progress which the older pupils have made in language is best shown by their ability to use the text-books designed for children who can hear.

The teaching of sewing, as a part of the regular school work, has been continued with good results.

In the early part of the school year, the committee in charge received and accepted a proposal for a course of Kitchen-Garden lessons, including the loan of necessary apparatus, and the results are highly satisfactory. This instruction was provided by a benevolent lady, who had established similar classes in different parts of the city. Once a week a class of twenty-four girls was taught by an experienced teacher. The opportunity to have the apparatus at the school was of

great value to the children, who were thus made familiar with the names of household implements, and with the language associated with their use. As little girls often learn thoroughly the varieties of common sewing by dressing their dolls, so they can learn household avocations by handling miniature utensils and articles under skilful direction; and can thus acquire, early, neat and careful ways of doing house-work. These twenty-four girls will never forget the instruction received in the proper way to lay tables, to sweep and dust rooms, to make beds, and to wash clothes. Their progress in learning the language of home-life was very marked, and was one of the most important results of this course of object-lessons.

As during the previous year, a class of girls attended the Boston Cooking School, on Saturdays. Reports from the parents show that they applied the knowledge which they obtained, and thus contributed to the comfort of their homes. At the suggestion of the teacher, three of these girls took an advanced course of lessons in a class with persons who can hear.

A few weeks before the close of the school year, one of our boys was admitted to an afternoon class at the North-End Industrial School, where a practical carpenter taught the use of tools. Another boy went every afternoon to the shop of a sign-painter, to learn that trade. Both of these boys were occupied in their respective shops during the greater part of the vacation, and will probably continue their afternoon lessons during the coming year. We have gratifying prospects of mechanical instruction for more of our boys. Further opportunities for industrial training, out of school, are earnestly sought by the principal, and will be cordially embraced wherever they are found.

F. LYMAN WINSHIP,
GEORGE A. THAYER,
DAN S. SMALLEY,

Committee.

REGULATIONS OF THE HORACE MANN SCHOOL.

(Chapter XX. of the Regulations of the Public Schools of the City of Boston.)

SECTION 295. 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.

SECT. 296. 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."

SECT. 297. 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 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.

SECT. 298. 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, subject to the provisions of Section 43, whenever there is an excess of five pupils registered.

SECT. 299. The sessions of this school shall begin at 9 A.M., and close at 2 P.M., on every week-day except Saturdays, when there shall be no session.

TERMS OF ADMISSION.

Any deaf child over five years of age, residing in Boston, not mentally nor physically disqualified, is entitled to admission. Children residing out of Boston will be admitted, subject to the preceding conditions, and will be charged the average cost per pupil for tuition, unless received as State beneficiaries. No pupil will be admitted without a certificate of vaccination, signed by a physician.

Parents or guardians desiring the admission of children as State pupils can obtain the blank form of application, and other instructions, at the school, No. 63 Warrenton street, or at the office of the Secretary of State.

Children from other States will be received, subject to the above conditions, on the payment of tuition, or upon warrants from the executives of such States.

The school year begins on the first Monday in September, and ends on the last Tuesday in June; but pupils are admitted at any time.

Communications and letters may be addressed to the Principal, Miss Sarah Fuller, No. 63 Warrenton street, Boston.

FORM OF APPLICATION FOR THE INSTRUCTION OF
DEAF-MUTES.

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To His Excellency the Governor:—

I, _____ of _____, in the County of _____, and Commonwealth of Massachusetts, respectfully represent to Your Excellency, that my¹ _____ aged _____ years, is a DEAF-MUTE, and cannot be properly instructed in the Public Schools of this Commonwealth; and that I am unable, in addition to my other necessary expenditures, to defray the expense attending its instruction and support. I therefore respectfully request that Your Excellency will send it either to the American Asylum at Hartford, the Horace Mann School at Boston, or to the Clarke Institution at Northampton.

(Signed) _____

¹ Insert name of son, daughter, or ward.

The undersigned, being acquainted with _____, a resident of this _____, are of the opinion that the foregoing statement made by him is true, and that he is entitled to the benefit of legislative appropriation for the education of deaf and dumb persons.

} Selectmen of
}

I hereby certify that the above named _____, a deaf-mute, is free from all contagious diseases, and, as I believe, from all immoralities of conduct; is neither sickly nor mentally weak, and is a fit subject for instruction at the expense of the Commonwealth.

_____, M.D.

NOTE.—The first of the above declarations must be signed by the parent or guardian of the applicant; the second by the selectmen, or a majority of them, of the town, or by the mayor of the city, where the applicant resides; and the third, by the family physician, or some other competent medical practitioner. In case the request for admission is granted, the parent or guardian of the proposed beneficiary will be forthwith notified, and a Warrant will be forwarded to the Principal. The time for admitting pupils is at the close of the summer vacation,—at Hartford, on the second Wednesday in September; and, at Northampton, on the third Wednesday in September, when classes are formed. Pupils can be admitted to the Boston school at any time.

QUESTIONS TO BE ANSWERED BY PARENT OR GUARDIAN.

1. Name of parents.
2. Residence.
3. Birthplace of parents.
4. Were they deaf and dumb?
5. Have they other children deaf and dumb?
6. Name of child.
7. Birthplace of child.
8. Was the child born deaf and dumb?
9. Has the child ever spoken?
10. If it has, when was hearing lost?
11. What was the cause?
12. Has the child ever been at school?
13. How much has the child been taught?
14. Is it preferred to have the child sent to the American Asylum, Hartford, the Horace Mann School for the Deaf, or the Clarke Institution, Northampton?
15. Is the child mentally weak?
16. Does the child now speak; if so, how many words?
17. REMARKS.

ACTS OF 1871, CHAP. 300.

AN ACT RELATING TO DEAF-MUTES.

Be it enacted, etc., as follows:—

SECTION 1. No beneficiary of this Commonwealth, in any institution or school for the education of deaf-mutes, shall be withdrawn therefrom except with the consent of the proper authorities of such institution or school, or of the Governor of this Commonwealth.

SECT. 2. This act shall take effect upon its passage.

[Approved May 17, 1871.]

It seems proper that the following circular and votes of the State Board of Education should be appended to this report:—

COMMONWEALTH OF MASSACHUSETTS.

BOARD OF EDUCATION, BOSTON, Sept. , 1877.

To the School Committee of

GENTLEMEN:—By the provisions of Chap. 311, Sect. 3, of the Acts of 1867, “the education of all deaf-mutes, who are now receiving or may hereafter receive instruction at the expense of the Commonwealth, shall be subject to the direction and supervision of the Board of Education.”

