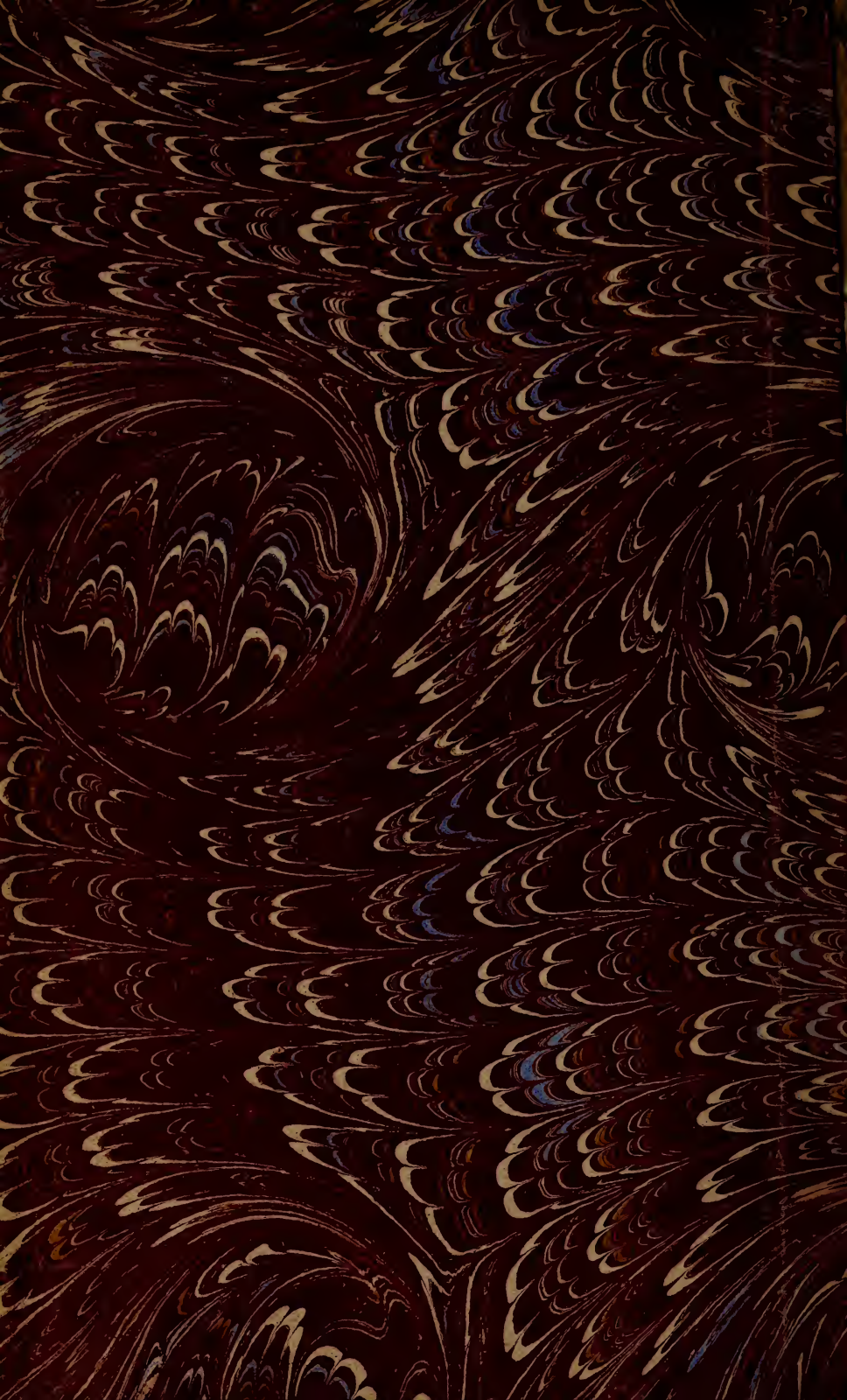
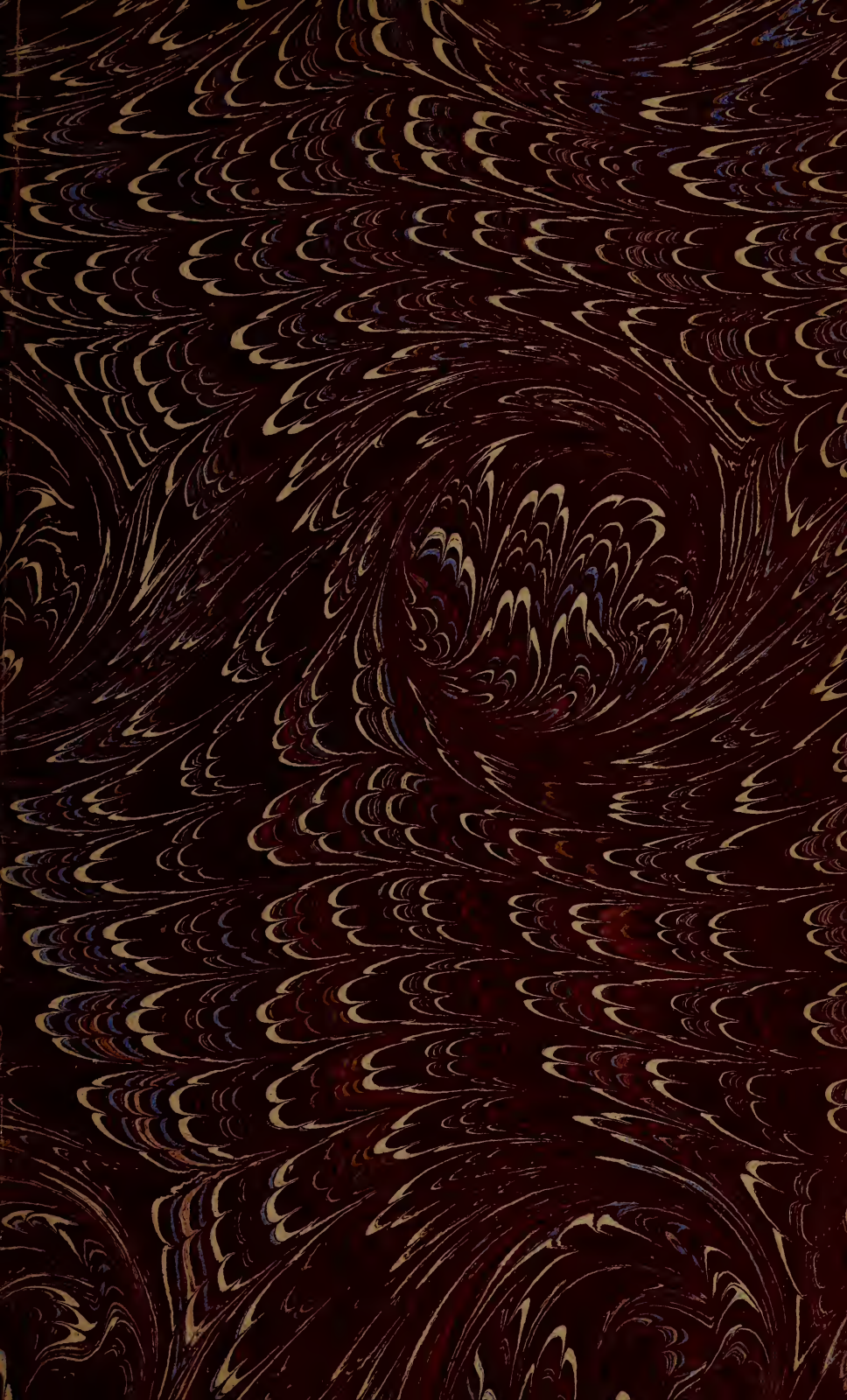


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DOCUMENTS

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON,

FOR THE YEAR 1886.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1886.

Department of Municipal
City of
Boston.
Statistics.

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SCHOOL DOCUMENT NO. 1—1886.

REPORT

OF THE

COMMITTEE ON SALARIES.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1886.

REPORT.

IN SCHOOL COMMITTEE, BOSTON Feb. 23, 1886.

The Committee on Salaries, in accordance with the Rules, present their annual report.

The committee, after a careful consideration of the subject, report that the salaries of the instructors in the public schools be continued at the rates now paid.

The committee recommend the passage of the following orders.

For the Committee,

GEORGE H. PLUMMER,

Chairman.

1. *Ordered*, That the salaries of instructors of the public schools be for the ensuing school year as contained in the following schedule:—

NORMAL SCHOOL.

Head-Master	\$3,780
First Assistant, first year, \$1,440; annual increase, \$36; maximum,	1,620
Second " first year, \$1,140; annual increase, \$48; maximum,	1,380

HIGH SCHOOLS.

Head-Masters	\$3,780
Masters	2,880
Junior Masters, first year, \$1,008; annual increase (for thirteen years), \$144; salary for the fourteenth and subsequent years, with the rank of master	2,880
Assistant Principal	1,800
¹ First Assistants	1,620
Assistants, first year, \$756; annual increase, \$48; maximum	1,380

¹The rank of First Assistant (High Schools) shall be abolished, as the position now recognized shall become vacant in schools where first assistants are now employed. [Regulations, Sect. 226, Par. 4.]

There are at present four first assistants, (High Schools) in service.

GRAMMAR SCHOOLS.

Masters, first year, \$2,580; annual increase, \$60; maximum . . .	\$2,880
Sub-Masters, first year, \$1,500; annual increase, \$60; maximum . . .	2,280
Principal Tileston School	1,380
First Assistants, first year, \$900; annual increase, \$36; maximum . . .	1,080
Second " first year, \$756; annual increase, \$12; maximum . . .	816
Third " first year, \$456; annual increase, \$48; maximum . . .	744

PRIMARY SCHOOLS.

Second Assistants, first year, \$756; annual increase, \$12; maximum . . .	\$816
Fourth " first year, 456; annual increase, \$48; maximum . . .	744

SPECIAL INSTRUCTORS.

Instructor in Hygiene	\$3,000
Special Instructors of Music (each)	2,640
Director of Drawing	3,000
Teacher of Chemistry, Girls' High School	1,380
Assistant in " " " "	744
Teacher of Physical Culture and Elocution, Girls' High School	960
" " " " Girls' Latin School	492
Teacher of Sciences, W. Rox. and E. Boston High Schools not to exceed	400
Teacher of Drawing, Penmanship, and Elementary Method, Normal School	828
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 1885-86.	
Horace Mann School for the Deaf — Principal	1,800
First Assistant	900
Assistants, first year, \$700; second year and subsequently	800
Instructor Military Drill	1,500
Armorer	660
Teachers of sewing : —	

One division	\$108	Seven divisions	\$540
Two divisions	192	Eight divisions	588
Three divisions	276	Nine divisions	636
Four divisions	348	Ten divisions	684
Five divisions	420	Eleven divisions	732
Six divisions	492	All over eleven divisions	744

Principal Evening High School (per week) : first year, \$30; second year, \$40; third year and subsequently	\$50 00
Assistants, Evening High School (per evening)	4 00
Principals, Evening Elementary Schools (per evening)	4 00
Assistants, Evening Elementary Schools (per evening)	1 50

Masters, Evening Drawing Schools (per evening): first year, \$8;	
second year, \$9; third year and subsequently	\$10 00
Head-Assistants, Evening Drawing Schools (per evening)	6 00
Assistants, Evening Drawing Schools (per evening)	5 00
Special Assistant Teachers, lowest classes Primary Schools (per week)	5 00

2. *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; First Assistants, elected as Principals, \$72; each, in addition to the regular salary of the rank.

3. *Ordered*, That the salary of a temporary junior master be at the rate of five dollars per day of actual service.

SCHOOL DOCUMENT NO. 2—1886.

NOMINATIONS FOR REËLECTION.

REPORT

OF THE

COMMITTEE ON NOMINATIONS.



BOSTON:
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1886.

REPORT.

IN SCHOOL COMMITTEE, BOSTON, March 9, 1886.

The Committee on Nominations have considered the recommendations for nominations for reëlection submitted to them by the Committees on Normal and High Schools, and the several Division Committees, and nominate for reëlection, for the ensuing school year, the instructors named below.

In several of the districts the numbers do not warrant the number of teachers nominated. The committees in charge urge the nomination of extra teachers in these districts for reasons which seem just and sufficient. It should be borne in mind that it is not a question of appointing new teachers, but of continuing in the service those teachers who have been serving during the past year. In some of the schools there is a want of seating capacity; this defect in the proper arrangement and equipment of school-rooms is not confined to those school-buildings which were erected many years ago. It is in the opinion of your committee a source of great regret that in the buildings which have recently been erected, notably in the Hyde and Minot school-houses, which have been dedicated and occupied within the past few months, some of the rooms are not large enough to accommodate fifty-six pupils, the number assigned by the Regulations to one teacher, and the committees in charge have been compelled to ask for extra teachers on account of this defect in the school-buildings.

In some of the districts it is necessary to establish classes outside of the regular school-buildings, and thus extra

teachers are needed. In other cases the proper classification of the schools requires the continuance of the present number of teachers.

In two districts — the Comins and Mount Vernon districts — owing to the necessity of maintaining colonies of grammar classes at some distance from the grammar-school-houses, the Board has allowed the appointment of an additional first assistant.

In two districts — the Allston and Bennett districts — the Board has allowed the appointment of two teachers of a lower rank in place of one teacher of a higher rank.

A list of these teachers is as follows: —

Allston District. — One additional second assistant in place of a sub-master.

Bennett District. — One additional second assistant in place of a sub-master.

Comins District. — One additional first assistant.

Mt. Vernon District. — One additional first assistant.

The following is a list of the extra teachers asked for in accordance with the reasons given above: —

One additional Grammar-School teacher in the Allston, Bennett, Brimmer, Dearborn, Gaston, Gibson, Lyman, Mather, Minot, Norcross, Quincy, Tileston, Wells, and Winthrop Districts. Two additional Grammar-School teachers in the Bowdoin, Eliot, and Mt. Vernon Districts. One additional Primary-School teacher in the Bigelow, Bowdoin, Brimmer, Bunker Hill, Charles Sumner, Eliot, Gibson, Lawrence, Minot, and Stoughton districts. The total number of teachers nominated in excess of the number allowed by the Regulations is thirty. In the several schools and districts there are ten teachers, who, though allowed by the Regulations, have not been asked for by the several committees in charge; so that the actual number of teachers nominated in excess of the numbers is twenty.

Section 226, paragraph 8, of the Regulations, provides that —

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 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.

Under the authority of the Regulations, as above quoted, the following-named teachers have been nominated with ranks higher than the Regulations strictly applied would allow: —

George Putnam District. — One first assistant.

Quincy District. — One sub-master.

Winthrop District. — One second assistant.

Section 218 of the Regulations provides that in every Primary school having not less than four teachers, a teacher may be elected, with the rank of second assistant, who shall perform such general duties in connection with said school as may be required by the principal, under the direction of the Division committee. Under this provision of the Regulations Miss Olive Ruggles was appointed second assistant, Primary Department, Oct. 1, 1881. Owing to the recent reorganization of the Primary schools in the Third Division, there are but three teachers in the building where Miss Ruggles is teaching. In view of the long and successful experience of Miss Ruggles, your committee recommend

that she be continued in her present rank, and submit an order to that effect.

Your committee recommend the passage of the following orders under a suspension of the rules.

For the Committee,

ABRAM E. CUTTER,

Chairman.

1. *Ordered*, That extra teachers be allowed in those districts where, from want of seating capacity, or to preserve the present classification, the Committee on Nominations, on the recommendation of the committees in charge, have included them in this report.

2. *Ordered*, That Olive Ruggles, second assistant, primary department, in the Phillips District, be continued in her present rank.

NORMAL SCHOOL.

Greatest whole number belonging during the year..... 150
Average whole number belonging during the year..... 124
Entitled to 5 teachers.

First Assistant.

L. Theresa Moses.

Second Assistant.

Annie E. Chace.

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

W. Bertha Hintz.

ON PROBATION.

Katharine H. Shute, *Second Assistant.*

RICE TRAINING SCHOOL. (Boys.)

Greatest whole number belonging to Grammar School..... 647
Average whole number belonging to Grammar School..... 605
Entitled to 11 regular teachers, 1 special.

Greatest whole number belonging to Primary School..... 477
Entitled to 8 teachers.

Sub-masters.

Joseph L. Caverly,
Charles F. Kimball.

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,
Harriet H. Norcross,
E. Maria Simonds.

Second Assistant, Primary School.
Ella F. Wyman.

Fourth Assistants.

Anna B. Badlam,
Gertrude E. Bigelow,
Sarah E. Bowers,
Clara C. Dunn,
Mabel I. Emerson,
Grace Hooper,
Emma L. Wyman.

HIGH SCHOOLS.

BOYS' LATIN SCHOOL.

Greatest whole number belonging during the year. 391
Average whole number belonging during the year. 352
Entitled to 11 teachers.

Masters.

Charles J. Capen,
Joseph W. Chadwick,
Arthur I. Fiske,
Frank W. Freeborn,
Byron Groce,

Edward P. Jackson,
John K. Richardson.

Junior Masters.

Grenville C. Emery,
Henry C. Jones,
George W. Rollins.

ON PROBATION.

Thomas A. Mullen, *Junior Master.*

GIRLS' LATIN SCHOOL.

Greatest whole number belonging during the year. 151
Average whole number belonging during the year. 146
Entitled to 5 teachers.

Master.

William Gallagher.

Jennie R. Sheldon,
Anna Van Vleck.

Assistants.

Augusta R. Curtis,
Jessie Girdwood,

Vocal and Physical Culture.

Martha S. Hussey.

ON PROBATION.

Alice H. Luce, *Assistant.*

ENGLISH HIGH SCHOOL. (Boys.)

Greatest whole number belonging during the year. 648
Average whole number belonging during the year. 635
Entitled to 18 teachers.

Masters.

Luther W. Anderson,
Robert E. Babson,
John F. Casey,
Alfred P. Gage,
L. Hall Grandgent,
Jerome B. Poole,
Manson Seavy,

Samuel C. Smith,
Charles B. Travis.

Junior Masters.

Frank O. Carpenter,
William H. Sylvester,
Rufus P. Williams.

ON PROBATION.

Junior Masters.

George W. Evans,
Melvin J. Hill,
Walter H. Russell,

William B. Snow,
James E. Thomas.

GIRLS' HIGH SCHOOL.

Greatest whole number belonging during the year..... 723
Average whole number belonging during the year..... 689
Entitled to 21 teachers.

Assistant Principal.

Harriet E. Caryl.

First Assistant.

Margaret A. Badger.

Assistants.

Alla W. Foster,
Charlotte M. Gardner,
Helen A. Gardner,
Augusta C. Kimball,
Katherine Knapp,
V. Colonna Murray,
Sarah J. C. Needham,
Emerette O. Patch,

Emma G. Shaw,
Sarah A. Shorey,
Lizzie L. Smith,
Adeline L. Sylvester,
Emma A. Temple,
Clara E. Webster,
Lucy R. Woods.

Teacher of Chemistry.

Laura B. White.

Laboratory Assistant.

Margaret C. Brawley.

Physical Culture and Elocution.

Helen D. Baright.

ON PROBATION.

Assistants.

Mary B. King,

| Parnell^s S. Murray.

ROXBURY HIGH SCHOOL. (BOYS AND GIRLS.)

Greatest whole number belonging during the year..... 210
Average whole number belonging during the year..... 195
Entitled to 6 teachers.

First Assistant.

Emily Weeks.

Assistants.

Clara H. Balch,
James A. Beatley,
Eliza D. Gardner.

ON PROBATION.

Clara Bancroft, *Assistant.*

DORCHESTER HIGH SCHOOL. (BOYS AND GIRLS.)

Greatest whole number belonging during the year..... 145
Average whole number belonging during the year..... 142
Entitled to 4 teachers.

First Assistant.

Mary W. Hall.

Assistants.

Laura E. Hovey,
Rebecca V. Humphrey.

ON PROBATION.

Elizabeth M. Ritter, *Assistant.*

CHARLESTOWN HIGH SCHOOL. (BOYS AND GIRLS.)

Greatest whole number belonging during the year 208
 Average whole number belonging during the year 187
 Entitled to 6 teachers.

Assistants.

Ella F. Brown,	|	Adelaide E. Somes,
Abbie F. Nye,	|	Alla F. Young.
Sarah Shaw,	|	

ON PROBATION.

Mary C. C. Goddard, *Assistant.*

WEST ROXBURY HIGH SCHOOL. (BOYS AND GIRLS.)

Greatest whole number belonging during the year 90
 Average whole number belonging during the year 87
 Entitled to 3 teachers.

Assistants.

Edna F. Calder,		Josephine L. Sanborn.
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ON PROBATION.

Alma S. Brigham, *Assistant.*

BRIGHTON HIGH SCHOOL. (BOYS AND GIRLS.)

Greatest whole number belonging during the year 60
 Average whole number belonging during the year 58
 Entitled to 2 teachers.

Marion A. Hawes, *Assistant.*

ON PROBATION.

Ida M. Curtis, *Assistant.*

EAST BOSTON HIGH SCHOOL. (BOYS AND GIRLS.)

Greatest whole number belonging during the year 134
 Average whole number belonging during the year 127
 Entitled to 4 teachers.

Assistants.

Lucy R. Beadle,	|	Emily J. Tucker.
Kate W. Cushing,	|	

ON PROBATION.

Sarah L. Dyer, *Assistant.*

SPECIAL TEACHERS, HIGH SCHOOLS.

<i>French.</i>		<i>German.</i>	
Marie de Maltchycé,	} to Sept. 1, 1886.	| John F. Stein, to Sept. 1, 1886.	
Henri Morand,			
Eugene Raymond,			

FIRST DIVISION.

ADAMS DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School..... 541
 Average whole number belonging to Grammar School 511
 Entitled to 10 teachers.

Greatest whole number belonging to Primary Schools 494
 Entitled to 9 teachers.

Sub-master.

Joel C. Bolan.

First Assistant.

Mary M. Morse.

Second Assistant.

John O. Godfrey.

Third Assistants.

M. Luetta Choate,
 Lina H. Cook,
 Albertine A. Martin,
 Sarah E. McPhaill,
 Ellenette Pillsbury,

Clara Robbins,
 Harriet Sturtevant.

Second Assistant, Primary School.

Anna E. Reed.

Fourth Assistants.

Ellen James,
 Mary A. Palmer,
 Alice M. Porter,
 Grace M. Remick,
 Ellen M. Robbins,
 Nellie B. Tucker,
 Emma M. Weston.

ON PROBATION.

Jennie A. Mayer, *Fourth Assistant.*

CHAPMAN DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School..... 652
 Average whole number belonging to Grammar School..... 625
 Entitled to 12 teachers.

Greatest whole number belonging to Primary Schools 376
 Entitled to 7 teachers.

Sub-master.

Augustus H. Kelley.

First Assistants.

Annie M. Crozier,
 Jane F. Reid.

Second Assistants.

Maria D. Kimball,
 Sarah F. Tenney.

Third Assistants.

Mary E. Buffum,
 Angeline Crosby,
 Margaret B. Erskine,

Carrie M. Locke,
 Jennie L. Waterbury,
 Almira I. Wilson,
 Lucy E. Woodwell.

Second Assistant, Primary School.

Hannah F. Crafts.

Fourth Assistants.

Maria A. Arnold,
 Marietta Duncan,
 Mary C. Hall,
 Calista W. McLeod,
 Clara A. Otis.

EMERSON DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School..... 714
 Average whole number belonging to Grammar School..... 686

Entitled to 13 teachers.

Greatest whole number belonging to Primary Schools..... 514

Entitled to 9 teachers.

Sub-master.

J. Willard Brown.

First Assistants.

Elizabeth R. Drowne,
 Mary A. Ford.

Second Assistants.

Bernice A. DeMerritt,
 Frances H. Turner.

Third Assistants.

Lillian G. Bates,
 Sarah A. Bond,
 H. Elizabeth Cutter,
 Mary D. Day,
 Carrie Ford,

Juliette J. Pierce,
 Laura S. Plummer,
 Helen M. Souther.

Second Assistant, Primary School.

Mary E. Plummer.

Fourth Assistants.

Margaret A. Bartlett,
 Ida J. Breckenridge,
 Almaretta J. Crichett,
 Harriet E. Litchfield,
 Hannah L. Manson,
 Lizzie M. Morrissey,
 Susan A. Slavin,
 Elizabeth A. Turner.

LYMAN DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School..... 605
 Average whole number belonging to Grammar School..... 593

Entitled to 10 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools..... 605

Entitled to 11 teachers.

Sub-master.

George K. Daniel, Jr.

First Assistants.

Cordelia Lothrop,
 Eliza F. Russell.

Second Assistants.

Amelia H. Pitman,
 Mary A. Turner.

Third Assistants.

Sibylla A. Bailey,
 Clara B. George,
 Ida E. Halliday,
 Fannie M. Morris,

Mary E. Morse,
 Mary P. E. Tewksbury.

Second Assistant, Primary School.

Anna I. Duncan.

Fourth Assistants.

Josephine A. Ayers,
 Abby D. Beale,
 Florence Carver,
 Martha L. Frame,
 Fidelia D. Merrick,
 Martha H. Palmer,
 Charlotte A. Pike,
 Mary L. Sweeney,
 Mary E. Williams.

ON PROBATION.

Third Assistant.

George R. Keene.

Fourth Assistant.

Jane A. Soutter.

SECOND DIVISION.

BUNKER HILL DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....	690
Average whole number belonging to Grammar School.....	673
Entitled to 12 regular teachers, 1 special.	
Greatest whole number belonging to Primary Schools.....	632
Entitled to 11 teachers.	

Sub-master.

Henry F. Sears.

First Assistants.

Mary A. Eaton,
Abby P. Josselyn.

Second Assistants.

Angelia M. Knowles,
Mary E. Minter.

Third Assistants.

Emma F. Black,
Cora V. George,
Ida O. Hurd,
Emma F. Porter,
Anna M. Prescott,

Charlotte E. Seavey,
Eleanore S. Wolff.

Fourth Assistants.

Caroline M. Arnold,
Ada E. Bowler,
Mary E. Flanders,
Effie G. Hazen,
Annie B. Hunter,
Elizabeth B. Norton,
Mary D. Richardson,
Sarah A. Smith,
Mary S. Thomas,
Kate C. Thompson,
Jennie F. White,
Lucy A. Wilson.

ON PROBATION.

Clara B. Brown, *Third Assistant.*

FROTHINGHAM DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....	645
Average whole number belonging to Grammar School.....	638
Entitled to 11 regular teachers, 1 special.	
Greatest whole number belonging to Primary Schools.....	488
Entitled to 9 teachers.	

Sub-master.

Wm. B. Atwood.

First Assistants.

Charlotte E. Camp,
Harriet E. Frye.

Second Assistants.

Arabella P. Moulton,
Bial W. Willard.

Third Assistants.

Ellen A. Chapin,
Sarah H. Nowell,
Margaret J. O'Hea,

Lucy A. Seaver,
Ellen R. Stone,
Jennie E. Tobey.

Fourth Assistants.

Mary E. Corbett,
Nellie L. Cullis,
Mary E. Delaney,
Louisa W. Huntress,
Fannie M. Lamson,
Abbie C. McAuliffe,
Helen E. Ramsey,
Persis M. Whittemore,
Martha Yeaton.

ON PROBATION.

Julia M. Burbank, *Third Assistant.*

HARVARD DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School..... 641
 Average whole number belonging to Grammar School..... 609
 Entitled to 11 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools 663
 Entitled to 12 teachers.

<p><i>Sub-master.</i> Darius Hadley.</p> <p><i>First Assistant.</i> Sarah E. Leonard.</p> <p><i>Second Assistants.</i> Katharine W. Huston, Ann E. Weston.</p> <p><i>Third Assistants.</i> Amy R. Chapman, Callie E. Gary, Abbie M. Libby, Ida B. Nute,</p>	<p>Annie E. O'Connor, Sarah J. Perkins.</p> <p><i>Fourth Assistants.</i> Grace H. Bredeen, Catherine C. Brower, Elizabeth R. Brower, Elizabeth R. Cormier, Elizabeth F. Doane, Fanny A. Foster, Elizabeth A. Prichard, Lucy M. Small, Alice T. Smith, Elizabeth B. Wetherbee, Louisa A. Whitman, Lana J. Wood.</p>
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ON PROBATION.

<p><i>First Assistant.</i> Mary A. Lovering.</p>	<p><i>Third Assistant.</i> Eudora F. Sumner.</p>
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PRESCOTT DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School 496
 Average whole number belonging to Grammar School..... 465
 Entitled to 9 teachers.

Greatest whole number belonging to Primary Schools 497
 Entitled to 9 teachers.

<p><i>Sub-master.</i> Alonzo Meserve.</p> <p><i>First Assistant.</i> Delia A. Varney.</p> <p><i>Second Assistant.</i> Mary C. Sawyer.</p> <p><i>Third Assistants.</i> Frances A. Craigen, Elizabeth J. Farnsworth, Mary E. Mailman,</p>	<p>Lydia A. Nason, Julia C. Powers, Julia F. Sawyer.</p> <p><i>Fourth Assistants.</i> Nellie J. Breed, Mary E. Franklin, Emma M. Gregory, Lydia E. Hapenny, Kate M. Porter, Alice Simpson, Carrie M. Small, Hattie L. Todd.</p>
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ON PROBATION.

Elizabeth J. Doherty, *Fourth Assistant.*

WARREN DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....	685
Average whole number belonging to Grammar School.....	646
Entitled to 12 regular teachers, 1 special.	
Greatest whole number belonging to Primary Schools	375
Entitled to 7 teachers.	

Sub-master.
Edward Stickney.

First Assistants.
Sarah M. Chandler,
Elizabeth Swords.

Second Assistants.
Anna D. Dalton,
Ellen A. Pratt.

Third Assistants.
Marietta F. Allen,
Mary F. Haire,

Alice Hall,
Julia E. Harrington,
Abby E. Holt,
Mary E. Pierce,
Anna M. Pond.

Fourth Assistants.

Josephine E. Copeland,
Carrie F. Gammell,
Mary F. Kittredge,
Caroline E. Osgood,
Abby P. Richardson,
M. Josephine Smith,
Cora A. Wiley.

ON PROBATION.

Agnes G. Harrington, *Third Assistant.*

THIRD DIVISION.

BOWDOIN DISTRICT. (GIRLS.)

Greatest whole number belonging to Grammar School	414
Average whole number belonging to Grammar School.....	392
Entitled to 7 teachers.	
Greatest whole number belonging to Primary Schools	415
Entitled to 7 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,
Mary E. Pitcher,

Irene W. Wentworth.

Second Assistant, Primary School.
Elizabeth R. Preston.

Fourth Assistants.

Sarah E. Brown,
Barbara C. Farrington,
Josephine O. Hedrick,
Mary S. Hosmer,
Ella E. Morrill,
Clara J. Reynolds,
Mabel West.

ELIOT DISTRICT. (Boys.)

Greatest whole number belonging to Grammar School.....1,003
 Average whole number belonging to Grammar School..... 966
 Entitled to 17 regular teachers, 1 special.
 Greatest whole number belonging to Primary Schools..... 504
 Entitled to 9 teachers.

Sub-masters.

Tilson A. Mead,
 Benjamin Tenney,
 Granville S. Webster.

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,
 Elizabeth C. Harding,
 Isabel R. Haskins,

Mary Heaton,
 Flora F. Joslin.
 Clara A. Newell,
 Lucette A. Wentworth,
 M. Ella Wilkins.

Second Assistants, Primary Schools.

Juliaette Davis.
 Emma C. Clawson.

Fourth Assistants.

A. Augusta Coleman,
 Marcella E. Donegan,
 Sophia E. Krey,
 Harriet E. Lampee,
 J. Ida Monroe,
 Nellie G. Murphy,
 Rosa M. E. Reggio,
 Cleone G. Tewksbury.

ON PROBATION.

Third Assistants.

Mary V. Cunningham,

Margaret E. Dacey,
 M. Persis Taylor.

HANCOCK DISTRICT. (GIRLS.)

Greatest whole number belonging to Grammar School..... 576
 Average whole number belonging to Grammar School..... 567
 Entitled to 10 regular teachers, 1 special.
 Greatest whole number belonging to Primary School 864
 Entitled to 15 teachers.

First Assistants.

Amy E. Bradford,
 Ellen C. Sawtelle.

Second Assistants.

Josephine M. Robertson,
 Mary E. Skinner.

Third Assistants.

Susan E. Allen,
 Adeline S. Bodge,
 Sarah F. Ellis,
 Elizabeth A. Fiske,
 Helen M. Hitchings,
 Honora T. O'Dowd,
 Sophia L. Sherman.

Second Assistant, Primary School.

Teresa M. Gargan.

Fourth Assistants.

M. Lizzie Bryant,
 Mary J. Clark,
 Sarah J. Copp,
 Mary L. Desmond,
 Agnes L. Dodge,
 Harriet M. Frazer,
 Esther W. Gilman,
 Anna B. Grimes,
 Marcella C. Halliday,
 Lucy M. A. Moore,
 Mary G. Ruxton,
 Josephine B. Silver,
 Sarah E. Ward.

ON PROBATION.

Lucy A. G. McGilvray, *Fourth Assistant.*

PHILLIPS DISTRICT. (Boys.)

Greatest whole number belonging to Grammar School..... 776
 Average whole number belonging to Grammar School..... 742
 Entitled to 13 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools 367
 Entitled to 7 teachers.

Sub-masters.

George Perkins,
 Edward P. Shute.

First Assistant.

Nellie M. Whitney.

Second Assistant.

Adeline F. Cutter.

Third Assistants.

Helen M. Coolidge,
 Sarah W. I. Copeland,
 Alice M. Cushing,
 Emeline C. Farley,
 Louie H. Hinckley,

Martha A. Knowles,
 Alice L. Lanman,
 Ruth E. Rowe,
 Eunice J. Simpson,
 Mary E. Towle.

Second Assistant, Primary School.

Olive Ruggles.

Fourth Assistants.

Mary L. Bibbey,
 Elizabeth K. Bolton,
 Mary J. Leahy,
 Elizabeth S. Parker,
 Florida Y. Ruffin.

WELLS DISTRICT. (GIRLS.)

Greatest whole number belonging to Grammar School..... 504
 Average whole number belonging to Grammar School..... 479
 Entitled to 8 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools..... 887
 Entitled to 16 teachers.

First Assistants.

Emeline E. Durgin,
 Ella F. Inman.

Second Assistant.

Hattie A. Watson.

Third Assistants.

Adelaide E. Badger,
 Mary S. Carter,
 Eliza A. Freeman,
 Susan R. Gifford,
 Ellen F. Jones,
 Mary M. Perry,
 Lizzie F. Stevens.

Second Assistants, Primary Schools.

Mary F. Gargan,
 Maria W. Turner.

Fourth Assistants.

Mary E. Ames,
 Georgia D. Barstow,
 Elizabeth Campbell,
 Sarah C. Chevaillier,
 Mary A. Collins,
 Alicia I. Collison,
 Sarah G. Fogarty,
 Helen M. Graves,
 Lula A. L. Hill,
 Lydia A. Isbell,
 Adelaide A. Rea,
 Jeannette A. Thompson,
 Kate Wilson.

FOURTH DIVISION.

BRIMMER DISTRICT. (Boys.)

Greatest whole number belonging to Grammar School..... 693
 Average whole number belonging to Grammar School..... 665
 Entitled to 12 regular teachers, 1 special.
 Greatest whole number belonging to Primary Schools 473
 Entitled to 8 teachers.

<p><i>Sub-masters.</i> William H. Martin, T. Henry Wason.</p> <p><i>First Assistant.</i> Rebecca L. Duncan.</p> <p><i>Second Assistant.</i> Ella L. Burbank.</p> <p><i>Third Assistants.</i> Sarah E. Adams, Helen L. Bodge, Mary A. Carney, Eliza E. Foster, Sarah J. March,</p>	<p>Elizabeth A. Noonan, Lilla H. Shaw, L. Maria Stetson.</p> <p><i>Second Assistant, Primary School.</i> Winella W. Stratton.</p> <p><i>Fourth Assistants.</i> H. Ellen Boothby, Emily B. Burrill, Emma F. Burrill, Jennie M. Carney, Mary E. Collins, Nellie T. Higgins, Mary E. Tiernay, Mary E. Whitney.</p>
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ON PROBATION.

Third Assistants.

<p>Josephine Garland,</p>	<p>Mary E. W. Hagerty.</p>
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PRINCE SCHOOL. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School..... 514
 Average whole number belonging to Grammar School..... 489
 Entitled to 9 teachers.
 Greatest whole number belonging to Primary Schools..... 183
 Entitled to 3 teachers.

<p><i>Sub-master.</i> Sylvester Brown.</p> <p><i>First Assistant.</i> Harriet D. Hinckley.</p> <p><i>Second Assistant.</i> Luthera W. Bird.</p> <p><i>Third Assistants.</i> Alice M. Dickey,</p>	<p>Mary L. Fynes, Kate C. Martin, Annie C. Murdock, Kate A. Raycoft, Mary Wilson.</p> <p><i>Fourth Assistants.</i> Laura M. Kendrick, Laura M. Stevens, Adeline S. Tufts.</p>
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QUINCY DISTRICT. (Boys.)

Greatest whole number belonging to Grammar School..... 620
 Average whole number belonging to Grammar School..... 563
 Entitled to 10 regular teachers, 1 special.
 Greatest whole number belonging to Primary Schools..... 766
 Entitled to 14 teachers.

Sub-masters.

Frank F. Courtney,
William R. Morse.

First Assistant.

Annie M. Lund.

Second Assistant.

Mary L. Holland.

Third Assistants.

Harriette A. Bettis,
Ellen L. Collins,
Emma F. Colomy,
Ida H. Davis,
Bridget A. Foley,
John O'Driscoll,
Emily B. Peck,
Charlotte L. Wheelwright.

Second Assistant, Primary School.

Hannah E. G. Gleason.

Fourth Assistants.

Emma L. Baker,
Harriet M. Bolman,
Maria A. Callanan,
Mary E. Conley,
Ann T. Corliss,
Mary A. B. Gore,
Octavia C. Heard,
Priscilla Johnson,
Emily E. Maynard,
Julia A. McIntyre,
Annie M. Reilly,
Kate L. Wilson.

ON PROBATION.

Kate A. Kiggen, *Fourth Assistant.*

WINTHROP DISTRICT. (GIRLS.)

Greatest whole number belonging to Grammar School1,015
Average whole number belonging to Grammar School..... 972
Entitled to 17 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools 325
Entitled to 6 teachers.

First Assistants.

May Gertrude Ladd,
Susan A. W. Loring.

Second Assistants.

Mary T. Foley,
Katharine K. Marlow,
Emma K. Valentine.

Third Assistants.

Mary E. Barstow,
Caroline S. Crozier,
Elizabeth S. Emmons,
Emma A. Gordon,

Minnie L. Hobart,
Mary A. Murphy,
Adelaide M. Odiorne,
Ellen M. Underwood.

Second Assistant, Primary School.

Amelia E. N. Treadwell.

Fourth Assistants.

Rebecca A. Buckley,
Maria J. Coburn,
Julia M. Driscoll,
Marian A. Flynn,
Mary E. Noonan.

ON PROBATION.

Second Assistants.

Mary L. H. Gerry,
Margaret T. Wise.

Third Assistants.

Mary G. Harkins,
Helen L. Hilton,
Louise K. Hopkinson,
Caroline Merrill,

FIFTH DIVISION.

DWIGHT DISTRICT. (Boys.)

Greatest whole number belonging to Grammar School..... 687
 Average whole number belonging to Grammar School 675
 Entitled to 12 regular teachers, and 1 special.
 Greatest whole number belonging to Primary Schools..... 329
 Entitled to 6 teachers.

Sub-masters.

J. Langdon Curtis,
 Henry L. Sawyer.

First Assistant.

Ruth G. Rich.

Second Assistant.

Mary C. R. Towle.

Third Assistants.

Georgianna Benjamin,
 Isabella G. Bonnar,
 Sarah C. Fales,

Mary L. Farrington,
 Jennie E. Morse,
 Della G. Robinson,
 Nellie L. Shaw,
 Mary E. Trow,
 Isabelle H. Wilson.

Second Assistant, Primary School.

Martha B. Lucas.

Fourth Assistants.

Ella Bradley,
 Caroline A. Farrell,
 Emma F. Gallagher,
 Jennie I. Kendall.

ON PROBATION.

Delia L. Viles, *Fourth Assistant.*

EVERETT DISTRICT. (GIRLS.)

Greatest whole number belonging to Grammar School..... 774
 Average whole number belonging to Grammar School..... 725
 Entitled to 14 teachers.
 Greatest whole number belonging to Primary Schools..... 648
 Entitled to 12 teachers.

First Assistants.

Janet M. Bullard,
 Eliza M. Evert.

Second Assistants.

L. Gertrude Howes,
 Emily F. Marshall,
 Elizabeth G. Melcher.

Third Assistants.

Sarah L. Adams,
 Ruth H. Clapp,
 Lucy W. Eaton,
 Susan S. Foster,
 Ann R. Gavett,
 Anna E. Grover,
 Abby C. Haslet,

Evelyn E. Morse,
 Sara W. Wilson.

Second Assistant, Primary School.

Eliza C. Gould.

Fourth Assistants.

Lydia F. Blanchard,
 Hannah M. Coolidge,
 Mary H. Downe,
 Emma Halstrick,
 Florence A. Perry,
 Frances W. Sawyer,
 Lydia A. Sawyer,
 Adelaide B. Smith,
 Miriam Sterne,
 Alice E. Stevens.

ON PROBATION.

Cora F. Plummer, *Fourth Assistant.*

FRANKLIN DISTRICT. (GIRLS.)

Greatest whole number belonging to Grammar School..... 832
 Average whole number belonging to Grammar School..... 747
 Entitled to 14 regular teachers, 1 special.
 Greatest whole number belonging to Primary Schools 711
 Entitled to 13 teachers.

First Assistants.

Isabella M. Harmon,
 Jennie S. Tower.

Second Assistants.

P. Catherine Bradford,
 Margaret J. Crosby,
 Catherine T. Simonds.

Third Assistants.

Abby H. Babson,
 Martha L. Beckler,
 Kate E. Blanchard,
 Emma G. Brown,
 Roxanna W. Longley,
 Annie G. Merrill,
 Mary E. Mitchell,
 Clara M. Moseley,
 Anna E. L. Parker,

Margaret C. Schouler.

Second Assistants, Primary Schools.

Harriet M. Faxon,
 Josephine G. Whipple.

Fourth Assistants.

Georgiana E. Abbott,
 Emma E. Allin,
 Georgiana A. Ballard,
 C. Josephine Bates,
 Kate R. Gookin,
 Kate R. Hale,
 Jennie E. Haskell,
 Maude G. Hopkins,
 Jennie M. Plummer,
 Carrie G. White,
 Affie T. Wier.

HYDE DISTRICT. (GIRLS.)

Greatest whole number belonging to Grammar School..... 671
 Average whole number belonging to Grammar School 587
 Entitled to 11 regular teachers, 1 special.
 Greatest whole number belonging to Primary Schools 378
 Entitled to 7 teachers.

First Assistant.

Lucy L. Burgess.

Second Assistant.

Sarah R. Bonney.

Third Assistants.

Marion Henshaw,
 Harriet A. Lewis,
 Alice G. Maguire,
 Caroline K. Nickerson,
 Annie M. Olsson,

Jane Reid,
 Fanny L. Stockman.

Second Assistant, Primary School.

Anna G. Fillebrown.

Fourth Assistants.

Mary F. Cogswell,
 Delia E. Cunningham,
 Louise A. Kelley,
 Rose A. Mitchell,
 Mary G. Murphy.

ON PROBATION.

First Assistant.

Mary E. Parsons.

Second Assistant.

E. Elizabeth Boies.

Third Assistant.

Isabel G. Winslow.

SHERWIN DISTRICT. (Boys.)

Greatest whole number belonging to Grammar School.....	604
Average whole number belonging to Grammar School.....	493
Entitled to 10 regular teachers, 1 special.	
Greatest whole number belonging to Primary Schools	515
Entitled to 9 teachers.	

Second Assistant.

Alice T. Kelley.

Third Assistants.

Louisa Ayer,
Sybel G. Brown,
Marcia B. Day,
Emma T. Smith.

Fourth Assistants.

Nellie H. Crowell,
Abbie E. Ford,
Sarah E. Gould,
Minnie A. Perry,
Emma L. Peterson,
Elizabeth F. Todd,
Annie E. Walcutt.

ON PROBATION.

Sub-master.

John R. Morse.

First Assistant.

Elizabeth B. Walton.

Third Assistants.

Adella L. Baldwin,

Ester Fletcher,
Mary E. T. Healy.

Fourth Assistant.

Nellie Perry,
Oria J. Perry.

SIXTH DIVISION.

ANDREW DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....	721
Average whole number belonging to Grammar School.....	714
Entitled to 13 teachers.	
Greatest whole number belonging to Primary Schools	637
Entitled to 11 teachers.	

Sub-master.

Frederic H. Ripley.

First Assistants.

Mary S. Beebe,
Frank M. Weis.

Second Assistants.

Henrietta L. Dwyer,
Esther F. Nichols.

Third Assistants.

Ella I. Cass,
Annie L. Clapp,
Mary L. Fitzgerald,
Lucy M. Marsh,
Mary E. Perkins,

Elizabeth A. Souther,
Emma C. Stuart.

Second Assistant, Primary School.

Mary A. Jenkins.

Fourth Assistants.

Emma M. Cleary,
Sarah E. Ferry,
Emily F. Hodsdon,
Alice P. Howard,
Estelle B. Jenkins,
Alice L. Littlefield,
Lizzie Ordway,
Sadie E. Welch,
Laura M. Young.

ON PROBATION.

Third Assistant.

Agnes M. Cochran.

Fourth Assistant.

May J. Cunningham.

BIGELOW DISTRICT. (Boys.)

Greatest whole number belonging to Grammar School.....	878
Average whole number belonging to Grammar School.....	796
Entitled to 16 teachers.	
Greatest whole number belonging to Primary Schools	701
Entitled to 12 teachers.	

Sub-masters.

J. Gardner Bassett,
F. Morton King.

Mary F. Savage,
Malvena Tenney.

Second Assistant, Primary School.

Ann J. Lyon.

First Assistant.

Amelia B. Coe.

Fourth Assistants.

Tiley A. Bolcom,
Edith M. Bradford,
Mary L. Bright,
Josephine B. Cherrington,
Kate A. Coolidge,
Ella F. Fitzgerald,
Mary L. Howard,
Lucy E. Johnson,
Sarah D. McKissick,
Margarette H. Price,
Florence N. Sloane,
Emily T. Smith.

Second Assistant.

Ellen Coe.

Third Assistants.

Ida A. Bloom,
Harriet A. Clapp,
Catherine H. Cook,
Stella A. Hale,
Eliza B. Haskell,
Kittie A. Learned,
Mary Nichols,

ON PROBATION.

Third Assistants.

Sabina G. Sweeney,

| Angeline S. Morse.

GASTON DISTRICT. (GIRLS.)

Greatest whole number belonging to Grammar School.....	527
Average whole number belonging to Grammar School.....	514
Entitled to 9 regular teachers, 1 special.	
Greatest whole number belonging to Primary Schools	825
Entitled to 15 teachers.	

First Assistants.

Juliette R. Hayward,
Sarah C. Winn.

Fourth Assistants.

Annie Britt,
Florence Cahill,
Frances A. Cornish,
Mary A. Crosby,
Julia A. Evans,
Susan Frizzell,
Carrie A. Harlow,
Carrie W. Haydn,
Lelia R. Haydn,
S. Lila Huckins,
Laura L. Newhall,
Josephine A. Powers,
Anna E. Somes.

Third Assistants.

Mary B. Barry,
Mary H. Dwyer,
Electa M. Porter,
Clara A. Sharp,
Emma M. Sibley,
A. Delancey Sutherland,
Emogene F. Willett,
Ellen R. Wyman.

Second Assistant, Primary School.

Elizabeth M. Easton.

ON PROBATION.

<i>Second Assistant.</i> Annie E. Hills.	<i>Fourth Assistant.</i> Mary E. Dee.
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LAWRENCE DISTRICT. (Boys.)

Greatest whole number belonging to Grammar School 1,007
 Average whole number belonging to Grammar School 925
 Entitled to 17 regular teachers, 1 special.
 Greatest whole number belonging to Primary Schools 1,035
 Entitled to 18 teachers.

<i>Sub-masters.</i> Egbert M. Chesley, Edward H. Cobb, Augustus D. Small.	<i>Second Assistants, Primary Schools.</i> Mary W. Bragdon, Martha S. Damon, Sarah E. Lakeman.
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<i>First Assistant.</i> Emma P. Hall.	<i>Fourth Assistants.</i> Ada A. Bradeen, Emma Britt, Sarah M. Brown, Lucy M. Cole, Annie M. Connor, Lena J. Crosby, Maud F. Crosby, Mary E. Flynn, Carrie T. Hale, Marie F. Keenan, Amelia McKenzie, Henrietta Nichols, Laura S. Russell, Minnie E. T. Shine, Lizzie J. Thing.
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Second Assistant.
Cora S. Locke.

Third Assistants.
Mary J. Buckley,
Hannah E. Burke,
Mary A. Conroy,
Isabelle F. Crapo,
Mary A. A. Dolan,
M. Louise Gillett,
Margaret A. Gleason,
Nellie R. Grant,
Kate Haushalter,
Ellen E. Leary,
Mary A. Montague,
Margarette A. Moody.

ON PROBATION.

<i>Third Assistant.</i> Mary E. McMann.	<i>Fourth Assistant.</i> Margaret M. Burns.
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LINCOLN DISTRICT. (Boys.)

Greatest whole number belonging to Grammar School 830
 Average whole number belonging to Grammar School 817
 Entitled to 14 regular teachers, 1 special.
 Greatest whole number belonging to Primary Schools 364
 Entitled to 6 teachers.

<i>Sub-masters.</i> John F. Dwight, Henry H. Kimball.	<i>Third Assistants.</i> Emma J. Channell, Vodisa J. Comey, Sarah A. Curran, Mary H. Faxon, Silence A. Hill, Hannah L. Manson, Jennie F. McKissick, Louise A. Pieper, Mary B. Powers, Katherine G. Sullivan, Sarah M. Tripp.
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First Assistant.
Margaret J. Stewart.

Second Assistant.
Martha F. Wright.

Second Assistant, Primary School.
Mary E. Powell.

Fannie G. Patten,
Mary E. Perkins,
Ella M. Warner,
Joanna C. Wilkinson.

Fourth Assistants.
Laura J. Gerry,

NORCROSS DISTRICT. (GIRLS.)

Greatest whole number belonging to Grammar School..... 714
Average whole number belonging to Grammar School..... 663
Entitled to 12 regular teachers, 1 special.
Greatest whole number belonging to Primary Schools..... 746
Entitled to 13 teachers.

First Assistants.
Mary J. Fennelly,
Susan H. Thaxter.

Maria L. Nelson,
Mary R. Roberts.

Second Assistant, Primary School.
Ann E. Newell.

Second Assistants.
Sarah A. Gallagher,
Juliette Smith,
Juliette Wyman.

Fourth Assistants.

Alice W. Baker,
Kate E. Fitzgerald,
Emma F. Gallagher,
Fanny W. Hussey,
Hannah L. McGlinchey,
Alice J. Meins,
Abbie C. Nickerson,
Ellen T. Noonan,
Hattie L. Rayne,
Mary G. A. Toland.

Third Assistants.
Martha G. Buckley,
Emma F. Crane,
Mary E. Downing,
Emma L. Eaton,
Harriet E. Johnston,
Jennie A. Mullaly,

ON PROBATION.

Third Assistant.
Caroline Bernhard.

Fourth Assistant.
Julia S. Dolan.

Second Assistant, Primary School.
Nellie J. Cashman.

SHURTLEFF DISTRICT. (GIRLS.)

Greatest whole number belonging to Grammar School..... 707
Average whole number belonging to Grammar School..... 681
Entitled to 13 teachers.
Greatest whole number belonging to Primary Schools 390
Entitled to 7 teachers.

First Assistants.
Ellen E. Morse,
Anna M. Penniman.

Harriet S. Howes,
Edith A. Pope,
Marion W. Rundlett.

Second Assistant, Primary School.
Ella R. Johnson.

Second Assistants.
Martha E. Morse,
Emeline L. Tolman.

Fourth Assistants.

Alice G. Dolbeare,
Lucy A. Dunham,
Mary E. Morse,
Mary E. O'Connor,
Alice C. Ryan.

Third Assistants.
Julia F. Baker,
Roxanna N. Blanchard,
Jane M. Bullard,
Winnifred C. Folan,

ON PROBATION.

Second Assistant.
Catherine A. Dwyer.

Third Assistant.
Anna L. Scallan.

Fourth Assistant.
Isabel L. Marlowe.

SEVENTH DIVISION.

COMINS DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School1,143
Average whole number belonging to Grammar School1,123
Entitled to 20 teachers.

Greatest whole number belonging to Primary Schools 755
Entitled to 13 teachers.

Sub-master.
Myron T. Pritchard.

First Assistants.
Emily F. Carpenter,
Martha A. Cummings, to Sept. 1,
1886.
Edward W. Schuerch.

Second Assistants.
Annetta F. Armes,
Almira W. Chamberline,
Sarah E. Lovell.

Third Assistants.
Lizzie A. Colligan,
Jane F. Gilligan,
Caroline A. Gragg,
Julia A. C. Gray,
Penelope G. Hayes,
Alice M. Johnson,
Nellie I. Lapham,

Emmia E. Lawrence,
Nellie W. Leavitt,
Alice A. Sanborn,
Emily Swain,
Delia M. Upham,
Charlotte P. Williams.

Second Assistant, Primary School.
Anna R. McDonald.

Fourth Assistants.
Sarah B. Bancroft,
Elizabeth P. Brewer,
Lena L. Carpenter,
Mary E. Crosby,
Sabina Egan,
Jane E. Gormley,
Charlotte R. Hale,
Sarah E. Haskins,
Fannie D. Lane,
Alicia F. McDonald,
Martha Palmer.

ON PROBATION.

Eleanor F. Lang, *Fourth Assistant.*

DEARBORN DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School1,006
Average whole number belonging to Grammar School 980
Entitled to 17 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools1,086
Entitled to 19 teachers.

Sub-master.

John C. Ryder.

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,
Sarah H. Hosmer,
Sarah W. Loker,
Catherine M. Lynch,
Maria L. Mace,
Mary J. Mohan,
Alice W. Peaslee,
Ida M. Presby,

Mary F. Walsh,
Lizzie M. Wood.

Second Assistants, Primary Schools.

Mary A. P. Cross,
Mary M. Sherwin.

Fourth Assistants.

Emma J. Backup,
Mary T. Cunningham,
Louise D. Gage,
Ada L. McKean,
Elizabeth D. Mulrey,
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.

ON PROBATION.

Third Assistant.

Esther M. Meserve.

Fourth Assistants.

Sarah S. Burrell,
Abby W. Sullivan.

DILLAWAY SCHOOL. (GIRLS.)

Greatest whole number belonging to Grammar School..... 670
Average whole number belonging to Grammar School..... 643
Entitled to 12 teachers.
Greatest whole number belonging to Primary Schools..... 395
Entitled to 7 teachers.

First Assistants.

Jane S. Leavitt,
Eldora A. Pickering.

Second Assistants.

Corinne Harrison,
Olive M. E. Rowe,
Mary C. Whippey.

Third Assistants.

Eliza Brown,
Abby M. Clark,
Catherine J. Finneran,
Mary L. Gore,

Josephine A. Keniston,
Mary S. Sprague,
Lydia G. Wentworth.

Second Assistant, Primary School.

Anna M. Balch.

Fourth Assistants.

Alice G. Grundel,
Elizabeth Palmer,
Celia A. Scribner,
Mary L. Shepard,
Anna M. Stone,
Annie J. Whelton.