It is believed there are many unfortunate children of this class scattered throughout the State, whose parents are unable to defray the expense, and are ignorant of the fact that the Commonwealth makes provision for their gratuitous education, either at the American Asylum at Hartford, the Clarke Institution at Northampton, or the Horace Mann School, at Boston.

In order that none of those for whom provision is thus made may lose its benefits, the Secretary of this Board of Education deems it his duty to call the attention of the School Committees in the several cities and towns of the State to the subject, and to request very earnestly that they will ascertain and report to him, as soon as possible, if there are any children within their jurisdiction who ought to be sent to one of the institutions provided for their education.

Respectfully yours,

JOHN W. DICKINSON,

Secretary.

At a meeting of the State Board of Education, held at Boston, July 18, 1877, it was voted:—

I. That a permanent committee be appointed, consisting of the Secretary of the Board and the Principals of the three Schools for the Deaf and Dumb, which shall examine and record all applications, and advise in regard to the disposal to be made of each applicant.

II. That this committee meet as often as twice a year (or more frequently if desirable), at Boston, Springfield, or Northampton, to examine both the applications and the persons applying for admission, or as many of the latter as can conveniently be brought together for the purpose.

III. That lists of applications and admissions, with such information concerning the cases as is attainable, be furnished to each principal, so that no child may be overlooked whenever a vacancy occurs in the schools.

Attest:

OLIVER WARNER,

Assistant Secretary.

SCHOOL DOCUMENT NO. 26 — 1881.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1881.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1881.

IN SCHOOL COMMITTEE, BOSTON, Dec. 27, 1881.

Ordered, That five thousand copies of the annual report for 1881 be printed.

Attest :

PHINEAS BATES, JR.,
Secretary.

REPORT.

The annual report, whose preparation the School Committee of Boston entrusts to a portion of its members, has long since ceased to be the sole avenue through which the citizen learns what the public schools are doing. The newspaper is in the land, dealing out facts and opinions with regard to every subject of human concern; and so conspicuous and costly an interest as the school system must needs be a fruitful theme for discussion, as well in editorial columns as in that part of the paper which invites the exercise of unlimited liberty of letter-writing. The plans of those who administer the school system, their achievements, and their failures, are steadily unfolded and dissected before the public eye; often with great intelligence and fairness, sometimes with the dogmatism of partisan bias, and almost always with entire intrepidity, as becomes those who are supposed to represent a public sentiment, which, having delegated to certain trustees the sacred charge of the education of its youth, expects them to be always ready to make a full and just account of this stewardship.

Even when these newspaper discussions are based upon an insufficient acquaintance with facts, or when, as has many times been the case, they circulate

purely imaginative tales of transactions in the school-room and the committee meeting, or reports so ingeniously made up and highly colored that it is hard to recognize the actual occurrences which they disguise, they have their good use of keeping the popular mind alive to the existence of a school system in which every citizen has a stake, and so indirectly promote the healthful progress of the cause of education; for what the public schools have most to dread is popular indifference rather than even ignorant criticism. A false report may travel faster and leave a wider immediate impression than the naked truth; but in an enlightened community the pretence is subject to so many challenges and driven to so many shifts to make good its positions, that in the long run the genuine thing obtains probably a fuller recognition of its worth than if it had had no mischievous rival. And it is doubtful if all the fault-findings, the hasty accusations, the swift conclusions from inadequate premises, and the stern judgments with which all school managements and changes have been assailed, have wrought nearly as much harm to any serious interest of sound education as they have done good, both in rallying to its defence the thoughtful men and women whose good will and coöperation are a tower of strength for every public cause and institution; and in preventing school officials from being content with old routine, and falling into sluggish disregard of actual imperfections in their methods.

For our bad neighbor makes us early stirrers,
Which is both healthful and good husbandry.

But of far greater prominence than in any occasional stirring up of unwise and fruitless debate is the service done by the newspaper and the magazine, in digesting or printing in full the principal reports of sub-committees of the School Board and the Superintendent and Supervisors while they have a fresh interest; and in affording an opportunity for individual officials and instructors to set before readers an explanation of the ideas and aims which essentially govern their work in that department of thought, which, like all things else in an intelligent and progressive time, is ever renewing and changing its methods.

Through these means the people are kept steadily conversant with the state of school affairs, or may be so kept if they take the pains to read understandingly; and the field left to these annual reports is therefore considerably narrower than that of the olden time.

Yet there remains the useful task of presenting within the compass of a few pages a summary of the year's advance, as shown in the legislation of the committee, and in the practical measures begun and continued under its charge, with regard both to the management of the business details of the school system, necessarily extensive and somewhat complex, and to the conduct of affairs in the school-rooms.

EXPENSES OF THE SCHOOL COMMITTEE.

The reports of the two committees through whose hands passes most of the money paid out by the School Board, viz., that on Accounts and that on

Supplies, have touched upon the criticisms to which the financial management of the school system has been so severely subjected. The increased rate of taxation in Boston renders the city officials having the oversight of the city expenditures, naturally and properly, very sensitive concerning all heavy drafts upon the treasury; and the comparatively large sums called for to carry on the schools, amounting for all purposes, in the last year, to nearly a million and a half dollars, have seemed to those not well acquainted with the magnitude and necessity of the work of education which is undertaken, to be out of fair proportion to the cost of managing the other city departments; especially when to this sum is added the cost of erection of new school buildings, for which there is a steady and imperative demand, from all the growing sections of Boston. This feeling has been strengthened by the fact that the branch of the city government which makes up the estimates of expenses, and supervises the distribution of appropriations in detail for those other departments, has no direct part in disposing of the school moneys. The City Council receives the statements of the School Board as to the amount which is wanted, careful explanations being made of the proportions which are to be laid out upon teachers' salaries, upon the payment of officers, and upon supplies of books and other incidental materials; but having agreed to the appropriation of a gross sum for the support of schools its control of the money ends; and, moreover, its refusal to set aside the amount deemed needful by the School Committee can avail no further than to sus-

pend the schools when the appropriation allowed is exhausted, — a step which the City Council is loath to take. When, therefore, the vigilant guardians of the public purse learn that the ratio of expense for public education is considerably larger than in the majority of other cities of the Union, their suspicions are easily awakened that the School Committee is making an injudicious use of funds, which might be checked by a greater limit upon its privileges.

The desire to set this limit has taken shape several times in a petition to the Massachusetts Legislature, to the effect that enactment should be made prohibiting any expenditure or contract looking to the payment of money, for school purposes, above the sum set apart by the City Council. The question involved was not so much which body of the representatives of a municipality ought to have the responsibility of the public purse, as whether the School Committee of Boston was sufficiently business-like in the conduct of its affairs, and regardful enough of the claims of a proper economy, to be continued in so large a trust as the disbursement of a million and a half dollars. The hearing before the committee of the last Legislature upon this question was most careful, and the result was the rejection of the petition, upon the ground, not perhaps that the Boston School Board had always taken the most economical course in all its financial dealings, but that its outlays of money within the five years since its reorganization had been with as careful an eye to all interests of the tax-payers — of their minds as well as of their pockets — as had been manifested

in the transactions of any other representative body of the citizens; and that, at least, its members were sensitive to an enlightened public opinion, and prompt to reform whatever could be clearly shown to be sources of waste and extravagance. In particular illustration of the soundness of this conclusion of the General Court, the Committee on Accounts, in their latest report, show that within these five years the cost of educating each pupil has been diminished by \$5.39; and that the aggregate savings since the beginning of the financial year 1877-78, estimated by multiplying the whole number of pupils of each year by the cost of educating one in 1876, have been nearly \$295,000.

The Committee on Supplies make a similar showing of retrenchment in the expenditures for books, stationery, and drawing materials, of some \$30,000, above former average yearly outlays.

It has been frequently pointed out, by critics of the financial policy of the Board, that the schools were a very expensive interest of the city, and after all that could be said in demonstration that there were no wilful wastes in their conduct it has remained a puzzle to many fair-minded citizens why, for example, it should require twice as much money to educate a child in Boston as in Chicago, and from thirty to fifty per cent. more than in some other leading American cities. Granting, what is not certain, that the estimated cost of instructing individual pupils is based upon the same methods of calculation in all the cities, it is to be observed, in the first place, that much the same rule applies in a comparison of Boston's expen-

ditures in all its governmental departments with those of the other cities. The cost of caring for the streets, of lighting, and of the fire and police departments, has been shown to exceed that of very many other prominent cities; but it appears to be generally assumed by our people that Boston has unmistakably superior results to show for its outlay.

And, next, that some of the excess of school cost in Boston is due to its higher salaries than are paid elsewhere; but that still more must be ascribed to the fact that the grade of instruction of which the majority of our children take advantage is, in the order of things, of the more costly sort. It is much more expensive to maintain High and Grammar schools than to provide only Primary instruction; and from some figures which were recently compiled by one of the committee it appears that of Boston's school population forty per cent. were in Primary schools and fifty-four per cent. in Grammar and High schools; while in Chicago seventy-six per cent. were Primary scholars, and twenty-two per cent. were in the Grammar and High schools; and much the same ratio holds in Cincinnati and St. Louis. When now it is borne in mind that the average expenditure upon a Primary scholar in Boston is \$18.45, while to instruct a Grammar scholar costs \$28.20, and a pupil of the High and Normal schools \$87.42, it will appear plainly that the citizens of Boston are paying the larger part of their school money for the education of those classes of children who in some of the other cities drop out of the public schools (and generally of all schools) at an early age, probably before they

are ten years old. Of the wisdom of keeping a hold upon children for their proper training in intelligence and morals until they are well in their "teens," at the expenditure of even a larger sum than is now appropriated, few thoughtful people will need to be convinced. And it appears to be the opinion of a majority of students of education, — although there are many able and vigorous dissenters from this view, — that the instruction given in High schools is fully worth its cost; and most assuredly any proposition to abandon the High schools, or to put such restrictions upon admission as should shut out a large proportion of those who now use them, would meet with sturdy opposition, particularly from citizens in moderate pecuniary circumstances, whose sons and daughters constitute their most numerous attendants.

Until it can be shown that it is the desire of the people of Boston to institute a radical revolution in their educational system, so far as to discourage the growth of those schools which make provisions for children of from ten to seventeen years of age, — an overturning of all our traditions which few persons of weight of judgment in our community have been so bold as to publicly advocate, — it must continue to be the case that, if that be genuine economy in a school system which shows the smallest expenditure of money without regard to the number of youth educated, Boston will be behind many other places. And this would be true, as the above figures show, even if that counsel should prevail which argues that a city is no more called upon to support High schools than it is to maintain colleges,

and that all such instrumentalities of advanced education should be paid for by those who use them; for the Grammar schools would yet be a serious burden upon the treasury.

An effort has been made during the year to reduce expenditures by discontinuing one or more of the High schools now carried on in Charlestown, East Boston, Roxbury, West Roxbury, and Brighton; but not only did the sub-committee having the project in consideration receive the most strenuous protests from leading citizens of those suburbs, to the purport that to deprive them of long-standing privileges of a higher education, which was accessible to their children without the cost and exposure of a long daily journey to the centre of the city, would be a violation of an understanding implied at the time the districts were annexed to Boston; it also was not clear that there would be any essential reduction of expenses in their abolition. The only legislation resulting from this discussion was the repeal of the school regulation requiring all candidates for High-school instruction, residing in the suburban districts, to attend the school in their own neighborhood, and allowing all whose parents choose to make application to the High School Committee to attend the English or the Girls' High School.

SALARIES.

In the chief other direction in which retrenchment is possible, that of teachers' salaries, under the pressure of the Council Committee of Public Instruction, who reported a reduction in this item from the

amount asked for by the School Board, a majority of the sub-committee on Salaries, in March, recommended that a general reduction, equivalent to about five and a half per cent., be made in the pay of all teachers. In opposition to this legislation it was urged, first, that there was no call from representative tax-payers of Boston for retrenchment at this point; and this argument was supported by numerous signed petitions from the best-known wealthy citizens, protesting against any such action; and, second, that however true it might be that the teachers of Boston were by far the best-paid people of their profession in the United States, it was not the fact that teachers anywhere, except in a few private schools, received as great an income for their services as were enjoyed by average men in other professions requiring a similar degree of culture. The true principle upon which teachers' salaries should be based, in an intelligent and prosperous community, it was urged, was not alone to offer a sum which should guarantee a reasonable comfort during working years, and a moderate provision for the time of sickness and old age; but also to hold out, in the more advanced salaries, an invitation for the strongest and most brilliant minds to enter the profession. For, however it may be in the Old World, that professors of a world-wide reputation are content with a yearly revenue less than that of many an American mechanic (although all incomes, except those of the nobility, are very small in Europe), in America there are so many great pecuniary prizes presented to every other profession requiring superior ability, that the supply

of teachers of the first quality of culture and administrative faculty, equal to the peculiar requirements and inconveniencies of the position of an instructor in a public school, is always below the demand. At least, the Boston School Committee has frequently found it very hard, in its search for men to fill its most responsible places, to satisfy a by no means too exacting ideal. There are, indeed, compensations for comparatively small pay in such an assurance of permanency of office as the policy of all our school committees has steadily presented. Still, so long as the man's bread is contingent upon a periodical election, in whose results there is the element of uncertainty which always hangs about a government of universal suffrage, it is likely to be the case that some of the people, whose qualities of mind and heart make them eminently desirable to preside over our schools, will prefer to seek their livelihood in professions in which they are their own masters; or, if they have a strong bent for the teacher's life, will choose the chair of a college professor, where threats of dismissal seldom alarm, unless the inducements to enter the public service are more tempting in honor and emoluments than they are generally made to be under common notions of the amount which a teacher deserves to receive.