DUDLEY DISTRICT. (Boys.)

Greatest whole number belonging to Grammar School..... 746
Average whole number belonging to Grammar School..... 736
Entitled to 13 regular teachers, 1 special.
Greatest whole number belonging to Primary Schools..... 675
Entitled to 12 teachers.

Sub-masters.

Augustine L. Rafter,
W. E. C. Rich.

First Assistant.

Susie C. Lougee.

Second Assistant.

Harriett E. Davenport.

Third Assistants.

Ruth H. Brady,
Mary H. Cashman,
Annie N. Crosby,
Alice E. Farrington,
Abby S. Hapgood,
Helen C. Mills,
Edith F. Parry,

Emeline E. Torrey,
Maria E. Wood.

Second Assistant, Primary School.

Helen P. Hall.

Fourth Assistants.

Mary I. Chamberlin,
S. Louise Durant,
Ella T. Jackson,
Lizzie F. Johnson,
Delia T. Killion,
Hattie A. Littlefield,
Kate F. Lyons,
Sarah E. Rumrill,
Ella M. Seaverns,
Mary E. Watson,
Alice L. Williams.

ON PROBATION.

Ida S. Hammerle, *Third Assistant.*

GEORGE PUTNAM DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School..... 317
Average whole number belonging to Grammar School..... 308
Entitled to 6 teachers.
Greatest whole number belonging to Primary Schools..... 203
Entitled to 4 teachers.

First Assistant.

Belle P. Winslow.

Third Assistants.

Amoritta E. Esilman,
Martha W. Hanley,
Ellen E. Leach.

Fourth Assistants.

Josephine L. Goddard,
Alice M. May,
Isabella Shove.

ON PROBATION.

Second Assistant.

Margaret Holmes.

Third Assistant.

Maria F. Bray.

LEWIS DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School..... 682
Average whole number belonging to Grammar School..... 672
Entitled to 12 teachers.
Greatest whole number belonging to Primary Schools 630
Entitled to 11 teachers.

Sub-master.

Charles F. King.

First Assistants.

Eunice C. Atwood,
Sarah E. Fisher.

Second Assistants.

Emily B. Eliot,
Amanda Pickering.

Third Assistants.

Susan A. Dutton,
Harriet J. Folsom,
Martha C. Gerry,
Ellen M. Murphy,
Alice O'Neil,
Phebe H. Simpson,
Mary H. Thompson.

Fourth Assistants.

Adaline Beal,
 Frances N. Brooks,
 Helen Crombie,
 Mary E. Deane,
 Anna A. Groll,

Almira B. Russell,
 Annie W. Seaverns,
 Florence L. Shedd,
 Isabel Thacher,
 Eloise B. Walcott.

LOWELL DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School..... 652
 Average whole number belonging to Grammar School..... 637
 Entitled to 12 teachers.
 Greatest whole number belonging to Primary Schools 625
 Entitled to 11 teachers.

Sub-master.

Maurice P. White.

First Assistant.

Eliza C. Fisher.

Second Assistant.

E. Josephine Page.

Third Assistants.

Susan E. Chapman,
 Rebecca Coulter,
 Mary F. Cummings,
 Anna M. Edmands,
 Susan G. B. Garland,

Anna L. Hudson,
 Mary E. Very,
 O. Augusta Welch.

Fourth Assistants.

Sarah P. Blackburn,
 Anna J. Bradley,
 Mary J. Capen,
 Lizzie F. Fickett,
 Elsa L. Hobart,
 Jeannie B. Lawrence,
 Ellen C. McDermott,
 Fannie B. Wilson,
 Helen O. Wyman.

ON PROBATION.

Third Assistant.

Mary E. Morse.

Second Assistant, Primary School.

Caroline F. Cutler.

Fourth Assistant.

Elizabeth T. Gray.

EIGHTH DIVISION.

AGASSIZ DISTRICT. (Boys.)

Greatest whole number belonging to Grammar School 349
 Average whole number belonging to Grammar School..... 343
 Entitled to 6 teachers.
 Greatest whole number belonging to Primary Schools 186
 Entitled to 3 teachers.

<p><i>First Assistant.</i> Mary A. Gott.</p> <p><i>Second Assistant.</i> Clara J. Reynolds.</p> <p><i>Third Assistants.</i> Mary A. Boland,</p>	<p>Sarah H. Drake, Nellie J. Kiggen, Mary E. Stuart.</p> <p style="text-align: center;"><i>Fourth Assistants.</i></p> <p>Annie C. Gott, Caroline D. Putnam, Emma M. Smith.</p>
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ALLSTON DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....	555
Average whole number belonging to Grammar School.....	542
Entitled to 10 teachers.	
Greatest whole number belonging to Primary Schools	454
Entitled to 8 teachers.	

<p><i>First Assistant.</i> Persis B. Swett.</p> <p><i>Second Assistants.</i> Sara F. Boynton, Laura E. Viles.</p> <p><i>Third Assistants.</i> Eliza F. Blacker, Mary J. Cavanagh, Mary F. Child, Marion Keith,</p>	<p>Jessie W. Kelly, Josephine Rice, Alice A. Swett.</p> <p style="text-align: center;"><i>Fourth Assistants.</i></p> <p>Anna N. Brock, Helen L. Brown, Annie M. Dupee, May L. Gooch, Clara B. Hooker, Emma F. Martin, Adelaide C. Williams.</p>
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ON PROBATION.

<p><i>Third Assistant.</i> Ella L. Bird.</p>	<p><i>Fourth Assistant.</i> Ella L. Chittenden.</p>
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BENNETT DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....	475
Average whole number belonging to Grammar School.....	471
Entitled to 8 teachers.	
Greatest whole number belonging to Primary Schools.....	347
Entitled to 6 teachers.	

<p><i>First Assistant.</i> Melissa Abbott.</p> <p><i>Second Assistant.</i> Lily B. Atherton, Fannie Potter.</p> <p><i>Third Assistants.</i> Jeannie Bates, Clara L. Harrington, Annie M. Hotchkiss,</p>	<p>Kate McNamara, Helen I. Whittemore.</p> <p style="text-align: center;"><i>Second Assistant, Primary School.</i></p> <p>Charlotte Adams.</p> <p style="text-align: center;"><i>Fourth Assistants.</i></p> <p>Fannie W. Currier, Emma P. Dana, Margaret I. Scollans, Eliza M. Warren.</p>
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ON PROBATION.

<p><i>Third Assistant.</i> Lillian M. Towne.</p>	<p><i>Fourth Assistants.</i> Anna L. Hooker, Belle K. Sanger.</p>
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CHARLES SUMNER DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School..... 350
 Average whole number belonging to Grammar School..... 320
 Entitled to 6 teachers.
 Greatest whole number belonging to Primary Schools..... 337
 Entitled to 6 teachers.

Second Assistant.
 Angie P. Nutter.

Third Assistants.
 Elvira L. Austin,
 Jennie P. Hews,
 Mary E. Lynch,
 Lina S. Weld.

Fourth Assistants.
 Elizabeth Kiggen,
 Florence E. Leadbetter,
 Dora M. Leonard,
 Almira G. Smith,
 Sallie B. Tripp.

ON PROBATION.

First Assistant.
 Charlotte B. Hall.

Fourth Assistants.
 Maud G. Leadbetter,
 Mary E. Roome.

HILLSIDE DISTRICT. (GIRLS.)

Greatest whole number belonging to Grammar School..... 364
 Average whole number belonging to Grammar School..... 342
 Entitled to 6 teachers.
 Greatest whole number belonging to Primary Schools..... 250
 Entitled to 4 teachers.

First Assistant.
 Amy Hutchins.

Second Assistant.
 Louise P. Arnold.

Third Assistants.
 Emily H. Maxwell,

Nellie F. Pingree,
 Alice B. Stephenson,
 Idella M. Swift.

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

MOUNT VERNON DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School..... 193
 Average whole number belonging to Grammar School..... 182
 Entitled to 3 teachers.
 Greatest whole number belonging to Primary Schools..... 147
 Entitled to 3 teachers.

First Assistant.
 Achsa M. Merrill.

Second Assistant.
 Emily M. Porter.

Third Assistants.
 Maria H. Lathrop,
 Frances R. Newcomb.

Fourth Assistants.
 J. Lillian Colson,
 Clara I. Metcalf.

ON PROBATION.

Third Assistant.
 Jennie M. Jackson.

Fourth Assistant.
 Mabel Drake.

NINTH DIVISION.

DORCHESTER-EVERETT SCHOOL. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School..... 625
 Average whole number belonging to Grammar School... 616
 Entitled to 11 teachers.

Greatest whole number belonging to Primary Schools..... 611
 Entitled to 11 teachers.

Sub-master.
 George M. Fellows.

First Assistant.
 Mary F. Thompson.

Second Assistant.
 Helen M. Hills.

Third Assistants.
 Sara M. Bearse,
 Harriet A. Darling,
 Clara J. Doane,
 Anna M. Foster,
 Henrietta A. Hill,

L. Cora Morse,
 Emma M. Savil,
 Abbie E. Wilson.

Fourth Assistants.

Caroline D. Bere,
 Addie J. Callender,
 Fanny M. Cartwright,
 Cora L. Etheridge,
 Annie W. Ford,
 Susie C. Hosmer,
 M. Rosalia Merrill,
 Matilda Mitchell,
 Annie L. Newcomb,
 Katharine Wark.

ON PROBATION.

Elizabeth R. Wallis, *Second Assistant, Primary School.*

GIBSON DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School..... 438
 Average whole number belonging to Grammar School..... 417
 Entitled to 8 teachers.

Greatest whole number belonging to Primary Schools..... 295
 Entitled to 5 teachers.

Sub-master.
 Horace W. Warren.

First Assistant.
 Ida L. Boyden.

Second Assistant.
 Ella S. Wales.

Third Assistants.
 Fidelia A. Adams,
 Charlotte E. Andrews,

Carrie L. Floyd,
 Emma R. Gragg,
 Caroline R. Shepard.

Fourth Assistants.

Ellen A. Brown,
 E. Louise Brown,
 Emma A. Cochran,
 Mary E. Mann,
 Marietta L. Valentine,
 Mary B. Winchell.

ON PROBATION.

Benjamin F. Brown, *Third Assistant.*

HARRIS DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....	286
Average whole number belonging to Grammar School.....	279
Entitled to 5 teachers.	
Greatest whole number belonging to Primary Schools.....	254
Entitled to 5 teachers.	

Second Assistants.

Elizabeth P. Boynton.
E. Maria Harriman,

Third Assistants.

Almy C. Plummer,
Charlotte A. Powell,
Emma F. Simmons.

Fourth Assistants.

Elizabeth A. Flint,
Ida F. Kendall,
Alice M. Murphy.
Mary Waterman.

ON PROBATION.

Annie B. Drowne, *Fourth Assistant.*

MATHER DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....	461
Average whole number belonging to Grammar School.....	426
Entitled to 8 teachers.	
Greatest whole number belonging to Primary Schools.....	428
Entitled to 8 teachers.	

Sub-master.

Loea P. Howard.

First Assistant.

J. Annie Bense.

Second Assistant.

Lucy J. Dannels.

Third Assistants.

Mary B. Corr,
M. Esther Drake,
Lillie A. Hicks,

Mary A. Lowe,
Mary E. Upham,
Charlotte L. Voigt.

Second Assistant, Primary School.
Caroline E. Morse.

Fourth Assistants.

Florence J. Bigelow,
Elizabeth Donaldson,
Ella L. Howe,
Mary L. Hunt.

ON PROBATION.

Fourth Assistants.

Ina F. Cook,
Ada K. Richards,

Elizabeth C. White.

MINOT DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....	290
Average whole number belonging to Grammar School.....	274
Entitled to 5 teachers.	
Greatest whole number belonging to Primary Schools.....	231
Entitled to 4 teachers.	

Second Assistant.
Gertrude P. Davis.

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

Fourth Assistants.
Hattie J. Bowker,
S. Maria Elliott,
Kate S. Gunn,
Annie T. Kelley,
Mary J. Pope.

ON PROBATION.

Annie H. Gardner, *Third Assistant.*

STOUGHTON DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School..... 330
Average whole number belonging to Grammar School..... 319
Entitled to 6 teachers.

Greatest whole number belonging to Primary Schools..... 187
Entitled to 3 teachers.

Second Assistant.
Isabel F. P. Emery.

Third Assistants.
Caroline F. Melville,
Elizabeth J. Stetson,
Carrie M. Watson.

Fourth Assistants.
Esther S. Brooks,
Helen F. Burgess,
Gertrude L. Howard,
Maria A. Shields.

ON PROBATION.

First Assistant.
Elizabeth H. Page.

Third Assistant.
Minnie E. Gaskins.

TILESTON DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School..... 76
Average whole number belonging to Grammar School..... 72
Entitled to 1 teacher.

Greatest whole number belonging to Primary School..... 84
Entitled to 1 teacher.

Third Assistant.
Martha A. Baker.

Fourth Assistant.
Elizabeth S. Fisher.

SCHOOL DOCUMENT NO. 3—1886.

SIXTH ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC SCHOOLS

OF THE

CITY OF BOSTON.

MARCH, 1886.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1886.

IN SCHOOL COMMITTEE,
BOSTON, April 13, 1886.

Ordered, That twenty-four hundred copies of the annual
report of the Superintendent of Schools be printed.

Attest :

PHINEAS BATES,
Secretary.

REPORT.

To the School Committee:

The Superintendent of Public Schools has the honor to submit his sixth annual report.

From the statistics for the half-year ended January 31, 1886, we learn that the number of pupils belonging at that date was 57,599, an increase of 1,529 over the number belonging one year before. In the Latin schools there were 545 pupils, a gain of 12; in the high schools 2,084, a gain of 163; in the grammar schools 30,082, a gain of 644; and in the primary schools 24,888, a gain of 710. The normal school, not included in the foregoing statement, had 114 pupils against 111 one year before, and 98 two years before.

One special school, that for "licensed minors," was abolished at the end of the last school year, and its pupils have been placed in the ungraded classes of the Eliot district. To provide for these and other such children, most of whom are ignorant of the English language, the number of ungraded classes in the Eliot and Hancock districts was, by special action of the School Board, increased to six, — four in the Eliot and two in the Hancock.

The decrease in the number of pupils five and six years old, in the primary schools, noted last year and

the year before, has ceased, and a slight increase is now recorded; but it is not great enough to offset the losses since 1883. By comparing the numbers of this year with those of one year ago, we find losses in the numbers of pupils seven, eight, nine, and ten years old; but gains in the numbers of all older pupils. By comparing the numbers of this year with those of three years ago (Jan. 31, 1883), we find losses in the numbers of all younger pupils up to and including those eight years old; but gains in the numbers of all older pupils. As the tendencies which these differences indicate should be carefully watched, it may be well to arrange the numbers here for comparison:

Pupils.	1883.	1886.	Difference.
Under five	45	91	46 gain.
Five years old	3,346	3,079	267 loss.
Six " "	5,118	4,915	203 "
Seven " "	5,906	5,628	278 "
Eight " "	6,111	5,924	187 "
Nine " "	5,932	6,197	265 gain.
Ten " "	5,826	6,223	397 "
Eleven " "	5,244	6,025	781 "
Twelve " "	5,203	5,691	488 "
Thirteen " "	4,530	5,073	543 "
Fourteen " "	3,350	3,768	418 "
Fifteen " "	2,136	2,520	384 "
Sixteen " "	1,129	1,355	226 "
Seventeen " "	518	663	145 "
Eighteen " "	236	303	67 "
Nineteen and over	93	144	51 "
	<hr/>	<hr/>	
	54,723	57,599	2,876 gain.

The loss in the number of pupils under eight years old has of course fallen on the primary schools; but, as these schools have more pupils now than they did three years ago, it follows that the increase in the number of older pupils is even more considerable than the decrease in the number of younger pupils. And so indeed we find:

Pupils in the primary schools,

	1883.	1886.	Difference.
Nine years old . . .	3,021	3,500	479 gain.
Ten " " . . .	1,191	1,636	445 "
Eleven " " . . .	317	576	259 "
Twelve " " . . .	131	175	44 "
Thirteen and over . . .	45	63	18 "
	4,705	5,950	1,245 gain.

Thus we see the whole number of pupils nine or more years old in the primary schools has increased from 4,705 to 5,950 in the last three years. This is a remarkable change, but it is in the wrong direction. The matter should be looked to. Efforts should be made to expedite the preparation of these older children for the grammar schools. Wherever they can be separated from the younger children and taught in divisions by themselves, as would be quite easy in the larger districts, this should be done. In some districts advantage could be taken of the ungraded class; in others ungraded classes could be formed for their sake. It is important that some such measures be taken, not merely to help these older

children along, but to relieve the Primary Schools of their presence, which is oftentimes seriously objectionable.

If we compare the number of pupils in the grammar and primary schools respectively, we find the ratio to be as 121 to 100. This is just what the ratio has averaged during the last fifteen years; but it has varied in that period between 128 to 100, the highest, and 116 to 100, the lowest.

SCHOOL ATTENDANCE.

By the school census taken in May, 1885, there were in Boston 68,702 children between the ages of five and fifteen. Of these, according to the census-takers' report, 52,445 went to the public schools,¹ 8,352 to private or parochial schools, and 7,905 did not go to school at all during the year.

The special investigation made last year into the cases of these reported non-attendants has been repeated this year with results similar to those obtained then, but decidedly more trustworthy. The evidence was in much better condition, because the census-takers inquired more particularly into the causes of detention from school, and the truant-officers were earlier given the names, so that they made their in-

¹The total number of pupils of all ages enrolled in the public schools during the year ending June 30, 1885, was reported as 62,644. By an estimate based on the numbers of each age actually belonging to school in June, 1885, we may set aside 5,889 of this total enrolment as representing pupils fifteen years of age and over. Thus we have left 56,755 as the total enrolment of pupils of school age, which is 4,310 more than the census number. This difference is too large to be satisfactory.

quiries before, instead of after, the summer vacation. Moreover, there were two independent reports, one by the census-taker and one by the truant-officer, on every case. The consequence has been that conclusions based on conjecture, or on slight and uncertain evidence, are far less frequent than they were last year. Even when the evidence is conflicting there have been good reasons in many cases for deciding in accordance with one report or the other. The method of investigation has been the same as that used last year, and need not again be described. (See last year's report, School Document No. 4, 1885, page 57.)

Of the 7,905 non-attendants reported this year, 5,435 were five or six years old, 1,170 were fourteen years old, and 1,300 were from seven to thirteen years old.

These numbers are distributed by wards (old divisions), as follows:

Table showing the number of Children in each Ward reported as not having attended School during the year ending May 1, 1885.

WARDS.	Whole number between 5 and 15 years old reported as not attending school.	Number 5 and 6 years old.	Number 14 years old.	Number 7 to 13 years old; cases to be investigated.
1.....	410	315	50	45
2.....	476	345	57	74
3.....	246	162	39	45
4.....	356	230	55	71
5.....	189	140	24	25
6.....	286	149	59	78
7.....	164	89	33	42
8.....	369	233	45	91
9.....	103	71	8	24
10.....	196	128	49	19
11.....	125	96	9	20
12.....	283	151	103	29
13.....	649	359	150	140
14.....	592	403	90	99
15.....	354	265	35	54
16.....	269	191	39	39
17.....	276	172	56	48
18.....	191	126	25	40
19.....	577	408	91	78
20.....	367	299	20	48
21.....	304	238	28	38
22.....	383	274	56	53
23.....	324	268	19	37
24.....	278	221	20	37
25.....	138	102	10	26
Totals	7,905	5,435	1,170	1,300

A comparison of this table with that printed last year discloses the fact that the increase in the total number of non-attendants reported takes place chiefly in three wards, Ward 8 showing 369 cases against 54 last year, Ward 13 showing 649 against 36 last year, and Ward 21 showing 304 against none last year. Other differences are smaller, some being of increase, others of decrease, as might naturally be expected. The reason for the large differences in the three wards cited is to be found in the fact that this year the census-takers' work in these wards was thoroughly done, while last year it was not.

The number of cards issued to the truant-officers was 1,300, and all the cards were returned with reports on them. A careful comparison of those reports with the remarks found in the census books led to the following classification of cases:

(a) The first class, consisting of invalids, or those whose bodily or mental condition made attendance at school undesirable or impossible, numbered 503, two-fifths of them being but seven years old. In 75 of these cases the difficulty was said to be with the vaccination.

(b) The second class, consisting of those who were under care and instruction at home, numbered 173, seven-eighths of them being but seven years old.

(c) The third class did not quite correspond with the third class of last year, but it included those who were "lately arrived" (71 cases) or who were "waiting for room in a primary school" (21 cases), or who, being seven years old, were admitted to primary

schools in May or June. In no case did there appear to have been a neglect to comply with the law. This class numbered 105.

(*d*) The fourth class, composed of those who were reported "at work," or "helping at home," or "out of school without good reason," numbered 155. In 54 of these cases extreme destitution, with sickness or death of one or both parents, was reported. Technically here was disobedience to the statute, but who shall say the excuse is not sufficient? In 71 more cases there was no *reported* distress; but undoubtedly the family circumstances were such as to make detention from school highly desirable, even for the sake of the small wages the children could earn. Sometimes these children were reported as "well advanced" when they left school, and frequently they attended the evening schools; still, their absence from the day schools had clearly exceeded the limit fixed by the law. The remaining cases were chiefly those of persistent truants or of children inexcusably neglected by their parents. In all but three cases of this class the evidence shows a certain or probable failure to comply with the law; and it further shows, in one-third of the cases, extreme destitution and distress as the causes.

(*e*) The fifth class, numbering 58, was made up of those who were "in the city but a short time," "lately moved in and now gone away," "here on a visit," and so on. This class is smaller than the corresponding one of last year, because the interval between the census-taking and the truant-officers' inquiry was shorter; and, further, because all case in which

the evidence suggested a suspicion of disobedience to the law were counted with the fourth or with the sixth class.

(*f*) The sixth class, numbering 278, consisted of those in whose cases the evidence was conflicting, the statements made by the truant-officer being at variance with those made by the census-taker. In the preceding five classes the two reports in every case were substantially congruent, leaving little or no doubt as to the conclusions to be drawn; but in this class one report must be preferred to the other, if good reason can be found for doing so, or else the conclusion must be left in doubt. A careful review of the cases in this class, one by one, leads me to these conclusions:

First, that in rather more than half (145) of the cases (the ages being from eight to thirteen, and the fact in question being a long enough attendance at school to satisfy the law) the truant-officers' reports are to be preferred, for the reason that they are circumstantial and explicit, especially as to dates, and are derived either from the school records or from the officer's personal knowledge. These reports show attendance at school at least twenty weeks during the year, and leave little or no doubt that the law was complied with.

Secondly, To these may be added twenty cases of children seven years old, whose non-attendance, even if proved, does not amount to a non-observance of the law.

Thirdly, There are sixteen cases in which attendance at school is the fact in dispute, but the decision

must be left in doubt for lack of explicit circumstantial evidence.

Finally, in about one-third, that is 97, of the cases the material fact in dispute is the age. The ages reported to the census-taker as being twelve and thirteen were reported to the truant-officer as fourteen or fifteen. Thus the question of age becomes the decisive element in the inquiry. But there is no easy way to settle this question. Even the school records, which are trustworthy on the question of actual attendance, are quite untrustworthy on the question of age. Neither the truant-officer nor the census-taker has any other information concerning the ages of children than that given by the parents, who appear to have made one statement in May and another in June. Bearing in mind the inducements there are to misrepresent the ages of children at the time when compulsory attendance is soon to cease, it is deemed safer in making an estimate to count these 97 cases as probable instances of disobedience to the law, although it must be admitted that further investigation might remove a considerable number from this category.¹

(g) The seventh class, numbering 28, consists mainly of those of whom the truant-officers could find no trace; but it includes two graduates of grammar schools, two committed for truancy to the House of Reformation, and one neglected child.

¹ I do not forget the register of births, nor the parish records of baptisms, which can be consulted; but I have not had the time to do so.

In tabular form the foregoing analysis of the 1,300 cases of reported non-attendants, appears thus:

CLASSES OF NON-ATTENDANTS.	AGES.							Total.
	7	8	9	10	11	12	13	
(a) Invalids	202	79	56	41	27	45	53	503
(b) Under care and instruction at home	151	13	3	2	2	1	1	173
(c) Lately arrived, or waiting for room in a primary school	46	17	6	6	3	11	16	105
(d) At work or at home	3	6	6	6	6	34	94	155
(e) Transient	19	8	2	3	7	7	12	58
(f) Evidence conflicting	20	10	7	9	12	67	153	278
(g) Not found, and miscellaneous	2	4	2	1	0	6	13	28
Totals	443	137	82	68	57	171	342	1,300

The number of certain or probable failures to comply with the law disclosed by this analysis is not greater than 286. This is one-third of the number (857) of children from eight to thirteen years of age reported as non-attendant. Last year the proportion was somewhat higher, namely $38\frac{6}{10}\%$. Under the circumstances, this approach to agreement is satisfactory. Of the two results, that of the present year is safer to take as a guide, because it is based on clearer evidence, and on a full investigation of all cases.

If to the number 286 we add, for reasons stated last year, one-third of the 1,170 reported fourteen-year-old non-attendants, we have 676 as the possible number of failures to obey the law, among the 68,702

children of the city between five and fifteen years old. This proportion is less than one per cent., or, if we count only children, who were subject to the twenty weeks' attendance law, it is about one and a half per cent.

It should be borne in mind that the foregoing are maximum estimates. The number 676, as above explained, contains many cases of unsolved doubt. It is, moreover, observable that five-sixths of all the cases of certain or probable failure to comply with the law are cases of children reported as thirteen or fourteen years old. Up to the age of thirteen the amount of inexcusable non-attendance is very slight indeed; beyond that point the child's labor begins to be valuable, the temptation to disregard the law becomes stronger, and the cases of disobedience, consequently, become more numerous.

Now, are these results satisfactory? Cannot and should not these cases of failure to comply with the law be wholly prevented? The answer to these questions will depend on the view we take of the law itself, and of its proper execution. There may be persons who will be satisfied with nothing short of perfect rigor, who will admit no excuse for non-attendance not expressly provided in the statute, and insist on school attendance in all unexcepted cases, at all hazards. This position is strong in logic, but deficient in charity. So long as sickness, bereavement, destitution, or ignorance — to say nothing of vice and crime — are present in the dwelling-places where children are, a perfect execution of the law is impossible except by inhumane agents. There are many cases where

the grim struggle for existence involves every child in the family old enough to earn a dime. No officers are so unfeeling as to increase the difficulties of such a struggle; and therefore it is only reasonable to expect that, in the absence of other relief, the school-attendance law will go unexecuted. If it be said that the public charities should give the help needed in such cases, the answer is, first, that they do not appear to have done so hitherto; and, secondly, even if they were now ready to do so, it would still be a serious question whether pauperization should be promoted for the sake of a little more schooling. The very point of the struggle in these cases is to live without the help of public charity.

But these questions open too wide a field of discussion for me to enter upon now. My aim is to make it clear that a perfectly rigorous execution of the present law cannot reasonably be expected. Among the cases actually investigated I find about fifty cases of great hardship; and among those not investigated, but still within the limit of age, I should have found about as many more. Therefore, he who would insist on a perfectly rigorous execution of the law in this city must, if he would be reasonable, first provide some way of relieving about a hundred cases of hardship. What these cases are may be gathered from the following selections:

No. 1191. Boy, eight years old. "The father of this boy has been out of work most of the winter and could not furnish all of his children with clothes and shoes. Two of the older ones are in school."

No. 1206. Girl, eight years old. "This family consists of three persons, mother and two daughters, one eight, the other four years old. The mother washes for a living, and is obliged to keep the oldest girl from school to take care of the other. Both will enter school in September."

No. 483. Girl, eight years old. "This girl has been taking care of three younger children while the mother goes out to work. There are three older children in school. She will go in September."

No. 837. Boy, nine years old. "Father blind. Goes with him peddling."

No. 524. Boy, ten years old. "This boy is a member of the Brimmer School. The mother says her children had to stay away from school. No clothing. No one working but the oldest boy, who says he is fourteen years and six months old."

No. 378. Girl, ten years old. "Came from Italy a year ago. Mother has been sick in bed until a month ago, and the girl has taken care of the house and family. Can talk but little English. But mother is better now, and girl will attend school in September."

No. 327. Girl, ten or twelve years old. "Has been kept at home to take care of small child. Mother keeps a stand on Atlantic avenue. The father sick for three years, and does not go out much. Three children in the family."

Nos. 197 and 198. Boy eight and girl ten years old. "The mother died a few months ago, and the father cannot get work to get the children clothes suitable to attend school."

No. 181. Boy, eleven years old. "This boy's parents are both dead. He lives with his grandmother. He has not had clothes suitable to attend school."

No. 690. Girl, twelve years old. "This girl's mother is dead. She has been kept at home to take care of the family of small children. They are very poor."

No. 375. Boy, twelve (?) years old. "Italians. None of them can talk English. A smart little interpreter says the father and mother both say the boy is fifteen years old. He cannot talk English. He plays a fiddle about the streets and supports the family of four persons, — one a sick brother."

No. 285. Girl, twelve years old. "The father and mother do nothing for her support. Obligated to support herself; works for her board. Mother at Deer Island. If father has more than he spends for rum, gives her a dollar."

No. 320. Girl, twelve years old. "Lives with her aunt, who says she cannot afford to send her to school. Attends the evening school in the winter. Has a father and mother, but they do not support her. They drink badly."

No. 434. Girl, twelve years old. "This family came from Ireland about two years ago. There are nine children, five of them younger than this one. When they arrived in New York the mother became insane, and afterwards died. They are very poor. This girl has to do the work in the house, and take care of the children. The three older ones are in school. Can read and write well."

No. 187. Boy, thirteen years old. "This boy's father is dead. There are five children in the family; so this boy is obliged to work to help support the family."

No. 688. Boy, thirteen years old. "This boy's father is dead. Family very poor. He is a telegraph boy, and has been during the past year."

No. 684. Girl, thirteen years old. "This girl's mother is sick, and has to keep Maggie at home to take care of her, as she is too poor to hire."

No. 220. Girl, thirteen years old. "This girl's mother is blind, and she is obliged to stay at home to do the work and care for her mother."

No. 170. Girl, thirteen years old. "This girl's father is dead, and her mother is in an insane hospital. The girl is obliged to work for her own support."

No. 440. Girl, thirteen years old. "Father and mother dead. Living with an uncle, whose wife is dead. She keeps house and takes care of an invalid child. Will go to school in September. Was thirteen years old last October, and has been out of school two years."

A SCHOOL NEEDED ON LONG ISLAND.

There were twenty-three children from five to twelve years old found by the census-taker on Long Island, in Boston harbor, for whom no school accommodations exist. These children ought not to be neglected. They are too young to be sent to the city proper to board and get their schooling, as some

of the older children were sent in past years, and, meanwhile, they are learning nothing. It would seem that the city of Boston is not discharging her full duty under the statutes if she leaves a number of children cut off from schools to grow up in ignorance. One room and one teacher are needed. Now that the island has become the property of the city, the difficulties which have heretofore prevented the establishment of a school should exist no longer.

THE TRUANT-OFFICERS.

The truant-officers' work under the new rules has gained both in efficiency and in value. The work is more thoroughly done, and the kind of work done is better worth doing. The new plan provides that the most important duties shall be first attended to. Instead of permitting the officers' time to be frittered away on trivial cases, it withholds their aid whenever the teacher does not allege a suspicion of truancy or assign some other good reason for requesting the officers' assistance. By requiring in each case a blank to be properly filled, signed by the teacher, and countersigned by the principal, a degree of security is taken against unnecessary calls for truant-officers' service. Already the evils growing out of former loose practices are disappearing; which may be taken as an indication that the purpose of the new rules is beginning to be understood and appreciated. We now no longer hear of an officer's being requested to inquire about all the children who happen to be absent on a particular morning, but some proper dis-

crimination appears to be exercised in referring cases to him for investigation. There is good reason to expect that whatever evils may yet linger in this branch of school administration will soon disappear.

The new rules require the truant-officers to meet once a month with the superintendent for consultation. It is fair to expect that the superintendent may be of service to the officers in such consultations, and it is certain that they have rendered important service to him in relation to some of his duties; in particular, that of investigating the number and condition of children in the city not attending school. These meetings are held on the first Saturday of each month.

CHILDREN AT WORK.

The truant-officers' duty, prescribed by the Public Statutes (Ch. 48, Sect. 5), in relation to children employed in manufacturing, mechanical, and mercantile establishments, has this year been performed in the most thorough manner possible. On the seventeenth of November the officers began a regular canvass of the whole city, going from door to door, visiting every place where children were employed, and making the investigations required by law. "It gives me satisfaction to state," reports the chief officer, "that in all the establishments¹ visited by the officers, they were not only listened to with respect, but encouraged also in their work; and the feeling seemed general to comply with the law as soon as explained."

¹ Except two; and with reference to one of these it is a question whether the "establishment" comes within the meaning of the statute.

For the information of employers and parents not familiar with the laws, — and many such were found, — printed copies of the statutes relating to the employment of children were distributed by the officers wherever such information appeared to be needed. The prevalent ignorance of the particular statute that requires an employer to keep on file certificates of the ages of all children in his employ less than sixteen years old was strikingly indicated by the lively demand for such certificates which sprang up suddenly, and lasted as long as the visitation was in progress. The requirement relative to the twenty-weeks' attendance certificates is much better known, and is generally well observed.

The whole number of children visited, and whose names, ages, and residences were reported, was 2,288.¹ Of these 1,023 were fifteen years old; 857 were fourteen; 272 were thirteen, and 136 were twelve. The residences were mostly in Boston. Of the children fourteen and fifteen years old, 904, or 48 per cent., were found without certificates of age on file, as required by law. Of the children twelve and thirteen years old, 69, or 17 per cent., were found without the required certificates of twenty weeks' attendance.

Nearly half of the children visited were employed in the larger retail dry-goods stores, in the telegraph and district-messenger offices, and in other such establishments. Employers of this class are familiar

¹ I have learned, since writing this, that 67 should be subtracted from the total, as that number of children were attending school and only working *out of school hours*.

with the laws, and are careful to comply with them. Only such exceptions as might have been due to occasional oversight were found. The other half of the children visited were employed, one, two, or three — never many — in a place. They were errand-boys, office-boys, door-tenders, cash boys or girls in small retail stores, or they were hands in various small mechanical industries. In their cases the law relating to certificates had generally been neglected. Most of the employers had never had their attention directed to the law, and were glad to be informed, expressing a readiness to observe its requirements thenceforth. There is good reason now to believe that the law is fully complied with.

It was at first rather surprising to learn that so few of the children at work were under fourteen years of age, and so subject to the law requiring each year twenty weeks' attendance at school. There were found only 408 such children; and yet this fact agrees with another, also somewhat surprising when it first appeared, that the number of pupils discharged holding certificates of twenty weeks' attendance is small. These two facts seem to prove the truth of the assertion sometimes made, that employers now, more than formerly, prefer to take children whose age exempts them from further attendance at school.

OVERPRESSURE.

That injury to health may result from too much study required, or supposed to be required, by school tasks is a fact we are not at all likely to forget, since

there are never wanting those who will privately or publicly bring the instances to our knowledge. A "case in point" is altogether too tempting for the sensational writer or speaker not to enlarge upon it. The difficulty, however, with most of these "cases in point" is that they are no cases at all. They do not bear investigation. The impaired health proves to be due, not to overpressure in school, but to quite other causes. To see that this is so, one has but to look about him.

One day while visiting a class of young children, from eight to eleven years of age, in a primary school, I listened to their reading lesson, which chanced to be a description of the coffee tree and its fruit. In the familiar conversation that followed, the children were asked how many drank tea or coffee at home. Nearly all the hands were up. "But," I said, "I do not mean how many drink tea or coffee once in a while, I suppose you are all allowed to drink them now and then; I mean how many drink tea or coffee every day regularly at meals." Not quite so many hands went up. Still, four-fifths of the children indicated that such was their habit. I afterwards expressed some surprise to the teacher, because the children were apparently from well-to-do families, where intelligent care of children's diet might fairly be expected. But the teacher assured me that the answer I got was in all probability the true one.

Less surprising was another incident that recently came to my knowledge.

Some forty children from the poorer parts of the

city were taken into the country to enjoy a summer's day on a farm, where Jersey milk and butter, nice home-made bread, and other good things in abundance, were offered them. All these children declined the milk as a beverage and preferred tea.

How prevalent this tea-drinking and coffee-drinking habit may be among young children I am not prepared to say; but the indications are that it is far more prevalent than people are apt to suppose. However this may be, there is fair ground for one suggestion. When these tea and coffee drinking children begin to break down, and suffer with nervous disorders, I trust their doctors will not lay it to "confinement and overpressure in school."

Another line of thought is suggested by a conversation recently repeated to me by the teacher with whom it took place. If the home employments are of the same sedentary and mentally exacting nature as those of the school; if exercise in out-door amusements, or in housework, or in some other kind of activity is not used to restore tone and balance to the vital forces, the inevitable consequence is broken health; and to avert it either the home employments must be changed or the school must give way. It is of course for parents to choose the one or the other; and they may very properly consider the ends to be gained by the home employments more valuable than the ends to be gained by the school employments; but it is folly in them to expect both. The price of good intellectual training is mental application in school work, but if the price is not paid the benefit cannot be had.

The conversation was as follows:

Pupil. Will you please excuse me for not having my history lesson this morning? The doctor says I am studying too much, and must give up some of my studies.

Teacher. Yes, I will excuse you. By the way, did I not excuse you the other day for not having prepared some of your lessons?

P. You did. I was cashier at the fair, and hadn't time to get the lessons.

T. Did you make some little articles for that fair?

P. Yes, I made several.

T. Do you go out evenings?

P. Not often.

T. Have you any regular evenings out?

P. There are two evenings in the week when I generally go out.

T. How late do you stay out?

P. Not later than ten o'clock. Mother will not allow me to stay out later than that.

T. Are you sometimes out on other evenings beside your regular ones?

P. Sometimes.

T. Do you take music-lessons?

P. Yes, on the piano.

T. How much do you practice?

P. Two hours a day.

T. Do you help your mother with the house-work?

P. No, I have other things to do.

T. What, for instance?

P. Practising pieces for the Sabbath-school concert.

T. Now, after all you have told me, do you really think it is too much school work that is hurting you?

P. I don't know; the doctor says it is.

It would be easy to multiply anecdotes — any experienced teacher can give them by the hundred — all going to show how “overpressure in school” is made the scapegoat for loads of sin against hygienic law.

It should not be forgotten that children go into the schools in all degrees of health or debility; that the home regimen is of all grades, from that which is wholesome down to that which defies all rules of health; and that the natural consequence of such conditions must often be inability to do even the most moderate school tasks. Cases of failure would occur under the mildest general requirements that anybody would venture to propose. They are not to be met by general provisions, but rather by individual treatment; they should be left to teachers and parents in consultation.

A more important question for the school authorities to consider is whether the existing rules governing the amount of study require too much from children of average capacity and in fair health. Without undertaking to give a full answer to this question, I will state a few facts that are often overlooked, but which should not be forgotten by any one wishing to give a just answer.

In the first place it may be noted that nearly all

complaints point to the study required out of school — the home-lessons — as the burden which causes the undue pressure. I do not remember a case in the last dozen years in which the complaint was not directed against home-lessons. It seems altogether probable that where no house lessons are required complaints of overpressure do not arise. This consideration limits the field of inquiry much more than is commonly supposed. It is surprising to find intelligent people who take it for granted that unlimited home-lessons are required of all the pupils. The fact is that four-fifths of the pupils in our schools have no home-lessons whatever required of them. This four-fifths includes all the pupils in the primary schools and all in the three lower classes of the grammar schools. It is only to the remaining fifth — the pupils in the high schools and in the three upper classes of the grammar schools — that complaints of overpressure arising from home-study can have any application.

Secondly, as to the boys in these upper classes. There is little or no evidence that boys suffer from too much home-study being required of them. It is not often alleged that they do suffer from this cause, and when it is so alleged the difficulty generally proves, on investigation, to be due to some other cause. This consideration still further limits the field of inquiry, leaving only the girls in the upper classes of the grammar schools and in the high schools. These girls constitute about one-tenth (just now 11 per cent.) of the whole number of pupils in the schools. It is with reference to these

girls, and only these girls, that complaints of overpressure possess any general or serious importance.

But, by thus limiting the field of inquiry, it is not intended to diminish at all the importance of the question under discussion; the purpose is rather to show clearly just where the question really does become important. The fact that the girls who have home-lessons number but a small fraction of all the pupils abates not in the least their claim for the most watchful care. For physiological reasons we are bound to recognize that they, more than any others, are exposed to the dangers of overpressure. Among them the ill-effects of a too close application to study would soonest show themselves. If, therefore, the general requirements are so framed as to be within the limit of safety for them, we may feel sure that all other classes of pupils are out of danger.

Thus the whole discussion on the subject of overpressure turns on these two questions, first, whether the regulations governing out-of-school study allow more to be required of the girls than ought in prudence to be required, and, secondly, whether these regulations are properly observed in practice.

The present regulation is as follows:

SECTION 229. Lessons to be learned out of school shall be such as a scholar of good capacity can learn in an hour's study, at most, and shall not be required from pupils in the primary schools or in the grammar schools below the third class, and no such lessons shall be required during the month of June, except from the graduating class. Lessons to be studied in school shall not be such as to require a scholar of ordinary capacity to study out of school to learn them.

This applies to the grammar and primary schools; and the question is whether an hour a day for five days in the week is too much out-of-school study to be required of girls in fair health from twelve to fifteen years of age. Opinions differ on this question, of course, according to the experience different people may have had of the practical working of the rule. My present opinion is that this amount of out-of-school study is not too much; and my experience with the people who complain of home-lessons has been that they are surprised to learn how little study the rule really permits. Much complaint would be prevented, I doubt not, if the exact amount of home-study permitted by the rule could be made known to every parent in the city; for it generally turns out that the real cause of complaint lies not in home-study permitted by the rule, but in the forbidden excess of study. But of this point more presently. I am now supposing the rule to be properly observed, and on that supposition I have expressed the opinion that the rule is a reasonable one.

But I feel bound to add that I hold this opinion subject to revision. I do not mean to deny the existence of evidence, though I have not seen it, tending to show that the rule goes beyond the limit of safety. When such evidence is brought to my knowledge I shall be ready to recommend a change back to a former regulation. In 1860 the following regulation was in force:

In assigning lessons to boys to be studied out of school-hours, the instructors shall not assign a longer lesson daily than a boy of

good capacity can acquire by an hour's study; but no out-of-school lessons shall be assigned to girls, nor shall the lessons to be studied in school be so long as to require a scholar of ordinary capacity to study out of school to learn them.

There was then a distinction observed between boys and girls in respect to out-of-school study. Home-lessons for girls were not permitted in any class. It is true that the school-hours were longer then than now; but, although the school-hours were shortened in 1865, this prohibition of girls' home-study continued in force down to 1876, when the present regulation replaced it. There has been a further slight reduction of school-hours since 1876, by doing away with the Saturday-morning session, and keeping school Wednesday afternoon instead. While, therefore, it is fair to say that the hour of home-study now allowed represents the hour that has been taken from the length of the school sessions, it still ought to be remembered there was a period of eleven years, from 1865 to 1876, during which the hour that had been taken from school sessions was offset by no permitted home-study whatever. The present rule, therefore, contemplates more time spent in study daily by girls in the upper classes of the grammar schools than did the rule from 1865 to 1876. Thus the remedy is clear, if at any time it should become manifest that the present rule is not a sufficient protection against the dangers of over-pressure.

In the high schools the amount of home-study has heretofore been left to the discretion of the teachers. It is now proposed to make a new regulation, limit-

ing this amount to two hours. This would be merely to enact what has been the unwritten law in these schools for some years. It would not require much change from the present practice, and would have the advantage of establishing a definite rule which everybody could understand. As I have said already, the girls ought to be guarded against overpressure in every possible way. The proposed limitation by rule, being one more precaution of this kind, must be regarded, I think, as a wise step. For my own part, I should be quite ready to approve a rule limiting the home-study of girls to one hour a day, and, if necessary, reducing the requirements of the course of study accordingly; but I should be entirely unwilling to apply such a rule to the boys in high schools.

When we come to the two Latin schools, containing 145 girls and 400 boys, we have a special case to deal with, and the rules should be made to suit the case. It should be remembered that preparation for college, either of a boy or of a girl, is no light undertaking. It is a serious task, which will fully engage the energies of healthy and well-cared-for youth of either sex. The work cannot be adapted to the pupil, — as it can in all other schools, — but the pupil must be adapted to the work. If the pupil cannot do the work without danger to health, he must give it up. The limit of time to be spent in study, daily, must be determined for each pupil by circumstances. Health, strength, modes of living, importance of outside duties, must all be considered. If it appears that the amount of study thus determined to be prudent is not enough to give the proper preparation for college,

then it is better to relinquish the attempt to prepare for college.

It is by no means clear that a general rule would be of any assistance in dealing with home-study in the Latin schools. The cases would be best dealt with individually by the teachers in consultation with the parents. The rules ought not to prevent Mr. A.'s son from studying three hours because Mr. B.'s daughter cannot prudently study more than two, or Mr. C.'s daughter more than one. What is prudent for one pupil may be quite imprudent for another. The rules, it seems to me, cannot well provide for more than these three things: first, that every boy and girl in the Latin schools be carefully watched by the teachers, the parents coöperating, to determine what amount of home-study may be prudently undertaken; secondly, that pupils who cannot prudently undertake the requisite amount of study be removed from the school, or permitted to remain in school with a reduced amount of work only after a clear understanding had with the parents as to the lengthened time thus made necessary to complete the whole course; and, thirdly, that pupils, especially girls, who can prudently enough undertake to do the regular work, be not induced by emulation or otherwise to attempt to do more than the regular work, or to reach unnecessarily high standards in the performance of that.

In respect to these things the two Latin schools appear to me to be well managed now. The complaints occasionally heard come from people who seem to imagine that preparation for college can be

had well enough without home-study. This is a grave mistake.

Passing now to the question whether the rules limiting home-study are properly observed in practice, we find that it is a question of fact covering a broad field of particulars. I do not now feel prepared to give a very decided answer one way or the other. Indeed, from all I have been able to learn, it would seem probable that a decided answer one way or the other cannot be given; for the evidence is not all one way.

Some teachers there are whose anxiety to bring their classes up to the standard they suppose to be required leads them unconsciously to transgress the limits of permitted home-study. Perhaps there are also some who purposely transgress the limit, and claim to be excused on the plea that the course of study, or the supervisors, or the master, or the teacher of the class above, required so much work to be done that it could not otherwise be accomplished. However this may be, no real evidence of such wrongdoing has come to my knowledge.

On the other hand, I find many schools in which the limits of home-study are very carefully observed. The supervisors' inspection reports usually touch upon the amount of work required of pupils; but, in my reading of them for the last three years, I have failed to discover any marked or prevalent tendency among teachers to forget the home-study rules.

Probably the mistake the teachers oftenest make is that of over estimating what a "scholar of good capacity" can do in an hour; but careful teachers

will soon discover their error, and not repeat it. The mistake which is made by children, and even sometimes by parents, is that of counting an hour or two of dawdling over books as an hour or two of home-study, so that cases of apparent transgression of the rule are not always cases of real transgression.

On the whole, I am inclined to believe that the rules are generally well observed; but that indiscreet zeal or mistaken judgment in teachers makes transgressions more frequent than they ought to be.

If this is so, a remedy is needed. Some good might come from an exact knowledge of the rules being brought home to every parent in the city. That would have a tendency to prevent parents from making groundless complaints on the one hand, and on the other to encourage them to bring instances of the rules' being broken at once to the teacher's notice. If this and other means failed to bring about a due observance of the rules, the step suggested above should be taken, namely, to prohibit home-lessons for girls in grammar schools altogether; since it is easier to enforce to the letter an absolute prohibition than it is to manage a limited permission of home-lessons.

To any teachers who may have read thus far I desire to say respectfully that you have no valid excuse for overworking your pupils, or for violating the home-study rules. It will not do to say that the course of study or the supervisors require it. The supervisors do nothing of the sort. The course of study lays down for you *lines* of work, not *amounts* of it. You are to take such pupils as are given you, and do the best you can with them, in the time

allowed, and on the lines of work laid down. You are not to overwork them, or worry them, or try to make a show with them; but you are to work with them steadily, reasonably, and for their benefit exclusively. Your work will be judged with a due regard to all the circumstances; the condition of your class will be regarded quite as much as its apparent degree of advancement; the quality of your work, and the spirit in which it is done, will be regarded before the mere quantity of it. Do not set up unreasonable standards of your own, and then distress yourselves and goad your defenceless pupils with the notion that some outside authority — the supervisors — expects so much of you. There is really no excuse for it; nor for the errors such mistaken notions may lead you to commit. It is rather a poor compliment you pay to your supervisors when you assume they will judge your work by the number of questions your pupils can answer, and will look at nothing else; and it is taking altogether too narrow a view of your own position and function as a teacher, if you believe that you are employed chiefly to get your pupils through with an examination, and make a fine show of percentages.

OVERPRESSURE FROM EMULATION.

Overwork on the part of individual pupils, particularly among girls, may result from indiscreet appeals to the spirit of emulation. No matter how much or how little the course of study may be supposed to require, no matter how moderate the teacher's demands, in themselves considered, may

be; if the members of a class be set to striving each to outdo the others, some will surely be induced to work beyond their strength. This evil is not unknown in our schools, though I suppose it to be much less common than it was twenty or thirty years ago. An extract from a supervisor's inspection report that has recently been read by me is here given to illustrate the kind of danger to be guarded against.

The government and order of the school are excellent. . . . In the upper classes there is a spirit of earnestness and ambition such as I see in few schools. The standard of excellence is high, and each girl is eager to do her best to reach it. My only fear is that the pressure may be too strong. There is, I believe, no danger of overwork on the part of the great majority of children, particularly in the lower classes. But there is, I am led to believe, from the statements of some of the teachers, some danger of overwork on the part of the most ambitious in the upper classes. This pressure does not come from without. It would still be the same were the course of study to require but half as much as at present.

It is the pressure which comes from appeals to the spirit of emulation. The marking and ranking systems are carried in this school to an extreme. It is the tradition of the school. While there are some rooms in which the teachers endeavor to keep the highest motives before the minds of their pupils, yet I think it is still true that in most of the rooms, and with the great majority of the children, the *mark* and *seat* which they are to have at the end of the month is the motive to study uppermost in their minds. I by no means wish to be understood as thinking this a state of things wholly to be deprecated. Good work, done thoroughly, carefully, and punctually, cannot fail to bring good results, both morally and intellectually, even though the motive be not the highest. The habits of mind to which pupils in this school are trained, the habits of thoroughness, exactness, punctuality, and of doing with their might whatever they are given to do, are among the most valuable results of school training. It is a poor

school in which no tension of any kind exists. . . . The only fear I have is that the pressure or tension is carried too far, so far as in some instances to produce injurious physical results, and farther than is necessary to secure what is really valuable. In a school composed exclusively of boys, I should not feel any such anxiety. Emulation among girls is more likely to run to extremes, hurtful to both body and mind. I think the true way is to lead them to think less and less of *relative* excellence, and to direct more and more their ambition toward reaching *absolute* standards of excellence. With the older classes of girls their natural desire to excel for its own sake, their sense of duty, and their wish to secure the approval of their teachers and parents, are, I believe, ample incentives to study. It is often claimed in excuse for the ranking system in schools that the scholars like it. This is undoubtedly true of the great majority of scholars, especially of those who need such a stimulus least. But it is hardly a valid reason. Stimulants of all sorts, both moral and physical, are generally enjoyed and sought for most by those to whom they are most harmful.

NUMBER OF PUPILS TO A TEACHER.

The standard number of pupils to a teacher in grammar and primary schools is fifty-six. This is the theory; but in practice the variations from the standard are so many and so great as to have attracted some attention.

For the purpose of collecting exact information on this subject, a special return was asked for in January last, and I now have before me the names of all the teachers, and a statement of the number and the grade of the pupils under the charge of each teacher throughout the city at that time. From the evidence it is clear that the teachers of the upper classes in the grammar schools — and particularly the teachers

of the first class — have fewer pupils to teach than the teachers of the lower classes; and that the latter have fewer to teach than the teachers of the primary schools. If we set aside a few of the smallest suburban schools, which are not large enough to present a normal organization of classes, and also one large school, the organization of which is peculiar and not adequately reported, the rest, containing say nine-tenths of all the pupils, may fairly be taken as presenting the prevalent plan or plans of organization; and these are the ones that furnish the basis of the following statements.

In the grammar schools the average size of divisions of the first class was found to be $38\frac{1}{2}$ pupils, while the average for the second class was $50\frac{2}{5}$, and that for the lowest or sixth class $53\frac{7}{10}$. In the first class there were, in the whole city, only six divisions which contained as many as fifty pupils each; and there were seven divisions which contained less than thirty pupils each. The numbers of the former were respectively,

60 — 58 — 54 — 53 — 52 — 50,

and of the latter,

29 — 28 — 28 — 24 — 23 — 22 — 22.

It appears that only two of these first-class divisions exceeded the standard size, and one of these — that containing sixty pupils — should not be counted, because it was taught by the principal and two

assistants. All the others, except three of the smallest, were taught by the principal and one assistant.

Among fifty-seven divisions of the second class there were found five that exceeded the standard size, and three that had fewer than forty pupils each. Among one hundred sixteen divisions of the sixth class there were found thirty-seven that exceeded the standard size, only one that had fewer than forty pupils, and only six that had fewer than forty-five pupils each. In the sixth class, moreover, the excess of pupils above the standard for a division is greater than the excess in the second class. In the latter class the five largest divisions had the following numbers:

61 — 59 — 59 — 58 — 57,

while the eleven largest divisions of the sixth class had the following:

65 — 62 — 62 — 62 — 61 — 61 — 60 — 60 — 60 — 60 — 60.

The number of divisions exceeding the standard size found in all classes of the grammar schools is one hundred thirty-two, distributed as follows:

First Class, 1.	Fourth Class, 30.
Second Class, 5.	Fifth Class, 41.
Third Class, 18.	Sixth Class, 37.

If the search be made for small divisions — those of less than forty-five pupils, for example — they will be found more frequently in the upper classes than in

the lower. But it is hardly necessary to give further details; the facts already cited show clearly enough a prevalent tendency to make upper-class divisions small, and lower-class divisions large.

The same tendency is observable in the primary schools. In January last the average size of a division in charge of a single teacher was $52\frac{7}{10}$ pupils in the first class, and $55\frac{2}{10}$ pupils in the third class. In this computation all divisions in which special assistants were employed were excluded. There were, in the primary schools, forty-four divisions, ranging in size from sixty to seventy-five pupils each, in which no special assistants were employed. The eight largest of these had numbers of pupils as follows:

75 — 75 — 69 — 67 — 64 — 64 — 63 — 63.

These are the extreme cases, — the largest divisions anywhere found in charge of single, unaided teachers. In the grammar schools, it will be remembered, no divisions of more than sixty-five pupils were found.

Special assistants were employed in twenty-five divisions, which ranged in size from sixty to one hundred and thirty-four pupils each. Nineteen of these divisions, however, had fewer than seventy-five pupils each, and so were no larger than the eight divisions above mentioned as being taught by single, unaided teachers. The six largest divisions in which special assistants were employed, had numbers of pupils as follows:

134 — 102 — 100 — 82 — 79 — 79.

The first of these could have been made into two divisions, with a regular teacher and a special assistant for each, under the regulations; in other words, the regulations would have provided four persons instead of two to teach this division. Each of the next two divisions could have been divided so as to receive instruction from three persons—two regular teachers and one special assistant—instead of two. There appears to be no good reason why this was not done.

Now the questions upon which these facts have a bearing are, first, whether this custom of making the upper-class divisions small, and the lower-class divisions large, is good or bad; and, secondly, if bad, how it may best be reformed.