In addition to these arguments, it was shown by comparative statistics that the continuance of a liberal financial policy, of which the generous payment of teachers was one of the features, had been amply vindicated in the past by the fact, that in no city of the Union, whose figures of school attendance

were accessible, was there so general an attendance of children of the school population upon the public schools as in Boston. With us there are much fewer children in private schools (the cost of whose maintenance is apt to be overlooked, although they are as truly a drain upon the people's wealth as if they were supported by taxation), and much fewer who do not seem to have any instruction; so that our city has some most tangible encouragements to show for a generous financial temper.¹

By a large majority the Board determined that there should be no alterations in the salaries for the year except in the cases of certain newly appointed teachers, of no previous experience, and in the pay of instructors in evening schools. The former of these exceptions touches chiefly teachers of the

¹The following figures, taken from the report of the U.S. Commissioner of Education for 1878, constitute the *data* for the above statement:—

CITIES.	School population under 16 years.	In public schools.	In private and parochial schools.	Unaccounted for.	Not educated by the city.
Boston	60,762	53,262	5,521	1,979	7,500
Chicago	87,919	58,142	18,647	11,130	29,777
Cincinnati	67,110	35,957	16,583	14,570	31,153
St. Louis	81,500	55,995	18,000	7,505	25,505
Baltimore	*†55,000	35,288	13,550	*†7,000	*†21,000
New York . . . . .	. . . . .	208,823	45,000	. . . . .	. . . . .

*By the census of 1880 Baltimore has a population (332,190) one twelfth less than that of Boston (362,535). In the same ratio its school population under 16 years, which is not given in the United States Commissioner's report, should be as above, or rather greater.

† About.

‡ Estimated.

lowest Grammar and Primary classes, and the junior masters of High schools who are apt to be young men just graduated from college. The sixth-class Grammar and Primary teacher begins now at a salary of \$456 (instead of \$504 as before) and serves seven years before receiving the maximum pay; the young man appointed to the High school receives \$1,008 for his first year, and attains his full pay only after thirteen years of probation. The changes were upon the sound business principles of graduating the pay according to the different degrees of experience in the art of teaching.

THE ENGLISH HIGH AND LATIN SCHOOL BUILDING.

The completion and dedication of the elegant structure for the use of the English High and the Latin Schools has relieved these schools of many serious hindrances to their most successful work which were suffered under the long-standing arrangement of having their classes distributed among several buildings, at considerable distances from each other, and none of them in the best sanitary condition, especially of light and ventilation. The new house is constructed in anticipation of the wants of many years to come, — a fact which is not always remembered by those persons who animadvert upon the large number of rooms which are at present unoccupied. Whether the expenditures upon the architectural ornamentation of the house have been too lavish, or not, is a question for whose answer the School Board is not solely responsible; for the building is the

creation of the whole city government; of the City Council, whose sub-committee has made all its contracts and watched over its gradual growth, as well as of the School Committee, from whose desire the plan of its existence first emanated. And it is doubtful if either of these bodies would be willing to relinquish its claim of credit for the structure as it stands; or if any public-spirited citizen would have been content with an economy which should have shorn the house of any of its beautiful lines and proportions, or rendered it less completely adapted in inner arrangements to all the needs of a model school. It is an occasion of satisfaction that the Boston school-houses erected within the last few years, of which this building is one of the noblest specimens, have been planned and superintended in all their details by an architect who has had opportunity as well as inclination to profit by the lessons of experience; for it used to be the case that every such proposed new house was entrusted to the mercies of a new architect,—upon the theory that city favors should be impartially distributed,—with the result that the same mistakes with regard to ventilation, lighting, seating, heating, and acoustic properties, which had been the torment and peril of teachers and children for years, were repeated with more or less variation, with that entire disregard of the advice of wiser heads which is apt to characterize men who are launching into new experiments.

Since there has been a city architect, well trained in his art, and docile to any suggestion from those most competent to speak upon the subject, there has

been a steady improvement in the character of the new school structures, not only in the prime respect of their being thoroughly well suited to the public requirements of school life, but in their entire subordination of the architect's ambition for show to the consideration of a true economy. They are far less expensive structures than those built under the old system, although they are handsome enough to be a credit to the city, and they contain the least possible repetitions of old blunders of plan. Some of the honor of this gain must be taken by the School Committee, whose judgment upon the plans and locations of school-houses has been final only within a few years; but the having one mind at the head of building affairs has still more decisively furthered the good results.

Of the important modifications of methods of government and instruction of the schools, which have been made within a few years, three features have been the subjects of earnest discussion by the committee, as well as among citizens, and some of them, it may be added, of much hasty and ill-digested judgment by those whose opportunity is small of knowing all the facts involved. These are, the work of the Board of Supervisors, the use of supplementary reading, and certain changes in the conduct of the Primary schools.

THE BOARD OF SUPERVISORS.

The existence of the Board of Supervisors dates from the reorganization of the School Committee. Its operations have thus covered a sufficiently long period

to enable careful observers to form a tolerably correct estimate of the advantages and the defects of the system of supervision. It needs to be remembered — for it is often entirely forgotten by critics — that some supervision akin to that which was adopted appeared to be indispensable when the School Committee was reduced from more than a hundred to twenty-four members. Even with the existence of a large body of men and women who formed the old committee there was no such oversight of the work of the schools as a proper business conduct of so important and extended an interest should demand. It was again and again complained, by those who were solicitous for the highest success of the schools, that there was no trustworthy information available with regard to the quality and result of the school work. In some districts intelligent and disinterested members of the committee were diligent visitors of the schools of their neighborhood, and by their criticism and encouragement held them up to a high standard of attainment. But even these competent visitors made no sort of a report to the central body, by which a member of the committee from another part of the city could determine who were strong and who weak teachers there; upon what principles candidates were appointed to instructors' posts, whether by careful examination of the mental and moral fitness, or by personal favoritism; nor what was the actual progress of pupils in the essential respects of a good education. But from districts where the individual members of the committee were not well chosen for their office, the grounds of judgment as to what the schools were

really doing were still more uncertain, and the occasions for suspicion that they were doing a great deal less than they ought to do were numerous. The Superintendent, of large experience and wisdom, but subject to the mortal limitation that he could not be in several places at once, rode rapidly from school to school, exhorting, reproving, and enlightening; but entirely unable to give the detailed attention to weak points and to grave abuses which he, most of all observers, felt should be speedily corrected, if the schools were to accomplish what those who supported them had a right to expect.