As to the first question let us consider the fact that teachers of the lower classes are generally younger, have less professional skill, and receive lower pay, than the teachers of the upper classes. This remark applies more particularly to the grammar schools, to which we will limit our attention for a moment. Would it not seem just, if there must be inequalities in the size of divisions, that the larger divisions should be taken by the more experienced and highly paid teachers? Why should one who is hardly more than a beginner be left to struggle with fifty-six, or even sixty or more, pupils in a lower class, while one whose long experience and acquired skill make her work easy is given forty or less pupils to teach in an upper class?

But, aside from considerations of justice, is it good management to give the greater tasks to those who have the less skill to do them? Is it making the

most economical use of available teaching force not to give the able and experienced sub-masters and first and second assistants the larger divisions to teach? There is for every teacher a limit to the number of pupils he or she can profitably govern and instruct in one division. When this limit is surpassed instruction ceases, and sometimes government too. Few assistants there are in our grammar schools for whom this limit ought to be, even if it can be, set above sixty pupils. Such assistants, moreover, are less likely to be found in the lower grades than in the higher; and yet it is in these lower grades almost exclusively that divisions exceeding sixty pupils are found.

Another consideration related to the best use of available teaching force is this: if, as is undoubtedly the fact, the principal and high-ranked assistants are the superior teachers in a school in point both of skill and of influence, then it is desirable that the rooms of these superior teachers be kept full of pupils, in order that this superior skill and influence may have the largest scope for action. To limit unduly the number of pupils in the principal's room, for example, would be to waste in a degree both his power and that of one of his ablest assistants, — the sub-master, or the first assistant. In point of discipline, especially, there would be a gain secured by placing as many pupils as possible under the more experienced teachers, while a corresponding loss would result from the reverse arrangement.

Such are some of the reasons for regarding the custom of making small divisions for upper-class

teachers, and large ones for the lower-class teachers, as a bad custom. I am not aware that any good reasons can be urged in favor of the custom.

The obvious remedy in the case of the grammar schools is, perhaps, not a very acceptable one. It consists in filling each upper-class room with pupils from the class next below. The great objection to this arrangement arises from the presence of two grades in one room. There is a strong disinclination to tolerate this, and many teachers would regard it as an evil to be avoided if possible. But is it altogether an evil? May there not be an important advantage in requiring a part of the pupils in a room to study while the rest are reciting? While studying so, they must rely on themselves, solve some of their difficulties without help from the teacher, and learn to fix their attention on the work they are doing without being distracted by what is going on about them. Valuable discipline this, and there is none too much of it in the schools now. The teacher should not be forever at the beck and call of every pupil who has met a little difficulty. The habit of independent, self-reliant work needs to be cultivated more and more as pupils grow older; and here, in the upper grades of the grammar school, is the place where excellent training in this direction can be given. With this object in view, some masters of long experience have recommended the formation of two divisions, for alternate recitation and study, in rooms where the pupils are all of one grade. There are few, if any, teachers who can hold the attention of and effectively teach fifty-six pupils all at once.

Most teachers can do better work by taking half at one time and half at another.

But not to urge this view too far, let it be granted that the presence of two grades in one room is, to some extent, an evil. That does not settle the question. We have still to determine which is the greater evil, fifty-six pupils of two different grades in charge of the skilful, experienced first assistant or sub-master, with the master to teach a part of the time, or divisions of sixty or more pupils in charge of the comparatively inexperienced third assistants, who must do all the teaching. If this is a fair statement of the alternative, there can be no hesitation in choosing the former as the least of two evils.

In the primary schools but little relief can be got by equalizing the divisions, because the upper-class divisions are nearly full already. Still there are districts where this equalization would give all the relief needed. There is, however, another remedy, authorized by the Regulations, Section 217, which might well be used more than it is, namely, the employment of special assistants in the larger divisions of the third or lowest primary class.

There were, in January last, seventy-six divisions in which special assistants might properly have been appointed, but they were not.

The following schedule shows that nearly half of these divisions contained sixty or more pupils each:

11	divisions	had	57	pupils	each.
16	“	“	58	“	“
14	“	“	59	“	“
13	“	“	60	“	“
7	“	“	61	“	“
6	“	“	62	“	“
2	“	“	63	“	“
3	“	“	64	“	“
1	“	“	67	“	“
1	“	“	69	“	“
2	“	“	75	“	“

The employment of special assistants ought, in my judgment, to be more encouraged than it now is. It directly benefits the less advanced and now comparatively neglected parts of large divisions; it affords a most excellent school of observation and practice for recent graduates of our normal school; it relieves overburdened teachers; and it is not expensive. The confusion caused by two teachers working in the same room — which is the only objection ever urged against such an arrangement — can generally be avoided by the special assistant's using the cap-room, the hall, or, perchance, a vacant school-room, for some of her exercises. Confusion is sometimes avoided by the admirably quiet, but effective, way in which both teachers work. It is perhaps too much to expect this generally, but it has not infrequently been observed.

But the question of remedies is determined largely by circumstances. It is for the division committees and the principals of the districts to devise and apply

the remedy most appropriate to each case. To their attention this whole subject is earnestly commended, with the suggestion that the relief in many instances is sorely needed.

KINDERGARTEN TRAINING FOR PRIMARY TEACHERS.

In my report of last year I expressed the conviction that our school system would gain very much in efficiency if there were thoroughly good kindergartens in every school district. Our present methods of dealing with the very young children who now come into our primary schools are not altogether satisfactory. This is partly unavoidable, because the younger and older children are mingled in the beginners' class, and all are taught by methods better suited to the older children. But if the younger children could be placed in a kindergarten, where they would be joined by many more children of like age who do not now come to school at all, the kindergarten teacher would have enough to do, and the primary teacher's class would be relieved of the presence of those younger pupils to whom her subjects and methods of instruction were not well suited.

The kindergarten not only gives the young children a good start intellectually, but it also has a very marked and beneficial effect on them morally. The subsequent instruction and discipline in the primary schools would be much easier, and the progress in knowledge much more satisfactory, if all pupils first took the kindergarten instruction.

It is not necessary to go into a theoretical argument to prove the benefits of kindergarten training. We have the practical demonstration in Mrs. Shaw's kindergartens in this city. It is chiefly from my study of these in actual operation that I have come to believe that we need many more of them, — indeed, that the kindergarten ought to be recognized and established as a part of the system of public instruction in this city. There are other large cities where this has been done, to the great benefit of the youngest children. I am not without hope that this great improvement may ere long be brought to pass in this city.

There are in the city now about thirteen thousand children four and five years old, who will naturally enter the public schools sometime if they live; but to-day there are only three thousand of them there. What a blessing to the many homes if the other ten thousand could be placed in good kindergartens! Even if we take into view only children five years old and upward we find more than half of the five-year-olds and about a quarter of the six-year-olds are kept at home now. Most of these children certainly would be sent to school if there were kindergartens for them to enter.

This tendency among parents to keep young children at home is a marked and growing one. I have called attention to the statistics in former reports, and have touched upon the subject again in another part of this report. I think this tendency is significant, and ought not to be lightly considered. The truth seems to be this, that our primary schools

are not as attractive to the parents of very young children as they ought to be, and as they could be by introducing the right kind of improvement.

Now there is one step looking towards the establishment of the public kindergarten which is well worth taking at once. It is a step, moreover, which can be taken without its involving the necessity of further steps, because the immediate advantages to be gained would be a sufficient reason for taking it even without going any further. It is this: Let the normal-school graduates who are willing to devote themselves to the teaching of the youngest children in the primary schools form themselves into a class for a post-graduate course of training; let a thoroughly competent kindergartener be employed to instruct them specially in the kindergarten principles and methods; and let a model kindergarten for observation and practice be established in the immediate vicinity of the normal school. These graduates, after taking such a course of instruction and practice, would be ready, on entering the service as regular teachers, to turn the youngest primary classes into kindergartens wherever it might be thought desirable to do so. Thus, step by step, a beneficial change could be wrought in these classes. But even if these teachers were not allowed to change their classes into kindergartens, and were required to give substantially the same instruction as is now given in the youngest classes, they would do this enough better to repay many-fold the cost of their special training. There are no teachers of very young children who are equal as a class to those who

have been trained in kindergarten practice. This is what I mean when I say that the immediate advantage to be gained from the proposed step is great enough to make it desirable in itself, even if the general establishment of kindergartens should never follow. I know of no other more direct and practical way of making improvements in the primary schools as now constituted than this of introducing specially trained teachers in the youngest classes.

But I should, nevertheless, earnestly hope that other steps would follow, and that thousands of young children, who as things now are do not go to school at all, would be brought under the quickening, refining, and elevating influences of the kindergarten.

MANUAL TRAINING.

The manual training school is nearing the end of the second full school year of its existence. The interest is unabated, and the progress of the two hundred boys with their work is even more satisfactory this year than it was last. The course of lessons has been improved, some of the articles made last year having been replaced by others better adapted to the purpose of giving the best training possible in the limited time.

The experiment has now gone far enough to prove that this kind of training can be joined with the ordinary grammar-school work without practical inconvenience, and with good effect on the boys. There have been calls from other parts of the city for

similar schools to be opened there; and the promise is that one more will be started in September.

One fact, noticed in the last committee's report, is significant, and that is, the lively desire shown on the part of last year's boys to continue in the school this year; which, however, they could not be allowed to do, being then graduates of the grammar schools. There is no doubt that boys once engaged in a course of manual training will, as a rule, conceive a strong desire to keep on. The consciousness of new power awakened, and trained for practical ends, is very gratifying to them. Indeed, we find among these boys just what the psychologist would have led us to expect, — a class of minds which can be reached in no other way so well as through their mechanical aptitudes. It seems certain, if a school with an extensive course of manual training should be opened, there would be no lack of interested pupils to fill it. That there are many parents who would appreciate the value of such a school for the training of their boys is plainly enough indicated by the manifestations of parental interest in what is being done now.

The success of such schools as those of St. Louis, Chicago, Cleveland, Baltimore, Philadelphia, and many other places, proves beyond a doubt that there is a real want in the community which only a fully equipped manual training school can supply. Whenever Boston shall be ready to establish such a school, there will be many good examples for her to follow. It seems unnecessary now to add much to the general arguments that have been adduced in favor of incorporating such a school into the public-school

system. Public sentiment appears to be ripening in favor of the plan. The School Committee and the City Council will doubtless be amply sustained when the time shall come for them to act.

The chief question now is the question of ways and means. On this question may be recorded here a suggestion, for which I am indebted to another, but which may be a good one to act on by and by. The city of Boston now holds a fund, known as the Franklin Fund, upon trust for the benefit of young married mechanics of Boston. At the end of one hundred years from the foundation of the trust, that is, in 1891, the city itself becomes a beneficiary, as may be seen by the following extract from Benjamin Franklin's will :

If this plan is executed, and succeeds as projected without interruption for one hundred years, this sum will then be £131,000, of which I would have the managers of this donation to the town of Boston lay out, at their discretion, £100,000 in public works, such as fortifications, bridges, aqueducts, public buildings, baths, pavements, and whatever else may make the town more agreeable to its people, or more attractive to strangers resorting thither for health or pleasure.

The remaining £31,000 is to continue to be held in trust, as the original £1,000 has been, until the completion of the second hundred years, in 1991, when the city of Boston and the Commonwealth of Massachusetts will both become the beneficiaries, and will share the fund without restriction, the donor not presuming to carry his views further.

This fund has been so well managed that it now

amounts to about \$350,000. In 1891, therefore, a large sum of money becomes available for the city to use in any appropriate manner suggested by the language of the will.

Now, in view of Franklin's early life and later career, in view of his special interest in young mechanics, for whose benefit the donation was made, what more appropriate use could be made of this money than to found a school of mechanic arts? What public work could be more fittingly dedicated to Franklin's memory than a public building devoted to the better education of young mechanics? This suggestion is submitted in the hope that it may be favorably considered when the time comes — five years hence.

COOKING-SCHOOLS.

The event of the year in the department of industrial training is the opening of two school-kitchens, one in the Tennyson-street school-house, and one in the Industrial Home at the North End. Both are for the instruction of girls from the neighboring grammar schools, who come to the kitchens once a week for a two-hour lesson, in classes of fifteen at a time. In the first, which has taken the name "Boston School-Kitchen Number One," one hundred and fifty girls from the upper classes of the Winthrop, Franklin, Everett, and Hyde schools, including a few from the Horace Mann School for the Deaf, have taken cooking-lessons since the first of October; in the other there are one hundred and twenty-five girls

from the Hancock, Wells, and Bowdoin schools. The cost of fitting-up and operating these schools the present year is met by two public-spirited ladies,—Mrs. Hemenway and Mrs. Shaw. The plan is for the city to assume the running expenses after next September. It is believed that the success of these two experiments will lead very soon to the opening of school-kitchens in all the thickly populated parts of the city. The master of the Winthrop School reports that “the success attending the work has been complete, the one hundred and fifty girls belonging manifesting great interest and enthusiasm in the performance of all their duties; and, although many of them are obliged to come long distances, the attendance has been excellent. The same programme—bill of fare—is continued throughout a week, each class having one lesson; and it is sent to the various schools represented, where it is placed conspicuously before all the scholars, with directions informing them for what price the prepared food can be purchased. An opportunity is thus presented for each pupil to buy, at cost of materials, the dishes cooked by herself. Thus is gained a twofold advantage. In a pecuniary and economical view it provides in a large measure for the expense of supplies, and for the proper disposal of the food without trouble or waste; but the benefit conferred upon the community by this distribution of scientific cookery (and economical marketing) among the homes is beyond calculation. The pecuniary consideration is lost sight of, as but of little moment, when compared with this approach to the living centre of the homes.”

It is not "fancy cooking" at all that these girls are taught; it is plain cooking of the common and inexpensive articles of food. The art of making plain living agreeable, of making limited means ample, of making the home always pleasant and attractive with modest outlay, — this is what these girls are acquiring. Thousands of homes now can be improved by giving the daughters this instruction in the domestic arts; and thousands more of future homes will be better and happier in consequence of such instruction. What better protection can society have against the ravages of intemperance and crime than homes, however humble, made happy and attractive by housewifely thrift and good taste? In the miseries of bad house-keeping the home too often yields its sway to the saloon.

An interesting and beautifully illustrated popular description of the cooking-classes, and other departments of the Vacation School, kept last summer in the Tennyson-street school-house, may be found in the "St. Nicholas Magazine" for April, 1886. It is the plan of instruction in cooking there described that has been continued this year, and which it is proposed to continue henceforth in connection with the public schools.

THE EVENING SCHOOLS.

One evening high school, with an average attendance of 1,086 and an average registry of 1,513, and thirteen evening elementary schools, with an average attendance of 1,238, and an average registry of 1,971, have been maintained during the last season,

from October to March. The supervisors have visited these schools regularly and have made reports, to which reference may be made for a knowledge of details. In general, it is right to say that these schools are doing a good work, and that they are doing it more and more efficiently every year.

It was a great improvement when the evening schools were taken out of various unsuitable quarters and put into the present well-lighted and comfortable rooms of the day schools. It was like bringing the boys out of the back room into the parlor; they began to behave better at once. Since that change was made, much improvement has come from greater care in the selection of teachers. The employment of day-school teachers, this season and last, has brought some of the very best professional skill in the city to bear on the evening-school work; and that is what it needs, and has needed. The best teachers are none too good for evening-school work. It is a serious mistake to employ in an evening school a teacher not properly qualified to teach in a day school.

Now that the evening schools are in good quarters, under good teachers, and flourishing, it is time to introduce another important improvement, and that is a better grading. There should be for all the classes in every course of instruction, both in the high and in the elementary schools, definite standards of acquisition. All the pupils should be encouraged to submit their acquisitions to the test of examination, and those who passed successfully should be given formal certificates of that fact, under

authority of the School Committee. The examination should be of a known degree of severity, and should be conducted under proper guaranties for fairness and thoroughness. Such certificates in certain branches, when taken in the elementary evening schools, should admit to the evening high school. The certificates given in the evening high should state on their face the extent of ground covered by the instruction, and the degree of proficiency shown by the pupil on the examination. Such certificates, being explicit and based on genuine tests, would possess a value for their holders which the vague generalities of ordinary certificates or diplomas never have.

But the most important examination of all is that which is held for admission to the evening high school. That should be, what now it is not, a serious and thorough examination, taken deliberately for the purpose of ascertaining whether the candidate's general condition of knowledge is such as to make him a proper subject for evening high-school instruction. As the examination is now conducted it largely fails of this purpose. There are very many pupils found in the rooms of the evening high school who would more fittingly be placed in the elementary schools. They flock to the rooms where penmanship, arithmetic, and elementary book-keeping are taught. The penmanship rooms particularly overflow with them. Sometimes they are inclined to be disorderly, their attendance is apt to be irregular, and the progress they make is often inconsiderable. Altogether they constitute an element that the school

would lose with advantage; and a serious test of qualifications for admission would keep them out. It would send them to the elementary schools, if they really desired to acquire these elementary subjects; and when they had done that they might more properly claim a place in a high school.

Now that the evening high school draws such great numbers of youth and adults, now that it is so firmly established,—and the prospect seems to be that the hitherto permissive statute is to be made a mandatory one,—the time would seem to be favorable for throwing out of it certain elements that belong to the lower schools, if to any, and thus, by some limitation of the work, making the school in reality what it is in name, an evening *high* school. The tonic effect of such treatment would be most beneficial, both to the high school and to the elementary schools.

The usual statistics for the half year ended January 31, 1886, are appended to this report.

EDWIN P. SEAVER,
Superintendent.

STATISTICS

FOR THE

HALF-YEAR ENDING JANUARY 31, 1886.

SUMMARY.
January 31, 1886.

GENERAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Normal	1	5	124	117	7	94.	114
Latin and High	10	100	2,662	2,545	117	96.	2,629
Grammar	51	665	30,096	27,651	2,445	92.	30,082
Primary	455	455	24,204	21,267	2,937	88.	24,888
Totals	517	1,225	57,086	51,580	5,506	99.4	57,713

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	10	77	67	10	88.	79
Evening High	1	25	1,513	1,086	.....	.....	.....
Evening	13	96	1,971	1,238	.....	.....	.....
Evening Drawing	5	21	595	508	.....	.....	.....
Spectacle Island	1	1	17	15	2	88.	21
Totals	21	153	4,173	2,914	.....	.....	.....

SCHOOLS AND TEACHERS.

	SCHOOLS.			TEACHERS.		
	Houses.	Rooms.	Seats.	Males.	Females.	Total.
Normal School . . . . .	.....	3	100	1	3	4
Latin School	1	78	1,645	12	.....	12
English High School . . . . .	.....	.....	.....	18	.....	18
Girls' High School	1	66	852	1	20	21
Girls' Latin School . . . . .	.....	.....	.....	1	5	6
Roxbury High School	1	8	212	2	4	6
Dorchester High School	1	6	205	1	4	5
Charlestown High School	1	10	300	1	6	7
West Roxbury High School	1	5	100	1	3	4
Brighton High School	1	5	88	1	2	3
East Boston High School	1	2	82	1	4	5
Grammar Schools	51	620	31,846	94	539	633
Primary Schools	100	494	25,128	.....	455	455
Totals	159	1,297	59,558	134	1,045	1,179

SPECIAL SCHOOLS AND TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School		9	9
Evening Schools	63	58	121
Evening Drawing Schools	15	6	21
French: High Schools	3	1	4
German: High Schools	1		1
Music: High, Grammar, and Primary Schools	5		5
Illustrative Drawing, Normal School		1	1
Drawing: High and Grammar Schools	1		1
Instructor in Hygiene	1		1
Sewing		28	28
Chemistry: Girls' High School		1	1
Laboratory Assistant: Girls' High School		1	1
Vocal and Physical Culture: Girls' High School		1	1
Vocal and Physical Culture: Girls' Latin School		1	1
Military Drill: High Schools	1		1
Instructor in Manual Training School	1		1
Spectacle Island		1	1
Totals	91	108	199

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to January 31, 1886.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head Masters.	Masters.	Junior Masters.	Asst. Principals.	First Assistants.	Second Assfs.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Normal		124	124		117	117	7	94.	1				1	2	
Latin	374		374	364		364	10	97.	1	7	4				
Girls' Latin		146	146		137	137	9	94.		1					5
English High	632		632	609		609	23	96.	1	9	8				
Girls' High		688	688		653	653	35	95.	1			1	1		18
Roxbury High	67	138	205	65	130	195	10	96.	1				1		4
Dorchester High	39	104	143	37	95	132	11	92.		1			1		3
Charlestown High	61	141	202	59	134	193	9	96.	1						6
West Roxbury High	21	66	87	21	65	86	1	98.		1					3
Brighton High	17	41	58	17	39	56	2	95.		1					2
East Boston High	61	66	127	59	61	120	7	95.		1					4
Totals	1,272	1,554	2,786	1,231	1,431	2,662	124	94.1	6	21	12	1	4	2	44

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATIONS AND AGES, JANUARY 31, 1886.

	First-year class.	Second-year class.	Third-year class.	Fourth-year class.	Fifth-year class.	Sixth-year class.	Whole number at date.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years and over.
Normal	95	19	66	61	45	32	114	5	24	53	74	87	69	48	18	40	25	28
Latin	93	63	31	21	16	7	1400	1	10	14	18	35	33	12	24	13	2	1
Girls' Latin	33	37	31	21	16	7	145	1	10	14	18	35	33	12	12	7	2	1
English High	284	192	139	7	...	...	622	...	...	11	92	165	192	110	40	12	...	...
Girls' High	279	162	128	88	...	...	657	...	...	6	42	126	141	158	116	51	14	3
Roxbury High	110	63	29	...	...	...	202	...	...	6	18	62	51	48	12	4	1	...
Dorchester High	70	38	31	...	...	...	139	...	...	1	19	22	28	31	18	16	3	1
Charlestown High	90	57	51	...	...	...	198	...	...	2	21	35	58	55	22	5	...	...
West Roxbury High	43	25	20	...	...	...	88	...	...	3	8	26	22	22	6	1	...	...
Brighton High	22	17	17	...	...	...	56	...	...	1	1	10	13	21	8	2	...	...
East Boston High	63	36	23	...	...	...	122	...	...	1	9	15	50	26	16	4	1	...
Totals	1,182	709	535	177	61	39	2,743	6	34	98	302	583	657	534	292	155	48	34
Percentages	43.0	25.9	19.5	6.5	2.2	1.4	100	.2	1.2	3.6	11.0	21.3	24.0	19.5	10.7	5.6	1.7	1.2

¹ Including 40 pupils in out of course class.

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, January 31, 1886.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Av'ge No. of Pupils to a Regular Teacher.
Normal	3	124	41.3
Latin	11	374	34.0
Girls' Latin	5	146	29.2
English High	17	632	37.2
Girls' High	19	688	33.6
Roxbury High	5	205	41.0
Dorchester High	4	143	35.7
Charlestown High	6	202	33.7
West Roxbury High	3	87	29.0
Brighton High	2	58	29.0
East Boston High	4	127	31.7
Totals	79	2,786	35.3

ADMISSIONS, SEPTEMBER, 1885.

NORMAL SCHOOL.

SCHOOLS.	Number Admitted.	Average Age.	
		Years.	Months.
Girls' High School	68	19	4
Dorchester High School	3	24	6
Girls' Latin School	2	21	1
From other sources	26	2 ⁰	9
Totals	99	1	10

High School Graduates, June, 1885, Girls, 221.

LATIN AND HIGH SCHOOLS.

SCHOOLS.	ADMITTED.		From Grammar Schools.	From other Sources.	Totals.	Average Age.	
	Boys.	Girls.				Years.	Mos.
Latin	135	...	100	35	135	14	2
Girls' Latin .....	...	45	33	12	45	14	5
English High	331	...	297	34	331	15	3
Girls' High .....	...	325	256	69	325	16	..
Roxbury High	39	75	109	5	114	15	1
Dorchester High	23	57	64	16	80	15	4
Charlestown High	28	68	86	10	96	15	6
West Roxbury High	15	29	39	5	44	15	4
Brighton High	6	16	20	2	22	16	7
East Boston High	32	39	69	2	71	15	11
Totals	609	654	1,073	190	1,263	15	9

GRAMMAR SCHOOLS.

Semi-Annual Returns to January 31, 1886.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Adams	365	147	512	333	134	467	45	91.	1	1	1	1	8
Agassiz	343	. . .	343	317	. . .	317	26	92.	1	. .	1	1	4
Allston	269	273	542	250	241	491	51	91.	1	. .	1	2	8
Andrew	395	319	714	370	293	663	51	93.	1	1	2	2	8
Bennett	228	243	471	213	225	438	33	93.	1	. .	1	2	6
Bigelow	857	. . .	857	813	. . .	813	44	95.	1	2	1	1	11
Bowdoin . . . . .	. . .	390	390	. . .	358	358	32	92.	1	. .	2	1	6
Brimmer	672	. . .	672	616	. . .	616	56	92.	1	2	1	1	9
Bunker Hill	311	362	673	294	337	631	42	94.	1	1	2	2	8
Chapman	303	324	627	287	299	586	41	93.	1	1	2	2	7
Charles Sumner	181	162	343	164	147	311	32	91.	1	. .	1	1	4
Comins	491	632	1,123	460	573	1,033	90	92.	1	1	3	3	13
Dearborn	481	499	980	447	458	905	75	92.	1	1	2	3	13
Dillaway . . . . .	. . .	643	643	. . .	573	573	70	89.	1	. .	2	3	7
Dorchester-Everett	311	305	616	292	279	571	45	92.	1	1	1	1	8
Dudley	708	. . .	708	661	. . .	661	47	93.	1	2	1	1	10
Dwight	675	. . .	675	627	. . .	627	48	93.	1	2	1	1	9
Eliot	994	. . .	994	887	. . .	887	107	89.	1	3	1	1	15
Emerson	401	285	686	366	258	624	62	91.	1	1	2	2	8
Everett . . . . .	. . .	721	721	. . .	664	664	57	92.	1	. .	2	3	9
Franklin . . . . .	. . .	741	741	. . .	666	666	75	90.	1	. .	2	3	10
Frothingham	308	330	638	284	295	579	59	91.	1	1	2	2	7
Gaston . . . . .	. . .	514	514	. . .	475	475	39	92.	1	. .	2	1	8
George Putnam	147	161	308	139	147	286	22	93.	1	. .	1	1	4
Gibson	210	206	416	196	188	384	32	92.	1	1	1	1	6
Hancock . . . . .	. . .	567	567	. . .	510	510	57	90.	1	. .	2	2	7
Harris	140	139	279	133	127	260	19	93.	. .	1	. .	2	3
Harvard	291	328	619	272	305	577	42	93.	1	1	2	2	7

GRAMMAR SCHOOLS. — *Continued.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Hillside . . . . .	. . .	357	357	. . .	317	317	40	89.	1 .	1	1	1	4
Hyde . . . . .	. . .	587	587	. . .	542	542	45	92.	1 .	2	2	2	7
Lawrence	907	. . .	907	859	. . .	859	48	95.	1 3	1	1	1	13
Lewis	329	343	672	305	319	624	48	93.	1 1	2	2	2	7
Lincoln	817	. . .	817	771	. . .	771	46	94.	1 2	1	1	1	11
Lowell	342	297	639	315	272	587	52	91.	1 1	1	1	1	9
Lyman	434	159	593	397	143	540	53	91.	1 1	2	2	2	7
Mather	235	210	445	212	184	396	49	89.	1 1	1	1	1	6
Minot	144	138	282	134	127	261	21	93.	. 1	. 1	. 1	. 1	5
Mt. Vernon	91	95	186	85	89	174	12	93.	. 1	1	1	1	3
Norcross . . . . .	. . .	655	655	. . .	596	596	59	91.	1 .	2	3	3	9
Phillips	765	. . .	765	714	. . .	714	51	93.	1 2	1	1	1	10
Prescott	224	251	475	212	230	442	33	93.	1 1	1	1	1	6
Prince	267	238	505	240	206	446	59	88.	1 1	1	1	1	6
Quincy	551	. . .	551	489	. . .	489	62	89.	1 2	1	1	1	8
Rice	617	. . .	617	572	. . .	572	45	92.	1 2	1	1	1	8
Sherwin	475	. . .	475	441	. . .	441	34	93.	1 1	1	1	1	6
Shurtleff . . . . .	. . .	673	673	. . .	614	614	59	92.	1 .	2	3	3	8
Stoughton	159	164	323	144	148	292	31	91.	1 .	1	1	1	4
Tileston	46	29	75	43	26	69	6	93.	. .	1 .	. 1	. 1	1
Warren	310	350	660	295	331	626	34	95.	1 1	2	2	2	8
Wells . . . . .	. . .	493	493	. . .	445	445	48	90.	1 .	2	1	1	7
Winthrop . . . . .	. . .	972	972	. . .	861	861	111	88.	1 .	2	5	5	12
Totals	15,794	14,302	30,096	14,649	13,002	27,651	2,445	92.	47 44	72	82	82	388

GRAMMAR SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, January 31, 1886.

Schools.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Ungraded Class.	Whole number.	Under eight years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years.	Sixteen years.	Seventeen years.	Eighteen years and over.
Adams	36	45	90	113	114	107	. . .	505	. . .	10	42	83	100	76	84	64	26	16	4	. . .
Agassiz	31	36	56	85	85	56	. . .	349	1	9	26	68	58	62	73	86	17	8	. . .	1
Allston	35	50	50	107	156	151	. . .	549	2	37	81	75	98	82	78	59	34	6	2	. . .
Andrew	35	54	104	115	239	173	. . .	720	1	14	73	117	113	129	121	81	52	12	7	. . .
Bennett	33	48	56	111	114	107	. . .	469	. . .	16	39	64	81	93	60	58	46	10	1	1
Bigelow	58	57	142	234	237	170	. . .	898	. . .	15	111	163	147	149	143	118	39	10	3	. . .
Rowdoin	30	37	79	47	94	102	. . .	389	. . .	7	18	47	72	66	64	55	35	17	5	3
Brimmer	34	51	110	108	171	155	44	673	1	16	63	97	135	127	105	73	37	17	2	. . .
Bunker Hill	49	50	86	119	146	174	43	667	. . .	13	50	111	116	129	102	80	46	17	3	. . .
Chapman	46	57	103	107	160	154	. . .	627	. . .	14	59	93	89	109	99	64	58	30	9	3
Charles Sumner	23	33	30	81	55	122	. . .	344	. . .	5	31	64	64	65	53	35	21	4	2	. . .
Comins	54	116	198	224	229	297	. . .	1,118	. . .	36	103	180	188	212	178	141	66	13	. . .	1
Dearborn	42	96	150	205	223	216	29	961	. . .	16	81	156	182	182	166	115	49	12	2	. . .
Dillaway	35	77	125	105	168	117	. . .	627	1	27	57	98	117	123	98	55	38	9	3	1
Dorchester-Everett	45	62	116	137	131	134	. . .	625	. . .	11	59	75	117	98	98	72	52	30	12	1
Dudley	47	97	93	116	164	179	35	731	1	10	66	121	151	138	107	79	40	14	3	1
Dwight	38	103	101	170	121	108	35	676	. . .	19	51	85	130	137	112	75	40	21	4	2
Eliot	41	112	114	164	215	215	132	993	5	23	73	151	177	181	172	139	55	16	1	. . .
Emerson	41	68	90	100	166	165	41	671	2	8	39	96	133	122	114	69	59	25	4	. . .
Everett	73	114	113	172	117	114	28	731	. . .	10	55	84	142	129	130	90	56	29	5	1
Franklin	65	103	154	105	111	172	25	735	. . .	5	42	116	127	138	121	86	62	33	4	1
Frothingham	41	51	107	119	112	166	37	633	. . .	7	48	92	128	117	127	65	41	8	. . .	. . .
Gaston	82	48	97	96	109	130	. . .	508	. . .	6	25	70	97	97	87	63	39	20	3	1

DISTRIBUTION OF PUPILS IN RESPECT BOTH

CLASSES.			Under 5 years.	5 years.	6 years.	7 years.	8 years.	9 years.
Latin Schools.	All Classes	Boys . . .	..	..	..	..	..	..
		Girls . . .	..	..	..	..	..	..
	Totals . . . . .	..	..	..	..	..	..	..
High Schools.	Advanced Class . . .	Boys . . .	..	..	..	..	..	..
		Girls . . .	..	..	..	..	..	..
	Third-year Class . . .	Boys . . .	..	..	..	..	..	..
		Girls . . .	..	..	..	..	..	..
	Totals . . . . .	..	..	..	..	..	..	..
Grammar Schools.	First Class	Boys . . .	..	..	..	..	..	..
		Girls . . .	..	..	..	..	..	..
	Second Class	Boys . . .	..	..	..	..	..	..
		Girls . . .	..	..	..	..	..	..
	Third Class	Boys . . .	..	..	..	..	..	1
		Girls . . .	..	..	..	..	..	2
	Fourth Class	Boys . . .	..	..	..	..	..	32
	Girls . . .	..	..	..	..	..	16	
Fifth Class	Boys . . .	..	..	..	1	27	338	
	Girls . . .	..	..	..	1	19	292	
Sixth Class	Boys . . .	..	..	..	9	288	1,003	
	Girls . . .	..	..	..	3	302	895	
Ungraded Class . . .	Boys . . .	..	..	..	5	25	77	
	Girls . . .	..	..	..	2	17	41	
	Totals . . . . .	..	..	..	21	678	2,697	
Primary Schools.	First Class	Boys . . .	..	..	10	286	1,055	1,123
		Girls . . .	..	..	5	276	991	1,028
	Second Class	Boys . . .	..	14	453	1,437	1,303	595
		Girls . . .	..	11	420	1,290	1,055	499
	Third Class	Boys . . .	46	1,676	2,211	1,297	447	146
Girls . . .		45	1,378	1,816	1,021	395	109	
	Totals	91	3,079	4,915	5,607	5,246	3,500	
	Grand totals	91	3,079	4,915	5,628	5,924	6,197	

TO AGE AND TO CLASSES, JANUARY, 1886.

10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years and over.	Totals.
. .	5	24	53	74	87	69	48	24	16	400
. .	1	10	14	18	35	33	12	12	10	145
. .	6	34	67	92	122	102	60	36	26	545
. .	. .	. .	. .	. .	. .	1	1	4	1	7
. .	. .	. .	. .	. .	. .	4	20	30	34	88
. .	. .	. .	. .	1	11	49	74	42	10	187
. .	. .	. .	. .	. .	2	31	94	71	53	251
. .	. .	. .	. .	8	70	108	66	11	4	267
. .	. .	. .	. .	7	37	97	116	57	9	323
. .	. .	. .	18	113	149	108	26	5	. .	419
. .	. .	. .	13	81	192	157	74	18	7	542
. .	. .	. .	31	210	461	555	471	238	118	2,084
. .	. .	32	161	350	251	140	28	† 4	. .	966
. .	. .	11	105	286	385	224	44	† 14	. .	1,069
. .	24	202	486	479	319	84	11	† 2	. .	1,607
. .	22	165	453	474	305	127	22	† 4	. .	1,572
28	241	595	745	495	183	39	9	† 2	. .	2,338
18	192	576	695	479	242	46	9	† 3	. .	2,262
333	839	942	607	278	76	11	1	. .	. .	3,119
251	658	821	595	256	68	10	5	. .	. .	2,680
885	1,070	732	405	126	39	3	. .	. .	. .	3,626
817	926	632	300	93	26	5	1	. .	. .	3,112
1,093	672	352	137	49	9	. .	1	. .	. .	3,613
966	587	252	97	29	4	. .	. .	. .	. .	3,135
134	131	101	69	33	8	1	. .	. .	. .	584
62	81	69	57	39	22	8	1	. .	. .	399
4,587	5,443	5,482	4,912	3,466	1,937	698	132	† 29	. .	30,082
638	213	60	† 21	. .	. .	. .	. .	. .	. .	3,406
535	224	73	† 25	. .	. .	. .	. .	. .	. .	3,157
203	50	12	† 4	. .	. .	. .	. .	. .	. .	4,071
191	61	21	† 8	. .	. .	. .	. .	. .	. .	3,556
29	16	4	† 4	. .	. .	. .	. .	. .	. .	5,876
40	17	5	† 1	. .	. .	. .	. .	. .	. .	4,822
1,636	576	175	† 63	. .	. .	. .	. .	. .	. .	24,888
6,223	6,025	5,691	5,073	3,768	2,520	1,355	663	303	144	57,599

† Thirteen years and over.

† Eighteen years and over.

PRIMARY SCHOOLS.

Semi-Annual Returns, to January 31, 1886.

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	9	355	130	485	287	113	400	85	80.	299	193	492
Agassiz	3	102	75	177	88	62	150	27	85.	95	90	185
Allston	8	222	221	443	194	186	380	63	83.	269	183	452
Andrew	11	304	323	627	274	283	557	70	89.	356	274	630
Bennett	7	178	158	336	159	136	295	41	88.	208	139	347
Bigelow	13	375	297	672	343	262	605	67	90.	416	276	692
Bowdoin	8	201	196	397	180	168	348	49	88.	238	188	424
Brimmer	9	245	222	467	211	193	404	62	86.	271	198	469
Bunker Hill	12	317	297	614	283	261	544	70	88.	328	294	622
Chapman	6	185	164	349	162	137	299	50	86.	248	119	367
Charles Sumner	7	163	152	315	137	129	266	49	84.	183	135	318
Comins	13	373	366	739	338	320	658	81	89.	457	298	755
Dearborn	19	543	516	1,059	488	452	940	119	89.	538	537	1,075
Dillaway	7	191	174	365	167	148	315	50	86.	215	179	394
Dor.-Everett	11	306	278	584	274	240	514	70	88.	357	255	612
Dudley	12	277	302	579	249	266	515	64	89.	318	272	590
Dwight	6	150	169	319	127	135	262	57	82.	181	150	331
Eliot	10	367	119	486	335	104	439	47	85.	286	206	492
Emerson	10	312	184	496	273	157	430	66	86.	249	256	505
Everett	12	316	307	623	280	265	545	78	87.	291	346	637
Franklin	11	357	326	683	317	280	597	86	88.	343	368	711
Frothingham	9	235	239	474	212	207	419	55	88.	243	244	487
Gaston	15	452	350	802	399	307	706	96	88.	435	364	799
George Putnam	3	100	91	191	85	76	161	30	84.	126	74	200
Gibson	6	135	143	278	123	120	243	35	89.	163	117	285
Hancock	14	427	338	765	383	303	686	79	90.	530	286	816
Harris	5	104	134	238	93	116	209	29	88.	116	137	253
Harvard	12	303	293	596	270	245	515	81	87.	339	308	647

PRIMARY SCHOOLS. — *Concluded.*

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	125	103	228	106	85	191	37	84.	131	108	239
Hyde	7	200	179	379	181	162	343	36	91.	192	174	366
Lawrence . .	19	761	236	997	699	209	908	89	91.	533	492	1,025
Lewis	11	298	319	617	265	277	542	75	88.	336	291	627
Lincoln . . .	6	242	102	344	219	89	308	36	90.	167	197	364
Lowell	11	287	305	592	255	269	524	68	89.	381	237	618
Lyman	11	401	175	576	359	150	509	67	88.	282	367	589
Mather	8	197	217	414	163	172	335	79	81.	231	197	428
Minot	5	90	114	204	80	97	177	27	87.	141	68	209
Mount Vernon	3	60	77	137	54	67	121	16	85.	72	55	127
Norcross . . .	13	231	478	709	213	434	647	62	91.	348	372	720
Phillips . . .	6	207	144	351	186	121	307	44	87.	150	214	364
Prescott . . .	9	254	233	487	234	206	440	47	84.	247	242	489
Prince	3	90	87	177	77	71	148	29	84.	97	84	181
Quincy	14	442	313	755	391	273	664	91	88.	380	386	766
Rice	8	233	213	446	201	179	380	66	85.	260	217	477
Sherwin . . .	9	223	241	464	207	218	425	39	91.	249	222	471
Shurtleff . . .	7	160	223	383	145	199	344	39	90.	223	167	390
Stoughton . .	4	84	98	182	70	82	152	30	83.	134	49	183
Tileston . . .	1	36	45	81	30	37	67	14	83.	58	26	84
Warren	7	179	184	363	162	161	323	40	89.	222	154	376
Wells	15	425	423	848	380	360	740	108	87.	553	342	895
Winthrop . . .	6	142	169	311	123	147	270	41	90.	204	109	313
Totals	455	12,962	11,242	24,204	11,531	9,736	21,267	2,937	88.	13,692	11,196	24,888

PRIMARY SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, Jan. 31, 1886.

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Adams	109	102	281	492	70	109	120	91	48	27	13	11	3
Agassiz	57	53	75	185	21	33	41	55	24	7	2	..	2
Allston	128	143	181	452	50	108	111	81	56	27	13	3	3
Andrew	172	207	251	630	105	119	132	126	86	41	14	6	1
Bennett	63	128	156	347	53	64	91	64	49	16	7	3	..
Bigelow	221	221	250	692	74	160	182	129	82	36	18	9	2
Bowdoin	91	152	181	424	67	69	100	88	56	32	4	5	3
Brimmer	52	181	236	469	68	98	105	93	76	25	4	..	..
Bunker Hill . .	155	209	258	622	74	118	136	145	89	43	15	1	1
Chapman	102	99	166	367	47	84	117	71	32	9	6	1	..
Chas. Sumner . .	107	96	115	318	64	59	60	69	36	17	11	2	..
Comins	217	212	326	755	114	160	183	156	84	46	10	1	1
Dearborn	330	329	416	1,075	103	176	259	226	174	74	42	12	9
Dillaway	95	130	169	394	35	90	90	101	51	23	4	..	..
Dor.-Everett . .	177	153	282	612	179	84	94	94	92	50	12	6	1
Dudley	154	151	285	590	55	129	134	127	79	47	11	7	1
Dwight	111	94	126	331	46	56	79	58	54	26	8	4	..
Elliot	99	194	199	492	72	107	107	96	72	29	8	1	..
Emerson	116	155	234	505	63	75	111	106	74	42	23	9	2
Everett	229	223	185	637	64	101	126	153	111	57	20	3	2
Franklin	212	186	313	711	70	125	148	176	116	51	21	4	..
Frothingham . .	116	211	160	487	62	72	109	96	91	48	5	4	..
Gaston	194	249	356	799	96	168	171	159	130	54	18	2	1
Geo. Putnam . .	46	48	106	200	23	49	49	49	19	5	1	..	..
Gibson	65	93	127	285	42	62	64	62	45	7	2	..	1
Hancock	159	196	461	816	130	217	183	146	99	32	9	..	..
Harris	58	88	107	253	18	47	51	60	31	24	12	3	7
Harvard	110	140	397	647	82	132	125	146	83	58	13	7	1
Hillside	60	85	94	239	31	45	55	56	30	13	7	2	..

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Hyde	111	100	155	366	42	66	84	78	53	31	10	. .	2
Lawrence . .	298	289	438	1,025	96	201	236	218	165	70	29	7	3
Lewis	145	198	284	627	76	133	127	150	87	44	8	1	1
Lincoln . . .	117	116	131	364	28	62	77	80	69	33	9	5	1
Lowell	170	108	340	618	81	135	165	118	73	32	11	1	2
Lyman	160	156	273	589	57	108	117	111	105	59	27	3	2
Mather	128	139	161	428	58	84	89	106	51	24	12	2	2
Minot	54	55	100	209	38	54	49	40	13	8	5	2	. .
Mt. Vernon .	38	29	60	127	13	23	36	29	18	4	4	. . . .	. .
Norcross . .	198	274	248	720	84	115	149	167	113	58	16	15	3
Phillips . . .	139	108	117	364	36	44	70	80	66	42	18	8	. .
Prescott . . .	106	185	198	489	57	92	98	121	82	24	10	4	1
Prince	62	57	62	181	9	29	59	36	35	10	3	. . . .	. .
Quincy	244	268	254	766	89	130	161	184	122	54	22	4	. .
Rice	116	177	184	477	44	99	117	112	66	31	6	2	. .
Sherwin . . .	112	146	213	471	65	99	85	78	76	47	14	4	3
Shurtleff . .	110	115	165	390	39	89	95	97	37	21	10	2	. .
Stoughton . .	53	39	91	183	44	40	50	24	18	4	2	1	. .
Tileston . . .	23	12	49	84	25	16	17	16	7	2	. . . .	1	. .
Warren	101	158	117	376	42	87	93	93	40	18	3	. . . .	. .
Wells	172	271	452	895	119	208	226	180	105	39	16	1	1
Winthrop . .	101	99	113	313	45	85	74	49	30	15	8	6	1
Totals	6,563	7,627	10,698	24,888	3,170	4,915	5,607	5,246	3,500	1,636	576	175	63
Percentages	26.4	30.6	43.	100	12.7	19.7	22.9	21.	14.	6.5	2.3	.7	.2

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, January 31, 1886.

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams.....	11	512	46.5	Harris	5	279	55.8
Agassiz.....	6	343	57.2	Harvard ...	12	619	51.6
Allston	11	542	49.3	Hillside	6	357	59.5
Andrew.....	13	714	54.9	Hyde	11	587	53.4
Bennett	9	471	52.3	Lawrence ..	18	907	50.4
Bigelow	15	857	57.1	Lewis.....	12	672	56.0
Bowdoin....	9	390	43.3	Lincoln	15	817	54.5
Brimmer....	13	672	51.7	Lowell.....	12	639	53.2
Bunker Hill.	13	673	51.7	Lyman	12	593	49.4
Chapman ...	12	627	52.3	Mather	9	445	49.4
Chas. Sumner	6	343	57.2	Minot	6	282	47.0
Comins	20	1,123	56.1	Mt. Vernon.	5	186	37.2
Dearborn ...	19	980	51.6	Norcross ...	14	655	46.8
Dillaway ...	12	643	53.6	Phillips	14	765	54.6
Dor.-Everett	11	616	56.0	Prescott....	9	475	52.8
Dudley	14	708	50.6	Prince	9	505	56.1
Dwight	13	675	51.9	Quincy.....	12	551	45.9
Eliot	20	994	49.7	Rice	12	617	51.4
Emerson....	13	686	52.8	Sherwin....	9	475	52.8
Everett.....	14	721	51.5	Shurtleff... ¹	13	673	51.8
Franklin....	15	741	49.4	Stoughton..	6	323	53.8
Frothingham	12	638	53.2	Tileston....	12	75	37.5
Gaston	11	514	46.7	Warren	13	660	50.8
Geo. Putnam	6	308	51.3	Wells.....	10	493	49.3
Gibson	9	416	46.2	Winthrop ..	19	972	51.2
Hancock ...	11	567	51.5	Totals ...	583	30,096	51.6

¹ Principal included.

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, January 31, 1886.

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	9	485	53.9	Harris	5	238	47.6
Agassiz	3	177	59.0	Harvard	12	596	49.7
Allston	8	443	55.4	Hillside	4	228	57.0
Andrew	11	627	57.0	Hyde	7	379	54.1
Bennett	7	336	48.0	Lawrence	19	997	52.5
Bigelow	13	672	51.7	Lewis	11	617	56.1
Bowdoin	8	397	49.6	Lincoln	6	344	57.3
Brimmer	9	467	51.9	Lowell	11	592	53.8
Bunker Hill	12	614	51.2	Lyman	11	576	52.4
Chapman	6	349	58.2	Mather	8	414	51.8
Ch's Sumner	7	315	45.0	Minot	5	204	40.8
Comins	13	739	56.9	Mt. Vernon	3	137	45.7
Dearborn	19	1,059	55.7	Norcross	13	709	54.5
Dillaway	7	365	52.1	Phillips	6	351	58.5
Dor.-Everett	11	584	53.1	Prescott	9	487	54.1
Dudley	12	579	48.2	Prince	3	177	59.0
Dwight	6	319	53.2	Quincy	14	755	53.9
Eliot	10	486	48.6	Rice	8	446	55.8
Emerson	10	496	49.6	Sherwin	9	464	51.6
Everett	12	623	51.9	Shurtleff	7	383	54.7
Franklin	11	683	62.1	Stoughton	4	182	45.5
Frothingham	9	474	52.7	Tileston	1	81	81.0
Gaston	15	802	53.5	Warren	7	363	51.9
Geo. Putnam	3	191	63.7	Wells	15	848	56.5
Gibson	6	278	46.3	Winthrop	6	311	51.8
Hancock	14	765	54.7	Totals	455	24,204	53.2

PRIMARY SCHOOLS.

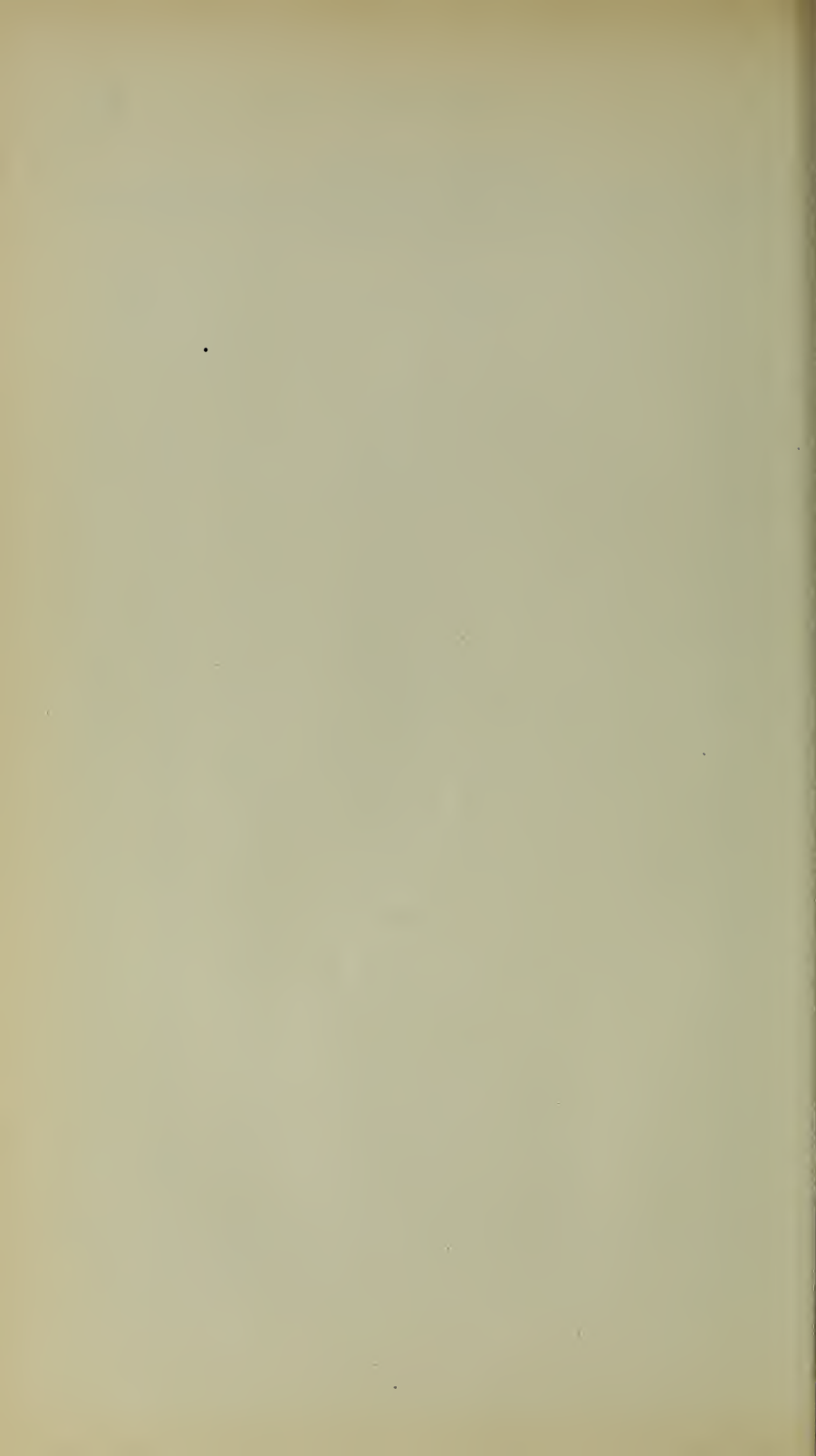
*Number of Pupils promoted to Grammar Schools for the five months ending
January 31, 1886.*

DISTRICTS.	Boys.	Girls.	Total.	DISTRICTS.	Boys.	Girls.	Total.
Adams.....	60	15	75	Harris	17	20	37
Agassiz.....	25	28	53	Harvard	65	62	127
Allston	63	60	123	Hillside.....	25	19	44
Andrew	79	61	140	Hyde	20	30	50
Bennett.....	30	32	62	Lawrence	106	21	127
Bigelow.....	82	58	140	Lewis	61	82	143
Bowdoin.....	39	43	82	Lincoln.....	30	5	35
Brimmer.....	41	36	77	Lowell.....	73	81	154
Bunker Hill.....	70	71	141	Lyman.....	80	27	107
Chapman	47	52	99	Mather	50	56	106
Charles Sumner	44	27	71	Minot.....	29	26	55
Comins	92	85	177	Mt. Vernon	17	16	33
Dearborn	110	88	198	Norcross.....	29	49	78
Dillaway.....	50	34	84	Phillips	48	32	80
Dor.-Everett	70	57	127	Prescott.....	30	54	84
Dudley	76	73	149	Prince	20	25	45
Dwight	25	38	63	Quincy	55	45	100
Eliot	67	18	85	Rice	55	54	109
Emerson	54	36	90	Sherwin	51	46	97
Everett	58	84	142	Shurtleff.....	23	32	55
Franklin.....	41	46	87	Stoughton.....	15	21	36
Frothingham	44	37	81	Tileston	4	4	8
Gaston.....	78	81	159	Warren.....	36	49	85
George Putnam.....	27	20	47	Wells.....	76	67	143
Gibson.....	48	37	85	Winthrop	4	37	41
Hancock.....	75	70	145	Totals	2,514	2,247	4,761

GRAMMAR SCHOOLS.

Number of diploma-scholars, June, 1885. Number of these admitted to High and Latin Schools, September, 1885.

SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.	SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.
	Boys.	Girls.	Total.			Boys.	Girls.	Total.	
Adams	20	8	28	12	Harris	8	11	19	12
Allston	12	12	24	15	Harvard ...	23	21	44	26
Andrew	13	15	28	15	Hillside....	..	23	23	20
Bennett	14	13	27	16	Lawrence .	40	..	40	12
Bigelow	54	..	54	16	Lewis	40	34	74	50
Bowdoin .....	..	27	27	15	Lincoln ...	46	..	46	24
Brimmer.....	32	..	32	17	Lowell	17	24	41	21
Bunker Hill...	22	21	43	20	Lyman	13	9	22	11
Central	33	..	33	16	Mather	12	20	32	16
Chapman	23	29	52	31	Minot	4	11	15	13
Chas. Sumner.	13	4	17	7	Mt. Vernon.	7	8	15	10
Comins	26	22	48	23	Norcross...	..	29	29	13
Dearborn	11	22	33	20	Phillips ...	28	..	28	15
Dillaway .....	..	34	34	17	Prescott ...	22	17	39	27
Dor.-Everett ..	23	13	36	32	Prince.....	12	31	43	25
Dudley	36	..	36	17	Quincy	39	..	39	13
Dwight	45	..	45	22	Rice.....	39	..	39	29
Eliot	30	..	30	13	Sherwin ...	37	35	72	32
Emerson.....	13	23	36	24	Shurtleff ..	..	41	41	22
Everett .....	..	47	47	30	Stoughton .	7	13	20	14
Franklin .....	..	34	34	16	Tileston ...	2	8	10	9
Frothingham ..	14	20	34	27	Warren....	20	23	43	25
Gaston .....	..	32	32	14	Wells .....	..	28	28	15
George Putnam	7	10	17	12	Winthrop ..	..	55	55	26
Gibson	13	18	31	21					
Hancock .....	..	31	31	15	Totals	870	876	1,746	963



SCHOOL DOCUMENT NO. 4—1886.

MAJORITY AND MINORITY REPORTS

OF THE

COMMITTEE ON RULES AND REGULATIONS

ON THE

SUBJECT OF GRADING THE SUB-MASTERS OF
GRAMMAR SCHOOLS.

APRIL, 1886.



BOSTON:
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1886.

IN SCHOOL COMMITTEE,
BOSTON, April 13, 1886.

Laid on table and ordered to be printed.

Attest :

PHINEAS BATES,
Secretary.

MAJORITY REPORT.

IN SCHOOL COMMITTEE,
BOSTON, April 13, 1886.

The Committee on Rules and Regulations, who were requested — Jan. 26 — to consider the expediency of grading sub-masters of Grammar Schools as first and second sub-masters, according to the Regulations formerly in force, respectfully submit the following

REPORT :

In order that the proposition presented may be clearly intelligible to the Board, the committee have thought it desirable to review briefly the legislation which has led to the present grading of the sub-masters of the Grammar Schools.

Previous to 1878 the male teachers of the Grammar Schools were designated masters, sub-masters, and ushers. In April, 1878, the Board passed the following order : —

Ordered, That the Committee on Rules and Regulations consider the expediency of changing the name of "usher" to that of some more appropriate title.

One of the reasons urged was that the name of "usher" was a misnomer, a source of humiliation, and was generally supposed to belong to those who perform menial service. Another reason was the similarity in the work of sub-masters and ushers. The Committee on Rules and Regulations reported an amendment to the Regulations abolishing the grade of "usher," and providing that the subordinate male teachers in the Grammar Schools be designated as

sub-masters, and second sub-masters. The Regulations were amended as suggested, and the Committee on Salaries, to whom the subject was referred, reported that the salary of a second sub-master be for the first year of service \$1,500, with an annual increase of \$60 till the maximum rate of \$1,800 is reached; that the salary of a sub-master be for the first year of service \$1,980, with an annual increase of \$60 till the maximum rate of \$2,280 is reached. The salaries for these grades as reported were fixed by the Board.

In February, 1881, the Board passed the following order:—

Ordered, That the Committee on Rules and Regulations be requested to consider whether changes in the Rules and Regulations are desirable, in order that 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.

The Committee on Rules and Regulations came to the conclusion that it was desirable to amend the Regulations so as to prevent the changes in rank and salary of teachers which the existing Regulations rendered possible. The gain or loss of one pupil in a school made it possible to change the rank and salary of a teacher, as the number of pupils determined the number and ranks of teachers to which a school was entitled. The committee, in their report, recommended that the distinction in rank between sub-master and second sub-master be abolished. The reasons for such recommendation were, that many of the most striking cases of injurious fluctuations in the ranks and salaries of teachers had occurred in these grades; that the increased maximum salary would attract a superior class of men to the position of sub-master; that there was not a sufficient difference in the work of the two positions to justify a difference in rank, with so great a difference in salary; that many faithful and successful second sub-masters remained in that rank, with a much smaller salary than that of sub-master, for no fault of theirs,

but for the reason that vacancies in the position of sub-master were as likely to be filled from outside the city as from the second sub-masters in the service. The recommendations of the committee were adopted, and the Regulations were amended so as to provide that the subordinate male teachers in the Grammar Schools be designated "sub-masters," and that the salary of a sub-master be fixed at a minimum rate for the first year of service, with an annual increase for the succeeding thirteen years, so that the maximum rate shall be reached for the fourteenth and each subsequent year of service. The Committee on Salaries reported that the salary of a sub-master be for the first year of service \$1,500, with an annual increase of \$60 till the maximum rate of \$2,280 is reached. The report was accepted and the salaries for the grade as reported were fixed by the Board. Since that time (September, 1881) the rank and salaries of the sub-masters have remained unchanged.

The proposition now presented is to reëstablish the grades of sub-master and second sub-master as before existing. The committee have devoted considerable time to the subject, and have given extended hearings to all who wished to present their views. The most important reasons urged for the reëstablishment of the former grades are, *first*, that it is very difficult to fill a vacancy in the position of sub-master by a transfer from another school; *second*, that a poor teacher receives a compensation equal to that of the best teacher; *third*, that there is a sufficient difference in the work of the sub-masters to warrant a difference in rank; and, *fourth*, that the senior sub-masters, whose rank and salary are now the same as those heretofore known as second sub-masters, are called upon to take charge of the school in the absence of the master, a duty which would never devolve upon the junior sub-master.

With regard to the first argument, — as to the difficulty of filling vacancies in the rank of sub-master by transfers from

other schools, — your committee are of the opinion that if such a difficulty really exists, the regrading of the sub-masters will not remove it. Under the two grades as formerly in force there were as many appointments from outside of the city to fill vacancies in the higher positions as there were transfers from the lower position. Since the present grade was established there have been about as many transfers as new appointments in this grade.

With regard to the second argument presented, — that a poor teacher receives a compensation equal to that of the best teacher, — your committee attach but little weight to such an argument. The same statement might as readily be advanced with regard to every grade of instructors in the city. In some of the grades having more than ten times as many teachers as the grade of sub-masters, and where the opportunities for such argument are immeasurably greater, no claim has ever been presented upon such a basis of reasoning.

With regard to the third argument in favor of the proposed change, — that there is a sufficient difference in the work of the sub-masters to warrant a change in rank, — your committee are inclined to the opinion of the former committee, who had this matter under advisement at the time the present grade was established, that there is not a sufficient difference in the work to warrant a change in rank. The work undoubtedly varies in the several schools, according to local conditions, the sex of the pupils, and the organization of the schools, but in the main there is not much difference in the work of the sub-masters. The only schools in the city having more than one sub-master are the large schools for boys, — ten in number. In the mixed schools having but one sub-master it is the almost universal rule that the sub-master teaches the second class (probably of boys). In the boys' schools having more than one sub-master fifty per cent. of the sub-masters occupying what might be termed the

junior position teach the second class, so that, so far as the teaching is concerned, the classes taught are identical in a majority of the cases. The work outside the class-rooms is practically the same. Assuming that in mixed schools the sub-masters have charge of the discipline of the boys, and their oversight at recess, etc., the same work is done by the sub-masters in the boys' schools. The work being divided between the sub-masters in the boys' schools, the large number attending these schools gives to each sub-master the care of as many, if not more, boys than falls to the care of the sub-masters in mixed schools.

With regard to the fourth argument presented, — that the senior sub-master may be called upon to assume the control and responsibility of the school in the absence of the master, a duty which the junior sub-master would never be called upon to perform, — it is not clear in the minds of your committee that this duty would necessarily devolve upon the senior sub-master by service. The absences of principals from their schools, judging from the present information of the committee, are not frequent; and it would be so seldom necessary for a sub-master to assume control of the school for such reason that a change in rank could not be justified upon such grounds.

While considering this question, your committee have learned that, although the Regulations provide that in the absence of all subordinate teachers a substitute shall be employed, and paid by the absent teacher a certain amount for each day's service, no provision is made for a substitute for a master who is absent. At present a teacher taking charge of the school in the absence of the master cannot receive any compensation for the extra labor and responsibility incurred, except in the form of a gratuity from the master. The Regulations should provide the course to be pursued in the absence of a master, and the compensation of a substitute for a master should be

determined by the Regulations, as in the case of other teachers. Your committee are not prepared at this time to make any formal recommendations, but propose at some subsequent time to present a report upon the subject of substitute service for masters.

The committee, after due consideration, have come to the conclusion that the conditions and difficulties which existed under the former grading of sub-masters, and which led to the establishment of the present grade, were sufficient to require the change in rank, and that these conditions and difficulties would again exist were the former grades of sub-master and second sub-master to be reëstablished under Regulations formerly in force. Your committee do not think any arguments have been advanced in favor of the change which would not be more than counterbalanced by the revival of the objections which existed under the former grading of sub-masters. The Board has always shown the spirit to carry out all implied contracts in the engagement of teachers. Whenever changes in ranks or salaries of teachers have been proposed the Board has carefully provided that those in the service should not suffer by such change. In the present instance there are, undoubtedly, sub-masters who were attracted to the service by the present schedule of salaries, and who have come to Boston with, perhaps, some personal loss and inconvenience because of the opportunity offered to receive in due course the maximum salary of the grade.

It was stated to the committee by those sub-masters favoring a change in rank that all they desired was that the grade of senior sub-master should be recognized, and that the minimum salary of such grade be fixed at \$1,980, the minimum salary of the old grade of sub-master, and that the salary of a second sub-master should remain as at present, with a minimum salary of \$1,500. This statement implies that those sub-masters who favor a change in rank would be satisfied with the title without an increase in salary. As has

been heretofore presented, there does not seem to be a sufficient difference in the work of sub-masters to warrant a change in rank, or to fix the minimum salary of one grade at \$1,980, and that of another grade at \$1,500. If the Board should grant a change in title only, we feel sure that it would prove to be but the forerunner of another proposition to advance the salary of the grade, based upon the argument that the Board had recognized a sufficient difference in the work of sub-masters to warrant a change in rank, and that this difference in work equally justified an increase in salary.

For the reasons expressed in this report, it is the opinion of your committee that it is inexpedient to grade the sub-masters of Grammar Schools as first and second sub-masters.

CHARLES L. FLINT, *Chairman.*
CHARLES T. GALLAGHER,
JOSEPH D. FALLON,
JAMES S. MURPHY.

MINORITY REPORT.

IN SCHOOL COMMITTEE,
BOSTON, April 13, 1886.

The undersigned, member of the Committee on Rules and Regulations, respectfully presents the following minority report on the question of the expediency of grading the sub-masters of Grammar Schools.

Upon this matter coming before the committee, communication was had with all the masters of the Grammar Schools in Boston, and others whose experience rendered their opinions of value. In consequence of the replies received and the statements made before the committee at different hearings, it is deemed a duty that this report should be submitted.

It is proper to state that the change as finally proposed is embodied in the following order:—

Ordered, That Sect. 22, Art. 2 of Chap. XVI. of the Rules and Regulations be amended so as to read as follows:—

“The instructors of the Grammar Schools shall be masters, senior sub-masters, sub-masters, and first, second, and third assistants.

“Also by inserting before the words, ‘the salary of a sub-master, etc.,’ the following: the salary of a senior sub-master shall be established at a minimum rate for the first year of service, with an annual increase during the succeeding six years so that a maximum rate shall be reached for the seventh year and for each subsequent year of service.”

As appears from the above order, the change contemplated is the recognizing of the grade of senior sub-master with a minimum salary of \$1,980.

Since the establishment of the Grammar Schools upon the present plan until 1881 there were two distinct positions below the master occupied by male teachers and recognized

by rank and salary. In the opinion of a large majority of the Grammar School masters, and others of large experience, these positions are distinct at the present time, and should be so regarded. The order proposed does not contemplate and would not cause a return to the system under which sub-masters fluctuated between the first and second grades according to the number of pupils. This frequent change was the principal reason for the merging of the two grades into one. Another reason given for the merging of the two grades was that it would call abler men into the schools and thus give opportunity to fill vacancies in advanced positions of the same grade. It was thought that this arrangement would enable the committee to select from the sub-masters in the boys' schools some of the younger men in the service, who had shown themselves capable, to fill vacancies which might occur in mixed schools where only one sub-master is allowed, and where greater responsibility consequently rests. This purpose has not been served by the change, but has been prevented rather, because no inducements can be offered to these teachers to take the added responsibility which the change would cause. In support of this statement instances have been cited where men have been called in from outside the city for this reason alone. Of the ten sub-masters elected to fill the second position in the Grammar Schools, since 1881, seven have been obtained from outside, two by transfer, from a school of rough material to those more pleasantly situated, and one promoted from an assistant. The masters of the mixed schools feel keenly the defects of a system under which they are powerless to draw from schools having two or three experienced sub-masters in case of vacancies in their own schools where only one sub-master is allowed. In the boys' schools the new man can come in at the bottom, where the responsibility is at the minimum; in the mixed schools he must come in at the top, where the responsibility is at the maximum. Certain

masters of the boys' schools opposed the proposed order, because they did not wish to lose their valuable second and third sub-masters by having them transferred to other schools; and this appeared to be the principal ground of their opposition. However we have the following statement from a master of a large boys' school having more than one sub-master: "I must say that I can find little to object to in the submitted draught, and many excellent features." We are inclined to the opinion that it is better to break in a new sub-master in a school where there would be remaining one or two experienced sub-masters than in a school where there is none. The proposed change, it is thought, would hold out inducements for those occupying the positions of second or third sub-masters to strive for higher places recognized by rank and a higher minimum salary.

It is hardly necessary to observe that the proposed order would not in any way operate to violate any existing contracts, as was incidentally suggested. There are now more than twice as many first sub-masters as second and third together, accordingly the opportunities for promotion of meritorious men in the lower grades would be ample.

It was urged with considerable force that some definite rule should be established to designate beyond a doubt the person upon whom the responsibility of managing the school would fall in the event of the master's being absent for any cause. If no other reason were urged this alone would seem sufficient for recognizing the grade of senior sub-master. Difficulties incidental to conflict of authority have arisen before the proper Division Committee has been able to act, and the proposed change would do away with the need of legislation in special cases. The committee is doubtless well aware that special legislation has caused men of the same experience to take equal responsibility and perform equal labor for widely differing pay.

In this connection reference may be made to the report

of the Board of Supervisors in February, 1883. In October, 1882, an order was referred to that Board to report on the expediency of reëstablishing the office of usher in the Grammar Schools. In the following February the Board reported that there should be two grades of male teachers below the master, recommending that the grade of junior sub-master be established, and that the pay of senior sub-master should be higher than that of the second or junior sub-master. As there was no dissenting opinion it is supposed that the views expressed in Mr. Metcalf's report met with the approval of the entire Board of Supervisors.

Comment was made at one of the hearings on what was termed "a dead-level system," under which the ambition of a teacher was checked and the incentive which should cause him to make his best efforts taken away. The desire of promotion ceased to exist when the second or third sub-masters could hold the rank and salary of the first without ever being called upon to assume the trouble or responsibility. It was thought that promotions should occur from third and second to first sub-mastership; but, under the "dead-level" system, where all are equal without regard to work or responsibility, promotion is not always sought or desired. The defect of such a system, while it might not be striking in its bad results, was thought to be none the less serious in the higher grades occupied by the sub-masters, leading to indifferent and careless work.

Of the numerous arguments made in favor of the proposed change the following summary has been made: (1) It would designate beyond question or doubt the person upon whom the responsibility of managing the school would fall when the master, for any cause, was absent. (2) It would provide for more frequent promotions, which would be an incentive to more faithful and thorough work on the part of the teachers interested. It would be for the best interest of the schools, because encouraging the teachers influences in

like degré the school: "As the teacher, so is the school." (3) It would also be for the best interests of the schools, by enabling the authorities to place as senior sub-master some one already in the service of the city and proved by experience to be a success, having already served as sub-master in the public schools of the city. (4) It would do away with the injustice of the present state of things, as it would provide a distinct name and salary for the sub-masters, who rank next to the master, and upon whom may fall at any time the care and responsibility of managing the schools when the master is absent. (5) It would enable the authorities to bring in from the outside teaching profession, if need be, experienced teachers who will not come on a minimum of \$1,500. (6) It would raise the standard of the schools by tending to introduce in the future a higher quality of skilled labor. (7) It will save trouble, conflict of authority, and certain special legislation in the future.

Your committee, in making this minority or supplementary report, considered it a duty to submit more fully the views in favor of the proposed order. The change proposed, so far as it recognizes the grade of senior sub-master, is not regarded as radical but rather as the recognition of a grade which actually exists. The minority of the committee therefore recommends the passage of the following order.

BORDMAN HALL.

Ordered, That Section 226, paragraph 2, of the Regulations be amended as follows: Insert the words "senior sub-masters" before the word "sub-masters" in the second line. Insert in the seventh line, after the word "service," the following words: "The salary of a senior sub-master shall be established at a minimum rate for the first year of service with an annual increase during the succeeding six years so that a maximum rate shall be reached for the seventh and each subsequent year of service."

SCHOOL DOCUMENT NO. 5 — 1886.

REPORT

OF

COMMITTEE ON SUPPLIES.



BOSTON:
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1886.

IN SCHOOL COMMITTEE, BOSTON, April 27, 1886.

Ordered, That the Committee on Supplies be authorized to report in print, and that six hundred copies of the report be printed.

Attest :

PHINEAS BATES,
Secretary.

REPORT.

BOSTON, May, 1886.

To the School Committee: —

The Committee on Supplies, in accordance with the Rules of the School Board, present their eighth annual report, for the financial year 1885-86.

The past year is the second year during which the pupils in the public schools have been furnished with free text-books and supplies in accordance with the provisions of St. 1884, c. 103.

This act took effect August 1, 1884, and since that time text-books have been loaned to all pupils not otherwise supplied, and other school materials required to carry out the course of study have been furnished to all pupils at the expense of the city. The work of systematizing the supply department to conform to the new method of furnishing text-books and supplies has proceeded satisfactorily since the free text-book law went into effect; and the committee have been enabled to meet the wants of the schools with promptness, and to do the work of this department at much less cost than when the work of delivering the supplies was done under a contract.

Each principal and primary-school teacher is charged with the books and materials delivered in accordance with their orders; and they are held responsible to account for the books, and for the proper use of other supplies.

If a pupil loses or defaces a book he is required to replace it; and if a book is worn out it must be received at the

store-room before the teacher is allowed credit. The result of this plan thus far has been that only a very small percentage of the books loaned have been lost or injured.

In February, 1885, your committee presented to the Committee on Accounts, in accordance with the Rules, an estimate of the amount required for this department, which was accepted by them and approved by the Board.

The estimate, as approved, was granted by the City Council, as follows:—

SCHOOL EXPENSES.

Text-books,	}	. . . . .	\$65,500 00
Reference books,			
Exchange of books,			
Books for Supplementary Reading			2,500 00
Annual Festival			2,000 00
Globes, Maps, and Charts			1,350 00
Musical Expenses:—			
Instruments, Repairs, and Covers			2,300 00
Printing and Stock used for same			6,500 00
Philosophical, Chemical, and Mathematical Apparatus and supplies			2,250 00
School Census			1,100 00
Stationery, Drawing Materials, and Record-Books			14,000 00
Slates, Diplomas, Racks, Pencils, Erasers, etc.			3,500 00
Advertising			350 00
Military Drill:—			
Arms, Repairs, etc.			450 00
Fuel, Gas, and Water			68,000 00
Janitors' and other supplies			3,600 00
Cost of work for delivering supplies, including salaries, expenses of teaming, repairs, repairing apparatus, etc.,			6,000 00
Miscellaneous, including sewing materials, teaming, extra labor, horse and carriage expenses, postage, car and ferry tickets, receiving coal, and sundry items			3,400 00
Manual Training School			2,500 00
Total for School Expenses			<u>\$185,300 00</u>

The expenditures for the year have been as follows : —

Text-books	\$32,869 32	
Writing-books	5,956 16	
Drawing-books	4,542 00	
Reference books and exchange of books	1,053 22	
	<hr/>	\$44,420 70
Books for Supplementary Reading		2,491 27
Annual Festival		1,949 19
Globes, Maps, and Charts		639 30
Musical Expenses : —		
Instruments, Repairs, and Covers		2,048 50
Printing and Stock		5,319 25
Philosophical, Chemical, and Mathematical Apparatus and supplies		1,807 02
School Census		1,094 90
Stationery and Drawing Materials		12,096 63
Slates, Diplomas, Pencils, and Erasers		3,321 94
Advertising		245 88
Military Drill; Arms, etc.		261 31
Fuel	\$50,371 66	
Gas	4,207 06	
Water	3,966 97	
	<hr/>	58,545 69
Janitors' and other supplies		3,406 21
Cost of work for delivering supplies, including salaries, expenses of teaming, repairing apparatus, etc.		5,160 00
Miscellaneous : —		
Sewing materials	\$184 43	
Teaming	87 43	
Extra clerk-hire	98 00	
Horse and carriage expenses	502 75	
Car and ferry tickets	518 72	
District telegraph and telephone	131 65	
Sundry items	279 52	
	<hr/>	1,802 50
Manual Training School		1,711 53
		<hr/>
Total for School Expenses		\$146,321 82

Gross expenditures for schools, under the charge of the Committee on Supplies	\$146,321 82
Less the following credits:—	
Sale of books and supplies:	
High Schools	\$161 26
Grammar Schools	44 27
Primary Schools	30 55
Evening Schools	11 75
Rebate, Boston Gas Light Co.	128 16
	375 99
Net expenditures	\$145,945 83

The receipts during the year were mainly from pupils who were obliged to replace books lost or injured; and they were paid to the City Treasurer, and credited by him to school expenses.

The net amount expended during the past year by this committee shows a decrease, as compared with that of the previous year, of \$33,503.55.

By the Rules of the Board this committee is prohibited from exceeding the amount appropriated for any item, unless authority be granted by the Board; and the sum allowed for each of the seventeen different items included in school expenses was in no case exceeded.

The unexpended balances on the several items ranged from \$5.10 on the appropriation for the school census to \$21,079.30 for text-books, the total surplus on the seventeen items being \$38,978.18. If to this amount be added the amount received during the year, \$375.99, it aggregates a reduction in the cost of this department of \$39,354.17 from the net amount appropriated by the City Council.

This large surplus remaining at the close of the year consisted mainly of the amount saved in the appropriation for text-books.

When the estimate for text-books was made it was very

uncertain what the demand would be under the law which compels the city to furnish all the books required. Since the law went into effect it has been the policy of the committee to furnish all the text-books requested by the 62 principals of High and Grammar Schools and 455 Primary teachers, the only restriction being that only the books authorized for the use of the classes for which they were ordered could be supplied.

Previous to 1879 the city loaned books to indigent pupils (so called), said pupils comprising about 50 per cent. of the whole number attending, the remainder purchasing their books at the bookstores. The cost to the city for books for five years prior to 1879 averaged about \$48,500 per annum. Of this amount we find, from the reports of the Committee on Accounts, that the cost of books required to supply indigent pupils, who during that time did not exceed 25,110 in number on an average, according to estimates then made, was as follows:—

1874-75	. . . . .	\$45,224 23
1875-76	. . . . .	\$44,655 50
1876-77	. . . . .	\$49,637 72
1877-78	. . . . .	\$42,286 79
1878-79	. . . . .	\$46,604 34

an average annual outlay for loaning books to about 25,000 pupils of \$45,681.71, or about \$1.82 per pupil.

With these figures at hand it was thought that an estimate of \$65,500 for loaning books to 61,259 pupils, equivalent to \$1.07 per pupil, was not excessive. The total cost of books purchased the past year was \$46,911.97, which included not only the cost of text-books loaned to pupils, but also the cost of reference books and supplementary reading as well.

The cost for loaning books the past year to 61,259 pupils (there being very few pupils in the schools who are not borrowers of books to some extent) was no greater than it was

ten years ago to furnish 25,000 pupils given the same privilege, although the number of text-books authorized for use is much larger now than formerly.

The number of text-books belonging to the city in use by the pupils of the several High Schools, as charged on the books of this department, is 28,392, at an average cost per book of about 82 cents.

The High Schools are charged with books as follows:—

Normal School	802
Latin School	4,039
Girls' Latin School	1,830
English High School	6,405
Girls' High School	6,796
Roxbury High School	2,329
Charlestown High School	2,010
East Boston High School	1,365
Dorchester High School	1,300
West Roxbury High School	834
Brighton High School	682
	<hr/>
Total number of books in High Schools	28,392

The following text-books are charged to the Grammar Schools, having been ordered by the principals as being required for the use of the pupils:—

Franklin Adv. Third Reader	7,490
“ Fourth Reader	5,509
“ Intermediate Reader	5,667
“ Fifth Reader	5,656
“ Sixth Reader	2,047
Worcester's Comp. Dictionary	6,833
Higginson's History	6,747
Stone's History of England	2,144
Franklin Written Arithmetic	8,692
“ Elementary Arithmetic	11,863
Warren's Primary Geography	10,444
“ C. S. Geography	10,265

Guyot's Elementary Geography	1,200
“ Intermediate Geography	1,111
Swinton's New Language Lessons	6,554
Cooley's Elements of Philosophy	2,023
Intermediate Music Reader	15,303
Meservey's Book-keeping. Single Entry	1,652
Fourth Music Reader	6,298
Worcester's Spelling-book	15,135
First Lessons in Natural History, Part 3 or 4	3,680
Smith's Elementary Physiology and Hygiene	3,151
Blaisdell's How to Keep Well	2,995

— making a total of 142,459 text-books in the Grammar Schools, at an average cost per book of a fraction over 48 cents.

The text-books furnished for the use of the pupils in the Primary Schools are as follows : —

Franklin Adv. First Reader	10,405
“ Second Reader	7,634
“ Adv. Second Reader	6,224
“ Third Reader	7,289
First Music Reader	13,864
First Lessons in Natural History, Part 1 or 2	5,050

— making a total of 50,466 text-books in the Primary Schools, at an average cost per book of about 21 cents.

The total number of text-books now in the schools represent a cost as follows : —

High Schools	28,392 books, at a cost of	\$23,238 99
Grammar Schools	142,459 “ “	68,608 05
Primary Schools	50,466 “ “	10,574 94
	<hr/>	<hr/>
Total number of books	221,317 “ “	\$102,421 98

If to this amount be added the cost of the books belonging to the Evening High and Evening Elementary Schools, about \$3,000, it would make the original cost of the text-books now in use in the various schools about \$105,400.

In the report of this committee last year it was estimated that to supply every pupil with the books required, and all teachers with the necessary desk-books, would cost \$140,000, of which sum about \$14,000 was estimated for writing-books and drawing-books, leaving \$126,000 as the cost for the regular text-books. If this estimate be correct it would indicate that pupils now in the schools own books representing a value of about \$20,000. A large proportion of these books not owned by the city will be withdrawn from the schools during the present year, as pupils now owning books will graduate from the schools, and the number of new pupils who will furnish their own books will probably be very small.

After the schools are entirely supplied with books belonging to the city, which will virtually be the case within the next two years, the principal cost will be for the care and renewal of the permanent stock, valued at \$140,000, as before stated, which will be no inconsiderable sum.

The introduction of free books has been accomplished at a less cost than was anticipated. For this result a large share of the credit is due to the instructors, who have faithfully carried out the instructions issued for their guidance, and have enforced the rules prescribed as to the care and custody of the books.

The books reported lost during the year were as follows : —

High Schools	22
Grammar Schools	228
Primary Schools	175
Evening Schools	306
	—
Total number of books reported lost	731
	—

Considering that it required about 230,000 books to supply pupils, the loss was less than one-third of one per cent., — a very creditable result, indicating a degree of watchfulness on the part of the teachers which should be highly com-

mended. More than 50 per cent. of the books lost were in the Primary and Evening Elementary Schools, where the books used are of the more inexpensive kinds.

The small number of books returned as being unfit for use indicates that the pupils have been well instructed as to the manner in which the books should be cared for.

In addition to the text-books furnished, the schools are supplied with books for supplementary reading and reference books, which, if added to the text-books enumerated, would make the total number of books owned by the city and used in carrying out the course of study, at least 300,000.

The experience of the next few years will be required before the practical working of the free text-book law can be fully reported.

The parents of children to whom books are loaned are benefited by being relieved of the cost of purchasing books, and the teachers generally have a favorable opinion of the law; one great advantage gained being the promptness with which pupils can begin work, none being obliged to wait for books, as was often the case formerly.

The cost for stationery and drawing materials required for the use of pupils and teachers during the year amounted to \$12,096.63, — an increase, as compared with the previous year, of about 10 per cent., notwithstanding the fact that the committee was enabled to procure much of the material at reduced prices.

The School Committee is obliged to furnish all the materials required for school work, and these are distributed by nearly 1,500 teachers.

The system adopted, of making an average of the amounts of the different materials required by the principals, serves as an indication of what is needed for any one school; and to request from instructors who call for excessive quantities of material some explanation of their orders generally tends to a more economical use of supplies.

Over 30 tons of paper, either in sheets, books, or blocks, were used last year for writing purposes by the pupils.

At the opening of the schools, in September last, the following instructions were sent to all the teachers.

MASON STREET, BOSTON, Sept. 1, 1885.

To the Instructors in the Public Schools:—

Text-books will be loaned to the pupils in the public schools, and school supplies will be furnished to them, during the coming year, in the same manner as last year; but no books will be sold to pupils, the provisions of law requiring such sale having been repealed by the Legislature.

The books are to be loaned to the pupils "free of charge, subject to such rules and regulations as to care and custody as the School Committee may prescribe." A statement of these rules will be found in the label of each text-book, and the teachers are required to see that they are enforced.

Books are to be loaned only to those pupils who are not otherwise supplied with them.

Books lost or injured by pupils must be replaced by them. New books may be obtained for this purpose at the School-Committee building, at cost prices.

Any new book which is found to be unfit for further use, after one year's service or less, should be considered to have been misused, and should be replaced by the pupil.

Books should not be withdrawn from use while they are still serviceable. The expense of supplying fresh copies of text-books to every pupil cannot be incurred.

Teachers are requested to keep an oversight at all times of books loaned to pupils, and to examine such books very carefully at least once in each month. Principals should appoint a time in each month for this examination, and should see personally that it is carried out.

Teachers will be held responsible for all books lost unless satisfactory explanation is made to the Committee on Supplies.

Teachers in the High Schools will take receipts, as heretofore, for books loaned.

The Committee on Supplies desire to call the attention of the instructors to the importance of keeping the text-book accounts accurately. The system of loaning books cannot be carried on successfully unless

great care is taken in keeping the accounts, and the committee hope for an improvement in this respect during the coming year.

While it is important that the accounts of principals and teachers should always show with what books they stand charged, it is also important that an accurate account should be kept of the books loaned to each pupil. For this purpose every teacher should first see that the books entrusted to her to be loaned are properly numbered, each kind of book to be numbered separately, from 1 upwards. In charging books to pupils in the account book insert against each pupil's name the number belonging to each book loaned, under the title of the book.

Principals of High and Grammar Schools will continue the plan of last year in keeping the accounts with their subordinate teachers.

Writing-books, drawing-books, stationery, and drawing material will be furnished the same as last year, the principals confining themselves to the amount allowed to their schools respectively, according to the number of their pupils; and the teachers are requested to see that all supplies furnished by the city are economically used.

All orders for books and materials required during the year should be made out from the regular order-books supplied to the schools.

The Committee on Supplies request that careful attention be given to the foregoing instructions.

JAMES C. DAVIS,

Chairman Committee on Supplies.

The net cost of furnishing books and supplies to the 61,259 pupils attending the several schools the past year amounted to \$59,867.12, — an average cost for each pupil of 98 cents as compared with \$1.23 for the previous year.

From information received it is believed that the cost to the City of Boston for supplying pupils under the free text-book act, the past two years, will compare favorably with that in other cities and towns throughout the Commonwealth.

Notwithstanding the utmost care has been taken in regard to the expenditures required for loaning books and furnishing supplies according to law, the fact remains that the net cost for supplying the schools with books, drawing

materials, and stationery for the past two years amounted to
\$133,549 58

while the net cost for the two years preceding
 was, after deducting the amount received for
 books sold, 39,697 61

— an increase in the expenditure for these items
 for the past two years of \$93,851 97
 which increase was occasioned by the legislation requiring
 books and supplies to be furnished to the pupils at the ex-
 pense of the city.

When laws are constantly being enacted requiring addi-
 tional expenditures it is not to be expected that expenses
 can be reduced without impairing the efficiency of the
 schools.

Previous to 1878 supplementary reading was not used in
 the schools to any great extent. Since that time the net
 expense to the city for this purpose has been \$34,338.51,
 and more than three quarters of this sum was expended
 during the years 1878-79-80-81. For the past four years
 the average annual cost has been about \$2,000.

The supplementary reading now in the schools represents
 a cost of about \$20,000, and the amount annually ap-
 propriated is largely used in keeping good the wear and
 tear.

During the past year, in addition to rebinding supplement-
 ary reading and purchasing a limited amount for permanent
 use, eleven sets of books were added to the circulating
 reading in Grammar Schools, making forty-three sets of
 books now used in this way. By this plan each Grammar
 School requiring them obtains the use of three sets of books
 each year, a set remaining in a school three months.

The number of sets of books circulating among the Pri-
 mary Schools at the present time is two hundred and one.
 The Supervisors arrange for the transfer of these books in

such a manner that each teacher requiring them receives a different set of books each month.

During the summer vacation all of the circulating supplementary reading for the Grammar Schools, and such for the Primary Schools as needs attention, is brought to Mason street, to be re-covered, rebound, or renewed, as is found to be necessary.

The demand for entertaining and wholesome reading for school use is increasing, and twice the amount annually appropriated for this purpose would not be sufficient to fill all the orders received.

The limited appropriation prevents many of the books authorized for supplementary reading from being supplied.

In accordance with suggestions from the Superintendent the following rules are observed regarding the use of supplementary reading in the Grammar Schools :—

1. Permission to take a book home shall be given only as a reward for good behavior.
2. The book shall be covered, recorded in a proper form, and retained only for such time as the master may appoint.
3. Any pupil who brings back a book injured shall forfeit the privilege of taking books home.

Outside of salaries the largest item of expenditure for carrying on the public schools is for fuel, gas, and water.

A committee of the City Council has heretofore annually advertised for bids for furnishing the schools and certain other public buildings with the coal required for the year, and has awarded the contracts as they have deemed proper and for the best interests of the city.

The coal has been ordered by this committee, through the Superintendent of Public Buildings, who employs an inspector, whose duty it is to weigh the coal, and be satisfied that the quality is equal to the specifications. The janitors receive the coal and sign a voucher for each load. These

vouchers are returned to this office, and are properly checked before the bills are approved.

Owing to the competition among the dealers to secure the contracts the city was enabled to obtain the coal last year at low prices, ranging from \$4.19 to \$4.85 per ton, and averaging about \$4.50 per ton. The price paid included the storing of the coal in the several school-houses.

Almost every year some complaint is made by the janitors about the coal furnished, and during the past year more complaint than usual has been received. In some few of the schools in the city proper the quality of the coal was such that the contractor exchanged such part of it as proved unsatisfactory, upon his attention being called to the matter.

During the past year the public schools used 10,654 tons of coal, as compared with 10,221 tons used the previous year, and 181 $\frac{5}{8}$ cords of wood. The cost of the coal and wood, and that for the gas and water consumed, amounted to \$58,545.69, a reduction of \$2,779.72 as compared with the cost for the year previous, although the consumption increased about 4 per cent.

Should the price of coal increase materially, and the city continue to erect buildings similar in construction, as regards heating and ventilation, to the Hyde, new Minot, Blossom-st., and Joshua Bates school-houses, acquired during the past year, the question of the expense for fuel, gas, and water in the future will be a serious one.

PIANOS.

The total number of pianos belonging to the City of Boston, in use in the public schools, is one hundred and thirty-five, representing a cost of about \$45,000.

These pianos require constant tuning and repairing. For the past nine years the Perkins Institution for the Blind has had the contract for tuning the pianos and making such light repairs as were needed, and during that time no complaint

has been received that the work was not properly performed. Your committee have renewed the contract with the Perkins Institution for the sum of \$1,200, for one year from May 1, 1886, — believing that as satisfactory work will thereby be obtained as can be procured for that outlay elsewhere.

During the year a grand piano, costing \$350, from the manufactory of Messrs. Woodward & Brown, has been placed in the Hyde School; and five pianos of Messrs. Chickering & Sons' make, in the Adams, Bowdoin, Eliot, Hancock, and Lyman Schools, were repaired at a cost of \$387.

In compliance with an order of the Board, passed June 30, 1885, three thousand copies of Seavy's Manual on Book-keeping were printed for the use of the schools, at an expense of \$266.28.

The law recently passed, requiring Physiology and Hygiene to be taught as a regular branch of study in our schools, entailed an expense of \$2,473.70 for text-books adopted by the Board to conform to the law.

By direction of the Board, and also at the request of the Committee on Hygiene, a manikin, skeleton, and five microscopes were purchased, at an outlay of \$463.70.

The new system of drawing-books, placed in the schools last September, required the purchase of additional models to carry out the programme of work, and involved an expense of \$482.31.

Among the items requested in the appropriation, under the head of School Expenses, was \$2,500, for the continuance of a Manual Training School.

The amount required to carry on the school the past year was \$1,711.53, of which \$1,200 was paid for the salary of the instructor and \$511.53 for the supplies required for the school. The total expense of the school was charged to the appropriation granted this department; but in future the salaries paid instructors in this branch will be charged under

the appropriation "School Instructors," where they more properly belong.

Previous to 1874 the law obliged the assessors to ascertain annually, in the month of May, the number of persons in the city between the ages of five and fifteen years, and to report the same to the School Committee on or before the first day of July following.

In June, 1874, an act was passed requiring the School Committee to do this work.

During the past year the Superintendent desired, in addition to the work required by law, that the census-taker should ascertain the reason for the non-attendance of such children as were found not attending school. This added somewhat to the expense for taking the census, which was \$1,094.90 as compared with \$1,003 for the year previous.

September 1, 1885, a contract was renewed with Mr. George Jepson to keep the philosophical apparatus in the various schools in repair, for one year, for the sum of \$1,000.

This expense is charged under the item in the appropriation "Cost of delivering supplies," it being a part of the work included in the contract which expired July 1, 1884.

The cost during the year was \$5,160 for doing the entire work formerly included in the contract, which cost under the contract \$12,000 per annum.

The several grades of schools are charged with the expenditures directly incurred for those grades, and also with their portion of the general expenses incurred for the schools as a whole.

The following expenditures were made for objects not chargeable to any particular school, but each grade is charged with what was estimated to be a fair proportion for the same: —

Annual Festival	\$1,949 19
Horses and carriages, including repairs and carriage-hire,	502 75
Advertising	245 88
Expenses, delivering supplies, etc.	5,160 00
Printing, printing-stock, binding, and postage	5,634 25
Car and ferry tickets, including steam-car fares for mes- sengers	518 72
Telephone and District Telegraph	131 65
Transportation, Instructor of Military Drill, etc.	252 56
Tuning and repairing pianos	1,630 00
Diplomas	1,179 62
Express and carting, including fares	87 43
Census, including books for same	1,094 90
Town of Brookline, for tuition of pupils	52 62
Furniture, repairs, paper, twine, etc.	57 20
Travelling expenses, chief truant-officer	51 17
Extra clerk-hire	84 00
Refreshments	20 95
Cases for delivering supplies	8 33
Miscellaneous, small items	31 90
	<hr/>
Total	<u>\$18,693 12</u>

The following shows the net expenditures properly chargeable to the different grades of schools for all items under the charge of this committee : —

HIGH SCHOOLS.

Books, drawing materials, and stationery	\$11,442 83
Apparatus and chemical supplies	1,423 33
Fuel, gas, and water	7,543 11
Janitors' supplies	247 02
Miscellaneous items	139 70
Proportion of expenses not chargeable to any particular school	3,078 11
	<hr/>
	\$23,874 10
Income from sale of books to pupils	161 26
	<hr/>
Net cost for High Schools	<u>\$23,712 84</u>

Average number of pupils belonging, 2,786. Average cost per pupil, \$8.51.

GRAMMAR SCHOOLS.

Books, drawing materials, and stationery		\$40,721 44
Apparatus		152 51
Fuel, gas, and water		27,072 63
Janitors' supplies		1,650 49
Piano		350 06
Miscellaneous items		1,442 08
Proportion of expenses not chargeable to any particular school		10,566 62
		<u>\$81,955 77</u>
Income from sale of books to pupils	\$44 27	
Rebate Boston Gas Light Co.	128 16	
		<u>172 43</u>
Net cost for Grammar Schools		<u><u>\$81,783 34</u></u>

Average number of pupils belonging, 30,096. Average cost per pupil, \$2.72.

PRIMARY SCHOOLS.

Books, drawing materials, and stationery		\$5,932 50
Apparatus		208 50
Fuel, gas, and water		20,122 20
Janitors' supplies		1,281 45
Miscellaneous items		1,408 51
Proportion of expenses not chargeable to any particular school		4,285 49
		<u>\$33,238 65</u>
Income from sale of books to pupils		30 55
Net cost for Primary Schools		<u><u>\$33,208 10</u></u>

Average number of pupils belonging, 24,204. Average cost per pupil, \$1.37.

EVENING HIGH AND ELEMENTARY SCHOOLS.

Books and stationery		\$854 64
Fuel and gas		2,173 22
Janitors' supplies		47 63
Miscellaneous items		31 11
Proportion of expenses not chargeable to any particular school		459 82
		<u>\$3,566 42</u>
Income from sale of books to pupils		11 75
Net cost for Evening Schools		<u><u>\$3,554 67</u></u>

Average number of pupils belonging, 3,484. Average cost per pupil, \$1.02.

EVENING DRAWING SCHOOLS.

Drawing materials and stationery	\$868 54
Gas	901 08
Janitors' supplies	10 99
Miscellaneous items	53
Proportion of expenses not chargeable to any particular school	263 63
Net cost for Evening Drawing Schools	<u>\$2,044 77</u>

Average number of pupils belonging, 595. Average cost per pupil, \$3.44.

HORACE MANN SCHOOL.

Books, drawing materials, and stationery	\$23 00
Fuel, gas, and water	223 25
Janitors' supplies	8 86
Miscellaneous items	7 25
Proportion of expenses not chargeable to any particular school	38 83
Net cost for Horace Mann School	<u>\$301 19</u>

Average number of pupils belonging, 77. Average cost per pupil, \$3.91.

SCHOOLS FOR LICENSED MINORS.

Books and stationery	\$4 00
Miscellaneous items	15
Proportion of expenses not chargeable to any particular school	62
Net cost for Schools for Licensed Minors	<u>\$4 77</u>

Schools for Licensed Minors discontinued, September 1, 1885.

MANUAL TRAINING SCHOOL.

Salary of Instructor	\$1,200 00
Lumber	439 92
Hardware	71 61
Net cost for Manual Training School	<u>\$1,711 53</u>

The total cost of this school was charged to the appropriation "School Expenses."

SCHOOL COMMITTEE AND OFFICERS.

Books and stationery	\$268 00
Apparatus	8 91
Fuel, gas, and water	510 20
Janitors' supplies	29 04
Miscellaneous items	42 94
	<hr/>
Net cost for School Committee and Officers	<u>\$859 09</u>

RECAPITULATION.

Net cost for supplies properly chargeable to:—

High Schools	\$23,712 84
Grammar Schools	81,783 34
Primary Schools	33,208 10
Evening High and Elementary Schools	3,554 67
Evening Drawing Schools	2,044 77
Horace Mann School	301 19
Schools for Licensed Minors	4 77
Manual Training School	1,711 53
School Committee and officers	859 09
	<hr/>
	\$147,180 30
Stock on hand April 1, 1885	\$26,710 93
Stock on hand April 1, 1886	25,476 46
	<hr/>
Stock delivered, purchased previous to April 1, 1885	1,234 47
	<hr/>
Total amount expended	<u>\$145,945 83</u>

The foregoing represents the total net cost of the various grades of schools, exclusive of salaries, and is the expenditure made, not only for supplying pupils, but for furnishing the schools with the more permanent material which is constantly being required. It also includes the cost for fuel, gas, and water.

The average net cost for supplying each pupil in the High, Grammar, and Primary Schools the past year with text-books and supplies required for school use, and furnished in accordance with the law, was as follows:—

High Schools	\$4 05 per pupil.
Grammar Schools	1 35 “
Primary Schools	24 “

The amount expended during the year for books, drawing material, and stationery was \$59,008.60.

In addition the schools were furnished with material from the stock on hand of the previous year to the amount of \$1,106.35,—making the total cost of the books, drawing material, and stationery used during the past year \$60,114.95, a decrease, as compared with that of last year, of \$22,272.20.

The following is the value of the stock on hand at the close of each year for the past eleven years:—

1875-76	\$23,652 17	1881-82	31,117 10
1876-77	29,982 35	1882-83	26,125 89
1877-78	31,884 22	1883-84	19,608 54
1878-79	33,717 05	1884-85	26,710 93
1879-80	35,650 79	1885-86	25,476 46
1880-81	40,639 78		

In computing the value of the stock on hand the result is reached by taking the cost prices.

About one-half of the stock is not available for use, it having been on hand many years. It includes, among other material, 12,796 copies of “Tales from the Arabian Nights;” 6,013 copies of “Six Popular Tales;” 4,633 copies of “Selections from American Authors;” 6,760 copies of “Poetry for Children.” As the schools are fairly well supplied with these books the demand for them is not large.

On page 25 of this report will be found a tabulated statement of the net expenditures of the School Board for all items exclusive of salaries, for the past ten years.

The present number of pupils, as compared with that of nine years ago, has increased 10,951,—more than 20 per cent.; but, notwithstanding that there are one-fifth more pupils, the expenses the past year, as compared with those of nine years ago, show a decrease of nearly 20 per cent., notwithstanding the free text-book law.

In March last Mr. George H. Plummer resigned his membership in the School Board, on account of declining health.

Mr. Plummer commenced his service in January, 1872, and continued a member until he felt it his duty to resign. He was the oldest member of the present School Board in continuous service. He was entirely familiar with the general business of the Board, and no member was ever more just, painstaking, and conscientious in the discharge of his official duties. His resignation deprives the city of the services of a faithful public officer.

Mr. Plummer has been connected with this committee since its formation, in May, 1878, and faithfully performed the duties incumbent upon him. His associates on this committee regret that ill-health compelled him to resign a position which he so worthily and ably filled.

Respectfully submitted,

JAMES C. DAVIS, *Chairman*,
NAHUM CHAPIN,
TIMOTHY J. DACEY,
RUSSELL D. ELLIOTT,
JAMES S. MURPHY,
Committee on Supplies.

Net Expenditures of the School Committee for the past Ten Years, exclusive of the Amounts paid for Salaries.

	1876-77.	1877-78.	1878-79.	1879-80.	1880-81.	1881-82.	1882-83.	1883-84.	1884-85.	1885-86.
Books, Stationery, and Drawing Material	\$75,629 76	\$61,057 13	\$63,473 78	\$76,621 67	\$21,003 26	\$7,569 57	\$15,309 74	\$14,107 76	\$80,779 82	\$58,760 77
Printing	10,456 17	14,327 71	11,731 19	8,282 03	7,401 84	7,403 57	4,885 23	5,471 94	5,614 66	5,319 25
Apparatus	8,465 11	8,830 80	9,356 06	4,479 45	5,033 33	3,241 91	897 19	871 56	1,230 38	1,807 02
Slates, Erasers, etc.	4,616 58	2,558 41	6,240 50	882 77	3,329 37	1,508 46	992 76	2,008 12	1,706 08	2,142 32
Pianos and Repairs	3,186 41	1,325 59	2,827 80	1,213 00	1,321 00	1,760 50	2,045 50	1,269 00	1,771 00	2,048 50
Annual Festival	3,273 36	5,304 27	2,375 19	2,009 67	1,975 49	1,890 24	1,907 34	2,837 98	1,834 17	1,949 19
Janitors' Supplies	2,683 67	3,928 30	2,687 52	1,822 63	6,490 63	3,038 91	2,906 65	3,037 15	3,138 63	3,406 21
School Census	1,885 00	1,437 12	1,396 12	1,620 40	1,042 75	943 45	905 00	935 00	1,003 00	1,094 90
Teaming	2,895 76	2,535 04	2,717 51	1,493 90	622 15	227 09	243 72	178 42	182 39	87 43
Advertising	1,444 48	1,311 86	917 31	821 42	617 29	442 93	202 05	222 48	265 69	245 88
Globes, Maps, and Charts	520 57	1,438 93	577 31	110 50	637 10	746 43	662 26	836 14	716 03	639 30
Delivering Supplies, etc.				9,000 00	12,000 00	12,000 00	12,000 00	12,000 00	7,040 83	5,160 00
Guns, Swords, and Belts									9,462 00	
Manual Training										1,711 53
Miscellaneous	7,616 38	6,625 30	7,043 39	4,875 58	4,088 72	4,015 27	3,900 87	3,191 00	3,379 29	3,156 00
	\$122,673 25	\$110,680 46	\$111,343 68	\$113,243 02	\$65,562 93	\$44,788 33	\$46,858 31	\$46,966 55	\$118,123 97	\$87,928 30
Fuel, Gas, and Water	55,490 16	53,321 70	47,678 94	40,920 22	57,483 62	57,593 17	60,863 11	66,068 59	61,325 41	58,417 53
Total net expenditure	\$178,163 41	\$164,002 16	\$159,022 62	\$154,163 24	\$123,046 55	\$102,381 50	\$107,721 42	\$113,035 14	\$179,449 38	\$145,945 88

The total amount expended during the year was \$146,321.82, and was paid to the following parties:—

Darling & Stebbins	\$21,867 22	John P. Dale & Co.	\$736 36
L. G. Burnham & Co.	9,989 50	Boston Mat Co.	697 99
Lee & Shepard	6,895 95	American Bank Note	
Dean & Co.	5,989 36	Co.	656 50
Prang Educational Co.,	5,548 93	Henry Holt & Co.	648 21
Taintor Bros., Merrill,		Cutter Tower Co.	624 22
& Co.	5,503 89	Willard Small	615 57
Services in Store-room,	5,160 00	William Tufts	583 25
Carter, Rice, & Co.	4,786 62	Leach, Shewell, & San-	
Ginn & Co.	4,636 01	born	450 00
City of Boston	4,101 97	Proctor & Drummey	439 92
Harrison Hume	3,919 79	John O. Hall	439 33
Rockwell & Churchill	3,883 41	Charlestown Gas Co.	421 69
Cowperthwait & Co.	3,857 70	South Boston Gas Light	
D. J. Cutter	3,681 15	Co.	419 80
Edmund Keyes	3,301 72	East Boston Gas Co.	409 80
J. Robbins & Co.	3,022 34	Charles F. Shourds &	
George S. Perry	2,969 41	Co.	403 25
Pulsifer, Jordan, &		Chickering & Sons	398 00
Wilson	2,467 07	Austin Gove & Son	396 09
Boston Gas Light Co.	2,454 00	Roxbury Gas Co.	387 28
William Ware & Co.	2,295 00	A. R. Dunton	381 80
Overseers of the Poor	1,895 06	Woodward & Brown	350 00
J. B. Lippincott Co.	1,701 20	Codman & Shurtleff	336 00
D. Appleton & Co.	1,520 60	Houghton, Mifflin, &	
Eagle Pencil Co.	1,406 64	Co.	334 60
Boston School Supply		Frost & Adams	329 52
Co.	1,293 68	Emery & Greenwood	329 00
Charles H. Whiting	1,285 70	Carter, Dinsmore, &	
Joseph Dixon Crucible		Co.	318 16
Co.	1,223 33	United States	315 00
Perkins Institution	1,200 00	American Fire Hose	
George Smith	1,200 00	M'fg Co.	250 71
Clark & Maynard	1,167 17	Davidson Rubber Co.	227 19
F. M. Ambrose	1,070 58	Carl Schoenhof	208 47
John W. Slavin	1,070 40	Educational Supply	
Harper & Brothers	1,021 94	Co.	198 68
Murphy, Leavens, &		Eberhard Faber	196 00
Co.	843 08	Cutler Brothers & Co.,	181 01
Thompson, Brown, &		Wadsworth, Howland,	
Co.	775 24	& Co.	180 09

Boston Cadet Band . . .	\$175 00	New England Mat & Brush Factory . . .	\$96 09
Hobart Moore . . .	171 00	Shepard, Norwell, & Co.	91 95
Van Antwerp, Bragg, & Co.	168 75	Lizzie B. Tivnin . . .	84 00
J. Fred. Sayer, Jr. . .	167 77	Ames Plow Co. . . .	82 80
J. P. Clark	160 00	L. Lincoln & Co. . . .	80 39
Charles C. Gerry . . .	160 00	B. Westermann & Co.,	79 20
J. Newman & Sons . . .	160 00	A. J. Wilkinson & Co.,	75 12
Norton Brothers . . .	160 00	Ivison, Blakeman, Tay- lor, & Co.	73 50
Metropolitan Railroad Co.	159 34	Austin & Fellows . . .	72 50
Galvin Brothers . . .	145 00	Jordan, Marsh, & Co.,	71 27
Oscar F. Howe	143 66	Warren P. Adams . . .	70 38
A. P. Gage	142 19	Joshua Thaxter . . .	69 25
Fairbanks, Brown, & Co.	139 00	C. W. Woodward & Co.	68 25
Lalace & Grosjean Mfg Co.	138 69	Lasker Brothers . . .	66 94
Henry Brooks & Co. . .	135 36	Dorchester Gas Light Co.	66 25
Esterbrook Steel Pen Mfg Co.	133 30	Dover Stamping Co. . .	66 21
George F. H. Markoe . .	132 14	Bigelow & Dowse . . .	64 88
Ticknor & Co.	123 90	M. L. Crosby	60 06
South Boston Savings- Bank	123 22	George A. Smith	60 00
James Delay	120 00	Otis Clapp & Son . . .	59 20
John Gormley & Son . .	120 00	T. H. Reynolds & Co.,	58 35
N.E. Telephone & Tele- graph Co.	120 00	Mass. Bible Society . .	57 60
W. J. Stokes	120 00	Town of Brookline . . .	52 62
Ginn, Heath, & Co. . .	116 80	W. H. Walmsley & Co.,	52 50
Estes & Lauriat	115 32	Henry A. Young & Co.,	52 35
Mass. Charitable Mech. Association	110 00	Wakefield Rattan Co.,	51 68
Wheeler, Conant, & Blodgett	108 79	George Murphy	51 17
O. Lappen & Co.	106 61	C. N S. Horner	50 00
A. C. Stockin	103 20	George Jepson	48 10
Pulsifer, Jordan, & Pfaff	100 45	Rubber Clothing Co. . .	46 50
William Edwards	100 00	William F. Chester . . .	45 93
Moody Merrill	100 00	Gilman Joslin & Son . .	45 00
Warren-st. Chapel . . .	100 00	Rose B. Torrey	45 00
De Wolfe, Fiske, & Co.	97 91	O. W. Gray & Son . . .	42 00
		Mabel Drake	40 00
		Miller Bros., Cutlery Co.	40 00
		Mrs. C. E. Kingsbury . .	39 30
		D. Lothrop & Co.	39 20

Potter, Ainsworth, & Co.	\$36 00	Hall & Whipple . . .	\$20 95
Charles Stephan . . .	35 18	A. G. Cheever	19 50
Thomas R. Knox & Co.,	33 00	Jamaica Plain Gas- Light Co.	18 30
Journal Newspaper Co.,	32 50	Sarah Fuller	17 35
Roland Worthington & Co.	31 92	Highland Street Rail- way Co.	16 38
Post Publishing Co. . .	31 87	C. H. Bartlett & Co. . .	16 00
Paul A. Garey	31 50	H. C. Hardon	15 96
Boston Transcript Co.,	31 25	William Read & Sons . .	15 55
Brookline Gas Light Co.	29 94	John Tetlow	15 10
Globe Newspaper Co.,	29 25	Jamaica Pond Aque- duct Corp.	15 00
The Steel Edge Dust Pan Co.	29 25	Alden Book Co.	14 33
R. M. Pulsifer & Co. . .	28 88	Peabody & Whitney . . .	14 00
E. S. Ritchie & Sons . .	28 49	South Boston Railroad Co.	13 95
Peter Gill	28 20	Stedman & Brown	13 55
W. B. & J. Foster . . .	27 95	Middlesex Railroad Co.,	12 09
Johnson & Morrison . .	27 85	Bridget Flanagan	12 00
John Graham	27 00	S. H. Wood & Co.	12 00
M. J. Kennemon	27 00	Thomas Groom & Co.,	11 67
Forbes Lithograph Mfg Co.	26 60	Dean, Foster, & Co. . . .	11 12
George H. Nason & Co.	25 80	H. C. Kendall	11 10
Estate of William Mar- shall	25 75	George H. Miller	11 00
J. G. Bowden	25 00	Cyclostyle Co. of N.E.,	10 80
Henry G. Carey	25 00	Roberts Brothers	10 80
Cashman, Keating, & Co.	25 00	Mutual Dist. Mess. Co.,	10 70
Charles C. Cushing . . .	25 00	J. E. Maynard	10 50
Hallet & Davis Co. . . .	25 00	First Cong. Soc. of Jamaica Plain	10 00
William H. Murphy . . .	25 00	H. C. Gifford	10 00
Boston Daily Adver- tiser	24 40	Sampson, Murdock, & Co.	10 00
Charles A. Neuert	24 11	Tobias & Wall	10 00
Boston Evening Rec- ord	24 10	Trustees Odd Fellows' Hall, Dor.	10 00
Adeline L. Sylvester . . .	23 59	Sundry items less than \$10	367 65
J. L. Hammett	21 00		
		Total expenditure, <u>\$146,321 82</u>	

TARIFF OF SUPPLIES.