With the reduction in size of the committee even this imperfect oversight of the schools must be greatly diminished, — a fact so plain to all who had given any thought to the matter that in the legislative bill reconstructing the committee special provision was made for the creation of a body of supervisors, whose function it should be to reinforce the powers of the Superintendent, and to serve as the ears and eyes of the School Committee, so as to place within the committee's reach the varied sorts of facts about the schools which they must have at disposal if they were to manage educational affairs with any wisdom and discretion.

This was the origin of the Board of Supervisors; and there has been no solitary change in the school system which abates one jot the necessity of the continued existence of such an overseeing body. The duties which it is called upon to undertake multiply with each year of its continuance. The members of the School Committee depend more and more upon

the information which the Supervisors alone can adequately possess; not only with regard to the qualifications of teachers in service, and of those who are applicants for places, but concerning the manifold questions of the spirit with which instructors and pupils carry on their work; of the adaptation of books and modes of teaching to different schools; of the healthfulness of school-rooms; of the accommodations for classes: and it may be claimed that as early prejudices abate, the teachers attach increased value to the advice and coöperation which they learn to seek from supervisors, whose sympathy in all the perplexities of their daily tasks, and whose fairness of judgment as independent observers and students of school methods, they have again and again had occasion to prove.

Two questions should be kept entirely distinct from the general consideration as to the worth of the Board of Supervisors. The one—a delicate matter to speak of, yet of great weight in the formation of opinions about the use of supervision—is as to the personal constitution of the Board. No men and women, be they never so carefully chosen for such an office, can avoid the criticism as to their entire fitness for their position which will be made by those who are responsible for their selection, those whom they are called upon to supervise, or the larger public, who are simply watching the result of an important and costly experiment. While, indeed, it is difficult in such a case of a comparatively untried system, to wholly separate the way in which the individual Supervisor does his work from the possible advantages

of the system, yet it may be that the idea to be carried into operation is entirely wise and of admirable promise, even though its execution has not been completely satisfactory. This is said, not for the purpose of imputing any shortcomings to the individual Supervisors now or formerly in power, nor even with the intent to echo any vague and indefinite complaints, but in response to that frame of mind which is tempted to underrate the use of the system of supervision, because not pleased with all the details of its execution. It would be only the utterance of a becoming modesty to say that the *ideal* and the *actual* construction and performance of School Committees have seldom coincided.

The other point, not to be confounded with the larger issue, is the old one raised in the first years of discussion, and, so far as the policy of the School Committee has since been governed, settled by a decisive vote: as to whether the Supervisors were to be a body of coördinate dignity with the Superintendent, — he possessing only such influence as his character and office might confer, and casting but one vote in the deliberations of the Board, of which he was *ex-officio* a member, "first among equals," — or whether they were to be Assistant Superintendents, receiving assignments to specific duties from their head, who was held responsible for the vigorous inspection and examination of all parts of the school mechanism. There are undoubtedly theoretical advantages in the latter plan, which now that they can be dispassionately considered (as they could not be a while ago), may bring about, not its adoption

entirely, but some such modifications of the present relations between the two offices as experience has shown to be important in promoting unity of action, and preventing extreme and somewhat irresponsible individualism.

But here, again, let it be remembered that one may prefer either of these theories as the only possible means of bringing about the most fruitful results of coöperation in all the parts of the educational system; and yet the main principle remains unshaken, that some body of experts is imperatively necessary to act as the overseeing eye and the executive arm of the School Board; and such a body exists in the Board of Supervisors, some of whose services may be concisely stated.

The Board of Supervisors subjects to a thorough examination all candidates for the office of teacher, rejects the incompetent, and approves the fit.

That work, which is the only absolute safeguard against the admission of uneducated persons to the ranks of teachers, for which the highest pay should command only the best ability, was never done before in any uniform and systematic manner.

The Board of Supervisors visits every teacher in the city, at least once a year, to observe and make record of the powers of discipline, of imparting knowledge, and of inspiring with wholesome moral ideas, exercised by that teacher in the class relation; and its observations are at the command of every member of the School Board. No such body of information was ever before available; and no such visiting, imperfect though it is, from the amount

to be done in a limited time, was ever before undertaken.

The Board of Supervisors has a careful eye to the sanitary state of school buildings, and makes an annual report thereupon to each of the division committees. In the performance of this duty many sources of injury and danger to the health of the occupants, hitherto disregarded, have been pointed out with an authority which has brought about their correction.

The regular annual examinations of pupils who are candidates for diplomas — examinations which have been required for years — are now, under the superintendence of the Board of Supervisors, made uniform throughout the city; so that there can be no just complaint that a diploma does not everywhere stand for one and the same order of scholarly proficiency.

In addition to the above duties, and the multiplicity of secondary calls which can never be prescribed beforehand, but which exhaust time and strength, within the year, the entire control of Primary schools, involving the frequent examinations of the children, their promotion to higher classes, and the various details which were once attended to by the Grammar master, has been laid upon the Board of Supervisors.

If any other warrant for the employment of the Board is demanded it may be found in the fact that seven superintendents over the great educational system of Boston are in smaller ratio to the number of inhabitants, the wealth, and the school population of the city, than is one Superintendent in Cambridge, Springfield, Salem, Fall River, and the other cities of New England.

PRIMARY SCHOOLS.

The plan of separating the Primary schools from that connection with the Grammar schools which has been held for years, under which they were supervised by the Grammar masters, was initiated two years ago, but is still, by a large number of the School Committee, considered to be in its experimental stage. The main idea which brought about the change was that these schools, which often provided the only school education which large numbers of children received, were in most instances entirely subordinated in dignity and in the watchfulness bestowed upon them to the Grammar classes, which were more directly under the master's eye; and that they could obtain their due measure of consideration only in a state of independence similar to that held by the Grammar towards the High schools. Their superintendence was at first entrusted to three supervisors, who gave their entire attention to this department; but latterly this has been assumed by the full Board. Over some four hundred and eighteen Primary classes the six supervisors exercise as much of the direction as is practicable, which was formerly undertaken by fifty masters. They look after the periodical examinations of the classes; they make promotions from the lower to the higher grades; they are the court of final appeal in all matters of discipline, and are expected to pay attention to the condition of the buildings. The assumption of such burdens, in addition to the duties already imposed upon them, would certainly imply a neglect of some of the interests formerly delegated to the master's care.