Early in June a circular was sent to the principals of High and Grammar Schools containing a schedule of the articles allowed, and requesting them to make an estimate of the quantity needed, and to state the kind of pens and pencils preferred for the coming school year.

These estimates were tabulated and averaged.

Some principals call for more of one kind of material and less of another kind; and, in order to arrange for these differences satisfactorily, a margin of twenty-five per cent. over the average of each article was allowed for adjustment.

Pupils are supplied with all the material they require; but if principals call for more than is allowed by the tariff they are requested to explain why a further supply is needed.

The Primary Schools are supplied in accordance with the following tariff, fixed by the committee:—

PRIMARY SCHOOLS.

PUPILS.

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

TEACHERS.

1 quire Letter Paper.	2 pieces Rubber.
$\frac{1}{4}$ ream Note Paper.	4 Common Lead Pencils.
10 Government Envelopes.	2 Penholders.
2 packages Envelopes, note size.	1 gross of Pens to each 10 teachers.
1 small bottle Mucilage.	1 qt.-bottle Ink to each building.

SCHOOLS.

Chalk	3 gross to each 100 pupils.
Slates	40 to each 100 pupils.
Inkstands and Racks, Record Books, Primary-school Paper, Charts, Black-board Erasers, etc., as voted by the committee.	

The following tariffs for High and Grammar Schools show the greatest amount allowed, being the average of the principals' estimates, with the addition of twenty-five per cent. : —

HIGH SCHOOLS.

PUPILS.

Examination Paper	12 reams to each 100 pupils.
Letter Paper	10 reams to each 100 pupils.
Note Paper	4 reams to each 100 pupils.
Composition Books	6 to each pupil.
Pens	9 gross to each 100 pupils.
Penholders	1½ gross to each 100 pupils.
Drawing Pencils	4 to each pupil.
Common Pencils	4½ to each pupil.
Rubber	3 pieces to each pupil.
Blotters	300 to each 100 pupils.

TEACHERS.

Letter Paper	3 quires to each teacher.
Note Paper	6 quires to each teacher.
Note Envelopes	4 packages to each teacher.
Pens	1¼ gross to each 10 teachers.
Mucilage	1 bottle to each teacher.
Blotters	1 package to each teacher.
Penholders	3 to each teacher.
Drawing Pencils	4 to each teacher.
Common Pencils	5 to each teacher.
Rubber	3 pieces to each teacher.

Each principal equivalent to two teachers.

SCHOOLS.

Ink	5 gallons to each 100 pupils.
Chalk	9 boxes to each 100 pupils.
Black-board Erasers	20 to each 100 pupils.
Recitation Cards	300 to each 100 pupils.
Mucilage	1 quart to each building.
Government Envelopes	125 to each building.
Inkstands and Racks, Record Books, Apparatus, Drawing Instruments, Maps, Globes, Charts, etc., as voted by the committee.	

GRAMMAR SCHOOLS.

PUPILS.

Examination Paper	2½ reams to each 100 pupils.
Letter Paper	3½ reams to each 100 pupils.
Note Paper	29 quires to each 100 pupils.
Composition Books	2½ to each pupil.
Pens	10 gross to each 100 pupils.
Penholders	1¼ gross to each 100 pupils.
Drawing Pencils	2¾ to each pupil.
Common Pencils	2¼ to each pupil.
Rubber	2¾ pieces to each pupil.
Drawing Paper for Maps, etc.	2¾ reams to each 300 pupils.
Blank Books for Spelling	150 to each 100 pupils.
Blotters	2 to each pupil.
Slate Pencils	7½ to each pupil.

TEACHERS.

Letter Paper	3 quires to each teacher.
Note Paper	6 quires to each teacher.
Note Envelopes	3 packages to each teacher.
Penholders	2 to each teacher.
Drawing Pencils	3 to each teacher.
Common Pencils	3 to each teacher.
Rubber	2 pieces to each teacher.
Pens	1¼ gross to each 10 teachers.
Mucilage	1 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	14 to each 100 pupils.
Slates	30 to each 100 pupils.
Recitation Cards	200 to each 100 pupils.
Mucilage	1 quart to each building.
Government Envelopes	100 to each building.
Inkstands and Racks, Record Books, Apparatus, Drawing Instruments, Maps, Globes, Charts, etc., as voted by the committee.	

COMPARATIVE STATEMENT OF EXPENDITURES FOR TEN YEARS.

Year.	Amounts.	Average No. of Pupils.	Average Cost per Pupil.
1876-77	\$178,940 87		
Less repaid to city . .	777 46		
	————— \$178,163 41	50,308	\$3 54
1877-78	\$164,795 78		
Less repaid to city . .	793 62		
	————— 164,002 16	51,759	3 17
1878-79	\$159,428 97		
Less repaid to city . .	406 35		
	————— 159,022 62	53,262	2 99
1879-80	\$179,998 99		
Less repaid to city . .	25,835 75		
	————— 154,163 24	53,981	2 86
1880-81	\$170,910 95		
Less repaid to city . .	47,864 40		
	————— 123,046 55	54,712	2 25
1881-82	\$146,171 02		
Less repaid to city . .	43,789 57		
	————— 102,381 50	55,638	1 84
1882-83	\$151,791 02		
Less repaid to city . .	44,069 60		
	————— 107,721 42	57,554	1 87
1883-84	\$161,987 58		
Less repaid to city . .	48,952 44		
	————— 113,035 14	58,788	1 92
1884-85	\$188,154 07		
Less repaid to city . .	8,704 69		
	————— 179,449 38	59,706	3 01
1885-86	\$146,321 82		
Less repaid to city . .	375 99		
	————— 145,945 83	61,259	2 38

SCHOOL DOCUMENT NO. 6 — 1886.

EXPENDITURES FOR THE 'PUBLIC SCHOOLS.

REPORT

OF THE

COMMITTEE ON ACCOUNTS.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1886.

IN SCHOOL COMMITTEE,
BOSTON, May 11, 1886.

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

Attest :

PHINEAS BATES,
Secretary.

EIGHTEENTH ANNUAL REPORT.

BOSTON, June 1, 1886.

The Committee on Accounts, in accordance with the Rules, herewith submit their annual report for the financial year 1885-86, together with the "Report of Expenditures" required of the Auditing Clerk by the Regulations.

To give the total cost for carrying on the schools it is necessary to include in this report the expenditures made under the direction of the City Council, which have been kindly furnished your committee by the Superintendent of Public Buildings.

Under date of February 10, 1885, the Committee on Accounts presented to the Board the estimated amounts required to carry on the public schools, exclusive of the sums to be expended by the City Council for furniture, repairs, and the building of new school-houses; and the same, after having been approved, were transmitted to the City Auditor.

The City Council granted the estimates as presented, which were as follows:—

Salaries of instructors	\$1,204,146
Salaries of officers	60,180
School expenses	272,800
	<hr/>
	<u>\$1,537,126</u>

The expenditures were as follows :—

School Committee.

Salaries of instructors	\$1,192,493 29
Salaries of officers	58,910 00
School expenses :—	
Salaries of janitors	\$86,601 38
Fuel, gas, and water	58,545 69
Books	46,911 97
Printing	5,319 25
Stationery and postage	8,767 40
Miscellaneous items	26,777 51
	232,923 20
Expended from the appropriation	\$1,484,326 49
Expended from income of Gibson Fund	910 71
	\$1,485,237 20
Total expenditure	\$1,485,237 20
Total income	31,213 34
	\$1,454,023 86

City Council.

Furniture, masonry, carpentry, roofing, heating-apparatus, etc.	\$188,435 63
Income	137 50
	188,298 13
Net expenditure, City Council	188,298 13
	\$1,642,321 99
Total net expenditure for the year (exclusive of new school-houses)	\$1,642,321 99

Your committee, in preparing the estimates, stated that the probable income would be as follows :—

Non-residents, State and City	\$13,000 00
Trust-funds and other sources	12,000 00
	\$25,000 00
Total estimated income	\$25,000 00

The income collected was as follows : —

Non-residents, State and City,	\$15,247 00	
Trust-funds and other sources,	15,590 35	
Sale of books	247 83	
Rebate, Boston Gas-Light Co.	128 16	
	<hr/>	
Total income		<u>\$31,213 34</u>

The income collected over the amount estimated was \$6,213.34, which amount, added to that unused, \$52,799.51, and returned to the City Treasury, aggregated the sum of \$59,012.85, saved by the School Committee from the net amount appropriated to them for school purposes by the City Council.

The expenses of the School Committee, as compared with those of the year previous, present a decrease of \$14,321.91. The expenses incurred by the City Council for furniture, repairs, etc., of school-houses, were decreased \$9,234.48, thereby decreasing the net expenditure of both departments to the amount of \$23,556.39.

The average number of pupils belonging to all the schools was 61,259. The average cost per pupil, incurred by the School Committee, was \$23.74; by the City Council, \$3.07, — making the total average cost per pupil, \$26.81.

The public schools as at present constituted comprise 1 Normal School, 2 Latin Schools, 8 High Schools, 51 Grammar Schools, 455 Primary-School classes, 1 School for Deaf-mutes, and 1 Manual Training School. The city also pays tuition for pupils attending a school on Spectacle Island.

These schools accommodate 57,180 pupils.

In addition 4,079 pupils, ranging from twelve years of age upwards, received instruction during the year in 1 Evening High School, 13 Evening Elementary Schools, and 5 Evening Drawing Schools.

The number of teachers employed to instruct these 61,259

pupils, including special teachers, temporary teachers, and special assistants, was 1,491, giving an average of 41 pupils to each teacher employed.

Besides the instructors the School Committee maintained a force of 156 janitors, 17 truant-officers, 10 officers of the School Board, and 13 assistants or other employees, making a total of 1,687 salaried persons in the service of the School Committee to carry on the work of the public schools.

The proper oversight of this large force of employees, involving, with the cost of supplying the schools with all the materials needed for work, a net expenditure of \$1,454,023.86 the past year, shows more plainly than words the magnitude of the work intrusted to the School Board.

Later in this report, under the headings of expenditures for the different grades of schools, the cost of each grade is given, which cost includes only such expenses as are directly chargeable to that particular grade. In addition to those expenses about seven per cent. of the running expenses of the schools might be termed general expenses, not being incurred for any particular grade, and consisting principally of the salaries paid the Officers of the Board and Directors of Special Studies, the cost of printing, the annual festival, and other similar expenses. By this plan the total net expenditure for carrying on the schools is charged proportionately to the several grades.

The different grades of schools are charged with the general expenses and credited with the income received on account of the schools as a whole, as follows:—

	General Expenses.	General Income.
High Schools	\$14,085 30	\$2,226 90
Grammar Schools	53,646 13	8,481 53
Primary Schools	27,041 66	4,275 32
Horace Mann School	628 01	99 29
Licensed Minors' Schools	44 44	7 03
Evening Schools	2,430 59	384 27
Evening Drawing Schools	733 75	116 01
Totals	<u>\$98,609 88</u>	<u>\$15,590 35</u>

The total cost for carrying on each of the several grades of schools the past year was as follows:—

NORMAL, LATIN, AND HIGH SCHOOLS.

Salaries of instructors		\$166,280 56
Salaries of janitors		10,789 00
Books, drawing materials, and stationery		11,442 83
Other supplies and miscellaneous items		1,810 05
Fuel, gas, and water		7,543 11
Proportion of general expenses		14,085 30
Total cost, School Committee		<u>\$211,950 85</u>
Income from sale of books	\$161 26	
Proportion of general income	2,226 90	
		<u>2,388 16</u>
Net cost, School Committee		\$209,562 69
Proportion of net expenses, Public Building Committee,		25,889 98
Total net cost		<u><u>\$235,452 67</u></u>

Average number of pupils, 2,786; cost per pupil, \$84.51.

Cost for educating 2,786 pupils	\$235,452 67
Tuition paid by 73 non-resident pupils	6,852 08
Net cost for educating 2,713 resident pupils	<u><u>\$228,600 59</u></u>

Average cost for each resident pupil \$84 26

GRAMMAR SCHOOLS.

Salaries of instructors		\$640,226 35
Salaries of janitors		41,988 78
Books, drawing materials, and stationery		40,721 44
Other supplies and miscellaneous items		3,595 08
Fuel, gas, and water		27,072 63
Proportion of general expenses		53,646 13
Total cost, School Committee		<u>\$807,250 41</u>
Income from sale of books	\$44 27	
Income from non-resident tuition	759 48	
Carried forward	<u>\$803 75</u>	<u>\$807,250 41</u>

<i>Brought forward</i>	\$803 75	\$807,250 41
Rebate, Boston Gas-Light Co.	128 16	
Proportion of general income	8,481 53	
		<u>9,413 44</u>
Net cost, School Committee		\$797,836 97
Net expenses, Public Building Committee		90,606 30
Total net cost		<u>\$888,443 27</u>

Average number of pupils, 30,096 ; average cost per pupil, \$29.52.

PRIMARY SCHOOLS.

Salaries of instructors		\$319,026 87
Salaries of janitors		31,892 33
Books, drawing materials, and stationery		5,932 50
Other supplies and miscellaneous items		2,898 46
Fuel, gas, and water		20,122 20
Proportion of general expenses		27,041 66
Total cost, School Committee		<u>\$406,914 02</u>
Income from sale of books	\$30 55	
Proportion of general income	4,275 32	
		<u>4,305 87</u>
Net cost, School Committee		\$402,608 15
Net expenses, Public Building Committee		65,557 62
Total net cost		<u>\$468,165 77</u>

Average number of pupils, 24,204 ; average cost per pupil, \$19.34.

HORACE MANN SCHOOL.

Salaries of instructors		\$8,158 50
Salary of janitor		401 00
Books, drawing materials, and stationery		23 00
Other supplies and miscellaneous items		16 11
Fuel, gas, and water		223 25
Proportion of general expenses		628 01
Total cost, School Committee		<u>\$9,449 87</u>
Proportion of general income		99 29
		<u>\$9,350 58</u>
Net expenses, Public Building Committee		3,244 70
		<u>\$12,595 28</u>

Average number of pupils, 77 ; cost per pupil, \$163.58.

REPORT OF EXPENDITURES.

9

Total cost for educating 77 pupils	\$12,595 28
Received from the State, etc., for tuition	7,612 71
	<hr/>
Net cost for educating 77 pupils	\$4,982 57
	<hr/> <hr/>
Net average cost for each pupil	\$64 71

SCHOOL FOR LICENSED MINORS.

Salaries of instructors	\$620 00
Books and stationery	4 00
Other supplies and miscellaneous items	15
Proportion of general expenses	44 44
	<hr/>
Total cost, School Committee	\$668 59
Proportion of general income	7 03
	<hr/>
Net cost, School Committee	\$661 56
Net expenses, Public Building Committee	173 00
	<hr/>
Total net cost	\$834 56
	<hr/> <hr/>

EVENING HIGH AND ELEMENTARY SCHOOLS.

Salaries of instructors	\$29,760 34
Salaries of janitors	1,277 07
Books and stationery	854 64
Other supplies and miscellaneous items	78 74
Fuel, gas, and water	2,173 22
Proportion of general expenses	2,430 59
	<hr/>
Total cost, School Committee	\$36,574 60
Income from sale of books	\$11 75
Proportion of general income	384 27
	<hr/>
	396 02
	<hr/>
Net cost, School Committee	\$36,178 58
Net expenses, Public Building Committee	733 30
	<hr/>
Total net cost	\$36,911 88
	<hr/> <hr/>

Average number of pupils, 3,484; average cost per pupil, \$10.59.

EVENING DRAWING SCHOOLS.

Salaries of instructors		\$8,273 00
Salaries of janitors		253 20
Drawing materials and stationery		868 54
Other supplies and miscellaneous items		11 52
Fuel, gas, and water		901 08
Proportion of general expenses		733 75
		<hr/>
Total cost, School Committee		\$11,041 09
Income from non-resident tuition	\$22 73	
Proportion of general income	116 01	
		<hr/>
		138 74
		<hr/>
Net cost, School Committee		\$10,902 35
Net expenses, Public Building Committee		2,093 23
		<hr/>
Total net cost		<u>\$12,995 58</u>

Average number of pupils, 595; average cost per pupil, \$21.84.

The average number of pupils belonging to all the schools increased 1,553 over the previous year, — a larger increase than usual. The increase in the different grades was as follows: High Schools, 206; Grammar Schools, 584; Primary Schools, 524; Horace Mann School, 1; Evening High School, 14; Evening Elementary Schools, 241; Evening Drawing Schools, 6; Spectacle Island School, 17; total increase, in the schools mentioned, of 1,593. Deducting the number of pupils in the Licensed Minors' School, discontinued in September, 1885, it leaves the net increase 1,553.

The number of pupils attending the different High Schools has increased from 2,157 to 2,786 within three years, — an increase of nearly 30 per cent.

The increase in the number of pupils in the High, Grammar, and Primary Schools during the past year would permit the election of twenty-five additional teachers; but, as the regular teaching force only increased twenty-one, it indicates that the committee of the Board having charge of the nomination of teachers are watchful of the city's interest.

The number of regular instructors on the pay-rolls April 1, 1885, was 1,171. During the year 68 resigned, 3 were discontinued, and 6 died. Of the 71 instructors who resigned and were discontinued, 21 were appointed to higher positions, making the actual reduction 56, and leaving 1,115 of the original number. During the year there were, in addition, 77 new appointments, making the total of regular instructors, April 1, 1886, 1,192, — an increase of 21 for the year. In addition there have been 67 temporary teachers and 51 special assistants employed in the day schools; an average of 137 instructors in the Evening and Evening Drawing Schools, and 44 special teachers, making a total of 1,491 instructors on the pay-rolls during the year.

The Manual Training School, established in the basement of the Latin-School building, March 1, 1884, has been in successful operation during the year. The cost for maintaining the school, including the salary of the instructor, was \$1,711.53, which was charged to the appropriation for school expenses. In addition to this school, supported by the city, about 300 pupils have received instruction each week since November, 1885, in two schools established and supported by private parties, the instruction having been given under the direction of the Committee on Manual Training.

An order was passed by the School Board, December 22, 1885, requesting the Committee on Accounts to include \$6,000 for manual training in the estimates for 1886–87, which request was complied with. But it is to be regretted that the City Council failed to appropriate sufficient funds to enable the School Committee to keep pace with public opinion in this important branch of school instruction.

Under the different headings of High, Grammar, Primary, and Special Schools, your committee present a brief history of each school or district, showing the location, the number of pupils attending, the number of instructors employed, and such other information as was thought would prove interesting; also the direct expenditures for each particular grade.

The valuation of the buildings and land belonging to the several grades of schools, as assessed May 1, 1885, was as follows:—

High Schools	\$1,260,100 00
Grammar Schools	4,135,000 00
Primary Schools	2,849,500 00
Special School	30,000 00
	<hr/>
Total valuation, May 1, 1885	\$8,274,600 00
	<hr/> <hr/>

The original cost of the same to May 1, 1885, was about \$7,157,000.

The City Council have expended during the past thirty years the sum of \$6,420,641.98 for new school-houses, and furnishing the same, being an average of \$214,021.40 for each year during that time.

In the following table the total net expenditure incurred by the School Committee is divided into three items:—

1. Salaries of instructors, officers, and janitors.
2. Fuel, gas, and water.
3. Supplies and miscellaneous expenses.

The net amount expended for each of these items during the past ten years is herewith shown:—

Year.	No. of pupils.	Salaries instructors, officers, janitors.	Fuel, gas, and water.	Supplies and miscellaneous expenditures.
1876-77	50,308	\$1,325,037 29	\$55,490 16	\$122,673 25
1877-78	51,759	1,261,576 27	53,321 70	110,680 46
1878-79	53,262	1,214,479 44	47,678 94	111,343 68
1879-80	53,981	1,213,598 48	40,920 22	113,243 02
1880-81	54,712	1,216,846 33	57,483 62	65,562 93
1881-82	55,638	1,221,244 61	57,593 17	44,788 33
1882-83	57,554	1,232,811 68	60,863 11	46,858 31
1883-84	58,788	1,260,754 58	66,068 59	46,966 55
1884-85	59,706	1,288,896 39	61,325 41	118,123 97
1885-86	61,259	1,308,078 03	58,417 53	87,528 30

The above table will show that the average yearly increase in pupils was about 1,200, which should enter into the account in comparing expenses.

The following table combines the above, and shows the total net expenditures made by the School Committee, the number of pupils, and the average cost per pupil as incurred by them for the past ten 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
1881-82 . .	1,392,970 19	69,344 08	1,323,626 11	55,638	23 79
1882-83 . .	1,413,811 66	73,278 56	1,340,533 10	57,554	23 29
1883-84 . .	1,452,854 38	79,064 66	1,373,789 72	58,788	23 37
1884-85 . .	1,507,394 03	39,048 26	1,468,345 77	59,706	24 59
1885-86 . .	1,485,237 20	31,213 34	1,454,023 86	61,259	23 74

It will be seen from the preceding table that the expenses of the School Committee the past year were 85 cents less per pupil than for the previous year.

The amount paid for salaries of instructors during the year was \$1,192,493.29,—an increase over that of the previous year, of \$21,741.58. The variations in the salaries in the different grades were as follows:—

High Schools, increased	\$2,657 79
Grammar Schools, increased	7,258 46
Primary Schools, increased	7,097 16
Horace Mann School, increased	19 61
Evening High School, increased	605 68
Evening Elementary Schools, increased	1,555 00
Evening Drawing Schools, increased	213 00
Special Instructors, increased	3,095 00
	<hr/>
A total increase of	\$22,501 70

Deducting from this amount the decrease of \$760.12 in the salaries for the Licensed Minors' School, caused by its discontinuance, it leaves the net increase \$21,741.58, as before stated.

The experience of the past three years indicates that if the number of pupils continues to increase in the same ratio, the cost for salaries of instructors under existing circumstances will present an increase each year of about \$22,000.

Usually the largest amount of money to be raised by taxation in the various cities and towns of the Commonwealth, for any one item, is that required for the support of the public schools. The question has arisen, during the year, whether the calculation of the cost per pupil should be based on the average number of pupils belonging or on the average attendance. Your committee are of the opinion that very little is saved to the city on account of temporary absences of pupils, as provision is made and expenses incurred for

their attendance. It would be a very economical member of any School Board who would think of reducing a teacher's salary because some of her pupils, owing to sickness, were deprived of attending school for a week, or even a month. For this reason your committee believe that the average actual number of pupils belonging to the schools should be the basis for calculating the cost per pupil. During the year the total number of pupils attending our schools was 63,838
 the average number belonging was 61,259
 and the average attendance was 54,494

It can be seen at a glance that the cost per pupil would be increased or diminished according to the basis on which it was computed.

By the Rules of the Board the number of teachers allowed each school is based upon the greatest whole number belonging, and the rank of the teachers is based upon the average whole number belonging, the average attendance not entering into the account, either in employing teachers or fixing their rank.

Previous to twenty years ago all the accounts for expenditures incurred by the School Board were kept by the City Auditor, who inaugurated the custom of estimating the cost per pupil according to the average number of pupils belonging. The School Board has continued that custom, considering it the proper basis for computation, and the only basis that would be proper to use in making comparisons with previous years.

From such information as can be obtained this plan agrees with the custom in many other places, although there does not seem to be any definite rule about it. It would be unfair to compare the cost of educating a pupil in Boston with that in other cities, unless certain elements entering into that cost are considered. It is a well-known fact that a much larger proportion of our pupils are receiving instruction in

High Schools than is the case elsewhere. What other city of 400,000 inhabitants expends \$57,000 yearly for preparing boys and girls for college, in addition to more than \$170,000 for other High-School instruction? Then, again, the proportion of pupils in our Grammar Schools, as compared with other cities, is largely in excess of Primary pupils. These are facts which should surely be considered in comparing the cost of education. The citizens of Boston will never complain of the expense of educating their children, even if it exceeds the cost elsewhere, provided they feel reasonably sure that the advantages afforded are in proportion.

February 26, 1884, the following order was passed by the School Board :—

Ordered, That principals shall return each month, with the pay-roll, a list containing the names of all instructors in their school or district who have been absent during the month, the number of days they have been absent, the names of the substitutes, and the number of days they served.

In accordance with the foregoing order the following returns for the year have been received :—

Number of days teachers were absent	9,101
Number of days substitutes were employed	8,379
Number of days teachers were absent without employing substitutes	722

It would require \$2,313.77 to pay substitutes for the service not rendered, as many of the instructors who failed to procure substitutes were of the higher grades. As a rule, however, substitutes are employed when it is possible to procure them.

The above returns, as compared with the absences of the year previous, show a decrease of about fifteen per cent.

In this connection it might be stated that, under authority of the Board, four special substitutes were employed during the year, to hold themselves in readiness for substitute ser-

vice. After a trial of four or five months the plan was discontinued, as it did not fully meet the wants of the schools. The cost to the city for the experiment was \$146.

During the year \$42,350.88 were paid for instruction by special teachers, as follows: Sewing, 28 teachers, in 208 divisions, \$15,135.63; Music, 5 teachers, \$13,200; Drawing, 1 teacher, \$3,000; French, 4 teachers, \$4,245; German, 1 teacher, \$1,027.50; Sciences, 1 teacher, \$158.40 (service ended July 1, 1885); Hygiene, 1 teacher, \$1,641.67 (service commenced Sept. 14, 1885); Calisthenics and Elocution, 2 teachers, \$1,452; Military Drill, 1 teacher and 1 armorer, \$2,160; school on Spectacle Island, 1 teacher, \$330.68.

The number of special assistants employed during the year, under Section 217 of the Regulations, to assist teachers of the lowest Primary classes, was 51; and the salaries paid the same amounted to \$3,305.

The number of temporary teachers employed during the year was 67, and the amount paid them was \$9,270.83, of which \$3,617.25 were expended for service in the High Schools; \$3,247.92 in the Grammar Schools; \$2,289.66 in the Primary Schools, and \$116 in the Horace Mann School.

One Evening High School and twelve Evening Elementary Schools were opened on the last Monday in September, and continued until the second Friday in March. According to the Rules these schools should have closed on the first Friday in March; but, owing to the vacation having been extended by the School Board, Dec. 22, 1885, from one week to two weeks, the schools were continued an additional week, which permitted them to be in session the full number of weeks in the term. Nov. 30, 1885, an additional evening school was established in the Allston School, Brighton, and closed with the other evening schools.

The cost for salaries of instructors in these schools the past year was \$29,760.34,—an increase as compared with that of the preceding year of \$2,160.68.

Five Evening Drawing Schools were opened the third Monday in October, and closed March 12, 1886.

The amount paid for salaries of instructors in these schools was \$8,273,—an increase, as compared with that of the previous year, of \$213.

In the other schools of the city the principal cost for supplies is the expense for books to be loaned to successive pupils; but in the Evening Drawing Schools all of the supplies furnished are necessarily drawing materials, which must be refurnished each year, thereby adding largely to the cost of supplying these schools.

The amount paid for salaries of officers the past year, including the Superintendent, Supervisors, Truant-officers, the other officers of the Board and their assistants, was \$58,910,—a decrease of \$1,110 as compared with the previous year. The decrease was effected by a reduction of one in the force of the Truant-officers.

The amount paid for services required of janitors the past year was \$86,601.38,—an increase over that of last year of \$1,618.47, occasioned principally by the occupancy of new buildings.

The number of buildings in charge of the School Board the past year was 176, occupying about 3,145,000 square feet of land, and requiring a force of 155 janitors and 1 engineer. The average salary paid to each janitor was \$555.14.

The janitors have petitioned for an increase of their salaries, claiming that as a body they do not receive suitable compensation for the services rendered, and alleging that, in many

cases, the salaries paid some janitors, as compared with those of others, are not equal.

Considering all the elements that enter into the care of the buildings it is doubtless a difficult task to equitably arrange the salaries. For example, in buildings of the same size, a girls' school is more easily taken care of than a boys' school; a new building can be kept clean with less work than an old building; new heating apparatus can be run with less effort than old apparatus, and so on.

These and similar arguments are made by the janitors, some of which are doubtless convincing; but it is impossible to consider them all in making a uniform standard for fixing the salaries.

The Committee on Accounts of 1885 voted to increase the total amount paid janitors \$4,500, and that the Committee on Accounts of 1886 apportion the amount as seemed best.

This amount was included in the estimates prepared by the Committee on Accounts, and was favorably acted upon by the School Board. The only question now to be considered is, if the vote of 1885 should be carried out with the appropriation as reduced by the City Council; and it will receive the careful consideration of your committee.

During the year new measurements of all the school-houses have been made, to learn what, if any, inequalities exist in the present rates of payment. It may be possible to effect a better adjustment of the salaries, even though the committee decide that they would not be justified in authorizing a general increase under the present circumstances.

At a meeting of the Masters' Association of the Boston Public Schools, held early in February, a committee was appointed to ascertain if some action could be taken whereby the yards of the various school-houses could be cleared from snow.

The committee held a conference with the Mayor concerning the subject, which resulted in forwarding to him a com-

munication setting forth the inconvenience arising from the accumulation of snow in the yards, and appealing to him to take the proper steps to remedy the difficulty.

The masters comprising the committee, and the Mayor, to whom the communication was addressed, seemed to be in doubt as to which department should properly do this work; and, to remove this doubt, the Mayor referred the communication to the Corporation Counsel, who decided that it was the duty of the School Committee to do the work. Consequently the Mayor sent the communication and the opinion of the Corporation Counsel to the School Board for their consideration, and the School Board referred the matter to the Committee on Accounts.

Prior to eight years ago the Superintendent of Health had charge of the removal of snow, which was paid for out of the appropriation granted the Health Department; but, the City Council deciding that the School Board should do the work, no appropriation was granted the Health Department for continuing it. Since that time the snow has not been removed to any great extent, the janitors being only required to clear paths to the entrance doors and out-buildings.

It seems to your committee that the department having on hand the proper facilities for doing work of this kind can do it much cheaper than the School Department, — the question as to which department the City Council will grant the money to pay the bills not being so important.

To collect information on this subject the following communication was sent to the principals of High and Grammar Schools: —

OFFICE OF COMMITTEE ON ACCOUNTS,
MASON STREET, BOSTON, March 1, 1886.

To the Principals of High and Grammar Schools:—

The Committee on Accounts have had referred to them for consideration the question of the removal of snow from the whole or a portion of the school-house yards.

The committee, from information thus far gained, are of the opinion that, while it would be desirable to entirely remove the snow, reasonable accommodations would be afforded the pupils at recess, in a large majority of the schools, by clearing a part of the yards.

As no appropriation for this object has been requested or granted, the committee thought it would be desirable to obtain from each principal his views on the subject, in order that a beginning, at least, might be made in arranging some plan of operation which could be carried out with a reasonable outlay.

The School Committee wish, if possible, to avoid the hiring of a large extra force of men to do this work, and prefer that it be done by the janitors, if practicable.

Will you, therefore, kindly send to this committee a list of the buildings under your charge, and state the minimum number of square feet in each yard which you think it would be necessary to have cleared from snow to accommodate the children? State, also, if the snow removed from a portion of the yard could not be allowed to remain in the uncleared part of the yard. Please inform the committee in what buildings in your district, if any, there are basements, or unoccupied rooms, which could afford accommodations for the recess of the pupils.

The committee will be glad to receive any suggestions concerning the matter which you may be pleased to offer.

After it is known just how much surface in each yard it will be necessary to clear, and what disposition must be made of the snow removed, a tariff might be arranged by which the janitors could be compensated for the extra labor required of them, — which might properly be done under the direction and to the satisfaction of the principals.

Please give this matter your early attention, and return to the undersigned the information requested.

Yours truly,

WM. C. WILLIAMSON,

Chairman Committee on Accounts.

Replies to the foregoing circular showed a wide diversity of opinion among the masters, — some being satisfied with the present arrangement, and others stating that the health of the pupils demands that the snow shall be entirely removed.

In answer to the circular, replies were received concerning the yards of 163 buildings. Thirty-four principals reported of 69 yards that no change need be made; 28 principals re-

ported of 49 yards that the snow should be removed from 264,648 square feet of surface, and that the snow could remain piled in the other portions of the yards without inconvenience; 11 principals reported of 22 yards that the snow should be cleared in part, to the extent of 110,094 square feet, which should be removed; and 15 principals reported of 23 yards that they should be entirely cleared of snow, to the extent of 104,724 square feet, which should be removed.

The conclusions to be drawn from the statements received are as follows:—

In 69 yards, more than two-fifths, no change is needed; in 49 yards it is desired that a portion of the yard be cleared from snow, which can remain piled in the yards; and in the remaining 45 yards it is desired that the whole, or a portion, of the snow be removed.

From the letters received the following extract from that of a well-known principal of one of the largest mixed Grammar Schools may prove interesting:—

In my judgment we have no school-yards in this district from which it is necessary to remove the snow to give the children all the comfort they need. The janitors shovel ample paths. The snow surface is more preferable for play than the bricks, and we let our children run and have a good time at recess.

If in heavy storms we wish extra space cleared we have more large boys ready to "go in" and shovel than we need. We should like a dozen good shovels,—give us those, and we will take care of the snow.

The boys are spoiling for a chance to do something of that kind. It is manual training of the best kind. The boys are very desirous of doing it. In fifteen minutes before school, under the direction of the sub-master, the snow can be taken care of in good shape, just as we want it.

Why should not the boys do such work now as well as in the olden time? We need the money for more necessary things. If you make up your mind to spend a hundred dollars to a district for removing snow, please give *us* the money, and we will use it to employ an expert writer to drill our pupils in movement so that the teachers may learn how to do it.

In the Primary-School yards, particularly, the snow-surface is desirable for play. There are but few days when the snow is wet and disagreeable. I wish we could have the bricks covered with something as good as snow all the year round.

Your committee are of the opinion that the cost for clearing the snow, in accordance with the suggestions of the principals, would amount to about \$6,000 annually, and that at least double that sum would be needed to entirely clear all of the yards.

Should the work be done by this committee the better way might be to pay the janitors, and let them attend to it, under the direction of the principals. Should this method be considered impracticable, which it may be in many cases, it would be better, perhaps, to have the work done by the city, under the direction of the Superintendent of Health, his department to receive such compensation from the School Department as might be mutually agreed upon.

Before this work could be undertaken, however, it would be necessary to obtain from the City Council an additional appropriation, as the amount now granted will not permit any new expenditure being incurred.

The Rules of the Board give to the Committee on Supplies the exclusive authority for furnishing all material used by the Board, its officers, and the public schools. All expenditures, except for salaries, come under their direction.

During the year that committee has presented to the Committee on Accounts for approval monthly requisitions accompanied by the bills properly approved, to the amount of \$146,321.82. The income received during the year on account of school expenses was very much reduced, owing to the change in the law, no books having been sold excepting to replace books belonging to the city which had been lost or injured, and amounted to but \$375.99. The net expenditure

for the year amounted to \$145,945.83, — a decrease as compared with that for the previous year of \$33,503.55.

During the past two years the net cost for supplies furnished pupils has increased on an average about \$47,000 per annum, as compared with the average yearly cost for the four years preceding. This increase was caused by the enactment of the Free Text-book Act. The question of expense seems to be the greatest objection to the new plan; but, inasmuch as the additional expense is only transferred from the parents to the tax-payers, it may not be considered a serious defect.

The workings of the Free Text-book Act appear to be giving general satisfaction. Pupils, with very few exceptions, are taking advantage of the law, and are being supplied with all text-books and materials required for school work.

The experience of the past two years indicates that the law can be complied with at an annual expense of about \$1 per pupil.

Although the law has been in operation less than two years an effort has lately been made looking to its repeal. It will take four or five years to give the present act a fair trial; and, in the meantime, it is hoped that the operations of the law throughout the Commonwealth will prove satisfactory, and that no further legislation on the subject of supplying pupils will be needed.

The number of non-resident pupils who paid tuition for the purpose of attending the Boston schools the past year was 101. Of this number 14 attended the Normal School, 31 the Latin School, 7 the Girls' Latin School, 21 the High Schools, 27 the Grammar Schools, and 1 attended an Evening Drawing School.

The amount collected from non-resident pupils was \$7,634.29, which was about the average amount received

for the past few years. Under the rules of the Board this committee has the right to abate the tuition when sufficient cause is shown. The number of pupils excused from payment during the year was 33, a large percentage of which was allowed to attend the Latin and High Schools.

Your committee believe that, while other cities and towns provide good Grammar and Primary School instruction, Boston affords superior facilities for obtaining High-School instruction. For this reason the large majority of our non-resident pupils desire to enter the High Schools, and when it is considered that the six years' course of instruction in the Latin School costs the City of Boston nearly, if not quite, \$800, this is not to be wondered at.

No pupils are permitted to attend free of tuition, unless this committee is satisfied that the reasons given are such as would entitle them to attend, under the discretionary powers conferred upon the committee by the Board.

In addition to those who pay tuition and those who are excused there are undoubtedly others who attend school who have no right to the privilege. The principals of the several schools admit the pupils, and if they permit themselves to be deceived in this matter the city must be the sufferer.

The amount received from the State of Massachusetts for the tuition of the pupils in the Horace Mann School during the year was \$7,612.71.

Chapter 41, Section 16, of the Public Statutes of Massachusetts states that, with the approval of the Board of Education, the Governor may send such deaf-mutes or deaf children as he may deem fit subjects for education, at the expense of the Commonwealth, for a term not exceeding ten years, to any school for deaf-mutes in the Commonwealth, as the parents or guardians may prefer. The parent of the child is required to fill out an application, stating that the child is a deaf-mute, and that he is unable, in addition to his other necessary expenditures, to defray the expenses of the

child's instruction and support. During the year one of our citizens applied for permission for his son to attend the Horace Mann School, but refused to sign the blank, on the ground that he was able, but unwilling, to pay tuition for his child. He claimed that the City of Boston was obliged to educate his child, whether the State paid the tuition or not. The attention of the Governor being called to the matter he referred it to the Attorney-General, whose report, it is hoped, will lead to a change in the form of application required, and permit all deaf-mute pupils to be educated at the expense of the State, not restricting it to those whose parents are unable to pay the tuition. The additional cost to the State by striking out this "poverty clause" would be very slight.

The total expenditure for the public schools, including new school-houses, for the past year, was as follows:—

School Committee	\$1,485,237 20
City Council (ordinary)	188,435 63
City Council, new school-houses (special)	362,796 15

Total gross expenditure	<u>\$2,036,468 98</u>
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Income for the year was as follows:—

School Committee	\$31,213 34	
City Council (ordinary)	137 50	
Sale of old buildings (special)	17,296 23	
	<u>48,647 07</u>	

Total net expenditure	<u>\$1,987,821 91</u>
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During the year an act was passed by the Legislature, and approved May 27, 1885, entitled: "An Act to Amend the Charter of the City of Boston." Section 10 of said act provides that all orders, resolutions, or votes of the School Committee, which involve the expenditure of money, shall be pre-

sented to the Mayor for his approval. He may approve some of the items or sums and disapprove others; and, in case of such disapproval, the portion of the order or vote so approved shall be in force in like manner as if the items or sums disapproved had never been a part thereof; and the Mayor shall return a statement of the items or sums disapproved, with his objection in writing, to the School Committee, who shall enter such objections on their records and proceed to reconsider said order, vote, or resolution; and if, after such reconsideration, two-thirds of the School Committee, notwithstanding such objection, agree to pass the order, which must be determined by a yea and nay vote, it shall be in force. It shall also be in force in case the Mayor fails to return the vote, order, or resolution, within ten days after he had the same presented to him.

It took some little time after the amended City Charter went into effect to learn just how it affected the School Department.

In accordance with a request from the Mayor he is furnished each month with a statement of the expenditures in detail. In addition a weekly statement is sent to him, by the Committee on Supplies, of all the articles purchased, the prices paid, and the parties from whom the purchases are made. This information furnished the Mayor will make him familiar with the business of the School Department, so that, if he deems it necessary, he can suggest any improvements he thinks desirable.

The committee have added to this report the estimates for the present financial year, as prepared, approved, and presented to the City Auditor, in accordance with the rules of the Board.

The amount asked for was \$1,529,118.

The City Council deemed it advisable to reduce the esti-

mates \$45,118, granting \$1,484,000, which is a less amount than was expended last year. It is difficult to see wherein this reduction can be made, under existing circumstances.

With a large increase in pupils each year, requiring additional teachers, more supplies, and additional school buildings to be cared for, it is impossible to carry on the schools as they exist at present, for any great length of time, without an increase in expenses.

Though the committee deprecate the action of the City Council in reducing the estimates as presented, they recognize the necessities of the times, and urge upon the attention of the School Board the fact that the appropriation granted the School Committee will not permit of any new expenditures; but, on the contrary, it may be necessary to devise some way by which reductions can be made if the expenses are to be kept within the limit allowed.

Respectfully submitted,

WILLIAM C. WILLIAMSON,

Chairman,

JOHN W. PORTER,

EDWIN H. DARLING,

HENRY CANNING,

GERALD GRIFFIN,

Committee on Accounts.

SCHOOL EXPENSES.

ANNUAL EXPENDITURES for the Public Schools of Boston for the last thirty financial years, ending 30th April in each year; also the average number of scholars. Annexations occurred as follows: Roxbury, Jan. 6, 1868; 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.
1856-57	24,231	..	24,231	\$232,394 77	\$71,099 62	\$303,494 39	\$7,001 46	\$236,492 93	\$12 24	\$47,459 03	\$350,953 42
1857-58	24,732	..	24,732	205,526 79	80,871 20	346,397 99	7,240 17	339,157 82	13 71	346,622 99	446,622 99
1858-59	25,453	..	25,453	275,784 03	79,823 73	355,607 76	7,027 04	348,580 72	13 70	105,186 42	460,767 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	622,385 01
1861-62	27,081	..	27,081	308,348 28	110,427 05	418,775 34	6,805 06	411,970 28	15 21	155,392 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	534,807 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	471,343 28
1864-65	27,095	..	27,095	330,833 05	172,331 78	503,164 84	7,927 56	495,237 28	20 12	90,609 84	643,774 68
1865-66	27,204	..	27,204	412,550 82	163,270 76	575,821 58	8,574 22	567,247 36	20 85	200,553 64	774,375 22
1866-67	28,002	..	28,002	503,596 66	176,108 85	679,705 51	5,858 93	673,846 58	24 06	101,575 09	781,280 60
1867-68	27,982	..	27,982	561,163 98	211,556 43	772,706 41	10,467 05	762,239 36	27 24	188,790 80	961,037 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	739,545 65	248,066 95	987,612 60	14,661 16	972,951 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	23,806 35	1,107,793 01	30 14	443,679 71	1,575,279 07
1871-72	36,650	5,128	41,778	888,940 47	329,629 18	1,216,579 65	26,899 98	1,189,679 67	28 47	97,800 68	1,314,380 33
1872-73	35,624	2,121	37,745	953,502 06	338,970 85	1,292,472 91	28,113 93	1,264,358 98	33 50	454,230 34	1,746,703 25
1873-74	41,544	1,714	43,258	1,041,375 52	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	1,822	46,764	1,249,498 95	474,874 68	1,724,373 61	26,220 82	1,698,152 79	36 54	356,669 54	2,081,043 35
1875-76	45,924	3,393	50,307	1,266,803 59	470,830 68	1,737,634 27	29,633 72	1,708,000 55	33 82	177,746 57	2,015,380 84
1876-77	46,381	3,727	50,108	1,268,604 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	1,172,489 69	396,334 06	1,568,823 75	30,109 31	1,538,714 44	29 99	174,324 75	1,759,885 90
1878-79	49,700	3,562	53,262	1,162,289 61	347,173 23	1,519,462 84	32,145 54	1,487,317 30	27 16	240,222 98	1,692,243 29
1879-80	50,851	3,130	53,981	1,165,402 69	353,108 23	1,518,510 92	49,090 28	1,469,420 66	27 15	136,878 45	1,692,243 29
1880-81	51,542	3,170	54,712	1,165,402 69	334,274 82	1,500,677 51	47,076 08	1,453,601 43	27 15	215,359 04	1,775,037 15
1881-82	52,611	3,027	55,638	1,165,629 71	405,349 36	1,570,979 07	69,591 58	1,501,387 49	26 98	139,126 88	1,710,105 95
1882-83	54,390	2,964	57,354	1,180,193 73	422,968 76	1,603,162 49	73,509 56	1,529,652 93	26 58	77,628 73	1,680,791 22
1883-84	55,640	3,148	58,788	1,206,683 23	433,023 33	1,639,706 56	79,264 66	1,560,441 90	26 54	268,879 72	1,908,586 28
1884-85	55,888	3,818	59,706	1,230,771 71	474,681 43	1,705,453 14	89,574 76	1,615,878 38	27 90	278,114 05	1,983,597 19
1885-86	57,180	4,079	61,259	1,251,403 29	422,269 54	1,673,672 83	31,350 84	1,642,321 99	26 81	362,796 15	2,036,468 98

(From report of James H. Dodge, Esq., City Auditor.)

CALENDAR FOR SCHOOL YEAR 1886-87.

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 regular meetings of the School Committee are on the evenings of the second and fourth Tuesdays in each month, except July and August.

PAY-DAYS FOR THE TEACHERS OF THE PUBLIC SCHOOLS
BY THE CITY TREASURER.

Payments are made at the school-houses on the following *working* days of the schools each month: —

BY MR. GIBBONS.

- 1st day. — *Dorchester*: High, Everett, Gibson, Harris, Mather, Minot, Stoughton, and Tileston.
 2d day. — *Roxbury*: High, Dearborn, Dillaway, Dudley, Hyde, Lewis, and Sherwin.
 3d day. — *West Roxbury and Roxbury in part*: High, Agassiz, Charles Sumner, George Putnam, Hillside, and Mount Vernon.
 4th day. — *Brighton and Roxbury in part*: High, Allston, Bennett, Comins, and Lowell.

BY MR. GIBSON.

- 2d day. — *Charlestown*: High, Bunker Hill, Frothingham, Harvard, Prescott, and Warren.
 3d day. — *East Boston*: High, Adams, Chapman, Emerson, and Lyman.
 4th day. — *North and West Sections*: Eliot, Hancock, Bowdoin, Phillips, and Wells.

BY MR. CARTY.

- 1st day. — *South Boston*: Andrew, Bigelow, Gaston, Lawrence, Lincoln, Norcross, and Shurtleff.
 2d day. — *Centre Section*: Brimmer, Quincy, and Winthrop.
 3d day. — *South Section*: Normal, Public Latin, Girls' Latin, English High, Girls' High, Dwight, Everett, Franklin, Prince, Rice, and Horace Mann.

Janitors are paid on the same days as the teachers.

Should there be any single sessions or extra holidays the above would be liable to be changed.

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 twelfth working day of the month.

Teachers are expected to collect their salaries in person, except in cases of sickness, when orders addressed to the *City Treasurer* will be received.

Evening-School teachers and Special Instructors will be paid on the last secular day of each month, by Mr. Gibson, between 11 A.M. and 2 P.M.

SALARIES OF OFFICERS AND TEACHERS OF
THE PUBLIC SCHOOLS, 1885-86.

Superintendent	\$4,200 00
Supervisors (each)	3,780 00
Secretary	2,880 00
Auditing Clerk	2,880 00

FIRST GRADE.

High Schools.

Head-Masters	\$3,780 00
Masters	2,880 00
Junior-Masters, first year, \$1,008; 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, \$1,500; annual increase, \$60; maximum	2,280 00
Principal Tileston School	1,380 00

THIRD GRADE.

High Schools.

Assistant Principal	\$1,800 00
¹ First Assistants, first year, \$1,440; annual increase, \$36; maximum	1,620 00
Assistants, first year, \$756; annual increase, \$48; maximum	1,380 00

¹ It has been voted to abolish this grade when the present incumbents retire from service.

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, \$456 ; annual increase, \$48 ; maximum	744 00
Fourth Assistants, first year, \$456 ; annual increase, \$48 ; maximum	744 00

SPECIAL GRADE.

Special Instructors of Music (each)	\$2,640 00
Director of Drawing	3,000 00
Instructor in Hygiene	3,000 00
Teacher of Chemistry, Girls' High School	1,380 00
Assistant in Chemistry, " " "	744 00
Teacher of Physical Culture, Girls' High School,	960 00
Teacher of Physical Culture, Girls' Latin School,	492 00
Teacher of Drawing, Penmanship, and Elementary Methods, Normal School	828 00
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 1885-86.	
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	660 00
Sewing, one division	108 00
" two divisions	192 00
" three "	276 00

Sewing, four divisions	\$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), first year, \$30; second year, \$40; third year and subsequently	50 00
Assistants, Evening High School (per evening),	4 00
Principals, Evening Elementary Schools (per evening)	4 00
Assistants, Evening Elementary Schools (per evening)	1 50
Masters, Evening Drawing Schools (per evening), first year \$8; second year, \$9; third year and subsequently	10 00
Head-Assistants, Evening Drawing Schools (per evening)	6 00
Assistants, Evening Drawing Schools (per evening)	5 00
Special Assistant Teachers, lowest classes, Primary Schools (per week)	5 00

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; each, in addition to the regular salary of the rank.

Temporary junior-masters receive \$5 per day of actual service.

Other temporary teachers receive one quarter of one per cent. of the maximum salary of the grade per day of actual service.

The salaries for 1886-87 were not fixed at the date of this report.

The Committee on Salaries have as yet recommended no changes.

APPROPRIATIONS AND EXPENDITURES

FOR

PUBLIC SCHOOLS.

APPROPRIATIONS.

Salaries of instructors . . .	\$1,204,146 00	
Salaries of officers . . .	272,800 00	
School expenses . . .	60,180 00	
	<hr/>	\$1,537,126 00

EXPENDITURES.

1885. *Requisitions in accordance with the same for May.*

Salaries of instructors . . .	\$95,728 17	
Salaries of officers . . .	4,998 33	
School expenses, . . .	15,112 55	
	<hr/>	\$115,839 05

Requisitions for June.

Salaries of instructors . . .	\$95,967 77	
Salaries of officers . . .	4,868 33	
School expenses, . . .	12,838 56	
	<hr/>	113,674 66

<i>Carried forward,</i>	<hr/>	<hr/>
	\$229,513 71	\$1,537,126 00

<i>Brought forward,</i>	\$229,513 71	\$1,537,126 00
<i>Requisitions for July.</i>		
Salaries of in- structors . . .	\$190,810 22	
Salaries of offi- cers . . .	9,796 67	
School expenses,	17,352 58	
	<hr/>	217,959 47
<i>Requisitions for August.</i>		
School expenses,	\$44,140 80	44,140 80.
<i>Requisitions for September.</i>		
Salaries of in- structors . . .	\$95,045 54	
Salaries of offi- cers . . .	4,898 33	
School expenses,	27,807 44	
	<hr/>	127,751 31
<i>Requisitions for October.</i>		
Salaries of in- structors . . .	\$93,569 23	
Salaries of offi- cers . . .	4,898 34	
School expenses,	26,961 86	
	<hr/>	125,429 43
<i>Requisitions for November.</i>		
Salaries of in- structors . . .	\$100,925 18	
Salaries of offi- cers . . .	4,898 33	
School expenses,	14,316 32	
	<hr/>	120,139 83
<i>Carried forward,</i>	<hr/>	<hr/>
	\$864,934 55	\$1,537,126 00

<i>Brought forward,</i>	\$864,934 55	\$1,537,126 00
<i>Requisitions for December.</i>		
Salaries of in- structors .	\$105,416 62	
Salaries of offi- cers . . .	4,898 33	
School expenses,	12,742 11	
	<hr/>	123,057 06
1886. <i>Requisitions for Jan- uary.</i>		
Salaries of in- structors .	\$104,664 71	
Salaries of offi- cers . . .	4,898 34	
School expenses,	11,538 65	
	<hr/>	121,101 70
<i>Requisitions for February.</i>		
Salaries of in- structors .	\$102,758 40	
Salaries of offi- cers . . .	4,928 33	
School expenses,	13,852 04	
	<hr/>	121,538 77
<i>Requisitions for March.</i>		
Salaries of in- structors .	\$105,155 50	
Salaries of offi- cers . . .	4,913 33	
School expenses,	17,420 81	
	<hr/>	127,489 64
<i>Carried forward,</i>	<hr/>	<hr/>
	\$1,358,121 72	\$1,537,126 00

Brought forward, \$1,358,121 72 \$1,537,126 00

Requisitions for April.

Salaries of in-			
structors .	\$102,451	95	
Salaries of offi-			
cers . . .	4,913	34	
School expenses,	18,839	48	
	<u> </u>		126,204 77
Balance unexpended, returned			
to the City Treasury .	52,799	51	
			<u> </u>
			<u>\$1,537,126 00</u>
			<u>\$1,537,126 00</u>

EXPENDITURES BY THE SCHOOL COMMITTEE.

SALARIES OF OFFICERS.

Superintendent	\$4,200 00
Supervisors (six)	22,680 00
Secretary	2,880 00
Secretary's assistant	1,000 00
Auditing Clerk	2,880 00
Auditing Clerk's assistant	1,320 00
Assistant in offices of School Board	600 00
Copyist	1,000 00
Messengers	1,670 00
Truant-officers (eighteen)	20,680 00
	<u> </u>
Total for officers	<u>\$58,910 00</u>

SALARIES OF INSTRUCTORS.

High Schools.

Normal	\$8,454 00	
Latin	32,122 10	
Girls' Latin	8,635 67	
English High	41,519 30	
Girls' High	30,379 30	
Roxbury High	10,149 38	
Charlestown High	9,882 74	
Dorchester High	7,036 50	
Brighton High	5,192 70	
West Roxbury High	5,599 60	
East Boston High	7,309 27	
	<hr/>	
Total for High Schools		\$166,280 56

Grammar Schools.

Adams	\$11,270 27	
Agassiz	7,449 07	
Allston	10,760 03	
Andrew	13,642 85	
Bennett	9,452 78	
Bigelow	16,044 26	
Bowdoin	10,599 00	
Brimmer	15,279 42	
Bunker Hill	14,846 60	
Chapman	13,875 96	
Charles Sumner	7,335 46	
Comins	20,148 34	
Dearborn	18,768 44	
Dillaway	13,290 48	
Dorchester-Everett	12,776 54	
Dudley	14,791 70	
	<hr/>	
<i>Carried forward,</i>	\$210,331 20	\$166,280 56

<i>Brought forward,</i>	\$210,331 20	\$166,280 56
Dwight	14,747 00	
Eliot	20,011 47	
Emerson	14,677 49	
Everett	14,641 36	
Franklin	15,027 14	
Frothingham	14,485 00	
Gaston	11,718 30	
George Putnam	6,421 93	
Gibson	11,713 73	
Hancock	12,362 75	
Harris	6,099 73	
Harvard	13,298 20	
Hillside	7,774 33	
Hyde	6,857 76	
Lawrence	18,675 37	
Lewis	14,195 62	
Lincoln	16,284 32	
Lowell	12,957 53	
Lyman	14,407 66	
Mather	10,005 40	
Minot	6,868 68	
Mt. Vernon	5,638 36	
Norcross	14,321 54	
Phillips	15,509 44	
Prescott	11,307 73	
Prince	10,901 63	
Quincy	13,603 33	
Rice	14,801 00	
Sherwin	13,078 48	
Shurtleff	13,717 98	
Stoughton	6,854 54	
Tileston	2,124 00	
<i>Carried forward,</i>	<hr/> \$595,420 00	<hr/> \$166,280 56

<i>Brought forward,</i>	\$595,420 00	\$166,280 56
Warren	14,087 77	
Wells	11,522 00	
Winthrop	19,196 58	
	<hr/>	
Total for Grammar Schools,		640,226 35

Primary Schools by Districts.

Adams District	\$5,965 67	
Agassiz "	2,200 47	
Allston "	5,507 26	
Andrew "	6,951 19	
Bennett "	4,176 73	
Bigelow "	8,988 97	
Bowdoin "	5,761 87	
Brimmer "	6,603 93	
Bunker Hill District	8,585 73	
Chapman "	4,668 28	
Charles Sumner District	4,569 32	
Comins "	8,972 97	
Dearborn "	13,836 92	
Dillaway "	5,038 16	
Dorchester-Everett District	7,049 90	
Dudley "	8,203 03	
Dwight District	4,200 94	
Eliot "	7,061 61	
Emerson "	6,996 96	
Everett "	8,512 27	
Franklin "	9,620 00	
Frothingham "	6,409 47	
Gaston "	9,947 40	
George Putnam "	2,634 53	
Gibson "	4,045 20	
Hancock "	10,255 15	
	<hr/>	
<i>Carried forward,</i>	\$176,763 93	\$806,506 91

<i>Brought forward</i>	.	.	\$176,763 93	\$806,506 91
Harris District	.	.	2,580 40	
Harvard	"	.	6,887 87	
Hillside	"	.	3,136 00	
Hyde	"	.	1,691 85	
Lawrence	"	.	13,609 53	
Lewis	"	.	7,737 07	
Lincoln	"	.	4,404 80	
Lowell	"	.	6,915 47	
Lyman	"	.	7,125 27	
Mather	"	.	5,287 63	
Minot	"	.	3,506 53	
Mt. Vernon	"	.	2,120 96	
Norcross	"	.	9,701 87	
Phillips	"	.	5,640 34	
Prescott	"	.	5,831 00	
Prince	"	.	2,380 00	
Quincy	"	.	10,261 00	
Rice	"	.	5,947 90	
Sherwin	"	.	8,587 04	
Shurtleff	"	.	5,134 93	
Stoughton	"	.	2,430 80	
Tileston	"	.	988 08	
Warren	"	.	7,055 47	
Wells	"	.	8,946 40	
Winthrop	"	.	4,354 73	

Total for Primary Schools . . . 319,026

Special Schools.

Horace Mann . \$8,158 50

Licensed Minors . 620 00

\$8,778 50

Carried forward . . \$8,778 50 \$1,125,533 78

<i>Brought forward,</i>	\$8,778 50	\$1,125,533 78
<i>Evening Schools.</i>		
Evening High		
School . . .	\$11,808 34	
Allston . . .	480 50	
Anderson st. . .	911 00	
Bigelow . . .	1,697 00	
Comins . . .	1,817 00	
Dearborn . . .	1,518 50	
Eliot . . .	1,893 50	
Franklin . . .	1,896 50	
Lincoln . . .	1,049 00	
Lyman . . .	1,409 00	
Quincy . . .	1,400 50	
Warren . . .	1,664 00	
Warren-st. Chapel,	545 50	
Wells . . .	1,670 00	
	<hr/>	
	29,760 34	
<i>Evening Drawing Schools.</i>		
Warren av. . .	\$1,961 00	
Tennyson st. . .	2,199 00	
Charlestown . . .	1,544 00	
Roxbury . . .	1,130 00	
East Boston . . .	1,439 00	
	<hr/>	
	8,273 00	
<i>Special Instructors.</i>		
Music . . .	\$13,200 00	
Drawing . . .	3,000 00	
Military Drill		
and Armorer,	2,160 00	
Hygiene . . .	1,641 67	
Special substitutes,	146 00	
	<hr/>	
	20,147 67	
	<hr/>	
Total for Special Schools and Special In-		
structors		66,959 51
		<hr/>
Total for School Instructors		\$1,192,493 29
		<hr/>

SCHOOL EXPENSES.

Books	\$46,911 97	
Phil. Apparatus and Supplies,	1,807 02	
Slates, Erasers, etc. . . .	2,142 32	
Pianos: tuning, repairs, etc.	2,048 50	
Expressage	87 43	
Extra labor and clerk-hire . .	98 00	
Printing and Diplomas . . .	6,498 87	
Maps and Globes	639 30	
Car and Ferry Tickets	518 72	
Stationery, Drawing Mate- rials, and Postage	12,096 63	
Advertising	245 88	
Annual Festival	1,949 19	
Fuel, Gas, and Water	58,545 69	
Delivering Supplies	5,160 00	
Janitors' Supplies	3,406 21	
Horse and Carriage Expenses and Carriage-hire	502 75	
Census, including books	1,094 90	
Military Drill: arms and re- pairs	261 31	
Manual Training	1,711 53	
Sundries	595 60	
<hr/>		
Gross amount expended under the direc- tion of the Committee on Supplies . .		\$146,321 82
Salaries paid Janitors		86,601 38
<hr/>		
Total for School Expenses		<u>\$232,923 20</u>

TOTAL AMOUNT EXPENDED BY THE SCHOOL COMMITTEE.

Salaries of officers	\$58,910 00
Salaries of instructors	1,192,493 29
School expenses	232,923 20
	<hr/>
Total expenditure from the appropriation,	\$1,484,326 49
Expended for Dorchester Schools, from in-	
come of the Gibson Fund	910 71
	<hr/>
Gross expenditure	\$1,485,237 20
Less income	31,213 34
	<hr/>
Net expenditure for the year	<u>\$1,454,023 86</u>

APPROPRIATIONS EXPENDED BY COMMITTEE
ON PUBLIC BUILDINGS, CITY COUNCIL.

High, Grammar, and Primary School-houses, \$187,000 00

Requisitions in accordance.

1885. May	\$8,339 78	
“ June	11,163 62	
“ July	9,240 53	
“ August	3,818 69	
“ September	32,207 68	
“ October	61,117 28	
“ November	18,884 46	
“ December	10,128 11	
1886. January	10,221 21	
“ February	8,273 81	
“ March	7,384 99	
“ April	7,655 47	
“ April. Transferred from appropriation Public Buildings		1,435 63
	<hr/>	
Total expenditure	<u>\$188,435 63</u>	<u>\$188,435 63</u>

PUBLIC BUILDING COMMITTEE.

Furniture	\$24,200 30
Carpentry, lumber, and hardware	29,860 82
Heating apparatus	41,924 16
Masonry, paving, drains, etc.	20,290 89
Rents and taxes :—	
Primary Schools	\$2,682 94
Grammar Schools	2,245 72
Evening Drawing School, E.B.,	940 00
	5,868 66
Painting and glazing	17,331 12
Whitewashing and plastering	8,424 04
Gas-fitting, plumbing, and ventilation	16,368 48
Black-boards	3,225 08
Locks, keys, and bells	1,233 84
Roofing and gutters	4,867 81
Iron and wire work	1,319 95
Grading, watering, and care of lawns	3,364 41
Sash elevators and weather-strips	677 40
Cleaning vaults	730 00
Lightning-rods and vanes	226 7'
Sewer assessments	779 62
Fire hose	236 00
Teaming and supplies	1,454 12
Miscellaneous, including :—	
Horseshoeing, care of horses and car-	} 6,052 23
riages	
Salaries	
Paper-hanging	
Advertising	
Printing and Stationery	
Gross expenditure	\$188,435 63
Less income	137 50
Net expenditure Public Building Committee,	\$188,298 13

PUBLIC SCHOOLS.

The Public Schools of the city proper and its annexed wards comprise one Normal School, two Latin Schools, eight High Schools, and fifty-one Grammar Schools. Each Grammar School represents a district, in which are located Primary Schools, occupying in total ninety-seven Primary buildings, forty-three rooms in various Grammar School houses, and six hired rooms in six different buildings. Hired rooms in five different buildings are also occupied by five Grammar classes in addition to thirty-five rooms in Primary School buildings.

The following is a brief account of the High Schools, with the expenditures for the same for the financial year 1885-86, as made by the School Committee and City Council :—

HIGH SCHOOLS.

NORMAL SCHOOL.

The Normal School was established in 1852, and located in the Adams School building on Mason street. In 1854 the course of study was re-arranged and the name changed to the Girls' High and Normal School.

By vote of the School Board the Normal School was separated from the Girls' High School, and began an independent existence September 1, 1872, but continued to occupy a portion of the Girls' High and Normal School building until September 1, 1876, when the school was transferred to its present location, in the upper story of the Rice Grammar School building on Dartmouth street.

The instructors are a head-master, a first assistant, two second assistants, and a special teacher of Drawing, Penmanship, and Elementary Methods. In addition to the regular course of the school a post-graduate course of one year was established in 1879, for the study of the

principles of education and methods of instruction, and for observation and practice in teaching. Average number of pupils belonging to the school, including post-graduates, 124.

PUBLIC LATIN SCHOOL, FOR BOYS.

The Latin School was established in 1635. It formerly occupied half of the building on Bedford street, erected in 1844, for the accommodation of the Latin and English High Schools, and some of the classes were colonized in the Savage school house on Harrison avenue. Its present building was completed in 1880, and first occupied by the school January 3, 1881. The dedication took place on February 22, 1881.

The building or block is 423 feet long by 220 feet wide, the longest sides or main buildings fronting on Warren avenue and Montgomery street. The Latin School occupies the Warren-avenue side, and the Montgomery-street side is occupied by the English High School. There are two courts of equal size within the block, 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. Across the easterly end of the block and connecting the two sides are located the drill-hall and gymnasium. There are forty-eight school-rooms, twenty each on the first and second floors, and eight on the third floor. Twelve rooms receive their light from the courts and the remaining thirty-six occupy the street fronts. The assembly halls for both schools are on the third floor, the library rooms are on the first floor, and on the second floor over the libraries are the lecture halls for the natural sciences. Each of the latter 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 teachers' 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 two suites of apartments, each having four rooms for janitors' dwellings, and connected with the basement by a separate staircase. There are two spacious drawing-rooms for each school on the third floor, and connected with each 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 entire cost of the structure to date, including the land and the furnishing of the building, is \$749,378.25.

Three rooms of the Latin School building are occupied by the Even-

ing Drawing School, which was formerly located in the Primary school-house on Appleton street.

There are twelve regular instructors for the school, — one head-master, seven masters, and four junior-masters, also certain special instructors allowed.

Average number of pupils belonging to the school, 374.

GIRLS' LATIN SCHOOL.

The Girls' Latin School was established February 4, 1878. It occupies six rooms, including two class-rooms, in the Girls' High School building, on West Newton street.

There are six classes, and the course of study, which covers the requirements of the best colleges, extends over a period of six years. Entrance examinations are held on the third Saturday in June, and on the first Monday in September. The requisitions for admission are equivalent to those established for promotion to the third class in the Grammar Schools.

There are, besides the principal, seven instructors in the school, — a master, five assistants, and a special teacher of vocal and physical culture.

Average number of pupils belonging to the school, 146.

BRIGHTON HIGH SCHOOL, FOR BOYS AND GIRLS.

The Brighton High School was established in 1841. Its present building is located on Academy Hill, and is accessible from Rockland street. It is two stories high, with French roof, and contains two rooms on the lower floor, one main room and two recitation-rooms on the second floor, and a hall above. One lower room is fitted as a chemical laboratory.

There are three regular instructors in the school, — a master, and two assistants, also certain special instructors allowed.

Average number of pupils belonging to the school: boys, 17; girls, 41; total, 58.

CHARLESTOWN HIGH SCHOOL, FOR BOYS AND GIRLS.

The Charlestown High School was established in 1848. The building is located at the corner of Concord and Bartlett streets, on Monument square.

The original building was erected in 1848, and remodeled and enlarged in 1870. It has three stories, with French roof and basement, and contains a hall, an apparatus-room, a laboratory, and nine class-rooms, three of which have seats for one hundred scholars each.

There are seven regular instructors in the school, — a head-master, and six assistants, also certain special instructors allowed.

Average number of pupils belonging to the school: boys, 61; girls, 141; total, 202.

DORCHESTER HIGH SCHOOL, FOR BOYS AND GIRLS.

The Dorchester High School was established in 1852. The present building is located at the corner of Dorchester avenue and Centre street, and was erected in 1870. It is three stories high, having five school-rooms and a hall; also a laboratory in the basement.

There are five regular instructors in the school, — a master, a first assistant, and three assistants, also certain special instructors allowed.

Average number of pupils belonging to the school: boys, 39; girls, 104; total, 143.

EAST BOSTON HIGH SCHOOL, FOR BOYS AND GIRLS.

The East Boston High School was established in 1878 as a branch of the English High and Girls' High Schools, the boys and the principal — a junior-master — belonging to the former school, and the girls and the female assistant to the latter. In 1880 it became an independent school.

The school building on Paris street, at the corner of Meridian, is occupied jointly with the Public Library and the East Boston District Court. It was formerly the old Lyman school-house. In 1883 an addition of six rooms was made to the building for the better accommodation of the school; it contains also an exhibition hall and a good laboratory.

There are five regular instructors, — a master, and four assistants; also certain special instructors allowed.

Average number of pupils belonging to the school: boys, 61; girls, 66; total, 127.

ENGLISH HIGH SCHOOL, FOR BOYS.

The English High School was established in 1821. It originally occupied the building now known as the Sharp Primary school-house, on Anderson street. Later, in connection with the Latin School, it occupied the building on Bedford street erected in 1844, and some of its classes were colonized in the old Bowditch school-house, on South street. A description of its present building is given under "Latin School," p. 48, that school occupying half of the structure.

A chemical laboratory, architecturally a detached building, is located at the eastern end of the High School building. The lower floor is occupied by a lecture-room. On the second floor are the laboratory and accessory rooms.

On the second floor of the main building are a physical laboratory and a physical lecture-room.

A part of the English High School basement has been fitted for the occupancy of one of the branches of the Public Library.

Twenty-five rooms, exclusive of the exhibition hall, are fitted with gas, and used by the Evening High School from October to March each year.

There are eighteen regular instructors in the school, — a head-master, nine masters, and eight junior-masters; also certain special instructors allowed.

Average number of pupils belonging to the school, 632.

GIRLS' HIGH SCHOOL.

The Normal School, which had been established in 1852, was converted into a High School for girls in 1854. It was provided at the same time that a Normal class should be formed of those who wished to prepare for teaching. In 1872 the Normal department was separated from the Girls' High School, and became an independent school.

The present building, originally intended for the Girls' High School, with its Normal department, on West Newton and Pembroke streets, was built in 1870. It has three stories, besides attic and basement, and contains sixty-six rooms, including eleven class-rooms, seven of which have seating capacity for one hundred scholars each, and four for seventy each.

Of these eleven rooms one is a botanical laboratory, one a physical laboratory, and two are used by the Girls' Latin School.

One large room in the basement is used for a chemical laboratory, with a side laboratory and a mineralogical cabinet; and another basement room is used for musical instruction.

The hall in the third story contains various casts, and a frieze of the Parthenon encircling the room, all presented to the school by several members of the Social Science Association. Three rooms in the attic are devoted to drawing. A large cupola surmounts the building, and may be fitted up for an observatory.

There are now twenty-three regular instructors in the school, — a head-master, an assistant principal, a first assistant, seventeen assistants, a teacher of chemistry, a laboratory assistant, and a teacher of physical culture and elocution; also certain special instructors allowed.

In September last, upon the resignation of the head-master, his successor was elected, with the title of head-master of the Girls' High and Latin Schools.

Average number of pupils belonging to the school, 688.

ROXBURY HIGH SCHOOL, FOR BOYS AND GIRLS.

The Roxbury High School was established in 1852. The building is located on Kenilworth street, and was enlarged in 1861. It was originally two stories high, with a school-room on each floor. In the summer of 1874 it was remodeled and enlarged, and now contains eight rooms, besides a laboratory in the basement.

There are six regular instructors in the school, — a head-master, a first assistant, and four assistants; also certain special instructors allowed.

Average number of pupils belonging to the school: boys, 67; girls, 138; total, 205.

WEST ROXBURY HIGH SCHOOL, FOR BOYS AND GIRLS.

The Eliot High School was established in 1849, under the supervision of a Board of Trustees. After May, 1855, it was given over to the joint supervision of the Eliot Trustees and the School Committee of West Roxbury until February, 1874, when the trustees withdrew their support. Since the annexation of the town to Boston it has been known as the West Roxbury High School. Its present building is situated on Elm street, Jamaica Plain. It was built in 1867, and contains a hall, four school-rooms, and a chemical laboratory.

There are four regular instructors in the school, — a master and three assistants; also certain special instructors allowed.

Average number of pupils belonging to the school: boys, 21; girls, 66; total, 87.

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 1885-86: —

Salaries of instructors	\$166,280 56
Expenditures for Text-books, Maps, Globes, Drawing Materials, Stationery, etc.	13,252 88
<i>Carried forward,</i>	<hr/> \$179,533 44

<i>Brought forward,</i>	\$179,533 44 .
Janitors	10,789 00
Fuel, Gas, and Water	7,543 11
	<hr/>
	\$197,865 55
<i>Public Building Committee.</i>	
Furniture, Repairs, etc.	25,121 54
	<hr/>
Total expense for High Schools	<u>\$222,987 09</u>

Number of instructors in High Schools, exclusive of temporary teachers, and special instructors in French, German, Sciences, Drawing, Music, and Military Drill	93
Salaries paid the same	\$157,232 41
Average amount paid each instructor	1,690 67
Temporary teachers employed during the year	11
Salaries paid the same	\$3,617 25
Average number of pupils belonging	2,786
Salaries paid to special instructors in French, German, and Sciences	\$5,430 90
Average cost of each pupil	\$80 04
Average number of pupils to a regular instructor, including principal	30

The original cost of the buildings and land for the various High Schools amounted, in the aggregate, to about \$1,257,000. The assessed value is \$1,260,100, an increase of about \$3,100.

GRAMMAR AND PRIMARY SCHOOLS.

The fifty-one Grammar School Districts are located as follows: thirteen in the city proper, seven in South Boston, seven in Dorchester, nine in Roxbury, five in Charlestown, four in West Roxbury, four in East Boston, and two in

Brighton. To each Grammar School are attached certain Primary Schools, together making a school district. Accompanying is a brief statement of the various buildings, together with the amounts expended, by authority of the School Committee and City Council, for Grammar and Primary School purposes.

ADAMS SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Adams School was established in 1856. The building, located on Sumner street, East Boston, was erected in 1856, and is now three stories high with basement, having been cut down one story in 1877. It contains thirteen rooms and a hall.

Of the rooms in the building ten are occupied by Grammar and three by Primary classes.

The original lot of land was purchased in 1854, in which year the erection of the building was begun. An additional lot of land was purchased in 1866, to enlarge the yard; and in the following year the out-buildings were rebuilt, together with a portion of the brick wall.

There is but one Primary School building in the district, — the Webster, on Webster street, built in 1852. It is three stories high, containing six rooms.

The number of regular instructors in the district is twenty, — three male and eight female instructors for the Grammar, and nine female instructors for the Primary Schools.

Sewing is taught by a special teacher to two divisions of the Grammar School.

Pupils in Grammar School, 512; Primary Schools, 485; total for district, 997.

AGASSIZ SCHOOL DISTRICT, FOR BOYS.

This school was established, under the name of the Central School, in 1849. By action of the School Board, Oct. 27, 1885, it was ordered "That the Central School be, from this time, called the Agassiz School, in honor and in grateful remembrance of Louis Agassiz."

The present building on Burroughs street, Jamaica Plain, erected in 1849, is three stories high, and contains six rooms, all of which are occupied. The building was remodeled in 1871.

The Primary classes of this district occupy three rooms in Village Hall, on Thomas street.

There are ten regular instructors for the district, — one male and six

female instructors for the Grammar, and three female instructors for the Primary Schools.

Pupils in Grammar School, 343; Primary Schools, 177; total for district, 520.

ALLSTON SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Allston School was established in 1848, under the name of the Second Grammar School, and was so known until February, 1861, when it was given the name of the Harvard School; in 1876 it was given the name it now bears. Its present building, located on Cambridge street, Allston, was erected in 1878; it is two stories high, and contains ten rooms and a hall.

There are three Primary buildings in the district. The building on Pearl street is two stories high, containing two rooms, both of which are occupied by Primary classes.

The building on Webster place is two stories high, and originally contained two rooms. It has recently been enlarged by the addition of two rooms, and now accommodates three Primary classes. One room is at present occupied as a voting precinct.

The building on School street, at North Brighton, contained two rooms, but in 1883 was enlarged by the addition of two rooms. It is now occupied by three Primary classes and one Grammar class.

There are twenty regular instructors in the district,—one male and eleven female instructors for the Grammar, and eight female instructors for the Primary Schools.

Sewing is taught by a special teacher to five divisions of the Grammar School.

Pupils in Grammar School, 542; Primary Schools, 443; total for district, 985.

ANDREW SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Andrew School was established in September, 1873. The building, located on Dorchester street, South Boston, and built in 1877-78, is three stories high, and contains fourteen school-rooms, two recitation-rooms, and a hall.

The district contains but one Primary building,—the Ticknor, on Dorchester street, which was enlarged in 1865, is three stories high, and contains twelve rooms.

There is one Primary class in the Grammar building.

There are twenty-five regular instructors in the district, three male and eleven female instructors for the Grammar, and eleven female instructors for the Primary Schools.

Sewing is taught by a special teacher to four divisions of the Grammar School.

Pupils in Grammar School, 714; Primary Schools, 627; total for district, 1,341.

BENNETT SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The school now known as the Bennett School was instituted as the Harvard Grammar School, September 28, 1847, and was located in the lower story of the Town-Hall building, on Washington street, Brighton, until 1861. In that year the town erected a building for this school upon a lot of land on Winship place, Agricultural Hill, presented by Stephen Hastings Bennett, a citizen of the town, for school purposes. February 23, 1861, the School Committee, in consideration of the donation of the land and as a compliment to the donor, voted that the school should take the name of Bennett Grammar School; and the name of Harvard was transferred to the school at Allston, until then known as the Second Grammar.

The new building was two stories in height, and contained four rooms.

The present building on Chestnut-Hill avenue, for the accommodation of the Bennett School, was erected in 1873. It is two stories in height, with a Mansard roof, contains seven rooms and a hall, and all the rooms are occupied. The original Bennett School building is now occupied by Primary classes of the district.

There are four Primary buildings in the district: one on Winship place, previously mentioned, two stories in height, contains four rooms, and is fully occupied; one on Oak square, two stories in height, contains two rooms, only one of which is at present used; one on Union street, two stories in height, contains two rooms, one of which is occupied by a Primary and one by a Grammar class; one at Faneuil, which was erected during the past year, contains two rooms, only one of which is now occupied.

There are seventeen regular instructors in the district, — one male and nine female instructors for the Grammar, and seven female instructors for the Primary Schools.

Sewing is taught by a special teacher to three divisions of the Grammar School.

Pupils in Grammar School, 471; Primary Schools, 336; total for district, 807.

BIGELOW SCHOOL DISTRICT, FOR BOYS.

The Bigelow School was established in 1849. It was organized as a girls' school, and so continued until 1859, when boys were also admitted.

It continued as a school for both sexes until September 1, 1869, when, upon the organization of the Shurtleff School, it became a school for boys only.

The building, located on Fourth street, corner of E, South Boston, was erected in 1850. It is four stories high, containing fourteen rooms and a hall.

The Primary buildings in the district are two, — the Hawes, on Broadway, and the Simonds, in the rear on the same lot; the Hawes building containing eight rooms, one of which is occupied by a Grammar class, and the Simonds containing three rooms. These rooms are all occupied, and there are two classes in the ward-room building, and one class in a hired room in the Savings-Bank building.

There are twenty-nine regular instructors in the district, — three male and thirteen female instructors for the Grammar, and thirteen female instructors for the Primary Schools.

Pupils in Grammar School, 857; Primary Schools, 672; total for district, 1,529.

BOWDOIN SCHOOL DISTRICT, FOR GIRLS.

The Bowdoin School was established in 1821. The present building, located on Myrtle street, was erected in 1848, and has two rooms on a floor, the rooms being arranged for two classes.

The inconvenience for want of yard-room is seriously felt by the school. The building is surrounded by four streets, thus involving inconveniences and annoyances which it would seem impossible to remedy.

The Primary-School buildings in the district are two.

The building on Somerset street, purchased for the use of the Primary Schools of this district, and afterwards partly occupied by the Normal Training School, is three stories high, and contains four school-rooms; the upper story being not now in use. Three of the remaining rooms are occupied by Primary classes.

The Sharp building, on Anderson street, formerly used for the English High School, and subsequently for the Phillips Grammar School, is three stories high, and contains, besides a ward-room, six school-rooms, five of which are occupied by Primary classes of this district.

The number of regular instructors in the district is eighteen, — one male and nine female instructors for the Grammar, and eight female instructors for the Primary Schools.

Sewing is taught by a special teacher to five divisions of the Grammar School.

Pupils in Grammar School, 390; Primary Schools, 397; total for district, 787.

BRIMMER SCHOOL DISTRICT, FOR BOYS.

The Brimmer School was established in 1844. The present building, located on Common street, on the site of the old Franklin school-house, was erected in 1843. It is four stories high, containing fourteen rooms and a hall.

The Primary buildings in the district are two.

The Starr King, on Tennyson street, built in 1870, is three stories high, and contains ten rooms and a hall. Of these rooms, the hall, two rooms on the upper, and two on the second floor, are occupied by drawing classes, evenings, viz.: Monday, Wednesday, and Friday evenings, from October to March. Five rooms on the first and second stories are occupied by three Primary classes of the Brimmer District, and by two Grammar classes of the Winthrop District; and the use of one room in the second story is granted by the city to a Kindergarten.

A portion of the basement is fitted for the use of a cooking-school in which several classes of pupils from the public schools receive instruction at private expense.

The Skinner School, on Fayette street, was built in 1870. It is three stories high, with two school-rooms to a floor, all of which are occupied by Primary classes of this district.

There are twenty-three regular instructors in this district,—three male and twelve female instructors for the Grammar, and eight female instructors for the Primary Schools.

Pupils in Grammar School, 672; Primary Schools, 467; total for district, 1,139.

BUNKER HILL SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Bunker Hill School was established in 1801, under the name of the "Neck" School. It was first called the Bunker Hill School in 1838. The present building, situated on Baldwin street, Charlestown, was erected in 1866, is four stories high, and contains fourteen school-rooms and a hall. One of the rooms is occupied by a Primary class.

There are three Primary buildings in the district. The building on Bunker Hill street is two stories high, and contains eight rooms, all of which are occupied.

The buildings on Haverhill street are one-story wooden buildings, each containing one room, which is occupied by a Primary School.

The building on Bunker Hill street known as Murray Chapel is a one-story wooden building, which is hired by the city at an expense of \$350 a year. It is occupied by one Primary class.

There are twenty-six regular instructors in the district,—two male

and twelve female instructors for the Grammar, and twelve female instructors for the Primary Schools.

Sewing is taught by a special teacher to five divisions of the Grammar School.

Pupils in Grammar School, 673; Primary Schools, 614; total for district, 1,287.

CHAPMAN SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Chapman School was established in 1849. The present building, located on Eutaw street, East Boston, was erected in 1850. It is three stories high, originally contained ten rooms and hall. In 1883 an addition was made to the building of three school-rooms, master's office, and apparatus-room, with a ward-room in the basement.

There is one Primary building in the district, the Tappan, on Lexington street, built in 1846, and rebuilt in 1873. It is two stories high, with four school-rooms on each floor. Of these rooms six are occupied by Primary classes.

There are nineteen regular instructors in the district, — two male and eleven female instructors for the Grammar, and six female instructors for the Primary Schools.

Sewing is taught by a special teacher to four divisions of the Grammar School.

Pupils in Grammar School, 627; Primary Schools, 349; total for district, 976.

CHARLES SUMNER SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Charles Sumner School was established in 1862, under the name of the Florence School. The present building, on Ashland street, Roslindale, known as the Charles Sumner School, was erected in 1876-77. It is three stories high, and contains ten school-rooms and a hall. Eight of the school-rooms are occupied by Grammar and two by Primary classes.

There are three Primary buildings belonging to the district: one on Poplar street, built in 1852, which is at present unoccupied; one on Canterbury street, built in 1864, occupied by two Primary classes; and one on Washington street, built in 1870, occupied by a Primary School. Another Primary School is accommodated in the old Grammar-School building on Florence street, and another is located at Clarendon Hills, occupying Carey Hall, which is hired by the city at a yearly expense of \$300.

There are fourteen regular instructors in the district, — one male and six female instructors for the Grammar, and seven female instructors for the Primary Schools.

Sewing is taught by a special teacher to three divisions of the Grammar School.

Pupils in Grammar School, 343; Primary Schools, 315; total for the district, 658.

COMINS SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Comins School building, located on Tremont street, Roxbury, was built in 1856, and remodeled in 1869. It is four stories high, containing thirteen rooms and hall.

The Comins-branch building, on Francis street, built in 1853, and rebuilt in 1861, was again enlarged in 1876. It now contains six school-rooms: three on the first floor and three on the second. Of these rooms three are occupied by Grammar and three by Primary classes.

Three Grammar classes are accommodated in rooms on Tremont street, and one in a room on Terrace street. These rooms are hired by the city at an expense of \$1,260 per annum.

The Primary buildings in this district are two.

The Phillips-street building was built in 1867, is two stories high, and contains eight rooms,—four on each floor.

The Smith-street building was built in 1849. It is two stories high, with a school-room on each floor.

There are thirty-four regular instructors in the district,—three male and eighteen female instructors for the Grammar, and thirteen female instructors for the Primary Schools.

Sewing is taught by a special teacher to eight divisions of the Grammar School.

Pupils in Grammar School, 1,123; Primary Schools, 739; total for district, 1,862.

DEARBORN SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Dearborn School was established in 1852. The building, located on Dearborn place, Roxbury, was erected in 1851, enlarged in 1858, and remodeled and enlarged in 1870. It is three stories high, containing fourteen rooms and a hall. The first and second floors have each six rooms, and a third two rooms and a hall. There are also three Grammar classes of the school in the Primary building on Yeoman street.

Vine-street chapel has been purchased by the city and fitted up with temporary accommodations for two Grammar classes and is occupied by the same.

A new Grammar school-house, the Hugh O'Brien, is now in process of erection on Dudley street, within the limits of the Dearborn district.

The Primary buildings in the district are three.

The Eustis-street building was erected in 1848, and enlarged in 1858.

It is two stories high, containing four rooms. Additional land was bought in 1864, and the yard was graded and a fence built in 1870.

The George-street building was erected in 1861. It is three stories high, containing six rooms.

The Yeoman-street building was erected in 1849, and rebuilt in 1870. It is three stories high, containing twelve rooms. Nine of these are occupied by Primary and three by Grammar classes. A room in a private residence adjacent to the Yeoman-street building has been fitted up, and is now occupied by a temporary class connected with the Yeoman street Primary School.

There are thirty-nine regular instructors in the district,—two male and eighteen female instructors for the Grammar, and nineteen female instructors for the Primary Schools.

Sewing is taught by a special teacher to six divisions of the Grammar School.

Pupils in Grammar School, 980; Primary Schools, 1,059; total for district, 2,039.

DILLAWAY SCHOOL DISTRICT, FOR GIRLS.

The Dillaway School, for girls, formerly called the Dudley School, for girls, was established in 1839, and occupied the building on Bartlett street now used by the Primary School. The present building on Kenilworth street, Roxbury, was erected in 1882, is three stories high, and contains twelve rooms and a hall.

The Primary buildings of the district are two.

The building on Bartlett street, built in 1846, and enlarged in 1867, is three stories high, and contains six rooms and a recitation-room.

The building on Thornton street, built in 1847, is two stories high, and contains two school-rooms, both occupied.

There are twenty regular instructors in the district,—one female principal and twelve female instructors for the Grammar, and seven female instructors for the Primary Schools.

Sewing is taught by a special teacher to seven divisions of the Grammar School.

Pupils in Grammar School, 643; Primary Schools, 365; total for district, 1,008.

DORCHESTER-EVERETT SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Dorchester-Everett School, located on Sumner street, Dorchester, built in 1876, is three stories high, containing ten school-rooms and a hall. All the rooms are occupied by Grammar classes.

There are four Primary buildings in the district.

The building on Sumner street, erected in 1855, was formerly occupied by the Grammar School. It contains six rooms, four of which are occupied by Primary classes.

The building on Howard avenue was erected in 1882, and contains six rooms, only four of which are occupied.

The building on Dorchester avenue was erected in 1883, and contains four rooms, only two of which are occupied.

The building on Savin Hill avenue was erected in 1884, and contains two rooms, only one of which is occupied.

There are twenty-three regular instructors in the district, — two male and ten female instructors for the Grammar, and eleven female instructors for the Primary Schools.

Sewing is taught by a special teacher to four divisions of the Grammar School.

Pupils in Grammar School, 616; Primary Schools, 584; total for district, 1,200.

DUDLEY SCHOOL DISTRICT, FOR BOYS.

The Dudley School was established in 1840, under the name of the Washington School. The present building, corner of Dudley and Putnam streets, Roxbury, was erected in 1874. The school removed to the new building in September of the same year, the old building being surrendered to the Public Building Committee of the City Council, and at present occupied by the Municipal Court and City Surveyor for the Highland District. The new building is two stories high, with French roof, contains fourteen school-rooms, and a commodious hall, besides six smaller rooms, used for the master's office, library, apparatus-room, etc.

The Primary buildings of the district are two.

The building on King street was erected in 1875, and contains eight rooms, all of which are occupied by Primary classes of the district.

The building on Vernon street was erected in 1849, and enlarged in 1861. It is two stories high, and contains four rooms, all of which are occupied.

There are twenty-seven regular instructors in the district, — three male and twelve female instructors for the Grammar, and twelve female instructors for the Primary Schools.

Pupils in Grammar School, 708; Primary Schools, 579; total for district, 1,287.

DWIGHT SCHOOL DISTRICT, FOR BOYS.

The Dwight School was established in 1844. The present building, located on Springfield street, and erected in 1856, is four stories high, containing fourteen rooms and a hall.

There is but one Primary building in the district, — on Rutland street, built in 1851. It is three stories high, and has two rooms on each floor.

There are twenty regular instructors in this district, — three male and eleven female instructors in the Grammar, and six female instructors in the Primary Schools.

Pupils in Grammar School, 675; Primary Schools, 319; total for district, 994.

ELIOT SCHOOL DISTRICT, FOR BOYS.

The Eliot School was established in 1713. The present building, located on North Bennet street, was built in 1860, the former building having been erected in 1838. It is four stories high, contains fourteen rooms and a hall.

The Ware school-house, on North Bennet street, built in 1862, is three stories high, and contains four school-rooms and a ward-room. All the school-rooms are occupied by Grammar classes of this district.

The Primary School buildings are two. The Pormort, on Snelling place, was built in 1855, is four stories high, and contains six school-rooms. The building is raised one story from the ground, for the purpose of a play-room. Four rooms are occupied by Primary classes, and two by ungraded classes of the Grammar School.

The Freeman, on Charter street, was built in 1868, is three stories high, and contains six school-rooms.

There are thirty-one regular instructors in the district, — four male and seventeen female instructors for the Grammar, and ten female instructors for the Primary Schools.

Pupils in Grammar School, 994; Primary Schools, 486; total for district, 1,480.

EMERSON SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Emerson School was established in 1865, under the name of the Prescott School, and was so known until 1876, when it was given the name it now bears. The present building, located on Prescott street, East Boston, was erected in 1865, is three stories high, and contains sixteen rooms and a hall; there being six rooms each on the first and second floors, and four rooms and a hall on the third.

Of these rooms, twelve are occupied by Grammar classes, two by Primary, and one by the sewing-teacher.

In 1883 a building containing two rooms was erected at Orient Heights. Both rooms are occupied, one by an ungraded class, the other by a Primary class in charge of a temporary teacher.

A Primary building on Princeton street, with eight rooms, seven of

which are occupied, was completed in this district during the year 1874. There are two unoccupied rooms in the district, one in the Grammar and one in the Primary building.

There are twenty-three regular instructors in the district, — two male and twelve female instructors in the Grammar, and nine female instructors in the Primary Schools.

Sewing is taught by a special teacher to four divisions of the Grammar School.

Pupils in Grammar School, 686; Primary Schools, 496; total for district, 1,182.

EVERETT SCHOOL DISTRICT, FOR GIRLS.

The Everett School was established in 1860. The present building, located on Northampton street, was erected in 1860. It is four stories high, and contains fourteen rooms and a hall.

There is but one Primary building in the district, — the Rice, on Concord street, formerly occupied by the Dwight Grammar School, which was built in 1846. It is three stories high, and contains ten school-rooms and a ward-room.

The number of regular instructors in the district is twenty-seven, — one male and fourteen female instructors for the Grammar, and twelve female instructors for the Primary Schools.

Sewing is taught by a special teacher to eight divisions of the Grammar School.

Pupils in Grammar School, 721; Primary Schools, 623; total for district, 1,344.

FRANKLIN SCHOOL DISTRICT, FOR GIRLS.

The Franklin School was established in 1717. The present building, located on Ringgold street, erected in 1858, is four stories high, containing fourteen rooms and a hall.

There are two Primary-School buildings in the district — the Cook School, on Groton street, built in 1852, three stories high, containing six school-rooms; and the Wait School, on Shawmut avenue, built in 1860, two stories high, containing eight school-rooms, seven of which are occupied by Primary classes, and one by a Grammar class.

There are twenty-nine regular instructors in the district, — one male and fifteen female instructors in the Grammar, and thirteen female instructors in the Primary Schools.

Sewing is taught by a special teacher to nine divisions of the Grammar School.

Pupils in Grammar School, 741; Primary Schools, 683; total for district, 1,424.

FROTHINGHAM SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Frothingham School was established in 1825. The first building was erected in 1827, and the school was first called the "Winthrop School" in 1838. In 1876 it was given the name of the "Frothingham School." The second building, situated on the corner of Bunker Hill and Lexington streets, was erected in 1847. The present building, situated on the corner of Prospect and Edgewood streets, Charlestown, was erected in 1875 and 1876; it is three stories high, containing sixteen rooms and a hall, six rooms each on the first and second floors and four on the third floor.

The Primary Schools occupy four rooms in the Grammar-School building, a building on Moulton street, two stories high, containing four rooms, and a building containing one room on Chauncy place.

There are twenty-two regular instructors in the district, — two male and eleven female instructors in the Grammar, and nine female instructors for the Primary Schools.

Sewing is taught by a special teacher to four divisions of the Grammar School.

Pupils in Grammar School, 638; Primary Schools, 474; total for district, 1,112.

GASTON SCHOOL DISTRICT, FOR GIRLS.

The Gaston School was established in September, 1873. The building, located on the corner of L and Fifth streets, South Boston, and built in 1873, is three stories high, and contains fourteen rooms and a hall. Eleven of the rooms are occupied by Grammar and three by Primary classes.

The district contains two Primary buildings. The Tuckerman, on Fourth street, at City Point, was built in 1850, enlarged in 1861, and formerly occupied by Primary classes of the Lincoln District. It is three stories high, and contains six rooms.

The Benjamin Pope, on O street, was built in 1883. It is two stories high, and contains eight rooms, only five of which are occupied.

There is one Primary class in a room of the building on Emerson street, at the corner of L street, hired at an expense of \$400 per annum.

There are twenty-seven regular instructors in the district, — one male and eleven female instructors for the Grammar, and fifteen female instructors for the Primary Schools.

Sewing is taught by a special teacher to eight divisions of the Grammar School.

Pupils in Grammar School, 514; Primary Schools, 802; total for district, 1,316.

GEORGE PUTNAM SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The building on Seaver street, Roxbury, was erected in 1881, and first occupied January 31, 1882. It is three stories high, including the hall, and originally contained seven school-rooms. Three rooms were added in 1882, and the building is now occupied by six Grammar and four Primary classes.

There are ten regular instructors in the district,— one male and six female instructors in the Grammar, and three female instructors in the Primary School.

Sewing is taught by a special teacher to three divisions of the Grammar School.

Pupils in Grammar School, 308; Primary School, 191; total for district, 499.

GIBSON SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Gibson School has, since 1881, occupied the Atherton building, located on Columbia street, Dorchester. This building was erected in 1872, and contains eight rooms. Six of these rooms are now occupied by Grammar and one by Primary pupils.

There are three other school buildings in the district, one of which, at Glen Road, was built for Primary purposes.

The Gibson building, on School street, formerly occupied by the Grammar School, was erected in 1857. It is two stories high, and contains six school-rooms, two of which are occupied by Primary classes, and one by a Grammar class.

The school-building on Thetford avenue was erected in 1875. It contains four school-rooms. Two of these are now occupied by Grammar, one by both Grammar and Primary, and one by Primary pupils.

The Primary school building on Glen Road, near Blue Hill avenue, was erected in 1880. It contains two school-rooms, one of which is occupied.

There are sixteen regular instructors in the district,— three male and seven female instructors for the Grammar, and six female instructors for the Primary Schools.

Sewing is taught by a special teacher to four divisions of the Grammar School.

Pupils in Grammar School, 416; Primary Schools, 278; total for district, 694.

HANCOCK SCHOOL DISTRICT, FOR GIRLS.

The Hancock School was established in 1822. The present building, located on Parmenter street, was erected in 1848, is four stories high, containing fourteen school-rooms and a hall.

One of the rooms is used as an apparatus-room and repository, and two on the first floor are occupied by the North-End Branch of the Public Library.

The Primary buildings of the district are two.

The Cushman building, located on Parmenter street, erected in 1867, is four stories high, and contains sixteen school-rooms, twelve of which are used for Primary, two for Ungraded Grammar classes, and one for a Kindergarten.

The Ingraham building, located on Sheafe street, erected in 1848, is three stories high, and contains three school-rooms.

There are twenty-seven regular instructors in the district, — one male and eleven female instructors for the Grammar, and fifteen female instructors for the Primary Schools.

Sewing is taught by a special teacher to eleven divisions of the Grammar School.

Pupils in Grammar School, 567; Primary Schools, 765; total for district, 1,332.

HARRIS SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Harris School building, located on Adams street, Dorchester, erected in 1861, is three stories high, and contains eight school-rooms and a hall. Five of the rooms are occupied by Grammar and three by Primary classes.

Two Primary classes occupy rooms in the old Dorchester High School building, on Dorchester avenue.

There are eleven regular instructors in the district, — one male and five female instructors for the Grammar, and five female instructors for the Primary Schools.

Sewing is taught by a special teacher to two divisions of the Grammar Schools.

Pupils in Grammar School, 280; Primary Schools, 238; total for district, 518.

HARVARD SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Harvard School, the first school in Charlestown, was established in 1636. The first building was erected in 1648, and rebuilt in 1682 and 1713. This building was destroyed June 17, 1775, by fire, and rebuilt immediately after the Revolutionary war. The present building, on Devens street, erected in 1871, is three stories high, and contains fourteen rooms and a hall. Twelve rooms are occupied by Grammar classes, one by a Primary class, and one is unoccupied.

There are two Primary buildings in the district.

The one on Harvard street is three stories high, and contains eight rooms, all of which are occupied.

The building on Common street is three stories high, and contains four rooms, three of which are occupied by Primary classes.

There are twenty-five regular instructors in the district, — two male and eleven female instructors for the Grammar, and twelve female instructors for the Primary Schools.

Sewing is taught by a special teacher to four divisions of the Grammar School.

Pupils in Grammar School, 619; Primary Schools, 596; total for district, 1,215.

HILLSIDE SCHOOL DISTRICT, FOR GIRLS.

The Hillside School was established in 1858. The present building is situated on Elm street, Jamaica Plain. It originally contained four rooms. In 1870 the roof was raised and two additional rooms added; so that the building, in its present condition, is three stories high, and contains six rooms.

There are two Primary buildings in the district.

The building on Green street is two stories high, and contains two school-rooms.

The building on Washington street is also two stories high, and contains two school-rooms.

There are eleven regular instructors in the district, — one male and six female instructors for the Grammar, and four female instructors for the Primary Schools.

Sewing is taught by a special teacher to three divisions of the Grammar School.

Pupils in Grammar School, 357; Primary Schools, 228; total for district, 585.

HYDE SCHOOL DISTRICT, FOR GIRLS.

The Hyde School was established in 1885. The present building, on Hammond street, Roxbury, was erected in the same year, is three stories high, and contains fourteen school-rooms and a hall.

There is one Primary building in the district, on Weston street, erected in 1878. It is two stories high, with four school-rooms on each floor.

There are nineteen regular instructors in the district, — one male and twelve female instructors for the Grammar, and six female instructors for the Primary Schools.

Sewing is taught by a special teacher to eight divisions of the Grammar School.

Pupils in Grammar School, 587; Primary Schools, 379; total for district, 966.

LAWRENCE SCHOOL DISTRICT, FOR BOYS.

The Lawrence School was established in 1842. The present building, located on B street, corner of Third, South Boston, erected in 1856, is four stories high, and contains fourteen rooms and a hall. In addition, the classes of this school occupy four rooms in the Mather Primary building, on Broadway.

The Primary buildings in the district are three.

The Mather, on Broadway, built in 1842, is three stories high, and contains twelve school-rooms, seven of which are occupied by Primary classes, and four, as before mentioned, by Grammar. The building was occupied by Grammar classes until the completion of the Lawrence school-house, on B street, in 1856-57, since which time it has been used for Primary classes. An iron fence, on a granite foundation, was built about the yard in 1862.

The Parkman, on Silver street, built in 1848, is three stories high, and contains six rooms.

The Howe School, on Fifth street, is two stories high, with basement, and contains eight rooms, seven of which are occupied by Primary classes of the district, and one by a Kindergarten.

There are thirty-eight regular instructors in the district, — four male and fifteen female instructors for the Grammar, and nineteen female instructors for the Primary Schools.

Pupils in Grammar School, 907; Primary Schools, 997; total for district, 1,904.

LEWIS SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Lewis School was established in 1868. The present building, on Sherman street, Roxbury, was erected in 1868, is four stories high, and contains twelve school-rooms and a hall. All of the rooms are occupied.

There are four Primary buildings in the district.

The building located on Munroe street, built in 1854, is two stories high, and contains two school-rooms, one of which is occupied by a Primary class, and the other, temporarily, by a Grammar class.

The building on Winthrop street, erected in 1857, was remodeled in 1870, is two stories high, and contains four rooms, all of which are occupied.

The building on Quincy street was erected in 1875, and contains eight rooms, four of which are occupied.

The building on Mt. Pleasant avenue was erected in 1847, is two stories high, and contains two rooms, both of which are occupied.

There are twenty-four regular instructors in the district,—two male and eleven female instructors for the Grammar, and eleven female instructors for the Primary Schools.

Sewing is taught by a special teacher to four divisions of the Grammar School.

Pupils in Grammar School, 672; Primary Schools, 617; total for district, 1,289.

LINCOLN SCHOOL DISTRICT, FOR BOYS.

The Lincoln School was established in 1859. In 1873 the school district was divided, the girls being placed in the Gaston School. The present Grammar building, on Broadway, was erected in 1859, is four stories high, and contains fourteen rooms and a hall.

One Grammar class occupies the vestry of the Hawes-place Church, on Fourth street, which is hired by the city, at an expense of \$360 per annum, and taxes.

The Primary Schools occupy the Capen building. This was erected in 1871, and is located on I, corner of Sixth street; it is three stories high, and contains six school-rooms.

There are twenty-two regular instructors in the district,—three male and thirteen female instructors for the Grammar, and six female instructors for the Primary Schools.

Pupils in Grammar School, 817; Primary Schools, 344; total for district, 1,161.

LOWELL SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Lowell School building, located on Centre street, Roxbury, was erected, and the school established, in 1874. The building is three stories high, and contains fourteen school-rooms and a hall,—six rooms each on the first two floors, and two, with a hall, on third floor.

There are three Primary buildings in the district. The building located on Heath street, built in 1857, is two stories high, and contains two school-rooms.

The building located on Chestnut avenue is two stories high, and contains two school-rooms.

The building located on Parker street, built in 1885, is two stories high, and contains eight school-rooms.

There are twenty-four regular instructors in the district, — two male and eleven female instructors for the Grammar, and eleven female instructors for the Primary Schools.

Sewing is taught by a special teacher to four divisions of the Grammar School.

Pupils in Grammar School, 639; Primary Schools, 592; total for district, 1,231.

LYMAN SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Lyman School was established in 1837. The present building, on Paris street, East Boston, was erected in 1870; is three stories high, with six rooms each, on first and second floors, hall and two school-rooms on third floor. All of these rooms are occupied; thirteen by Grammar classes, and one by a Primary class. The building was partly destroyed by fire in August of 1871.

There are two Primary buildings in the district.

The Austin, on Paris street, built in 1849, is three stories high, and contains six school-rooms, five of which are occupied. The building was enlarged and remodeled in 1855, and further additions were made in 1868.

The Webb building, on Porter street, was erected in 1853. It is three stories high, with two school-rooms on each floor, but only five are occupied.

There are twenty-four regular instructors in the district, — three male and ten female instructors for the Grammar, and eleven female instructors for the Primary Schools.

Sewing is taught by a special teacher to three divisions of the Grammar School.

Pupils in Grammar School, 593; Primary Schools, 576; total for district, 1,169.

MATHER SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Mather building, located on Meeting-house Hill, Dorchester, was erected in 1872, and contains ten school-rooms and a hall; one of the rooms is occupied by a Primary class.

The old building formerly used by the Mather School was moved to a new position, not far from the site of the new building, and fitted up for a Primary School. It is two stories high, and contains six school-rooms, only five of which are occupied.

A Primary-School building was erected on Quincy street, in 1882, and first occupied in January, 1883. It is one story high, and contains two rooms, both of which are occupied.

There are eighteen regular instructors in the district, — two male and eight female instructors for the Grammar, and eight female instructors for the Primary Schools.

Sewing is taught by a special teacher to three divisions of the Grammar School.

Pupils in Grammar School, 445; Primary Schools, 414; total for district, 859.

MINOT SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Minot School formerly occupied a building on Walnut street, Neponset, erected in 1856. A new building has recently been erected on Neponset avenue, and was first occupied by the Grammar School in January, 1886.

This building is three stories high, and contains seven school-rooms and a hall.

There are two Primary buildings in the district, — one on Walnut street, formerly occupied by the Grammar School, is two stories high, and contains seven rooms, only four of which are occupied. The other, on Adams street, erected in 1861, is two stories high, and contains two rooms, only one being occupied.

There are twelve regular instructors in the district, — one male and six female instructors for the Grammar, and five female instructors for the Primary Schools.

Sewing is taught by a special teacher to two divisions of the Grammar School.

Pupils in Grammar School, 282; Primary Schools, 204; total for district, 486.

MOUNT VERNON SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Mount Vernon School was established in 1862. The present building, located on Mount Vernon street, West Roxbury, was erected in 1861-62; is two stories high, with French roof, and contains two large school-rooms, two recitation-rooms, and a hall, which is now used for a school-room.

A branch Grammar School, having five classes, is in the Primary building on Washington street.

There are two Primary buildings in the district.

The Primary building on Baker street was erected in 1855, and contains one room.

The building on Washington street, formerly Shawmut avenue, was erected in 1863; it is two stories high, and contains two school-rooms, one of which is occupied by a Grammar School, and the other by a Primary School composed of three classes.

In addition to these, one Primary School and one Grammar class are accommodated in Westerly Hall building, Centre street.

There are nine regular instructors in the district, — one male and five female instructors for the Grammar, and three female instructors for the Primary Schools.

Sewing is taught by a special teacher to two divisions of the Grammar School.

Pupils in Grammar School, 186; Primary Schools, 137; total for district, 323.

NORCROSS SCHOOL DISTRICT, FOR GIRLS.

The Norcross School was established, and the present building, on D, corner Fifth street, South Boston, was first occupied in March, 1868. The building contains fourteen rooms and a hall.

There are two Primary buildings in the district.

The Drake School, on C street, corner of Third, was built in 1869. It is three stories high, and contains six rooms, five of which are occupied.

The Cyrus Alger School, on West Seventh street, was built in 1881. It is two stories high, and contains eight rooms, all of which are occupied.

There are twenty-eight instructors in the district, — one male and fourteen female instructors for the Grammar, and thirteen female instructors for the Primary Schools.

Sewing is taught by a special teacher to ten divisions of the Grammar School.

Pupils in Grammar School, 655; Primary Schools, 709; total for district, 1,364.

PHILLIPS SCHOOL DISTRICT, FOR BOYS.

The Phillips School was established in 1844. The present building, located on Phillips, corner of Anderson street, was erected in 1861, is four stories high, and contains fourteen rooms and a hall.

In July, 1876, the Mayhew School, established in 1803, was consolidated with the Phillips. The new Phillips District contains two Primary buildings.

The Grant, on Phillips street, built in 1852, is two stories high, and contains four rooms, three of which are occupied by Primary classes, and one is used for voting purposes.

The Baldwin, on Chardon court, built in 1864, is three stories high, and contains six rooms, three of which are occupied by Primary classes, and one by a Kindergarten.

There are twenty-one regular instructors in the district, — three male and twelve female instructors for the Grammar, and six female instructors for the Primary Schools.

Pupils in Grammar School, 765 ; Primary Schools, 351 ; total for district, 1,116.

PRESCOTT DISTRICT, FOR BOYS AND GIRLS.

The Prescott School was established in 1857, previous to which time the school was known as the Warren No. 2. The building, located in the rear of Elm street, Charlestown, is three stories high, and contains ten school-rooms and a hall.

There are two Primary-school buildings in the district.

The building on Polk street is two stories high, and contains six school-rooms, which are occupied by Primary classes. It was erected in 1879.

The building on Bunker Hill street is two stories high, and contains two rooms, both of which are occupied.

One Primary class is accommodated in the Grammar-School building.

A Primary-School building, two stories high, containing four school-rooms, is in progress of construction on Medford street. When completed, this building will be used to accommodate the classes now in the building on Bunker Hill street and the class in the Prescott building.

There are nineteen regular instructors in the district, — two male and eight female instructors for the Grammar, and nine female instructors in the Primary Schools.

Sewing is taught by special teachers to four divisions of the Grammar School.

Pupils in Grammar School, 474 ; Primary Schools, 487 ; total for district, 961.

PRINCE SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Prince School was originally included in the Brimmer School District, but became a separate school in September, 1880. The present building, located on Newbury street, at the corner of Exeter, was erected in 1875, and is two stories high.

An addition of four rooms was made to the building in 1880, and it now contains twelve rooms, and a hall which is provided with a balcony. Nine of these rooms are occupied by Grammar, and three by Primary classes.

A room in the basement is used for experimental physics.

In 1879 the school was given its present name in honor of Hon. Frederick O. Prince, then Mayor of Boston.

There are thirteen regular instructors in the district, — two male and eight female instructors for the Grammar, and three female instructors for the Primary School.

Sewing is taught by a special teacher to three divisions of the Grammar School.

Pupils in Grammar School, 505; Primary School, 177; total for district, 682.

QUINCY SCHOOL DISTRICT, FOR BOYS.

The Quincy School was established in 1847. The present building, located on Tyler street, was erected in 1847, damaged by fire in 1859, and rebuilt in 1860; it is four stories high, and contains fourteen rooms and a hall.

This was the first school in the city organized under the present plan, with a single master at its head.

There are three Primary buildings in the district. The Way-street building was erected in 1850. It is three stories high, with a school-room on each floor.

The Andrews, on Genesee street, was erected in 1848. It is three stories high, with a school-room on each floor.

The Tyler-street building was erected in 1858. It is three stories high, with two school-rooms on each floor.