But as an offset to this difficulty it is intended to encourage a greater degree of wholesome self-reliance on the part of Primary teachers, many of whom, from long service, are quite competent to act of their own judgment on the larger part of the problems whose solution they once left to the masters; while in each building containing six or more Primary classes it is permissible to confer the higher rank of second assistant upon that one of the teachers who has the discretion and disposition to take charge of minor questions of discipline and care of buildings and yards.

Moreover, it is urged that, although in many districts the master maintained a most tender and vigilant solicitude toward the Primary work, not second to that bestowed upon the rest of his charge, in other cases the Primary supervision was utterly distasteful to the master, and carried out in that perfunctory manner which characterizes the performance of all disagreeable tasks; and that in these latter instances the question seemed to lie between a change of directorship and the sacrifice of the Primary schools. Whether that neglect was so common as to call for the radical change which has been instituted, and whether any advantages derived from the new supervision can compensate for the loss of what in the most favorable instances is conceded to have been a most constant and judicious regard for every detail of the Primary course, — a care impossible to a Supervisor, who has nearly seventy Primary classes besides those of a Grammar school to visit, — are points upon which the School Board await the light

to be thrown only by experience. That period of trial the majority of the Supervisors seem confident will vindicate the wisdom of the new ways.

The plan of promoting the Primary scholars annually instead of, as formerly, twice a year, is not an essential feature of the present programme of Primary management, and has served to overcrowd the Primary schools to an unprecedented extent; while it is alleged by the masters to be a mischievous obstacle in the way of a healthy progress of the higher scholars. It remains to be seen whether these evils are inherent in the plan, or only the incidental friction of new machinery.

SUPPLEMENTARY READING.

The improvement in the methods of teaching reading, which was involved in the addition to the field of instruction of several series of good and attractive books, — to be read in the class-work, or in the otherwise unoccupied moments of the school session, in silence by the pupil, — has steadily gained in the appreciation of the teachers. There is much to be said in favor of the old custom of exercising the child, month after month, in reading from the same book, made up of extracts from the master-pieces of English literature, which at last become imbedded in the memory, to be recalled with delight in later life; and there is nothing in the new arrangement which prevents the continuance of this custom. But the chief intent of school reading is not to store the memory with pleasant reminiscences, but to enable

the pupil to understand at a glance, and to intelligibly express, the words of unfamiliar printed pages, through which, in later life, he is to receive most of his knowledge of what the world is doing, and what men before his time have done. To read easily, he must read much; not in one book, but from many.

Moreover, in this age of abundant literature, bad as well as good, the school must undertake, to some extent, the grave office of guiding the choice of books, by introducing the pupil to that field of bright and pure printed thought, of whose existence, for lack of right early direction, so many men and women remain in ignorance throughout their lives.

The supplementary reading, selected from a broad range of the volumes which have cheered and blessed the generations, helps to give some foretaste of the larger world of good books, and has paved the way for that hopeful experiment now being tried, through the coöperation of the Superintendent of the Public Library with some of the Grammar masters, of putting into the hands of children, for home use, volumes of a higher class than would be likely to be sought of their own choice, and so of giving them a safe key to that great treasure-house, the Public Library and its branches.

At the beginning of this use of supplementary reading, the Committee on Supplies, in behalf of this Board, authorized its agents to publish certain volumes, edited by Superintendent Eliot, which were likely to be valuable as aids to the experiment. Unhappily larger editions were printed than there was any call for, and the accumulated stock, distributed

in stores and school-houses, became an incumbrance of waste-matter which had to be put upon the book market, although, it is believed, at no serious money sacrifice.

The publishing experiment has been abandoned, and now only those books are bought for which there is likely to be immediate use.

INDUSTRIAL EDUCATION.

The School Committee has again repeated its formal vote of desire to test the feasibility of imparting to Grammar scholars some of the elements of mechanical skill by whose final application so many of them must by and by earn their daily bread. The term industry, as applied to manual labor, is far too large to be adequately comprehended under any use of carpenters', machinists', or blacksmiths' tools. These are but portions of a vast field, which only a great number of special schools could make any pretension of properly traversing. But it is possible to meet some of the complaints which are so frequent, that the public education is so exclusively intellectual as to unfit the majority of youth for entering heartily into the ranks of manual labor, by directing certain pursuits of the school hour to the especial end of training the hand and the eye; so that, whatever the future occupation of the child, he shall not be utterly awkward and helpless in the every-day responsibilities of earning his living. Education may and ought to help youth to be self-reliant and "handy," as a mere bookish student is not likely to be.

The eminent success of the sewing instruction in

the girls' schools—a branch of school-work for a long time looked upon with great distrust by most persons who had given any thought to matters of education—has afforded convincing evidence that it is possible to impart special manual skill without interfering with the established routine of study. The teaching of industrial drawing, now pretty firmly seated among the essentials of instruction, is quite within the line of training for the practical life of the manual worker. And so those who have watched the shop-work of the Massachusetts Institute of Technology, and the smaller experiment of the Boston Industrial School Association, in teaching boys the manipulations of a few varieties of mechanics' tools, from which training some have been known to go into successful positions in trades, have continued to feel, notwithstanding the disapproval of their plans by the money-appropriating authorities, that it would be no unwise venture to devote a small portion of the week in a few boys' Grammar schools to an experiment of using hammers, saws, chisels, and like tools, under a competent instructor, with the design of enlarging the work as fast as its smaller operations should be shown to be of advantage.

A proposition of this sort, a few years ago, was heartily welcomed by some of the most sagacious teachers, as promising much good, while presenting few disadvantages.

HYGIENIC INSTRUCTION.

The need of adding to the Board of Supervisors a special inspector of the hygienic problems of the

schools has been frequently urged upon the committee; but the legal difficulties in the way of appointing such an officer, who could have the full authority essential to the best efficiency of his work, have thus far hindered the creation of the office. The discussion of the subject has, however, called public attention to the many perils to physical health which are a peculiar condition of the school life of a city, with its hundreds of children crowded under a single roof, and whose proper treatment, if not directed by a special instructor, demands a much greater degree of acquaintance with hygienic laws on the part of teachers than they are likely to obtain in their own private and unguided study. Some public lectures upon this subject by a competent physician have already been of great value in pointing out a portion of the special dangers to pupils' and teachers' health, and it is hoped that provision may be made for additional courses of lectures, upon the same subjects, from the wisest students of the art of preventing disease.