Two Primary classes occupy rooms in the Grammar building.

There are twenty-seven regular instructors in the district, — four male and nine female instructors for the Grammar, and fourteen female instructors for the Primary Schools.

Pupils in Grammar School, 551; Primary Schools, 755; total for district, 1,306.

RICE TRAINING SCHOOL, FOR BOYS.

The Rice School was established in 1867. The present building, on Dartmouth street, was erected in 1868, partially destroyed by fire in 1875, and rebuilt in 1876. It was changed to the Rice Training School in the same year. It is three stories high, and contains fourteen school-rooms and a hall; six rooms each, on the first two floors, are occupied by the Grammar Department of the Training School. On the third floor, the hall, two rooms, and the library are used by the Normal School.

There is one Primary building in the district, on Appleton street. This was built in 1870, is three stories high, and contains twelve school-rooms.

There are twenty-one regular instructors in the district, — three male and ten female instructors in the Grammar Department, and eight female instructors in the Primary Department.

Pupils in Grammar School, 617; Primary School, 446; total for district, 1,063.

SHERWIN SCHOOL DISTRICT, FOR BOYS.

The Sherwin School was established in 1870, as a school for both sexes, and continued so until the opening of the Hyde School, in September, 1885, when it became a school for boys only. The present building, located on Madison square, Roxbury, was erected in 1870, is three stories high, and contains sixteen school-rooms and hall, — six rooms on the first floor, six on the second, and four, in addition to the hall, on the third.

Four Primary classes, which formerly occupied the building on Walpole street, recently vacated, are now in the Grammar building.

There is one Primary building in the district.

The building on Avon place was erected in 1851, and an addition was made to it in 1881; it is two stories high, and contains four school-rooms.

A Primary class also occupies Day's Chapel, on Parker street, which is hired by the city, at an expense of \$350 per annum.

There are twenty regular instructors in the district, — two male and nine female instructors for the Grammar, and nine female instructors for the Primary Schools.

Pupils in Grammar School, 475; Primary Schools, 464; total for district, 939.

SHURTLEFF SCHOOL DISTRICT, FOR GIRLS.

The Shurtleff School was established in 1859. The present building, located on Dorchester street, South Boston, was completed in 1869, is three stories high, and contains fourteen school-rooms and hall, — six rooms each on the first two floors, and two smaller rooms, with a hall and library-room, on the third floor.

There is but one Primary building in the district. The Clinch, on F street, corner of Seventh, in the rear of the Grammar school-house lot, was built in 1871; it is three stories high, and contains six rooms, with basement, and yard for play-ground.

One Primary class occupies a room in the Grammar building.

There are twenty-one regular instructors in the district, — one male and thirteen female instructors for the Grammar, and seven female instructors for the Primary Schools.

Sewing is taught by a special teacher to eleven divisions of the Grammar School.

Pupils in Grammar School, 673; Primary Schools, 333; total for district, 1,056.

STOUGHTON SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Stoughton school-house, on River street, Dorchester, erected in 1856, is two stories high, and contains eight school-rooms and one classroom. Six of the school-rooms are occupied by Grammar and two by Primary classes.

There is one Primary building in the district, on Bailey street, erected in 1880, which contains two rooms, one of which is occupied by Primary, and one by Grammar pupils. One Primary class occupies a hired room in Odd Fellows' Building.

There are eleven regular instructors in the district, — one male and six female instructors for the Grammar, and four female instructors for the Primary Schools.

Sewing is taught by a special teacher to two and a half divisions of the Grammar School.

Pupils in Grammar School, 323; Primary Schools, 182; total for district, 505.

TILESTON SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Tileston School, located on Norfolk street, Mattapan, erected in 1868, is three stories high, and contains eight school-rooms and a hall. Only four of these school-rooms are in use.

There is, upon the building, a clock, which was the gift of the late Edmund P. Tileston, for whom the school was named.

There are three instructors in the district, — one male and one female instructor for the Grammar, and one female instructor for the Primary School.

Sewing is taught by a special teacher to one division of the Grammar School.

Pupils in Grammar School, 75; Primary School, 81; total for district, 156.

WARREN SCHOOL DISTRICT, FOR BOYS AND GIRLS.

The Warren School was established in 1840. It originally occupied a building on its present site, which was erected in the same year. This building was twice seriously injured by fire, and finally totally destroyed in 1866. The present building, situated on Summer street, Charlestown, was erected in 1867, is four stories high, and contains fourteen rooms and a hall. Thirteen of these rooms are occupied by Grammar classes, and one by a Primary class. Besides these there are two play-rooms in the basement, one each for boys and girls.

There are two Primary buildings in the district.

The building on the corner of Cross and Bartlett streets is of wood, two stories high, and contains two rooms, both of which are occupied.

The building on Mead street is of brick, two stories high, and contains four rooms; these are all occupied by Primary classes of the district.

There are twenty-one regular instructors in the district, — two male and twelve female instructors for the Grammar, and seven female instructors for the Primary Schools.

Sewing is taught by a special teacher to five divisions of the Grammar School.

Pupils in Grammar School, 660; Primary Schools, 363; total for the district, 1,023.

WELLS SCHOOL DISTRICT, FOR GIRLS.

The Wells School was established in 1833. The present building, located on Blossom street, corner of McLean, was rebuilt upon the grounds of the old building in 1867, and is four stories high, containing ten school-rooms, hall, and ward-room. An ungraded Grammar class occupies a room in the Blossom-street school-house.

There are two Primary buildings in the district.

The Emerson, on Poplar street, was built in 1861; it is three stories high, and contains six school-rooms.

A new building has recently been erected on the site of the Winchell building, Blossom street, built in 1845. This building is two stories high, and contains twelve school-rooms. Nine rooms are occupied by Primary classes, and one room by an ungraded class of the Grammar school.

There are twenty-six regular instructors in the district, — one male and ten female instructors for the Grammar, and fifteen female instructors for the Primary Schools.

Sewing is taught by a special teacher to nine divisions of the Grammar School.

Pupils in Grammar School, 493; Primary Schools, 848; total for district, 1,341.

WINTHROP SCHOOL DISTRICT, FOR GIRLS.

The Winthrop School was established in 1836. The present building, on Tremont street, erected in 1855, is four stories high, and contains fourteen school-rooms and a hall. In addition to these there are two rooms in the Starr King building, on Tennyson street, occupied by Grammar classes of this district, and two in the school-house on East street. The last-named building, formerly occupied by the Bowditch School, and known as the Channing School-house, is located on Cove,

corner of East street, was built in 1866, and is three stories high. It contains nine rooms, six of which are occupied by Primary and two by Grammar classes.

The remaining school-building in this district is the Guild, on East street, built in 1836, which is three stories high, and contains twelve school-rooms.

In September, 1884, upon the consolidation of the Bowditch District with the Winthrop, the Primary classes then occupying the building were removed to the Channing school-house. Two rooms of this building are now occupied by a private Infant School and a Kindergarten. The remaining rooms are unoccupied.

There are twenty-six regular instructors in the district, — one male and nineteen female instructors for the Grammar, and six female instructors for the Primary Schools.

Sewing is taught by special teachers to all the divisions of the Grammar School.

Pupils in Grammar School, 972; Primary Schools, 311; total for district, 1,283.

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 1885-86: —

Salaries of instructors	\$640,226 35
Expenditures for Text-books, Maps, Globes, Writing and Drawing Materials, Station- ery, etc.	44,316 52
Janitors	41,988 78
Fuel, Gas, and Water	27,072 63
	<hr/>
	\$753,604 28
<i>Public Building Committee.</i>	
Rent, Furniture, Repairs, etc.	87,917 03
	<hr/>
Total expense for Grammar Schools	<u><u>\$841,521 31</u></u>

Number of instructors in Grammar Schools, exclusive of temporary teachers, Sewing instructors, and special instructors in Drawing and Music	635
Salaries paid the same	\$621,842 80
Average amount paid each instructor	\$979 28
Temporary teachers employed during the year,	33
Salaries paid the same	\$3,247 92
Average number of pupils belonging	30,096
Average cost of each pupil	\$27 96
Average number of pupils to an instructor, including principal, and exclusive of spe- cial instructors above mentioned	47

28 instructors in Sewing were employed, who taught 208 divisions. The salary paid varies according to the number of divisions taught. Total amount paid to Sewing instructors, \$15,135.63; average amount paid to each instructor, \$540.56.

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 1885-86: —

Salaries of instructors	\$319,026 87
Expenditures for Text-Books, Charts, Writ- ing and Drawing Materials, Stationery, etc.	8,830 96
Janitors	31,892 33
Fuel, Gas, and Water	20,122 20
	<hr/>
	\$379,872 36
<i>Public Building Committee.</i>	
Rent, Furniture, Repairs, etc.	63,611 82
	<hr/>
Total expense for Primary Schools	<u>\$443,484 18</u>

Number of instructors in Primary Schools, exclusive of temporary teachers and special assistants	455
Salaries paid the same	\$313,432 21
Average amount paid to each instructor	\$688 86
Temporary teachers employed during the year	22
Salaries paid the same	\$2,289 66
Special assistants employed during the year,	51
Salaries paid the same	\$3,305 00
Average number of pupils belonging	24,204
Average cost of each pupil	\$18 32
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, 1885, amounted in the aggregate to about \$5,863,000; the assessed value May 1, 1885, was \$6,984,500: an increase of about \$1,121,500.

SPECIAL SCHOOLS.

HORACE MANN SCHOOL, FOR THE DEAF.

The average number of pupils in the school is 77.

Average cost of each pupil for the year, \$155.46.

The school occupies a building located on Warrenton street.

In April, 1885, the grant of a lot of land on Newbury street was made by the Commonwealth as a site for a new building for this school, and the City Council has granted an appropriation of \$40,000.00 for the erection of the building.

There are nine female instructors for the school, — one principal and eight assistants.

A large portion of the expense for maintaining this school is borne by the State, and paid to the city out of the State Treasury; \$100 dollars being allowed for each resident pupil; and \$105 dollars for each out-of-town pupil. The amount received from this source the past year was \$7,612.71.

This school is designed to give an elementary English education; but

as a preparation for this, it must first impart to its pupils entering as deaf-mutes the meaning and use of ordinary language. It aims to teach all of its pupils to speak, and to read the speech of others from their lips. The course of study corresponds, as far as practicable, to that of the Primary and Grammar Schools, and the results of the instruction continue to be satisfactory.

Sewing is taught as in all the Grammar Schools. Some of the pupils have received instruction in cooking and manual training with classes from other public schools, and their interest and progress have equalled that of pupils who are not deaf.

Opportunities for industrial training have been given for three years only, but reports are received already of its usefulness to pupils who, having left school, are engaged in various occupations. The pupils, on leaving school, fall naturally into many of the occupations that are pursued by their brothers and sisters, and gratifying reports of their success are received from time to time. In most cases speech is the medium of communication, and they are able to receive directions from the lips of their employers.

The expenses of the school were as follows : —

Salaries of instructors	\$8,158 50
Expenses for Books, Stationery, etc.	39 11
Janitor	401 00
Fuel, Water, and Gas	223 25
	<hr/>
	\$8,821 86

Public Building Committee.

Furniture, Repairs, etc.	3,148 39
	<hr/>
Total expense for the school	<u>\$11,970 25</u>

SCHOOLS FOR LICENSED MINORS.

These schools were established for bootblacks and newsboys, and were located in the Primary-school buildings in East street and North Margin street. Early in the year the schools were consolidated.

By vote of the School Board June 30, 1885, the school was discontinued from September 1, 1885, the pupils attending it being accommodated in the ungraded classes connected with the Grammar Schools.

The expenses of the schools for the time they were in session were as follows:—

Salaries of instructors	\$620 00
Expenses for Books, Stationery, etc.	4 15
	\$624 15

Public Building Committee.

Furniture, Repairs, etc.	167 87
	\$792 02

EVENING SCHOOLS.

Name.	Location.	Av. No. of instructors.	Remarks.
High	Montgomery street	24	In High School building.
Allston School-house	Cambridge street, Allston	3	
Anderson street	Ward-room, Sharp School-house	4	
Bigelow School-house	Fourth street, South Boston	9	
Comins "	Tremont street, Roxbury	9	
Dearborn "	Dearborn place, Roxbury	8	
Eliot "	North Bennet street	10	
Franklin "	Ringgold street	10	
Lincoln "	Broadway, South Boston	5	
Lyman "	Paris street, East Boston	7	
Quincy "	Tyler street	7	
Warren "	Summer street, Charlestown	8	
Warrenton street	Warren-street Chapel	4	
Wells School-house	Blossom street	8	

EVENING DRAWING SCHOOLS.

Name.	Location.	Av. No. of instructors.	Remarks.
Charlestown	City Hall	4	Hired at an expense of \$940 per annum.
East Boston	Stevenson's Block, Central square.	4	
Roxbury	Municipal Court building	3	
Tennyson street	Starr King School-house	5	
Warren avenue	Latin School-house	5	

EVENING SCHOOLS.

Salaries of instructors	\$29,760 34
Expenses for Books, Stationery, etc.	933 38
Janitors	1,277 07
Fuel and Gas	2,173 22
	<hr/>
	\$34,144 01

Public Building Committee.

Repairs, Furniture, etc.	711 54
	<hr/>
Total expense for Evening Schools	\$34,855 55

Average number belonging, including the High School, 3,484.

Average number of instructors, 116.

Average cost of each pupil for the time, \$10.

EVENING DRAWING SCHOOLS.

Salaries of instructors	\$8,273 00
Drawing Materials, Stationery, Models, Boards, etc.	880 06
	<hr/>
<i>Carried forward,</i>	\$9,153 06
	<hr/>
	\$34,855 55

<i>Brought forward,</i>	\$9,153 06	\$34,855 55
Janitors	253 20	
Fuel and gas	901 08	
	<hr/>	
	\$10,307 34	

Public Building Committee.

Repairs, Furniture, etc.	2,031 10	
	<hr/>	
Total expense for Evening Drawing Schools,		12,338 44

Number of instructors, 21.

Average number belonging, 595.

Average cost of each pupil for the time, \$20.74.

Aggregate expense for all Evening Schools,	<hr/>	\$47,193 99
	<hr/>	

EXPENDITURES FOR OFFICERS AND SPECIAL INSTRUCTORS.

Salaries of Superintendent, Supervisors, Secretary, Auditing Clerk, Assistant Clerks, and Messengers		\$38,230 00
Salaries paid eighteen Truant-Officers		20,680 00
“ of five Music Instructors		13,200 00
Salary paid Drawing Director		3,000 00
Salaries Military Instructor and Armorer		2,160 00
Salary paid Instructor in Hygiene		1,641 67
Salaries paid Special Substitutes		146 00
Stationery and Record Books for School Committee and Officers, and office expenses		348 89
Fuel, Gas, and Water		510 20
		<hr/>
Total		\$79,916 76
		<hr/>

INCIDENTAL EXPENSES.

These expenditures are made for objects not chargeable to any particular school, and consist chiefly of expenses for de-

livering supplies, printing, advertising, festival, board of horse, carriage-hire, tuning of pianos, and other small items: —

Annual Festival	\$1,949 19
Board of horse, with shoeing expenses and sundry repairs of vehicles and harness	463 25
Carriage-hire	39 50
Advertising	245 88
Census of School Children	1,070 40
Printing Census Books	24 50
Printing, Printing Stock, Binding, and Postage	5,634 25
Diplomas	1,179 62
Extra Labor and Clerk-hire	84 00
Military Drill, sundry repairs, and transpor- tation expenses of instructor	252 56
Teaming and Expressage, including fares	87 43
Piano, tuning, and repairs	1,630 00
Expenses, delivering supplies for the year	5,160 00
Boston Directories	10 00
District Telegraph, rent and repairs of Telephone	131 65
Travelling expenses, Chief Truant-Officer	51 17
Messenger expenses, Car and Ferry Tickets	518 72
Tuition of Pupils in Brookline	52 62
Refreshments School Committee	20 95
Cases for Supplies	8 33
Twine, Frames, sundry small repairs, etc.	57 20
Sundry small items	21 90
Total	<u>\$18,693 12</u>

SPECIAL EXPENDITURES BY PUBLIC BUILDING
COMMITTEE.

School-houses, fire-escapes	\$29,240 63
Grammar School-house, Bennett District	24,945 11
“ “ Comins “	55,431 71
“ “ Dudley street	49,829 28
“ “ Hammond “	38,990 12
Grammar School-house, Hammond street, furnishing	6,988 35
Grammar School-house, Minot District	35,539 79
Grammar School-house, Minot District, furnishing	4,983 48
Primary School-house, Blossom street	52,357 89
Primary School-house, Blossom street, fur- nishing	3,919 67
Primary School-house, Brighton District	781 45
“ “ Harrison avenue	25,647 36
Primary School-house, Harrison avenue, furnishing	1,767 00
Primary School-house, O street, furnishing, “ “ Parker street	1,094 50 14,915 78
Primary School-house, Parker Street, fur- nishing	3,783 73
Primary School-house, Prescott District	6,629 68
Primary School-house, Webster place, ad- dition	5,950 62
Total special expenditures	<u>\$362,796 15</u>
Income, account special expenditures	17,296 23
Net special expenditures, Public Build- ing Committee	<u><u>\$345,499 92</u></u>

RECAPITULATION.

TOTAL EXPENDITURES.

School Committee.

High Schools,	per detailed statement,	\$197,865 55
Grammar Schools,	“ “	753,604 28
Primary Schools,	“ “	379,872 36
Horace Mann School,	“ “	8,821 86
Licensed Minors' Schools,	“ “	624 15
Evening Schools,	“ “	34,144 01
Evening Drawing Schools,	“ “	10,307 34
Manual Training School,	“ “	1,711 53
Officers and Special Instructors,	per detailed statement	79,916 76
Incidentals,	per detailed statement	18,693 12
		<hr/>
		\$1,485,560 96
Less stock delivered during the year to schools, purchased previous to April 1, 1885		1,234 47
		<hr/>
		\$1,484,326 49
From Income Gibson Fund, expended for Dorchester Schools		910 71
		<hr/>
Gross Expenditure		\$1,485,237 20
Less Income		31,213 34
		<hr/>
Net Expenditure, School Committee		\$1,454,023 86

Public Building Committee.

High Schools	\$25,121 54
Grammar Schools	87,917 03
Primary “	63,611 82
Horace Mann School	3,148 39
Licensed Minors' Schools	167 87
Evening Schools	711 54
	<hr/>
<i>Carried forward,</i>	\$180,678 19 \$1,454,023 86

<i>Brought forward,</i>	\$180,678 19	\$1,454,023 86
Evening Drawing Schools	2,031 10	
Expenses not chargeable to any particular school	5,726 34	
	<hr/>	
Gross Expenditure	\$188,435 63	
Less Income	137 50	
	<hr/>	
Net Expenditure, Building Committee		188,298 13
		<hr/>
Total ordinary expenditure		\$1,642,321 99

SPECIAL EXPENDITURES.

Public Building Committee.

Grammar Schools, new build- ings	\$216,707 84	
Primary Schools, new buildings,	116,847 68	
Fire-escapes	29,240 63	
	<hr/>	
Total	\$362,796 15	
Less Income	17,296 23	
	<hr/>	
Net special expenditure		345,499 92
		<hr/>
Total net expenditure for the Public Schools		\$1,987,821 91
		<hr/> <hr/>

INCOME.

School Committee.

From State, for Deaf-Mute Scholars		\$7,612 71
non-residents		7,634 29
Gibson Fund		974 77
Smith "		372 80
Stoughton Fund		197 28
other sources		14,045 50
sale of books		247 83
rebate, Boston Gas-Light Co.		128 16
		<hr/>
Total Income, School Committee		\$31,213 34
		<hr/> <hr/>

Public Building Committee.

Amount received from rents collected	\$112 50	
Amount received from sale of old school-houses	25 00	
	<u> </u>	<u>\$137 50</u>

Income Received on Special Expenditures.

Interest	\$1,810 23	
Revenue derived from sale of school-houses	15,486 00	
	<u> </u>	<u>\$17,296 23</u>

SCHOOLS.—ESTIMATES, 1886–87.

SCHOOL COMMITTEE,
OFFICE OF ACCOUNTS, February 9, 1886.

JAMES H. DODGE, Esq., *City Auditor*:—

DEAR SIR,—The Committee on Accounts of the School Committee herewith transmit to you estimates of the amount which will be required to meet the expenses of the Public Schools for the financial year commencing on the first day of May, 1886, and ending April 30, 1887, exclusive of the expenses for furniture, repairs, alterations, and the building of school-houses.

Very respectfully yours,

WILLIAM C. WILLIAMSON,
Chairman Com. on Accounts, School Committee.

SALARIES OF INSTRUCTORS.

First Grade.

6 Head-Masters	at \$3,780	\$22,680
2 Masters	" 3,168	6,336
19 "	" 2,880	54,720
2 Junior Masters	" 2,592	5,184
2 " "	" 1,728	3,456
2 " "	" 1,440	2,880
2 " "	" 1,296	2,592
3 " "	" 1,152	3,456
1 Junior Master	" 1,008	1,008

 \$102,312
Second Grade.

34 Masters	at \$2,880	\$97,920
6 "	" 2,820	16,920
1 Master	" 2,760	2,760
3 Masters	" 2,700	8,100
3 "	" 2,640	7,920
2 Sub-Masters	" 2,496	4,992
1 " "	" 2,316	2,316
13 " "	" 2,280	29,640
2 " "	" 2,220	4,440
2 " "	" 2,160	4,320
5 " "	" 2,100	10,500
1 " "	" 2,040	2,040
3 " "	" 1,920	5,760
2 " "	" 1,860	3,720
1 " "	" 1,800	1,800
3 " "	" 1,740	5,220
3 " "	" 1,680	5,040
3 " "	" 1,620	4,860
2 " "	" 1,560	3,120

 221,388
Third Grade.

1 Assistant Principal	at \$1,800	\$1,800
4 First Assistants	" 1,620	6,480
1 Second Assistant	" 1,380	1,380
1 " "	" 1,188	1,188
4 Assistants	" 1,380	5,520
6 "	" 1,332	7,992

 Carried forward,

 \$24,360

 \$323,700

<i>Brought forward,</i>				\$24,360	\$323,700
1	Assistant	.	at \$1,284	1,284	
2	Assistants	.	" 1,188	2,376	
10	"	.	" 1,140	11,400	
3	"	.	" 1,092	3,276	
3	"	.	" 1,044	3,132	
1	"	.	" 996	996	
4	"	.	" 948	3,792	
1	"	.	" 900	900	
4	"	.	" 852	3,408	
7	"	.	" 804	5,628	
				<hr/>	60,552

Fourth Grade.

1	First Assistant	.	at \$1,380	\$1,380	
56	" Assistants	.	" 1,080	60,480	
5	" "	.	" 1,044	5,220	
2	" "	.	" 1,008	2,016	
3	" "	.	" 972	2,916	
5	" "	.	" 936	4,680	
77	Second	"	" 816	62,832	
7	" "	.	" 804	5,628	
10	" "	.	" 792	7,920	
13	" "	.	" 780	10,140	
11	" "	.	" 768	8,448	
271	Third	"	" 744	201,624	
20	" "	.	" 696	13,920	
15	" "	.	" 648	9,720	
26	" "	.	" 600	15,600	
24	" "	.	" 552	13,248	
17	" "	.	" 504	8,568	
12	" "	.	" 456	5,472	
280	Fourth	"	" 744	208,320	
21	" "	.	" 696	14,616	
31	" "	.	" 648	20,088	
28	" "	.	" 600	16,800	
23	" "	.	" 552	12,696	
24	" "	.	" 504	12,096	
18	" "	.	" 456	8,208	
38	Temporary Teachers, 50 days	.	.	3,534	
20	Special Assistants, 80 days	.	.	1,600	
				<hr/>	737,770
<i>Carried forward,</i>					\$1,122,022

<i>Brought forward,</i>		\$1,122,022
	<i>Special Grade.</i>	
Special Teacher of Illustrative Drawing, Penmanship, etc., Normal School	\$828	
Sewing, 28 Instructors, 211 Divisions	15,348	
4 French Instructors, High Schools	4,410	
1 German Instructor	1,080	
	<hr/>	21,666
Deaf Mutes: —		
1 Principal	\$1,800	
8 Assistants	6,500	
	<hr/>	8,300
Music: —		
1 Instructor, High Schools	\$2,640	
4 Instructors, Grammar and Primary Schools	10,560	
	<hr/>	13,200
Drawing: —		
Director		3,000
Hygiene: —		
1 Instructor		3,000
Chemistry: —		
Girls' High, 1 Instructor	\$1,380	
1 Laboratory Assistant	744	
	<hr/>	2,124
Physical Culture: —		
Girls' High, 1 Instructor	\$960	
Girls' Latin,	492	
	<hr/>	1,452
Military Drill: —		
Instructor	\$1,500	
Armorer	660	
	<hr/>	2,160
Manual Training Schools: —		
Instructors		4,000
Evening High School: —		
Head-Master, 22 weeks	\$1,100	
Teacher of Phonography, 22 weeks	550	
21 Assistants, 22 weeks	9,240	
Clerk	440	
	<hr/>	11,330
Evening Elementary Schools: —		
13 Principals, 22 weeks	\$5,720	
76 Assistants, 22 weeks	12,540	
	<hr/>	18,260
		<hr/>
<i>Carried forward,</i>		\$1,210,514

<i>Brought forward,</i>		\$1,210,514
Evening Drawing Schools:—		
2 Masters, 66 evenings	\$1,320	
4 Head-Assistants, 66 evenings	1,584	
16 Assistants, 66 evenings	5,280	
5 Curators	660	
		<u>8,844</u>
Total for Instructors		<u>\$1,219,358</u>

SALARIES OF OFFICERS.

Superintendent	\$4,200
6 Supervisors, at \$3,780	22,680
Secretary	2,880
Auditing Clerk	2,880
Assistants	2,420
Copyist	1,000
Assistant in Offices, School Department	600
Messengers	1,700
17 Truant-Officers	20,700
	<u>\$59,060</u>
Total for Officers	

INCIDENTALS.

Text-books	}	\$45,000
Reference Books		
Exchange of Books		
Books for Supplementary Reading		2,500
Annual Festival		2,000
Globes, Maps, and Charts		1,000
Musical Expenses:—		
Instruments, Repairs, and Covers		2,100
Printing and Stock used for same		6,000
Philosophical, Chemical, and Mathematical Apparatus and Supplies		2,100
School Census		1,100
Stationery, Drawing Materials, and Record Books		13,200
Slates, Diplomas, Racks, Pencils, Erasers, etc.		3,200
Advertising		350
Military Drill:—		
Arms, Repairs, etc.		400
Fuel, Gas, and Water		65,000
Salaries of Janitors		93,400
		<u>\$237,350</u>
<i>Carried forward,</i>		

<i>Brought forward,</i>	\$237,350
Janitors' and other supplies	3,350
Cost of work for delivering supplies, including salaries, expenses of teaming, repairs, repairing apparatus, etc.,	5,500
Cost of supplies for Manual Training Schools	2,000
Miscellaneous, including sewing materials, teaming, extra labor, horse and carriage expenses, postage, car and ferry tickets, receiving coal, and sundry items	2,500
Total for Incidentals	<u>\$250,700</u>

RECAPITULATION.

Salaries of Instructors	\$1,219,358
Salaries of Officers	59,060
Incidentals	250,700
	<u>\$1,529,118</u>

INCOME.

Non-residents, State and City	\$13,000
Trust Funds, and other sources	13,000
	<u>\$26,000</u>

The amount estimated and granted for the year 1885-86 was \$1,537,126. The amount required for the coming year, according to the estimates herewith presented is \$1,529,118, a reduction of \$8,008.

The School Board has voted to include in these estimates the sum of \$6,000 for instruction in manual training, it being proposed to open, in addition to the school now in operation, a carpenter shop in Roxbury, and a school of cookery in South Boston, and to assume the charge of the school-kitchen in the Tennyson-street School.

The number of pupils in the public schools is increasing at the rate of about one thousand per annum, requiring each year a larger force of teachers, and additional school buildings to be cared for; thereby increasing the expenditure for salaries of instructors and janitors.

The committee have under consideration a proposition to increase the salaries of janitors, on an average, about five per cent., and the sum of \$1,500 has been included in the estimate for salaries of janitors for this purpose.

The estimated amount required to pay the salaries of instructors, officers, and janitors the coming year, as compared with the amount for 1885-86, shows an increase of \$19,992; while the amount required for

supplies and the expenses connected therewith show a reduction of \$28,000, making the net reduction in the estimates \$8,008, as before stated.

The committee having charge of the preparation of these estimates have given the subject much care, and they are unanimously of the opinion that the amount asked for will be required to carry on the schools as they are at present constituted.

The Committee on Accounts respectfully request that the Auditor of Accounts may be authorized to transfer unexpended balances from any one of the appropriations named to any other appropriation.

For the Committee on Accounts,

WM. C. WILLIAMSON,
Chairman.

For the Committee on Supplies,

JAMES C. DAVIS,
Chairman.

His Honor the Mayor, under date of February 19, 1886, approved the amount requested for Salaries of Instructors and Salaries of Officers, and recommended the sum of \$225,000 for Incidentals (school expenses) — the total amount approved by the Mayor being \$1,503,418.

The estimates, with the Mayor's approval, were referred to the Committee on Schools and School-houses, who represent the School Committee in the City Council; and they recommended that the following named amounts be granted: —

School Instructors	\$1,200,000
School Expenses, School Committee	225,000
Salaries of Officers “ “	59,060
Total	<u>\$1,484,060</u>

After a reference of the subject to several committees of the City Council the following-named sum was agreed upon: —

School Instructors	\$1,200,000
School Expenses, School Committee	225,000
Salaries of Officers “ “	59,000
	<u>\$1,484 000</u>

The above amount, included in the appropriation bill, was approved by the Mayor May 6, 1886, and passed to the credit of the School Committee, with authority to transfer from one appropriation to another.

SCHOOL DOCUMENT NO. 7 — 1886.

REPORT

OF THE

COMMITTEE ON TEXT-BOOKS.

1886.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1886.

REPORT.

IN SCHOOL COMMITTEE, BOSTON, May 25, 1886.

The Committee on Text-books, in accordance with the rules, submit their annual report.

Recognizing the fact that, in order to keep within the appropriations granted by the City Council for school purposes, it will be necessary to practise the strictest economy in all divisions of the School Department, the committee have recommended such changes only in the list of authorized text-books of last year as the absolute needs of the schools require.

The present text-books for the instruction in physiology and hygiene are inadequate to meet the requirements of the study. Charts are needed to clearly and properly present the subject to the teachers and pupils, and the committee have been fortunate in finding suitable charts to supply the want at a comparatively small expense.

Under the revised course of study for Grammar Schools recently adopted by the Board, the study of English history begins A.D. 1600, and is to be taught by readings, conversations, and occasional written exercises. To successfully carry out the plan of instruction proposed additional text-books are necessary. With the desire to keep all expenses for text-books at the minimum, the committee recommend that two books only be authorized this year, and that one-half of the pupils in the first classes be furnished with each book, thus providing but one book for each pupil. As the books selected for the purpose are already in use as supple-

mentary reading the expense will not be so great as if unauthorized books had been selected.

After careful consideration the committee have come to the conclusion that it is desirable that the New Franklin Fourth and Fifth Readers be furnished to the fourth and second classes of the Grammar Schools, as new reading-books are needed in these classes.

In the Latin Schools the prescribed text-book in algebra does not furnish a sufficient number of problems for homework and tests of the pupils. It is stated that much valuable time of the pupils and teachers is spent in copying problems, and that this time might be saved by the adoption of some book containing carefully selected problems: The committee feel that the demand is just, and recommend a text-book of algebraical problems for use in the Latin Schools.

The committee recommend the passage of the following orders.

For the Committee,

JOHN G. BLAKE,
Chairman.

1. *Ordered*, That Wentworth & Hill's Exercises in Algebra be authorized for use as a text-book in the Latin Schools.

2. *Ordered*, That as new Fourth Readers are needed in the fourth classes of the Grammar Schools the New Franklin Fourth Readers be authorized and furnished; and, as new Fifth Readers are needed in the second classes of the Grammar Schools, the New Franklin Fifth Readers be authorized and furnished.

3. *Ordered*, That Greene's Readings from English History and Philips's Historical Reader No. 4 be authorized

for use as text-books in the first classes of the Grammar Schools; these books to be used in the manner indicated in the course of study; the total number of these books furnished to each school to be equal to the number of pupils in the first class, — one-half of the pupils to be supplied with each book.

4. *Ordered*, That Charts of the Human Body (Milton Bradley Co.) be authorized for use in the Grammar Schools.

5. *Ordered*, That Wilson's Human Anatomical and Physiological Charts be authorized for use in the Normal and High Schools.

SCHOOL DOCUMENT NO. 8 — 1886.

FIRST ANNUAL REPORT

OF THE

INSTRUCTOR IN HYGIENE.

1886.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1886.

REPORT.

To the School Committee: —

In accordance with the Regulations I herewith respectfully present my first annual report.

Last year the Legislature of Massachusetts, imitating the example of other States, and anticipating the action of the national government, enacted laws making it obligatory to teach physiology and hygiene in the schools under its jurisdiction. It may be taken for granted that the intention is not to teach those branches on so widely scientific a basis as they are taught in a medical school, but in such a manner that pupils may acquire some knowledge of the elementary and fundamental truths regarding the essential functions and changes that are going on in the human body. The acquisition of this knowledge has for its aim two important objects: first, in contributing to the general education of the coming man, to prepare him to become a useful, intelligent, and valuable citizen, and possibly to develop or create in him a taste for more advanced studies than the common school can provide; and, secondly, the still more beneficial purpose of instructing the growing generation in a study which they may utilize throughout their lives towards preserving their bodily health and preventing the inroad of debility and disease, and by observing wholesome sanitary laws conduce to secure a high standard of public health and the lowest possible death-rate. The study of hygiene has special application to the habits of living, and to some of the

customs of society which are erroneous, and dangerous to health. If in each year a single boy in every school can, through the means of this study, be saved from falling into indulgence in those habits which are liable to destroy mind and body, we shall receive more than an equivalent for our endeavor. Surely there can be no nobler aim in the whole field of education than the effort to make good, strong, vigorous, healthy men and women of our boys and girls. This department must always hold a higher place in education than even the intellectual cultivation of the mind. However strong the claims of the latter may be, in the training of youth, the former is of first importance. The health and vigor of a community or of a nation are simply the aggregate index of those endowments in the individuals that compose it. To possess good health and to retain it are the most desirable objects of our natural life.

This truth has been before the minds of men in all ages, and, in the present era of intellectual activity, it is not surprising that much thought and effort are directed to this all-important subject.

The common laws that govern health are neither so numerous nor so difficult of understanding that men, with a little pains, may not acquire such sufficient knowledge of them as will, if properly applied, conduce to their physical welfare, insure to them healthy bodies, and, as a sequence, healthy minds.

The proper time to impart such instruction, or, at least, to lay the foundation of it, is that period when the mind is being stored with other kinds of knowledge which is to be turned to good advantage in after life.

Apart from the instruction in hygiene, which has been introduced, there are other duties regarding health which we owe to the children in the schools, and which we are bound to observe. It is incumbent on us to see that the schools are kept free from the unsanitary influences that may affect

the health of the pupils. Location, drainage, light, ventilation, heating, the spread of contagion and all the other elements that contribute to the sanitary or unsanitary conditions of a school-building, require constant care and consideration.

One of the duties devolving upon the instructor in hygiene is, that "he shall give special attention by personal inspection to the sanitary condition of the schools." On this subject I have to report that on the examination of the various schools, especially the larger (Grammar and High) buildings, many defects and errors were discovered, some of which have been remedied, and all, it is hoped, will be removed in time. They have been reported to the various appropriate committees. As might be supposed, the most common and prominent difficulty is under the head of ventilation, — the opprobrium of sanitation. Good ventilation for school-houses would almost seem to have remained a hidden secret until very recent times. Of all the school buildings in the city that were built previous to the past few years scarcely one can be said to be well ventilated. In those buildings the devices for ventilation do not accomplish the expected work, and, were it not for the constant watchfulness of teachers and their resort to the use of windows, the rooms would be uninhabitable. It requires but a few minutes' occupation of a closed room by fifty or more pupils to render the contained air so impure as to be unfit for breathing.

I am compelled to say that there are many, too many, school-rooms in the city where the ventilating flues are of little service without the additional help of open windows. The necessity for this expedient keeps the teacher constantly upon the alert, and it is not to be wondered at that occasionally the expedient is forgotten until the air in the room is too foul for breathing purposes, or, on the other hand, the chilling draught from the open window is the cause of injury to the pupils. The instructor is absorbed in the duties of

teaching, which commands almost every moment of the school-time. Besides, she grows accustomed to the atmosphere of the room, and does not appreciate its deterioration, so that it is not surprising that a visitor, coming from the pure air outside, may sometimes discover in the school-room a vitiated and sickening atmosphere. Fortunately the session is, once or twice, broken for a few minutes or longer, during which time the windows are thrown open and the rooms are aired.

In the older school-houses is to be found a great variety of systems of ventilation, — ducts of all sizes and shapes; some of them pursuing their way to the roof in most round-about fashion, and in the majority of cases terminating in cupolas or outlets that obstruct rather than assist the escape of air. One of the most needed changes required to improve this defective ventilation is the removal of these cupolas and the substitution of plain, cylindrical, sheet-iron tubes, covered by flat plates or conical hoods. Certain remedial measures, at moderate expense, can be adopted which will lessen the difficulty of poor ventilation; but in some of the schools a considerable outlay will be required, because radical changes are necessary in order to secure even a fair degree of ventilation.

In the matters of school ventilation and heating, which are closely allied, much praise is due to the present architect's and building departments of the city government. In the schools which have been completed within the past year or two, and in those now in process of erection, a great advance has been made in the adoption of a method which promises the greatest success that it seems possible to achieve in the ventilation of school-houses. It consists in the employment of a fan worked by steam, which exhausts the air and expels it from the building. The fan occupies a chamber near the roof, into which the ventiducts lead from all the rooms. Various tests have been made during the past year in the

presence of members of the School Board, the City Architect, and other gentlemen interested in sanitary subjects, as to the success of this method; and actual measurements by the anemometer have proved that by this system the school-room can be speedily relieved of impure air. It is possible to improve in the kind of force employed in working the fan, and it seems to the writer that electrical power (which is available) would be cleaner, less noisy, safer, more easily managed, and less costly than steam. In considering the question of ventilation the matter of air-supply is of vital importance, both as to quality and quantity. It should come into the room pure and in sufficient amount. In the older school-houses there is little opportunity for deficiency in the relative amount of the supply; but in the presence of forced exhaustion special attention must be paid to the question of supply, because the exchange of air is comparatively rapid, and it must be allowed to enter freely. In all well-regulated systems of ventilation the natural channel for the entrance of fresh air is through the registers. It may be laid down as a rule that these should never be closed. There is one difficulty that presents itself at this point: when the fan is operating at good speed the warm air which is received may be of such temperature and in such quantity as to overheat the room. With our present facilities, in order to meet this condition, we are obliged to open the windows and doors, perhaps tempted to close the registers or arrest the action of the fan. But it is a pleasure to be able to say that we have at our command a simple, and it would seem a sure, remedy for this difficulty.

The principle referred to is not of very recent discovery, but the method of application is new. Within the past year a very simple, yet ingenious, device has been invented for regulating the temperature of the in-flow of air through the registers, whereby we can receive exclusively hot air or a current from the outside atmosphere. One peculiar advan-

tage of this invention is that it works automatically through the influence of an electrical current, which is closed at the proper time by the action of a thermostat placed at any chosen point in the room. As far as the question of keeping the room at the proper temperature in cold weather is concerned, here would seem to be the solution, all the other necessary conditions being present. This invention was on exhibition in one of our schools during the past winter, and was successfully tested in the presence of members of the School Board and others interested in the subject. I understand it to be the intention of the City Architect to adopt this apparatus in the schools now in process of erection. If it succeeds, as I think it will, it would be advisable to introduce it in every school where adjustment is possible. It would save an endless amount of worry, and anxiety, and much time to the teachers. I would make a recommendation of the same kind with regard to the fan. We have some large school-houses where the ventilation is exceedingly bad, in which it would be most desirable to introduce the exhaust fan. It is true these advantages cost money; but we have to choose between necessary pecuniary outlay on the one hand and ill-ventilated, unhealthy school-rooms for our children on the other. One of the obstacles that stand in the way of good ventilation in the schools is limited appropriations, and another difficulty is the common failure to realize the importance of pure air, or, rather, the danger of impure air in the school-room. Dr. Billings, of Washington, one of the first authorities on this subject, in his practical, as well as learned, treatise on "Ventilation and Heating," very truly says, "Where it comes to the planning of such a building as a public school I consider it to be the duty of the architect not only to advise, but to insist upon proper arrangements for heating, ventilation, drainage, and plumbing;" and again: "First of all, then, keep in mind this axiom, which applies especially to the large cities in our

Northern States, viz.: In this climate it is impossible to have at the same time good ventilation, sufficient heating, and cheapness." Playfair, an eminent English authority, says, "In modern hygiene nothing is more conclusively established than the fact that vitiated atmospheres are the most fruitful of all sources of disease."

Another duty incumbent upon the instructor in hygiene is to report upon "the progress made in the studies under his special care" in the schools. In regard to this I can say that it has been very gratifying and encouraging to notice the interest displayed in the different schools, by both teachers and pupils, in the study of physiology and hygiene. The order of studies issued in 1883 remained in force up to the present time, and does not call for that amount of work in physiology which will be required hereafter. A new order of studies, which takes effect in the coming September, will require more time for this study, and the pupils, as a whole, will next year be able to show greater progress than was to be expected this year. During the winter months a double series of sixteen lectures, on as many Saturdays, were delivered to the teachers in the hall of the Latin School, and it is but proper to make complimentary mention of the prompt and large attendance at those exercises. While it was expected that teachers would attend, yet there was no constraint, and the meetings were held on the only free day in the working week which the teachers have to themselves for rest and recreation. It is asking a great deal from them to break up their Saturdays with more school-work. In spite of this, however, I take pleasure in saying that the attendance was excellent, and the interest exhibited was unexpectedly great, and especially among the teachers of the higher grades, covering the Latin and High Schools and the upper classes of the Grammar Schools. Indeed, the interest in many cases amounted to enthusiasm, and I have good reason to believe that during the coming

year the study of physiology and hygiene will be attended with excellent results. It is to be hoped that some arrangement can be made for the lectures next winter, by which they may be given at such time as may not interfere with the teachers' off-day.

The further pursuit of the consideration of questions inseparably connected with this study of hygiene in the schools opens up a field rich in possibilities, which I trust will in time be worked out.

The subject of physical exercise is one the great importance of which is very apt to be overlooked in the management of public schools, and yet there is no part in the whole scheme of school administration which deserves greater consideration. Many of the nations of Europe, and especially those which are to-day most influential in the world's affairs, owe much of their physical power and preëminence to the fact that they recognize the value of a systematic, physical training of their children in the schools. Germany is a notable example of what may be accomplished in this way. In that country physical goes hand in hand with mental culture amongst the young of both sexes. Their methods are uniform and systematic, and extend throughout the empire, and their success in this teaching has contributed largely to the result that, as far as physical power can make them, they stand at this time the first nation in Europe. In the early part of this century their plan of physical training for children was laid, and it has been continued to the present day; with what effect the world can witness. And, in carrying out this idea, Germany has not failed in the other essentials of education. Her schools and the methods of instruction in them are models, which, in many regards, we are quite safe in following. It has there also been proved beyond doubt, if proof were needed, that the cultivation of the mind does not suffer because a certain necessary amount of school-time is devoted to physical culture. Indeed, so

universally is the truth admitted, it is almost superfluous to say that, as a rule, the mind keeps pace with the body, and that when the latter is healthy, strong, and vigorous the former is also. I am not to be understood as intimating that physical culture is entirely ignored in the schools of Boston. It is prescribed for every school and every class in the city; but the movements and exercises lack in amount, system, uniformity, and regularity. For want of thorough knowledge of the subject on the part of many instructors these exercises often fail in the object for which they are intended.

In order to accomplish what is so desirable in this matter of physical training our facilities need to be very much increased and improved. A department of physical culture should be established and competent teachers employed, who would direct the practice of gymnastics and the easier forms of exercises, which are called calisthenics. From such trained instructors the regular teachers could learn the prescribed exercises, and conduct them daily in their classes. The employment of teachers of physical culture and the provision of simple apparatus would necessarily involve some additional expense to the school department; but I am sure public sentiment would endorse such an investment if it were realized what great benefit would accrue therefrom to the pupils in the schools.

The subject of military drill, which, to some extent, is practised in our High Schools, has from time to time attracted the attention and provoked the criticism of physicians and others interested in matters of education. A very thorough discussion of this question in the Suffolk District Medical Society has just been concluded. The meetings were held in April and June, and the public were invited to attend. The discussion was based upon a paper read at the April meeting by Dr. Withington, going to show that spinal deformity is frequently produced in boys by the practice of military drill. This view was supported by Dr. Sargent,

Professor of Gymnastics at Harvard University, and other physicians and gentlemen present. The merits of military drill and the desirability of retaining it for the benefit of the boys in the Latin and High Schools, were ably represented by Dr. Blake and Mr. Flint of the School Board, the headmasters of the Latin and English High School, Gen. Moore, instructor in military drill in the Boston schools, and other gentlemen. Drs. Bradford and Putnam, and other physicians present, took what might be called a middle ground, preferring to withhold final judgment until the data and evidences bearing upon the question were more extended and complete. The discussion proved, however, that deformity *may be* produced by military drill, if unwisely practised, by over-indulgence in certain movements in the manual, by long-continued exercise, especially in certain positions, by admitting boys of under size or under age, and by excessive weight of the arms used. The advocates of the drill, while not denying the possibility of injury, claimed for it moral and disciplinary advantages, which greatly assisted in the management of the schools.

At the meeting in June a valuable paper was read by Prof. Sargent, which, while it referred to the objections of military drill, went further and treated the more comprehensive subject of physical exercise. The discussion on that occasion was directed principally to that part of the paper, and was of a most interesting and instructive character. The subject was illustrated by a series of exercises, given by young men, with upper trunk and limbs naked, so as to plainly show the muscular action in the different movements. Dr. Hartwell, professor of gymnastics in Johns Hopkins University, Dr. Hitchcock of Amherst College, Drs. Reynolds and Lincoln of Boston, and others gave a warm endorsement to the demand for the introduction of a thorough system of physical training in the schools, and that it should extend, through all the grades, from high to primary, and

include the girls as well as the boys. In the present period of strained economy in our municipal expenditures it would be fruitless to ask for an appropriation for this purpose ; but I respectfully urge the serious attention of the School Board to this essential subject, and trust that, in the near future, some action will be taken by that body towards establishing a complete system of physical exercises in the Boston schools.

Another subject of vital consequence in school-life is that of vision. Its consideration was very much neglected in the construction of some of our school-houses. One of the primary requisites for the preservation of normal sight in children is a sufficient amount of light in the school-room. This is a point which ought to receive special attention in the erection of school buildings. The direction in which the light falls upon the work is also of moment, it being a recognized fact that it should all come, if possible, from the left side, as the pupil sits. If sufficient light cannot be obtained from that side then the additional light is best received from behind. Cross-light — coming from both sides of the room — should be avoided when that is possible ; and it may be stated, as a rule, that children ought never to sit facing the light. Other circumstances, also under our control, have much to do with this grave question of eyesight. The most prominent are the condition of the air in the room, the form and size of the desks and seats, the position of pupils when at work, and the mechanical qualities of the books in use.

It is needless to dwell upon the necessity of pure air. If it be impure the whole system suffers, including the delicate organs of vision. The desks and seats should be of such size and form that the pupil can sit easily at his work, and not be obliged to assume an injurious position. The scholar should be permitted to rest his eyes at short intervals by withdrawing them from the book, and allowing them to rest for a

moment on distant objects. To one item in the conditions above mentioned I would ask special notice, viz., the mechanical qualities of the school-book, — I mean those qualities that have especial reference to the sense of sight. The perfect book for study should be printed on white paper, of good quality; the paper should be of plain finish, and not less than a certain thickness; the length of the printed line should be about four inches; the type should be distinct and of the form best adapted to the eye, and graded in size according to the average age in the different classes. Many of our school-books fail in some or all of these particulars, and I would respectfully suggest that it is the duty of the School Board to remedy this evil. The solution of the question presents some difficulties, but it can be solved nevertheless.

This reform cannot be worked out in a day, but can, within a reasonable time, be effected by proper management in contracting for new books as they may be required. The impairment of vision, due to defects in the school-room, is a fact established beyond doubt by the investigations of scientific men in Europe and America. More than that, myopia (near-sightedness) is on the increase. There is no more serious question in the whole field of school-life, and it especially affects the interests of the rank and file of the population, whose children are in the schools.

Dr. Jeffries, in an excellent paper on "Our Eyes and our Industries," very justly says, it is "quite time that the unnecessary causes of impaired vision, as well also as the natural and unavoidable ones which specially affect the mechanical and working classes, should be equally explained and set before those who have it in their power to control them." With these facts and views before us I venture to make another suggestion, which I trust will meet with the approbation of the Board. In the interests not only of science, but also for the public good, it would be eminently useful to make

some investigations and personal examinations regarding the eyesight of school-children. This work, in order to secure correct, reliable, and authentic results, ought to be done by an expert in ophthalmology. If the services of such a man can be obtained, I hope, in the course of the coming year, to be able, with the permission of the Board, to commence a series of investigations on this subject.

It is a pleasure to be able to report that Boston has been remarkably free from epidemic diseases during the past year. Occasional cases have occurred, as usual, amongst school-children, but not to cause any alarm, except in one instance, where it was deemed expedient to close a primary school for a few days.

A great deal has been written and said of late years on what is termed over-study or over-pressure in schools. Every author, it must be supposed, speaks principally from the stand-point of his own observations, and, where over-work is proclaimed by eminent and sound men, no doubt there is some reason for it. But this only goes to confirm the fact that school-work and school-management differ in different countries and in different parts of the same country. There are two stages in school-life where it is possible to err in the imposition of study. It is apparent to every one that very young children are not able to safely bear the same amount of study as they will be in later years. The other period applies to the course in the High Schools, where the girls, on account of a physical condition due to certain changes of development incident to that time of life, may, by intense and prolonged study, injure the general health or produce disturbance of the nervous organization. These are, no doubt, amongst the possible occurrences that may happen; but they are not likely to do so in the presence of judicious and sympathetic teachers.

I shall take the liberty to repeat the substance of my reply made a few months since to a request for a statement of my

views on the subject of over-study in the schools. As one interested in school-work, and for the past ten years in very close relation with school studies and management, knowing something from my own experience and observations as a pupil in the various grades of our city schools; as one observing the effects of study on my own children and those of my neighbors, and, as a physician, frequently consulted as to the health of school-children, I am free to say I have not yet seen sufficient evidence to convince me that the amount of study required in the schools of Boston is detrimental to the good physical condition of children *otherwise healthy*. I assume that the schools are established for healthy, and not for sickly, pupils, and should be judged accordingly. I do not believe that the amount of mental application now imposed is greater than will be found to have been required from school-children at any time in the whole history of education since schools were first established, ages ago. And, further, I do not believe that the human race has so degenerated that the mind of a child of these times, born with an average healthy constitution and properly fed, clothed, and trained at home, and surrounded by good sanitary conditions in school, is not able to bear as much work as the mind of the average child who might have lived one hundred or five hundred years ago. The influences of food, clothing, sanitation, etc., alluded to would apply, if anywhere, to the children of the humbler classes; but we hear little or no complaint from them about overwork in schools. What future observation and study of this question may reveal I know not, but up to the present time I have found no reason for changing the opinions expressed above.

Respectfully,

JOHN B. MORAN,

Instructor in Hygiene.

SCHOOL DOCUMENT NO. 9—1886.

REPORT

OF THE

SUPERINTENDENT OF SCHOOLS

ON

METHODS AND EFFICIENCY OF INSTRUCTION IN
MUSIC IN THE PUBLIC SCHOOLS.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1886.

IN SCHOOL COMMITTEE,

BOSTON, June 22, 1886.

Accepted, and ordered to be printed.

Attest:

PHINEAS BATES,

Secretary.

REPORT.

BOSTON, June 22, 1886.

To the School Committee:

The Superintendent of Schools respectfully submits his report in response to the following order :

IN SCHOOL COMMITTEE, March 23, 1886.

Ordered, That the Superintendent and Board of Supervisors be requested to institute an investigation into the methods and the efficiency of the instruction in music in the public schools, for the purpose of ascertaining whether there is a substantial uniformity in the results obtained, and whether any changes can be suggested which will be likely to improve this branch of the service, and to report what reorganization may be necessary to effect such improvement.

The investigation required by this order has been made as thorough as the other imperative duties of the Supervisors, peculiar to the closing portion of the school year, would allow ; and, although it cannot be regarded as complete and exhaustive, the results appear to justify the conclusions which will be submitted.

As a first step, each one of the special instructors in music was invited to make a written statement of what he aimed to accomplish, and by what means, in the schools under his charge. From these statements, as well as from subsequent conferences with the instructors separately, it appeared that the authorized course of instruction for the primary and grammar schools is not closely followed, save, perhaps, in one instance. The departures, however, are not so much in the ground covered as in the methods of instruction used.

The reason for these departures is quite plain. The authorized course of instruction in music, unlike that in almost all the other branches, is based upon a certain series of books and charts. Each year's work is defined by assigning certain pages of these books and charts. Now, as these publications were prepared to exemplify a certain method of instruction, it follows that an instructor who uses a different method must neglect some pages of the books and charts and, thereby, strictly speaking, depart from the authorized course of instruction. All the instructors appear to have made some departures of this kind, and three of them have made quite broad departures. And they have felt the more free to do this because no specific instructions, like those formerly issued, have been given to them during the last two years, and they have understood that reasonable latitude in choice of methods was encouraged.

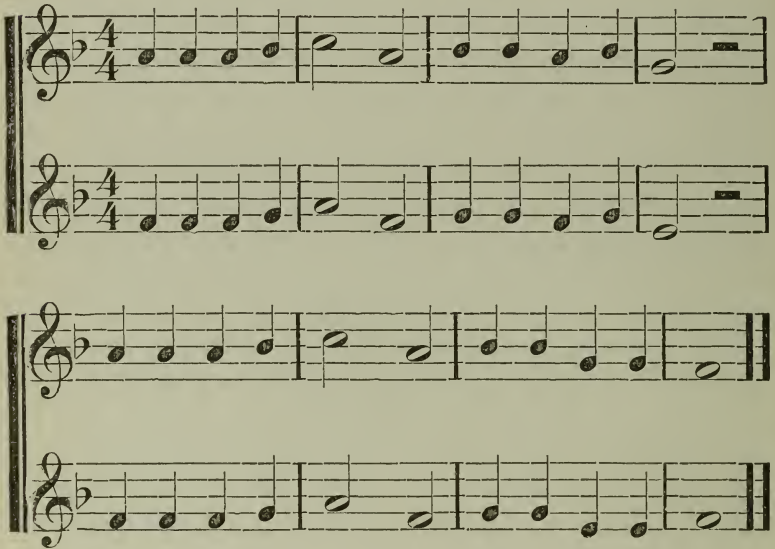
But, as regards the ground covered, the departures have not been wide or important. The songs and exercises in the books are constantly used by all the instructors; and the aim has been to bring the several classes up to the standards supposed to be implied in the nature of the work assigned. But the instructors have not confined their schools to the authorized books. A good deal of supplementary material, furnished by each instructor in his own way, has been used, for the sake of freshness and variety. The need of such supplementary material is felt particularly in the sixth classes of the grammar schools, where an exclusive adherence to the authorized books and course would confine the instruction to music written in only one key, the key of C. This same thing happens again in the fourth classes. All the music instructors agree in the opinion that it is not well to keep classes for a long time reading music in only one key; and they have sought to avoid doing so by using supplementary music given to the teachers in manuscript or otherwise.