The story of the year's operations of our Boston school system is always a tale of experiments; but that, too, is the history of progress in every department of human activity. Each generation, possessed of new energies and called to larger and different responsibilities than those which have gone before, must enter upon untried paths, which seem to lead far away from the ancient beaten tracks, and which do, indeed, often end in failure, but which also often point more directly than the roads of tradition towards that kingdom of the best things which it is

the task of human life to seek. Until it be proved that the limit of human attainment has been reached there is nothing to be done but to make strange ventures. And in education all the ways which those who can speak from breadth of knowledge see to be an improvement over former methods have, within the acquaintance of living men and women, passed through the stage of experiments.

The problem of school management is to fit youth to be useful and happy men and women, with the least waste of time and strength; to compress within the few years in which multitudes of children are within reach of their only healthful influences of mind and character so much profitable instruction, with as little that is useless, as shall surely set them in the right way of a creditable life. Given that problem, with the ever-changing conditions of society, its new ideas, its new industries, its new assaults upon virtue, and the work of the public educator is before him, — a work so formidable that he would be more than mortal if applying all the fervor of heart and soul and mind to its fulfilment, he did not make as many mistakes as he won successes. And the Boston School Committee, with all its subordinates, are fallible men and women, who are able in a year to gather but a shell or two upon the shore of wisdom.

GEORGE A. THAYER, *Chairman.*

GEORGE M. HOBBS.

JOHN G. BLAKE.

Mr. Hobbs dissents from some portions of that section of the above report which discusses the work of the Board of Supervisors.

SCHOOL DOCUMENT NO. 27.—1881.

FINAL PROCEEDINGS

OF THE

SCHOOL COMMITTEE.

DECEMBER 27, 1881.



BOSTON:
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1881.

IN SCHOOL COMMITTEE,

BOSTON, Dec. 27, 1881.

Ordered, That the final proceedings of the Board, together with the addresses of the President and Vice-President, be printed.

Attest :

PHINEAS BATES, JR.,

Secretary.

FINAL PROCEEDINGS OF THE SCHOOL COMMITTEE.

DECEMBER 27, 1881.

Vice-President Finney in the chair.

Mr. Perkins presented the following resolutions : —

Resolved, That the thanks of this Board be presented to the Hon. Frederick O. Prince, the President of the Board, for the able, dignified, and courteous manner in which he has presided over its deliberations during the past year, and for the personal interest he has always manifested for the welfare of the public schools.

Resolved, That in severing the very pleasant official relations of the past three years, we extend to His Honor the best wishes of the Board for his future prosperity and happiness.

The resolutions were unanimously adopted by a rising vote.

The President was conducted to the chair, and addressed the Board as follows : —

ADDRESS OF MAYOR PRINCE.

Members of the Board : — I thank you very much for this kind, complimentary resolution, and I need not say I am very much flattered by it. I cannot claim that I have rendered any personal or direct assistance to you during the year, nor that I have rendered any great benefit to the schools ; but I do claim that I have always — and have now — a very

great interest in the cause of education. The mayor, as you know, is *ex-officio* president of this committee, and it is his duty to act with it and do all that he can to aid them in the discharge of their arduous duties ; and with me this duty has been a pleasure, — a very great pleasure, — during all the four years I have been connected with it, and I wish I could feel that I had sufficient reason to be entitled to all the commendations mentioned in the resolution. I was not aware until very late in the day that this would be the last meeting of this committee. My time and attention have been very much taken up with the closing duties at City Hall, and somehow I had the idea that we were to have an extra session, when I hoped to speak at some length of some things which have occurred to me during the years that I have had the privilege and honor of presiding at this Board ; consequently the remarks that I am about to make are very few, and had only been hastily put together and finished just as the carriage brought me to this meeting.

Boston has been distinguished among all the cities of the country for its constant appreciation of the value and importance of popular education, and of the potency of the free public school in all its departments. She has shown this appreciation in all her long history. As soon as the Pilgrims were landed, and before their physical wants were properly cared for, they established the church, and, very shortly after, organized the first free school. It is pleasant to know that these early institutions of the fathers still flourish and prosper, and are successfully performing their useful work. From those days the churches and schools have been the objects of constant interest and solicitude of our citizens. We are not asked to support the former from the public treasury, because the piety and liberality of our people make it unnecessary, and for obvious reasons of public policy ; but for the support of the latter we have been willing to tax ourselves millions. The sums annually appropriated to

this branch of the government exceed those given to any other; and our citizens are satisfied that it should be so, for the investment is a good one. When we contrast the results of ignorance — which are idleness, poverty, intemperance, vice, crime, and misery — with those of education, — which are industry, thrift, plenty, and happiness, — the one disturbing and the other promoting the peace of society and of government, — can we overvalue popular education, or pay too high for it?

I do not dwell upon the strongest argument in its favor, — that man shall train and develop his mental faculties because the great Creator intended he should do so, — the fact that they are made capable of development and improvement being conclusive evidence of this intent. I am one of those who believe that Boston is destined to be a great city. Great cities are likely to have an undue proportion of those that must earn their bread by unskilled labor. These may not appreciate the value and benefits of education, and may be taxed for the good of those whose lines have fallen in more pleasant places, although their share in it will be small. But I trust the interests of our citizens in the free schools will never abate, and that they will in the centuries to come, as in the centuries that have passed, give whatever is needed for their maintenance and support. The more intelligent we make the people, the greater the safety of the schools. I am glad to bear witness to the interest of this Board in the work committed to its care, and equally to the character of this work, and to the fidelity with which it has been performed. You and the Supervisors and the Superintendent have made the city your debtor by your useful labors; you have made the teachers, the pupils, and the parents your debtors. When you behold the success of our school system, the excellence of the methods by which that system is carried out, and the beneficial influence of the work upon all the great interests of society, and upon the prosperity, honor, and dignity of the

city we all so greatly love, you have the right to feel that you have deserved well of your fellow-citizens. Allow me, in closing, to express the hope that the new year will be a happy one to each and all of you.

At the close of the Mayor's address Mr. Flint, after referring to the work of Mr. William H. Finney as a member of the Board, and as its Vice-President, presented the following resolutions : —

Resolved, That the thanks of the Board be presented to Mr. William H. Finney for the able and impartial manner in which he has performed the duties of Vice-President of the Board during the past year.

Resolved, That the Board regrets the determination of Mr. Finney to withdraw from service on the School Committee, in the belief that by his retirement the city will be deprived of a faithful and efficient official.

Resolved, That the thanks of this Board be tendered to Mr. Finney for his long and honorable service as a member of the School Committee; and that the best wishes of the Board will go with him for his future prosperity and happiness.

The resolutions were adopted unanimously by a rising vote.

Mr. Finney addressed the Board as follows : —

ADDRESS OF VICE-PRESIDENT FINNEY.

Mr. President and Members of the Board:—I hardly know how to respond, in fitting terms, to your kind resolution, and can but fall back upon the old-fashioned phrase, — which I say from the bottom of my heart, — I thank you.

Twenty-two years have passed since I was first elected a member of the School Committee of the City of Charlestown.

With the exception of the year 1865 and the year 1875, and about one month of the year 1881, I have served continuously in that city and the City of Boston.

After twenty years of active service it is not without emotion that I appear at this Board for the last time, and sever a connection, which, although involving much labor and anxiety, has been in many respects agreeable to my tastes.

I trust I have learned something during these years, although I was much more confident in my opinions on educational subjects during my first years of service than I am now.

In looking back I am conscious of many errors of judgment and shortcomings in my efforts. But I can truly say that I have always endeavored to act in accordance with honest convictions after seeking for the best light.

However earnest I may have been in advocating my own opinions, I have always recognized the honesty of purpose of those who have held different views on various questions which have been under discussion, and have tried to keep my mind in that state which would enable me to give due weight to the arguments and opinions of others. But I have always claimed the right of thinking for myself and forming my own judgments.

At the closing meeting of the Board of last year I had the honor of reviewing briefly the work of that year, and of replying to some of the criticisms which had then recently been made in regard to the administration of the school affairs of the city.

It is not my purpose, at this time, to enter into a full review of the work of the Board for the past year, and happily there is no occasion to reply to any publicly expressed official criticism.

I beg, however, to refer briefly to a few matters of importance which have been more or less subjects of public thought during the year.

PRIMARY-SCHOOL INSTRUCTION.

The supervision of the Primary Schools is now divided among the six members of the Board of Supervisors, instead of being committed to three of their number, as during last year.

The important change in the methods of Primary-School instruction, made about two years ago, has accomplished beneficial results. Work is now accomplished in the lowest grade of schools that was not attempted ten or even five years ago.

It is claimed that this is not the result of "cramming," or of undue pressure upon the pupils.

In most of these schools there is an air of cheerfulness and interest, on the part of pupils, in happy contrast with their appearance a few years ago.

I know these changes have been subjected to adverse criticisms, and have been stigmatized as "the bad effects of unprofessional theorizing and absurd experimenting." Some of the masters, who formerly had direct supervision of these schools in connection with their respective Grammar Schools, have looked with disapprobation upon the change.

But "nearness of stand-point" is not conducive to breadth of vision; and teachers, while they may be sincere in their opinions, and earnest in their work, are not always the best qualified to see the defects of our schools, or the dangers that threaten them.

SUPERVISION.

In my remarks, about a year ago, I undertook to show the advantages of supervision of schools, what had been accomplished by it in this city, and the expense of it here as compared with that of other cities and towns in the Commonwealth.

I also stated that Boston had less supervision, in proportion to the number of pupils, than most of the towns which

employ paid supervision for their schools. I am still of the same opinion regarding the need of supervision, and would commend those who doubt its necessity to examine the question candidly before forming a final judgment. In this connection I desire to bear testimony to the conscientious fidelity of the Board of Supervisors in the performance of their delicate and arduous duties.

EXPENSES.

By the monthly statement of the Committee on Accounts, presented this evening, it will be seen that the total expenses for nine months, to January 1st, without deducting the amount repaid the Treasury for books and supplies, have been \$1,040,974.23. The expenses for the same time last year were \$1,059,582.57, or nearly \$19,000 more than for the corresponding months this year, and it is probable that the total gross expenses for the current financial year will be about \$20,000 less than the amount appropriated by the City Council.

Since the reorganization of the School Committee, in 1876, the school expenses have been steadily diminishing; and I feel sure that means can be devised by which still further diminution of expenses can be made without injury to the schools. Of course, however, violent changes are detrimental, and it is important that haste should be made slowly in this direction.

Much of my time and thought during the past few years have been given to the work of the Committee on Supplies, and I beg to present the following comparative statement of general expenses, exclusive of salaries of Instructors, Officers, and Janitors, which shows a decrease each year since the reorganization of the Board.

The net amount for

1876-7, was	.	.	.	.	.	.	\$178,163 41
1877-8	“	.	.	.	.	.	\$164,002 16

1878-9, was	. . . . .	\$159,022 62
1879-80 “	. . . . .	\$154,163 24
1880-1 “	. . . . .	\$123,046 55
1881-2 (eight months)	. . . . .	\$73,909 78

It is estimated that the net amount for the remaining four months will not exceed . . . \$35,000 00

Making the net expenditure for the year \$108,909 78 or about 60 per cent. of the amount for 1876-7.

The above amounts include janitors' supplies, fuel, gas, water, printing, and all materials furnished the schools. More than one-half of the net expenditure under the direction of the Committee on Supplies for the current financial year will be for fuel, gas, and water, the prices for which are fixed by the City Council.

I am happy to be able to state that the system adopted a few years ago, of furnishing supplies to the pupils and the schools has, in its financial results, more than realized the sanguine expectations indulged in at the time of its adoption.

The net expense for books, slates, drawing materials, and stationery purchased by the committee for teachers and pupils in the public schools for the year

1877-8 was	. . . . .	\$63,615 54
1878-9 “	. . . . .	\$69,714 28
1879-80 “	. . . . .	\$66,834 51
1880-1 “	. . . . .	\$34,703 68

For the 8 months of the financial year 1881-2, to Dec. 1, the net cost, after deducting the amount received from sale of books and materials, and paid into the City Treasury, has been \$3,455.20, and it is estimated that

for the whole financial year the net cost
will not exceed \$13,000 00
which amount is about one-fifth of the average cost preced-
ing the year 1879.

This gratifying result has been accomplished not without hard work by the Committee on Supplies and the Auditing Clerk and assistants. The teachers have generally coöperated in carrying out the details of the system, and have been during the past year of much assistance in making the experiment a success.

There are a few inconveniences connected with this plan, but they are outweighed by its advantages, and I know of no other way of executing the law of the State on this subject, involving less inconvenience.

Before closing, I desire to renew my expressions of gratitude to His Honor the Mayor for his kindness; to the members of the Board, one and all, for their numerous manifestations of confidence and for their forbearance towards my official shortcomings; and to the Superintendent and Supervisors for their counsel and assistance.

Enjoying, perhaps, exceptional opportunities for judging of the manner in which the employés of the Board have performed their duties, I take great pleasure in commending the Secretary and Auditing Clerk, and their assistants, as being courteous, conscientious, and capable.

Wishing success to such of you as are to remain on the Board, in your efforts for the maintenance and improvement of our public-school system, and abundant prosperity and happiness to all, I again tender my thanks for the complimentary vote you have passed.