Another reason for desiring fresh material comes from the fact that the pieces in the books and charts are frequently so familiar, from being often heard, that the children sing them from memory instead of reading them in any proper sense. It is very desirable, of course, that the children should learn many good songs, and the younger children especially may learn them by rote. The exercise is a pleasant one, and very beneficial when the class teacher is a good singer. But learning songs by rote is not learning to read music, nor is the latter process aided by the former. Such is clearly the opinion of a majority of the music instructors. In their view musical instruction should be addressed to the intelligence of children, and this requires the constant use of fresh material in the shape of blackboard exercises and the like. This has been encouraged by the committee in recent years; perhaps now it needs some regulating.

The next step in the investigation was suggested by the assertion, sometimes made, that with all the trouble and expense attending the instruction in music our children do not learn to sing. This, of course, is a loose, sweeping assertion, partly true and partly false. No one who uses it expects to be taken literally. The real question is, how many children fail and how many succeed, through their school instruction, in learning enough to meet a reasonable test, for example, that of reading simple music at sight without the aid of an instrument. If this question could be definitely answered, by applying proper tests to all the classes all over the city, we might then be in a position to judge intelligently and conclusively concerning the value of our musical instruction in general, and the merits of rival methods in particular. With a view of learning what the indications on this point might be, the Supervisors experimented with a test which had been suggested to them; but were prevented from going very far with it, partly by lack of time and partly by the children's being seriously disturbed by the unfamiliar nature of the test.

Still, the results are not without interest ; and, such as they are, they shall be given.

The second classes of sixteen grammar schools, in different parts of the city, were tested in order to determine the degree of facility shown by individuals in singing, at sight, simple music. The following piece of music in two parts, was used :



The children were taken, two at a time, into a side-room, given the pitch of C, required to find from that their key notes, and then to sing the piece, at sight, each sustaining his own part. In some cases the time was beaten for the pupils, and in others the pupils were required to beat time for themselves. As already intimated some of the children were disturbed by the unfamiliar method of the test. Very seldom in our schools are individuals called upon to sing, as they are called upon to recite other lessons, to read, for instance. About all our school singing is done in chorus, where a few voices lead all the rest. To apply individual tests, therefore, was something new ; and when such tests were applied to

boys and girls just coming into the self-conscious age, the former were sometimes found shy and awkward, and the latter a little hysterical. Younger children would not have been so troubled.

The results of the tests in different parts of the city were remarkably uniform. The number of children who sang the piece at sight, and, at least, passably well, varied from one-half to two-thirds of the whole; and in nearly all the schools there was a fair proportion of the children whose performances were deemed excellent.

It is possible that tests of this or a better kind might be carried far enough to discover a superiority in the methods pursued by one special instructor of music over the methods pursued by the others; but in the results thus far obtained there are no apparent indications of the existence of such a superiority.

Neither do the impressions produced by the class or chorus singing in different parts of the city, and under the direction of the several musical instructors, lead one to infer any distinct superiority of the general results produced by the methods of any one instructor. Moreover the pupils entering the high schools from different parts of the city fail to show any marked differences of musical attainment that might, if they existed, lead to a similar inference. As to the primary schools some excellent class-singing has been observed in all parts of the city.

The last step in the investigation was to invite the music instructors separately to a conference with the Board of Supervisors, at which full opportunity was given each instructor to expound his methods of instruction, to describe his work with the teachers and classes in the schools, and to make all other suggestions they thought desirable.

One fact became distinctly apparent at these interviews, and that is, that every one of the instructors has a clearly conceived plan of work which he has been steadily pursuing

for at least two years. These plans of work differ, and the opinions upon which they are based differ. But the differences are no greater than one would naturally expect to find among able men who understand their work. The opinions of five grammar-school masters on the teaching of arithmetic, or of five high-school masters on the teaching of foreign languages, would be found quite as varied as those of the five music instructors on the teaching of their subject. Their ways of working also differ. One carefully prescribes the work from month to month, giving a quantity of new exercises, with written directions about their use, and then persistently follows up the work by visiting every room and testing it. Another assumes that the work to be done is given in the books and charts, and lends the teachers his best aid in doing that. Another believes that improvement is to come chiefly through the development of better methods of instruction, and accordingly pays less attention to laying out work, and following it up in all the schools of his district, than he does to leading the teachers into better methods through the best illustrations he can give them of good methods.

But these differences do not go to the heart of the matter; they are differences which are consistent with unity in essentials. Indeed the Supervisors were gratified to discover such traits of similarity in the views expressed by the different instructors as clearly indicate the possibility of their harmoniously working together, under suitable conditions.

And this is the end to be secured by any arrangements that may be made for the future, — a harmonious and efficient working of all the forces employed in the musical instruction.

To this desirable end the following suggestions may lead:

(1.) The course of instruction in music should be recast in a form to leave instructors reasonably free as to methods, but bound as to the general character and aim of the work

in each grade or year. In particular, the course should be freed from references to the pages of text-books. This has been found beneficial in other branches, and would undoubtedly be found so in music.

(2.) Proper tests should be devised and applied from time to time to ascertain the results of the instruction. The tests should be applied to individuals, and the teaching should be such as to make the application of such tests natural and easy. The testing by whole classes singing in chorus is misleading and unsatisfactory.

(3.) The excellent books and charts now authorized should be continued in use, like other text-books, not to hamper teachers in respect to method, but simply to furnish the material for instruction. The liberal use of supplementary material is to be encouraged, but under regulation by the proper authorities.

(4.) Certain songs, selected for their excellence in point of poetry as well as of music, and appropriate for the purpose in view, should be prescribed for all the schools in the city, to be thoroughly learned by rote or otherwise, and to be often sung for the mere pleasure of it. This suggestion was made some years ago, but it appears not to have been acted upon much. It deserves to be revived.

(5.) More can and should be done than is now done to prepare the regular teachers for their part in musical instruction. The primary teachers, in particular, should be called together occasionally, by districts or neighborhoods, to be instructed in methods by the special instructors; and authority should be granted to hold these meetings in school-time, and to dismiss some of the primary classes occasionally at three o'clock in the afternoon for this purpose.

(6.) Specific directions given to the regular teachers from time to time, and followed up by the music instructors, are very useful, and should form a part of their regular course of work. All the classes, both grammar and primary,

should be constantly and regularly visited by them as frequently as practicable ; at present the grammar schools are visited once in two weeks, and the primary schools once in four weeks.

(7.) The administration of the new authorized course of instruction should be entrusted to the special instructors of music, who should be required for this purpose to hold stated meetings, under such arrangements as the Committee on Drawing and Music might make. Such meetings, properly managed, would go far to harmonize differences of view, and to promote a desirable uniformity in the essentials of the work. Such meetings would be desirable, moreover, if the foregoing suggestions as to revision, tests, selected songs, and directions to teachers should be adopted.

(8.) As to the distribution of work among the special instructors in the primary and grammar schools the choice appears to lie between the so-called horizontal and vertical plans ; and the experience of the last two years seems to have proved beyond doubt that the vertical plan is the best. By this the city is divided into as many parts as there are special instructors, and all the primary and grammar classes in each part are placed in charge of one special instructor. The high schools are, however, set apart, and all placed under one instructor, whose time is well occupied.

Under this arrangement there is no divided responsibility for failures, and no disputed honors of success. Each instructor, working under a uniform course and for the attainment of definite standards of excellence, but free as to methods, and solely responsible for the efficiency of his work, would be in the position best calculated to engage all his ability and interest in his duties. He would have the satisfaction of seeing his work develop from beginning to end, and of clearly demonstrating the excellence of his methods. With the able and long-experienced special instructors now in the committee's service, and under all other present cir-

cumstances, I believe this to be the best arrangement that can be made ; and in this opinion unanimously concur the Supervisors.

EDWIN P. SEAVER,
Superintendent.

SCHOOL DOCUMENT NO. 10 — 1886.

CATALOGUE

OF THE

BOSTON NORMAL SCHOOL

FOR THE YEAR

1886.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1886.

SCHOOL COMMITTEE.

1886.

Term expires January, 1887.

CHARLES L. FLINT,	NAHUM CHAPIN,
CHARLES T. GALLAGHER,	JOHN C. CROWLEY,
JAMES C. DAVIS,	ABRAM E. CUTTER,
GERALD GRIFFIN,	JAMES S. MURPHY,
EMILY A. FIFIELD.	

Term expires January, 1888.

JOHN G. BLAKE,	JOSEPH D. FALLON,
RUSSELL D. ELLIOTT,	JOHN W. PORTER,
SAMUEL ELIOT,	A. GASTON ROETH.
FRANCIS A. WALKER,	

Term expires January, 1889.

WILLIAM C. WILLIAMSON,	EDWIN H. DARLING,
GEORGE B. HYDE,	TIMOTHY J. DACEY,
WILLIAM A. DUNN,	RAPHAEL LASKER,
HENRY CANNING,	BORDMAN HALL.

COMMITTEE ON THE NORMAL SCHOOL.

GEORGE B. HYDE, *Chairman.*

JAMES S. MURPHY, *Secretary.*

FRANCIS A. WALKER,	WM. C. WILLIAMSON,
TIMOTHY J. DACEY.	

BOSTON NORMAL SCHOOL.

TEACHERS.

LARKIN DUNTON, HEAD-MASTER, ALLSTON, MASS.

L. THERESA MOSES, *First Assistant.*

ANNIE E. CHACE, *Second Assistant.*

KATHERINE H. SHUTE, *Second Assistant.*

W. BERTHA HINTZ, *Special Teacher.*

HENRY HITCHINGS, *Teacher of Drawing.*

HOSEA E. HOLT, *Teacher of Music.*

RICE TRAINING SCHOOL.

GRAMMAR DEPARTMENT.

DELWIN A. HAMLIN, PRINCIPAL.

CHARLES F. KIMBALL, *Sub-Master.*

JOSEPH L. CAVERLY, *Sub-Master.*

MARTHA E. PRITCHARD, *First Assistant.*

FLORENCE MARSHALL, *Second Assistant.*

Third Assistants.

ELLA T. GOULD,

ELIZA COX,

ELLA C. HUTCHINS,

HARRIET H. NORCROSS,

E. MARIA SIMONDS,

DORA BROWN,

MATTIE H. JACKSON,

LIZZIE M. BURNHAM.

PRIMARY DEPARTMENT.

ELLA F. WYMAN,

SARAH E. BOWERS,

ANNA B. BADLAM,

GERTRUDE E. BIGELOW,

GRACE HOOPER,

MABEL I. EMERSON,

EMMA L. WYMAN,

CLARA C. DUNN.

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. The salary of the instructors of the several ranks in the Normal School shall be established at a minimum rate for the first year of service, with an annual increase during the succeeding five years, so that the maximum salary shall be reached for the sixth and each subsequent year of service. The committee in charge may recommend, and the Committee on Nominations, if they deem it advisable, may nominate an instructor in the Normal School, whose term of service shall begin with the salary of any year after the first, except the last, in the series of years for the grade, and the salary of any such instructor, if the nomination be confirmed, shall be annually increased in the same manner as if the candidate had served during the preceding years of such term. 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 at the close of the school year shall submit the results of such examinations, with their recommendations, to the Committee on Examinations, who shall award the diplomas.

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 on 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.

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 six weeks 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 Black-board Illustration.
8. Observation and Practice in the Training School.
9. Observation and Practice in the other public schools.

TRAINING DEPARTMENT.

SECT. 14. The Rice Training School is intended to give the pupils of the Normal School a practical knowledge of the methods of instruction and discipline in the Public Schools of Boston.

SECT. 15. The Committee on 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, 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 first Monday in September, at 9 o'clock A.M. Those who have completed the fourth year of the Boston High-School course will present themselves with their diplomas on that day.

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 for the year 1886-87 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, unless such person has had at least one year’s experience in teaching school.”

“ 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 head-masters, masters,^r and junior-masters of the Normal and High Schools, and principals of Evening High Schools.

“ *Second Grade.* — To masters and sub-masters of Grammar Schools, principals of Evening Elementary Schools, and assistants of Evening High Schools.

“ *Third Grade.* — To assistant principals and assistants of the Normal and High Schools.

“ *Fourth Grade.* — To assistants of Grammar, Primary, and Evening Elementary Schools.

“ *Special Grade.* — To instructors in special studies, and in Schools for the Deaf.

“ 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 vacation 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 ; the half day before Thanksgiving day and 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 second Thursday in September, at three o'clock in the afternoon.

GRADUATES

OF THE

BOSTON NORMAL SCHOOL.

Class of 1886.

B., Brighton; C., Charlestown; D., Dorchester; J.P., Jamaica Plain; R., Roxbury; S.B., South Boston; W.R., West Roxbury; E.B., East Boston.

Name.	Residence.
Aechtler, Lena A.	300 Heath Street, R.
Allen, Emily J.	13 Market Street, Cambridge- port.
Barnes, Bertha B.	773 Broadway, S.B.
Blackburn, Elizabeth M.	40 Thornton Street, R.
Brennan, Mary A.	40 Dunlow Street, R.
Brooks, Kate T.	18 Oak Street, C.
Burns, Katharine A.	34 McLean Street.
Carmichael, Jennie G.	South Braintree.
Clough, Susie J.	River Street, D.
Cogan, Emma F.	East Cambridge.
Conaty, Rose E.	103 Hampshire Street.
Connor, Mary E.	15 Codman Park, R.
Cudworth, Bertha F.	20 Fountain Street, R.
Cunningham, Catharine J.	4 Snelling Place.
Cunningham, Margaret	136 West Chester Park.
Decatur, Elinor F.	49 Woodward Avenue, R.
De Wolfe, Lottie S.	18 Monument Street, C.
Drake, Inez	Bellevue Street, W.R.
Duff, Caroline J.	14 Sheafe Street, C.
Dutton, Lena Le V.	Savin Hill Avenue, D.

Name.	Residence.
Estey, Lizzie C. . . .	1075 Adams Street, D.
Fairbanks, Clara E. . . .	38 Union Park.
Farrell, Ellen M. . . .	41 Longwood Avenue, R.
Flusk, Lucy G. . . .	Dorchester Avenue, opp. Charles Street, D.
Flynn, Marguerite J. . . .	1 Oneida Street.
Fraser, Jessie C. . . .	108 Meridian Street, E.B.
Freeman, Grace J. . . .	589 East Fifth Street, S.B.
Halladay, Gertrude	30 Highland Street, R.
Ham, May M. . . .	770 Broadway, S.B.
Harding, Martha S. . . .	265 Lexington Street, E.B.
Hobart, Kate F. . . .	60 West Rutland Square.
Hobbs, Edith M. . . .	34 Thornton Street, R.
Hooper, Leslie D. . . .	Ashford Street, Allston.
Howard, Mary E. . . .	37 Moreland Street, R.
Howe, Kate A. . . .	78 Rutland Street.
Kelley, Ellen L. . . .	96 Bunker Hill Street, C.
Kelly, Mary E. . . .	40 Cook Street, C.
Kennemon, Matilda J. . . .	8 Moon Street.
Kinsley, Winifred L. . . .	East Cambridge.
Lanning, Anna E. . . .	Elm Street, D.
Lovely, Martha A. . . .	Gardner Street, Newton.
Lucas, Lottie B. . . .	45 Old Harbor Street, S.B.
McDonald, Catherine E. . . .	22 Vinton Street, S.B.
McDonald, Emma L. . . .	84 Seaverns Avenue, J.P.
McMahon, Ellen A. . . .	116 Bolton Street, S.B.
McMahon, Katharine A. . . .	51 Allston Street, C.
Merritt, Mary A. . . .	Wheatland Avenue, D.
Molloy, Anna G. . . .	Randolph.
Morris, Helen J. . . .	129 Chelsea Street, E.B.
Morris, Ruphine A. . . .	69 Tremont Street, C.
Muldoon, Elizabeth C. . . .	Lincoln Street.
Murray, Isabella J. . . .	13 Earl Street, S.B.
Nichols, Margaret A. . . .	25 Tileston Street.
O'Brien, Mary E. . . .	56 Northampton Street.
O'Brien, Mary F. . . .	19 Mitchell Street, S.B.
O'Hearn, Margaret C. . . .	Boylston Street, Brookline.

Name.	Residence.
O'Hearn, Mary A.	<i>Boylston Street, Brookline.</i>
O'Leary, Mary E.	<i>Wakefield.</i>
Perry, Florence M.	<i>Melrose.</i>
Phillips, Florence E.	<i>9 Hull Street.</i>
Porter, Nellie M.	<i>191 Lexington Street, E.B.</i>
Riordan, Mary A.	<i>Rockland.</i>
Roach, Genevieve C.	<i>5 North Bennet Place.</i>
Sawyer, Olive J.	<i>18 Monument Court, C.</i>
Simpson, Lizzie	<i>23 Franklin Street, C.</i>
Smith, C. Florence	<i>95 Columbia Street, Cambridge.</i>
Smith, Etta M.	<i>28 Montgomery Street.</i>
Smith, Harriet L.	<i>86 Pinckney Street.</i>
Stearns, Elizabeth L. B.	<i>612½ E. Fifth Street, S.B.</i>
Sullivan, Mary E.	<i>563 Saratoga Street, E.B.</i>
Sumner, Edith H.	<i>74 Dorchester Street, S.B.</i>
Sweeney, Katharine A.	<i>39 Cook Street, C.</i>
Thompson, Abby M.	<i>40 E. Springfield Street.</i>
Towle, Myra F.	<i>10 Brighton Street, C.</i>
Tuttle, M. Ella	<i>Neponset.</i>
Walsh, Caroline M.	<i>150 Sixth Street, S.B.</i>
Ward, Minnie E.	<i>15 Princeton Street, C.</i>
Warner, Mabel L.	<i>Conway Street, Roslindale.</i>
Washburn, Ann L.	<i>160 Concord Street.</i>
Wilson, Annie M.	<i>11 Warren Street, R.</i>
Woodbury, Mabel F. A.	<i>46 Monmouth Street, E.B.</i>
Yerdon, Etta	<i>Hotel Edison, Columbus Avenue.</i>
Zirngiebel, Frances	<i>47 Bower Street, R.</i>

Number of graduates in 1886 83

Number of previous graduates 745

Total 828

SCHOOL DOCUMENT NO. 11—1886.

SEMI-ANNUAL STATISTICS

OF THE

PUBLIC SCHOOLS.

JUNE, 1886.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1886.

SCHOOL CENSUS. — *May, 1886.*

Number of children in Boston between the ages of 5 and 15.....	70,090
Number attending public schools.....	54,426
“ “ private schools.....	7,912
Whole number of different pupils registered in the public schools during the year 1884-85 : — Boys, 33,313; Girls, 30,219. Total, 63,532.	

EXPENDITURES. — *1885-86.*

Salaries of officers.....	\$58,910 00
“ “ teachers.....	1,192,493 29

Incidental Expenses.

By School Committee.....	\$232,923 20
From Income Gibson Fund.....	910 71
By Committee on Public Buildings.....	217,676 26
School-houses and lots.....	333,555 52
Total expenditures.....	\$2,036,468 98

INCOME.

School Committee.....	\$31,213 34
City Council.....	17,433 73
Total income.....	\$48,647 07
Net expenditures for public schools.....	\$1,987,821 91

SUMMARY.

June, 1886.

GENERAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Normal	1	5	97	94	3	97.0	88
Latin and High	10	100	2,464	2,313	151	93.9	2,352
Grammar	51	668	29,539	26,743	2,796	90.5	27,984
Primary	463	463	24,699	21,422	3,277	87.5	24,685
Totals	525	1,236	56,799	50,572	6,227	89.	55,109

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	10	77	66	11	85.	77
Evening High	1	24	1,246	940	.. . . .	.. . . .	.. . . .
Evening	13	92	1,832	1,144	.. . . .	.. . . .	.. . . .
Evening Drawing	5	21	548	467	.. . . .	.. . . .	.. . . .
Spectacle Island	1	1	17	15	.. . . .	.. . . .	.. . . .
Totals	21	148	3,720	2,632	.. . . .	.. . . .	.. . . .

SCHOOLS AND TEACHERS.

	SCHOOLS.			TEACHERS.		
	Houses.	Rooms.	Seats.	Males.	Females.	Total.
Normal School . . . . .	.. . . .	3	100	1	3	4
Latin School . . . . .	.. . . .	.. . . .	.. . . .	12	.. . . .	12
English High School	1	78	1,645	18	.. . . .	18
Girls' High School . . . . .	.. . . .	.. . . .	.. . . .	1	19	20
Girls' Latin School	1	66	852	1	5	6
Roxbury High School	1	8	212	2	5	7
Dorchester High School	1	6	205	1	4	5
Charlestown High School	1	10	300	1	6	7
West Roxbury High School	1	5	100	1	3	4
Brighton High School	1	5	88	1	2	3
East Boston High School	1	2	82	1	4	5
Grammar Schools	51	620	31,846	95	541	636
Primary Schools	100	494	25,128	.. . . .	463	463
Totals	159	1,297	59,558	135	1,055	1,190

SPECIAL SCHOOLS AND TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School		9	9
Evening Schools	62	54	116
Evening Drawing Schools	15	6	21
French: High Schools	3	1	4
German: High Schools	1		1
Music: High, Grammar, and Primary Schools	5		5
Illustrative Drawing, Normal School		1	1
Drawing: High and Grammar Schools	1		1
Instructor in Hygiene	1		1
Sewing		28	28
Chemistry: Girls' High School		1	1
Laboratory Assistant: Girls' High School		1	1
Vocal and Physical Culture: Girls' High School		1	1
Vocal and Physical Culture: Girls' Latin School		1	1
Military Drill: High Schools	1		1
Instructor in Manual Training School	1		1
Spectacle Island		1	1
Totals	90	104	194

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to June 30, 1886.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head Masters.	Masters.	Junior Masters.	Asst. Principals.	First Assistants.	Second Assts.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Normal		97	97		94	94	3	97.	1				1	2	
Latin	355		355	340		340	15	96.	1	7	4				
Girls' Latin		130	130		119	119	11	91.		1					5
English High	596		596	564		564	32	95.	1	9	8				
Girls' High		614	614		574	574	40	93.	1			1	1		17
Roxbury High	61	129	190	58	120	178	12	93.	1				1		5
Dorchester High	37	93	130	36	82	118	12	91.		1			1		3
Charlestown High	58	132	190	55	121	176	14	93.	1						6
West Roxbury High	20	64	84	19	60	79	5	94.		1					3
Brighton High	15	40	55	14	37	51	4	93.		1					2
East Boston High	60	60	120	59	55	114	6	95.		1					4
Totals	1,202	1,350	2,561	1,145	1,262	2,407	154	94.	6	21	12	1	4		45

STATISTICS.

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATIONS AND AGES, JUNE 30, 1886.

	First-year class.	Second-year class.	Third-year class.	Fourth-year class.	Fifth-year class.	Sixth-year class.	Whole number at date.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years and over.
Normal	83	5	. . . . .	. . . . .	. . . . .	. . . . .	88	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	1	12	28	25	22
Latin	86	57	66	50	48	27	†370	3	10	39	76	59	72	55	33	19	3	1
Girls' Latin	29	31	24	19	11	7	121	1	6	12	12	26	30	14	8	7	4	1
English High	252	180	136	6	. . . . .	. . . . .	574	. . . . .	. . . . .	6	49	127	164	137	66	22	3	. . . . .
Girls' High	218	139	118	80	. . . . .	. . . . .	555	. . . . .	. . . . .	2	19	81	123	128	114	63	20	5
Roxbury High	94	55	28	. . . . .	. . . . .	. . . . .	177	. . . . .	. . . . .	2	11	41	50	47	13	8	4	1
Dorchester High	63	34	28	. . . . .	. . . . .	. . . . .	125	. . . . .	. . . . .	1	12	31	35	20	21	4	1	. . . . .
Charlestown High	76	52	50	. . . . .	. . . . .	. . . . .	178	. . . . .	. . . . .	. . . . .	6	34	49	48	34	6	1	. . . . .
West Roxbury High	41	22	19	. . . . .	. . . . .	. . . . .	82	. . . . .	. . . . .	1	7	13	28	20	12	1	. . . . .	. . . . .
Brighton High	23	15	15	. . . . .	. . . . .	. . . . .	53	. . . . .	. . . . .	. . . . .	2	5	11	21	10	4	. . . . .	. . . . .
East Boston High	59	36	22	. . . . .	. . . . .	. . . . .	117	. . . . .	. . . . .	. . . . .	4	13	38	32	19	10	1	. . . . .
Totals	1,024	626	506	155	59	34	2,440	4	16	63	198	430	600	523	342	172	62	30
Percentages	42.	25.7	20.7	6.3	2.4	1.4	100	.2	.7	2.6	8.1	17.6	24.6	21.4	14.	7.1	2.5	1.2

† Including 36 pupils in out-of-course class.

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Av'ge No. of Pupils to a Regular Teacher.
Normal	3	97	32.3
Latin	11	355	32.3
Girls' Latin	5	130	26.0
English High	17	596	35.0
Girls' High	19	614	32.3
Roxbury High	6	190	31.7
Dorchester High	4	130	32.5
Charlestown High	6	190	31.7
West Roxbury High	3	84	28.0
Brighton High	2	55	27.5
East Boston High	4	120	30.0
Totals	80	2,561	32.0

Graduates, June, 1886.

SCHOOLS.	Regular Course.	Four years' Course.	Total.
Normal	83	.....	83
Latin	30	.....	30
Girls' Latin	7	.....	7
English High	125	.....	125
Girls' High	111	69	180
Roxbury High	27	.....	27
Dorchester High	28	.....	28
Charlestown High	45	.....	45
West Roxbury High	19	.....	19
Brighton High	14	.....	14
East Boston High	22	.....	22
Totals	511	69	580

EVENING SCHOOLS.

October, 1885. — March, 1886.

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	79	2,402	1,246	536	404	940	24	24
Allston School, Allston,	61	131	103	27	10	37	3	20
Anderson Street . . .	94	156	81	29	14	43	4	15
Bigelow School, S.B. .	105	317	137	63	44	107	9	14
Comins School, Rox. .	105	242	140	72	33	105	9	13
Dearborn School, Rox.	108	256	118	60	33	93	8	14
Eliot School	108	348	203	74	42	116	10	13
Franklin School . . .	108	550	278	75	74	149	10	17
Lincoln School, S.B. .	106	185	95	32	15	47	5	13
Lyman School, E.B. .	104	300	110	72	25	97	7	16
Quincy School	107	161	117	62	29	91	7	15
Warren School, Ch'n .	106	383	136	69	30	99	8	14
Warrenton Street . . .	64	147	142	28	25	53	4	18
Wells School	104	452	167	65	42	107	8	15
Totals	1,359	6,030	3,078	1,264	820	2,084	116	20

EVENING DRAWING SCHOOLS.

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.		
Charlestown	61	158	103	76	10	86	4	28
East Boston	61	191	93	67	15	82	4	27
Roxbury	61	141	101	72	8	80	3	40
Tennyson Street . . .	61	240	130	118	0	118	5	28
Warren Avenue	61	199	121	63	38	101	5	27
Totals	305	929	548	396	71	467	21	30

GRAMMAR SCHOOLS.

Semi-Annual Returns to June 30, 1886.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Adams	345	142	487	314	130	444	43	90.	1	1	1	1	7
Agassiz	338	. . .	338	307	. . .	307	31	91.	1	. . .	1	1	4
Allston	257	256	513	234	221	455	58	89.	1	. . .	1	2	8
Andrew	385	304	689	358	275	633	56	92.	1	1	2	2	8
Bennett	223	238	461	202	212	414	47	90.	1	. . .	1	2	6
Bigelow	812	. . .	812	765	. . .	765	47	94.	1	2	1	1	11
Bowdoin . . . . .	. . .	367	367	. . .	325	325	42	88.	1	. . .	2	1	6
Brimmer	650	. . .	680	617	. . .	617	63	91.	1	2	1	1	10
Bunker Hill	302	352	654	284	322	606	48	93.	1	1	2	2	8
Chapman	297	307	604	275	280	555	49	92.	1	1	2	2	7
Charles Sumner	177	161	338	158	143	301	37	89.	1	. . .	1	1	4
Comins	484	608	1,092	448	546	994	98	91.	1	1	3	3	13
Dearborn	468	478	946	429	433	862	84	91.	1	1	2	3	13
Dillaway . . . . .	. . .	604	604	. . .	535	535	69	89.	1	. . .	2	3	7
Dorchester-Everett	303	390	603	280	272	552	51	92.	1	1	1	1	8
Dudley	697	. . .	697	647	. . .	647	50	93.	1	2	1	1	10
Dwight	663	. . .	663	611	. . .	611	52	92.	1	2	1	1	9
Eliot	975	. . .	975	861	. . .	861	114	88.	1	3	1	1	15
Emerson	372	269	641	341	241	582	59	91.	1	1	2	2	8
Everett . . . . .	. . .	707	707	. . .	653	653	54	93.	1	. . .	2	3	9
Franklin . . . . .	. . .	712	712	. . .	630	630	82	87.	1	. . .	2	3	10
Frothingham	296	309	605	267	264	531	74	88.	1	1	2	2	7
Gaston . . . . .	. . .	501	501	. . .	451	451	50	90.	1	. . .	2	1	8
George Putnam	145	156	301	136	142	278	23	91.	1	. . .	1	1	4
Gibson	213	216	429	197	191	388	41	91.	1	1	1	1	6
Hancock . . . . .	. . .	545	545	. . .	480	480	65	88.	1	. . .	2	2	7
Harris	138	138	276	129	125	254	22	92.	. . .	1	. . .	2	3
Harvard	290	324	614	270	291	561	53	92.	1	1	2	2	7

GRAMMAR SCHOOLS. — *Continued.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Hillside . . . . .	. . .	345	345	. . .	303	303	42	88.	1	.	1	1	4
Hyde . . . . .	. . .	602	602	. . .	539	539	63	90.	1	.	2	2	7
Lawrence	960	. . .	960	897	. . .	897	63	94.	1	3	1	1	13
Lewis	329	329	658	305	305	610	48	94.	1	1	2	2	8
Lincoln	819	. . .	819	761	. . .	761	58	93.	1	2	1	1	11
Lowell	327	301	628	202	267	559	69	89.	1	1	1	1	9
Lyman	433	158	591	381	140	521	70	89.	1	1	2	2	7
Mather	219	208	427	196	179	375	52	88.	1	1	1	1	6
Minot	137	130	267	124	118	242	25	91.	.	1	.	2	4
Mt. Vernon	82	84	166	75	76	151	15	91.	.	1	1	1	3
Norcross . . . . .	. . .	661	661	. . .	592	592	69	90.	1	.	2	3	9
Phillips	733	. . .	733	676	. . .	676	57	92.	1	2	1	1	10
Prescott	221	243	464	203	216	419	45	90.	1	1	1	1	6
Prince	258	234	492	230	196	426	66	87.	1	1	1	1	6
Quincy	592	. . .	592	526	. . .	526	66	89.	1	2	1	1	8
Rice	587	. . .	587	531	. . .	531	56	90.	1	2	1	1	8
Sherwin	546	. . .	546	503	. . .	503	43	92.	1	1	1	1	7
Shurtleff . . . . .	. . .	671	671	. . .	602	602	69	89.	1	.	2	3	8
Stoughton	148	158	306	132	139	271	35	89.	1	.	1	1	4
Tileston	43	26	69	39	23	62	7	90.	.	.	1	.	1
Warren	313	338	651	299	316	615	36	95.	1	1	2	2	8
Wells . . . . .	. . .	484	484	. . .	422	422	62	87.	1	.	2	1	8
Winthrop . . . . .	. . .	966	966	. . .	848	848	118	88.	1	.	2	5	12
Totals	15,607	13,932	29,539	14,300	12,443	26,743	2,796	90.5	47	44	72	83	390

GRAMMAR SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, June 30, 1886.

Schools.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Ungraded Class.	Whole number.	Under eight years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years.	Sixteen years.	Seventeen years.	Eighteen years and over.
Adams	34	40	81	105	105	113	. . .	478	. . .	3	30	67	91	98	77	67	27	15	2	1
Agassiz	31	33	48	63	91	60	. . .	326	. . .	7	15	52	51	52	59	56	27	5	1	1
Allston	33	46	47	89	98	164	. . .	477	1	15	55	68	88	100	53	51	31	12	2	1
Andrew	35	50	90	88	219	171	. . .	653	1	7	54	100	107	129	109	76	43	19	7	1
Bennett	33	40	50	105	110	110	. . .	448	. . .	3	35	51	86	84	75	50	41	18	4	1
Bigelow	52	51	99	189	203	153	. . .	747	. . .	6	59	132	136	142	116	92	45	17	1	1
Rowdoin	27	26	73	37	78	93	. . .	334	. . .	4	13	32	61	60	55	38	42	13	13	3
Brimmer	32	46	104	93	153	184	35	647	. . .	13	52	93	127	128	92	67	50	20	4	1
Bunker Hill	49	51	79	103	137	168	31	618	. . .	4	28	93	112	126	104	77	52	20	2	. . .
Chapman	45	54	93	94	142	140	. . .	568	. . .	4	39	85	85	93	74	83	51	38	12	4
Charles Sumner	20	32	28	73	51	120	. . .	324	. . .	4	20	45	66	57	66	32	23	8	3	. . .
Comins	50	111	181	207	203	303	. . .	1,055	. . .	14	78	150	217	186	153	131	91	33	1	1
Dearborn	41	84	139	192	211	218	27	912	1	11	56	119	179	178	170	108	66	20	3	1
Dillaway	35	60	111	94	157	116	. . .	573	. . .	14	42	73	111	106	107	59	43	14	3	1
Dorchester-Everett	43	55	97	120	130	127	. . .	572	. . .	4	38	75	101	103	96	84	37	26	5	3
Dudley	46	85	83	110	140	169	31	664	. . .	6	44	101	128	134	103	84	39	19	5	1
Dwight	36	81	89	147	119	117	38	627	. . .	16	41	71	117	135	104	73	41	18	10	1
Eliot	36	47	141	154	196	247	121	942	. . .	16	76	134	166	194	161	146	37	9	3	. . .
Emerson	38	59	89	96	126	156	36	600	1	6	24	80	119	128	93	65	51	26	6	1
Everett	70	100	103	152	104	107	25	661	. . .	10	37	63	99	132	120	88	68	34	8	2
Franklin	53	91	76	128	132	132	. . .	612	. . .	6	44	91	97	105	94	83	58	24	7	3
Frothingham	39	47	89	96	104	163	35	573	. . .	3	29	79	123	114	110	68	33	14	. . .	. . .
Gaston	28	42	83	89	92	135	. . .	469	. . .	5	34	55	83	91	74	65	34	18	10	. . .

George Putnam	30	49	49	53	52	56	. . .	289	. . .	10	24	47	50	44	51	22	23	13	5	. . .
Gibson	34	53	59	75	89	113	. . .	423	. . .	3	41	57	69	60	62	62	39	20	2	1
Hancock	33	41	44	88	87	147	77	517	2	18	52	92	85	97	74	45	31	16	4	1
Harris	23	26	47	58	59	46	. . .	259	. . .	. . .	4	28	49	53	44	42	24	12	3	. . .
Harvard	44	47	99	145	101	85	39	560	. . .	5	30	75	105	103	105	73	42	19	3	. . .
Hillside	27	69	53	62	59	59	. . .	329	. . .	2	15	40	63	64	73	40	15	12	2	3
Hyde	29	56	97	107	96	133	32	550	1	13	45	87	98	82	105	59	37	16	5	2
Lawrence	46	83	130	179	196	215	33	882	. . .	16	96	152	180	187	151	75	23	2	. . .	. . .
Lewis	83	95	103	102	127	135	. . .	645	. . .	6	33	101	109	119	116	85	57	15	3	1
Lincoln	44	87	82	157	159	224	36	789	. . .	5	49	109	153	151	135	104	58	23	. . .	2
Lowell	40	97	92	114	114	166	. . .	623	. . .	5	41	111	124	140	86	77	27	8	3	1
Lyman	23	49	67	67	151	159	47	563	. . .	8	45	90	106	108	85	66	35	12	7	1
Mather	36	36	71	70	107	94	. . .	414	. . .	4	24	55	66	82	76	58	34	10	5	. . .
Minot	22	41	28	55	52	51	. . .	259	. . .	4	26	43	39	43	37	42	11	13	1	. . .
Mt. Vernon	15	26	24	21	28	43	. . .	157	. . .	10	17	19	32	22	23	20	11	3	. . .	. . .
Norcross	32	47	86	117	150	133	32	597	. . .	12	65	95	111	109	93	67	28	15	2	. . .
Phillips	42	49	101	150	150	154	29	675	. . .	5	42	98	137	138	108	89	34	20	3	1
Prescott	41	39	54	89	120	122	. . .	465	. . .	2	26	56	88	89	81	58	42	23	. . .	. . .
Prince	50	60	93	87	101	86	. . .	477	. . .	3	22	64	78	74	86	72	49	23	6	. . .
Quincy	39	44	101	98	102	160	23	567	. . .	18	51	92	110	114	96	58	21	5	. . .	2
Rice	26	49	95	147	109	110	30	566	. . .	12	45	95	91	120	85	69	38	9	2	. . .
Sherwin	26	47	82	97	103	98	51	504	1	9	42	95	101	88	55	52	41	13	5	2
Shurtleff	45	50	95	93	195	160	. . .	638	. . .	18	55	120	99	121	92	70	36	20	5	2
Stoughton	21	36	51	55	67	65	. . .	295	. . .	8	32	41	42	51	48	35	25	9	3	1
Tilleston	10	7	11	15	12	12	. . .	67	. . .	. . .	12	9	6	13	8	8	7	3	. . .	1
Warren	44	52	111	108	148	137	42	642	. . .	3	41	84	94	120	115	85	63	28	8	1
Wells	33	40	45	87	100	104	35	449	. . .	8	27	60	75	67	92	46	44	24	4	2
Winthrop	59	90	95	221	212	195	33	903	2	25	66	143	150	167	147	100	64	33	5	1
Totals	1,908	2,746	4,146	5,341	6,147	6,728	918	27,984	10	413	2,011	4,067	5,060	5,310	4,592	3,422	1,989	859	198	53
Percentages	6.8	10.	14.8	19.1	22.	24.	3.3	100	.03	1.48	7.19	14.53	18.08	18.97	16.41	12.23	7.11	3.07	.71	.19

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June, 1886.

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	487	48.7	Harris.....	5	276	55.2
Agassiz.....	6	338	56.3	Harvard...	12	614	51.2
Allston.....	11	513	46.6	Hillside....	6	345	57.5
Andrew.....	13	689	53.0	Hyde.....	11	602	54.7
Bennett....	9	461	51.2	Lawrence..	18	960	53.3
Bigelow....	15	812	54.1	Lewis.....	13	658	50.6
Bowdoin....	9	367	40.8	Lincoln....	15	819	54.6
Brimmer....	14	680	48.6	Lowell.....	12	628	52.3
Bunker Hill.	13	654	50.3	Lyman....	12	591	49.3
Chapman...	12	604	50.3	Mather....	9	427	47.4
Chas. Sumner	6	338	56.3	Minot.....	6	267	44.5
Comins.....	20	1,092	54.6	Mt. Vernon.	5	166	33.2
Dearborn...	19	946	49.8	Norcross...	14	661	47.2
Dillaway...	12	604	50.4	Phillips....	14	733	52.3
Dor.-Everett	11	603	54.8	Prescott....	9	464	51.7
Dudley.....	14	697	49.1	Prince.....	9	492	54.7
Dwight.....	13	663	51.0	Quincy.....	12	592	49.4
Eliot.....	20	975	48.7	Rice.....	12	587	48.9
Emerson....	13	641	49.3	Sherwin....	10	546	54.6
Everett.....	14	707	50.5	Shurtleff..	13	671	51.6
Franklin....	15	712	47.5	Stoughton..	6	306	51.0
Frothingham	12	605	50.4	Tileston....	2	69	34.5
Gaston.....	11	501	45.5	Warren....	13	651	50.1
Geo. Putnam	6	301	50.2	Wells.....	11	484	44.0
Gibson.....	9	429	47.7	Winthrop..	19	966	50.8
Hancock...	11	545	49.5	Totals...	586	29,539	50.4

GRAMMAR SCHOOLS.

Graduates, June, 1886.

SCHOOLS.	DIPLOMAS.			SCHOOLS.	DIPLOMAS.		
	Boys.	Girls.	Total.		Boys.	Girls.	Total.
Adams	19	15	34	Harris	9	14	23
Agassiz	29	..	29	Harvard	19	25	44
Allston	18	15	33	Hillside.....	..	26	26
Andrew.....	17	18	35	Hyde.....	..	27	27
Bennett	18	15	33	Lawrence	44	..	44
Bigelow	51	..	51	Lewis	17	27	44
Bowdoin.....	..	27	27	Lincoln	44	..	44
Brimmer.....	29	..	29	Lowell	19	18	37
Bunker Hill.....	23	26	49	Lyman	17	6	23
Chapman	19	26	45	Mather	17	16	33
Chas. Sumner.....	9	11	20	Minot	6	14	20
Comins	22	28	50	Mt. Vernon	6	9	15
Dearborn	15	23	38	Norcross.....	..	32	32
Dillaway .....	..	30	30	Phillips	36	..	36
Dor.-Everett	18	23	41	Prescott	20	18	38
Dudley	44	..	44	Prince.....	23	27	50
Dwight	36	..	36	Quincy	35	..	35
Eliot	36	..	36	Rice.....	25	..	25
Emerson.....	21	17	38	Sherwin	26	..	26
Everett.....	..	70	70	Shurtleff .....	..	44	44
Franklin .....	..	53	53	Stoughton	9	12	21
Frothingham	15	24	39	Tileston	5	3	8
Gaston .....	..	28	28	Warren.....	14	30	44
George Putnam.....	10	20	30	Wells .....	..	32	32
Gibson	13	18	31	Winthrop .....	..	53	53
Hancock .....	..	27	27	Totals	853	947	1,800

TABLE SHOWING THE NUMBER OF YEARS THE DIPLOMA GRADUATES OF 1886 BELONGED TO A GRAMMAR SCHOOL IN THIS CITY.

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.	8½ years.	9 years and over.	Not given.
Adams	1					1	4	10	12	1	3	1	1	...
Agassiz.....			1		13	3	8		2					2
Allston							13		10		1			9
Andrew.....			2		2		11	1	17		2			
Bennett.....							11	7	10	1	3	1		
Bigelow					6		18	6	12	1	8			
Bowdoin.....					3	5	9	1			1			8
Brimmer					2	5	7	3	6	1	3			2
Bunker Hill.....							26		11		1			11
Chapman	2	1			2		1	6	4	7	9	6	7	...
Charles Sumner.....			1		3	1	10		3		1			1
Comins					4	4	22	2	11		4			3
Dearborn					3		10		15		6			4
Dillaway	1				5		7	4	13					
Dor.-Everett					7	2	8	2	11	1				10
Dudley	1	2	3		10	1	10	2	7	2	5		1	...
Dwight				1	3		6	4	10	1	3		1	7
Eliot			1			1	9	6	12		4		1	2
Emerson.....					2		6	3	7	5	7	1	2	5
Everett.....						3	21	15	8	5	2			16
Franklin.....	3	4	1		4		9	13	6	4	5	3	1	...
Frothingham					1		14	5	11	3	5			
Gaston	4	5	1	2	2	1			1	1		1	10	...
George Putnam.....			1		8		20		1					
Gibson	1		1		1		13	4	6	4		1		
Hancock.....	2		1				3	4	15	1	1			

TABLE SHOWING THE NUMBER OF YEARS THE DIPLOMA GRADUATES OF 1886 BELONGED TO A GRAMMAR SCHOOL IN THIS CITY. — *Concluded.*

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.	8½ years.	9 years and over.	Not given.
Harris					1	6	5	1	8	1	1			
Harvard					7	1	20	4	6	...	3	1	...	2
Hillside		1	1	...	4	...	5	2	6	2	3	...	1	1
Hyde					2	...	14	1	10	...	...	...	...	...
Lawrence					18	1	13	7	4	1	...	...	...	...
Lewis		1	3	1	7	...	11	2	9	...	3	...	...	7
Lincoln			1	4	12	2	23	1	...	...	1	...	...	...
Lowell					10	...	18	...	9	...	...	...	...	...
Lyman					1	...	4	2	9	2	1	1	1	2
Mather			2	...	11	...	9	6	2	1	...	...	2	...
Minot .....					...	1	12	...	3	...	4	...	...	...
Mt. Vernon					1	...	8	...	3	...	...	...	...	2
Norcross			1	...	1	2	5	7	11	2	3	...	...	...
Phillips			3	...	5	3	15	3	6	...	1	...	...	...
Prescott					7	2	7	7	4	2	2	2	...	5
Prince			1	1	9	3	16	...	13	...	...	...	...	7
Quincy			1	...	12	...	10	4	7	...	...	...	...	1
Rice	1	1	6	...	13	2	1	1	...	...	...	...	...	...
Sherwin			1	...	6	...	11	1	5	1	...	...	...	1
Shurtleff					2	...	29	...	...	...	2	...	1	10
Stoughton .....					...	...	4	...	6	...	4	...	2	5
Tileston	1	...	...	...	2	...	...	1	4	...	...	...	...	...
Warren	1	2	5	1	1	...	20	2	10	...	2	...	...	...
Wells	3	1	1	...	...	...	9	1	10	1	5	1	...	...
Winthrop					2	5	7	3	12	7	6	1	...	10
Totals	21	18	39	10	215	55	552	154	378	58	115	20	31	134

PRIMARY SCHOOLS.

Semi-Annual Returns, to June 30, 1886.

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	9	318	118	436	279	98	377	59	83.	269	227	496
Agassiz	3	106	79	185	93	66	159	26	86.	79	105	184
Allston	8	250	242	492	219	201	420	72	86.	256	226	482
Andrew	11	304	325	629	267	272	539	90	86.	310	334	644
Bennett	7	185	165	350	159	137	296	54	85.	187	188	375
Bigelow	13	387	307	694	351	268	619	75	89.	344	346	690
Bowdoin	8	203	200	403	183	168	351	52	87.	176	215	391
Brimmer	9	235	212	447	207	184	391	56	87.	234	211	445
Bunker Hill	12	332	300	632	294	261	555	77	88.	286	361	647
Chapman	6	207	178	385	169	139	308	77	80.	216	179	395
Charles Sumner	7	170	154	324	145	130	275	49	85.	165	165	330
Comins	13	378	378	756	335	329	664	92	88.	388	360	748
Dearborn	19	550	515	1,065	489	442	931	134	88.	448	604	1,052
Dillaway	7	203	185	388	174	154	328	60	84.	210	188	398
Dor.-Everett	11	325	297	622	282	249	531	91	85.	289	319	608
Dudley	13	319	345	664	280	297	577	87	86.	314	348	662
Dwight	6	160	178	338	133	144	277	61	82.	158	180	338
Eliot	10	369	121	490	335	107	442	48	90.	265	239	504
Emerson	10	326	195	521	295	175	470	51	90.	218	323	541
Everett	12	322	308	630	280	263	543	87	86.	254	356	610
Franklin	13	339	337	676	298	288	586	90	86.	319	336	655
Frothingham	9	236	251	487	208	209	417	70	86.	213	277	490
Gaston	15	436	344	780	378	293	671	109	85.	348	425	773
George Putnam	4	105	105	210	89	87	176	34	84.	119	102	221
Gibson	6	151	152	303	135	124	259	44	85.	186	156	342
Hancock	15	461	357	818	401	308	709	109	87.	403	330	733
Harris	5	118	145	263	105	119	224	39	86.	115	160	275
Harvard	12	324	298	622	286	258	544	78	88.	321	289	610

PRIMARY SCHOOLS. — *Concluded.*

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 . . .	5	158	127	285	134	103	237	48	83.	134	131	265
Hyde	6	172	148	320	156	131	287	33	90.	154	160	314
Lawrence . .	19	742	216	958	668	190	858	100	90.	526	450	976
Lewis	11	310	316	626	274	276	550	76	88.	275	321	596
Lincoln . . .	6	225	99	324	204	87	291	33	90.	151	170	321
Lowell	11	310	340	650	273	299	572	78	89.	371	299	670
Lyman	12	407	166	573	352	143	495	78	86.	281	305	586
Mather	8	206	220	426	168	175	343	83	81.	189	236	425
Minot	5	102	115	217	87	92	179	38	82.	137	88	225
Mount Vernon	3	58	80	138	50	68	118	20	86.	77	68	145
Norcross . . .	13	230	461	691	215	418	633	58	92.	340	351	691
Phillips . . .	6	211	149	360	187	130	317	43	88.	123	232	355
Prescott . . .	9	286	245	531	261	216	477	54	90.	260	267	527
Prince	3	91	86	177	77	70	147	30	83.	72	97	169
Quincy	14	417	291	708	369	249	618	90	87.	349	357	706
Rice	8	237	204	441	189	163	352	89	80.	210	228	438
Sherwin	9	215	223	438	196	198	394	44	90.	232	205	437
Shurtleff . . .	7	172	213	385	152	187	339	46	88.	211	177	389
Stoughton . .	4	84	100	184	73	82	155	29	84.	124	62	186
Tileston . . .	2	40	43	83	31	32	63	20	76.	52	32	84
Warren	7	183	190	373	163	161	324	49	88.	182	184	366
Wells	16	462	431	893	405	360	765	128	85.	469	394	863
Winthrop . . .	6	135	173	308	120	149	269	39	87.	198	115	318
Totals	463	13,272	11,427	24,699	11,673	9,749	21,422	3,277	87.5	12,207	12,478	24,685

PRIMARY SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, June 30, 1886.

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Adams	104	196	196	496	51	92	126	94	60	33	21	16	3
Agassiz	55	54	75	184	10	27	42	45	40	11	6	1	2
Allston	122	197	163	482	44	96	116	99	64	31	19	8	5
Andrew	160	234	250	644	49	130	131	143	103	53	24	8	3
Bennett	68	145	162	375	41	70	76	83	57	28	10	8	2
Bigelow	210	208	272	690	50	146	148	158	96	44	32	12	4
Bowdoin	81	143	167	391	39	60	77	87	69	43	9	6	1
Brimmer	96	139	210	445	48	90	96	95	70	37	9	. . . .
Bunker Hill . .	156	251	240	647	45	107	134	145	119	64	26	6	1
Chapman	101	110	184	395	39	85	92	89	54	28	7	1	. .
Chas. Sumner . .	101	95	134	330	49	56	60	79	45	22	14	5	. .
Comins	210	220	318	748	68	135	185	162	103	58	30	7	. .
Dearborn	282	349	421	1,052	82	148	218	225	203	97	48	21	10
Dillaway	101	129	163	398	23	81	106	91	62	24	9	2	. .
Dor.-Everett . .	161	157	290	608	46	102	141	125	99	70	18	7	. .
Dudley	155	201	306	662	59	113	142	141	114	55	30	7	1
Dwight	103	105	130	338	29	49	80	76	51	34	13	4	2
Elliot	160	146	198	504	59	103	103	120	76	34	7	2	. .
Emerson	116	216	209	541	43	89	86	130	91	48	34	16	4
Everett	154	202	254	610	45	100	109	132	119	66	29	6	4
Franklin	202	195	258	655	54	111	154	139	115	57	15	8	2
Frothingham . .	110	214	166	490	51	67	95	99	90	64	20	3	1
Gaston	188	245	340	773	41	149	158	161	154	79	21	9	1
Geo. Putnam . .	52	46	123	221	25	47	47	58	28	14	2	. . . .
Gibson	64	125	153	342	39	70	77	85	39	26	3	2	1
Hancock	146	199	388	733	63	160	180	144	123	43	18	2	. .
Harris	58	100	117	275	23	45	47	56	51	26	15	6	6
Harvard	150	191	269	610	74	115	132	121	95	54	13	5	1
Hillside	64	80	121	265	39	43	52	57	40	25	5	3	1

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Hyde	87	108	119	314	18	56	80	71	52	21	11	4	1
Lawrence . .	317	245	414	976	121	180	225	200	141	66	30	9	4
Lewis	141	204	251	596	54	94	127	135	107	56	18	4	1
Lincoln . . .	102	110	109	321	22	43	86	67	60	33	6	2	2
Lowell	186	161	323	670	86	129	156	124	103	49	18	4	1
Lyman	146	162	278	586	50	99	132	104	123	50	21	6	1
Mather	122	129	174	425	46	70	73	94	81	36	14	9	2
Minot	49	58	118	225	41	46	50	54	20	7	4	2	1
Mt. Vernon .	43	27	75	145	22	24	31	23	25	8	6	1	..
Norcross . .	199	200	292	691	71	116	153	140	121	52	25	10	3
Phillips . . .	123	120	112	355	22	51	50	80	81	35	25	10	1
Prescott . . .	101	179	247	527	72	75	113	113	87	53	8	5	1
Prince	50	56	63	169	9	17	46	44	23	20	7	3	..
Quincy	215	259	232	706	72	122	155	169	113	50	21	4	..
Rice	161	141	136	438	24	80	106	123	67	29	6	3	..
Sherwin . . .	100	133	204	437	50	74	108	93	64	30	16	2	..
Shurtleff . .	110	120	158	388	37	74	100	101	43	19	13	1	..
Stoughton . .	51	43	92	186	37	38	49	38	14	5	3	1	1
Tileston . . .	18	12	54	84	18	15	19	21	6	2	2	1	..
Warren	94	157	115	366	14	66	102	87	58	31	7	1	..
Wells	158	257	448	863	102	174	193	185	125	57	23	4	..
Winthrop . . .	103	106	104	313	46	73	79	58	20	18	14	4	1
Totals	6,406	7,879	10,400	24,685	2,362	4,402	5,443	5,368	3,964	1,995	805	271	75
Percentages	26.	31.9	42.1	100	9.6	17.8	22.	21.7	16.1	8.1	3.3	1.1	.3

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, June 30, 1886.

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	9	436	48.4	Harris	5	263	52.6
Agassiz	3	185	61.7	Harvard	12	622	51.7
Allston	8	492	61.5	Hillside	5	285	57.0
Andrew	11	629	57.2	Hyde	6	320	53.3
Bennett	7	350	50.0	Lawrence	19	958	54.2
Bigelow	13	694	53.2	Lewis	11	626	56.9
Bowdoin	8	403	50.4	Lincoln	6	324	54.0
Brimmer	9	447	49.7	Lowell	11	650	59.1
Bunker Hill	12	632	52.7	Lyman	12	573	47.7
Chapman	6	385	64.2	Mather	8	426	53.2
Ch's Sumner	7	324	46.3	Minot	5	217	43.4
Comins	13	756	58.2	Mt. Vernon	3	138	46.0
Dearborn	19	1,065	56.0	Norcross	13	691	53.2
Dillaway	7	388	55.4	Phillips	6	360	60.0
Dor.-Everett	11	622	56.5	Prescott	9	531	59.0
Dudley	13	664	51.0	Prince	3	177	59.0
Dwight	6	338	56.3	Quincy	14	708	50.5
Eliot	10	490	49.0	Rice	8	441	55.1
Emerson	10	521	52.1	Sherwin	9	438	48.7
Everett	12	630	52.5	Shurtleff	7	385	55.0
Franklin	13	676	52.0	Stoughton	4	184	46.0
Frothingham	9	487	54.1	Tileston	2	83	41.5
Gaston	15	780	52.0	Warren	7	373	53.3
Geo. Putnam	4	210	52.5	Wells	16	893	55.8
Gibson	6	303	50.5	Winthrop	6	308	51.3
Hancock	15	818	54.5	Totals	463	24,699	53.3

PRIMARY SCHOOLS.

Number of Pupils promoted to Grammar Schools for the five months ending June 30, 1886.

DISTRICTS.	Boys.	Girls.	Total.	DISTRICTS.	Boys.	Girls.	Total.
Adams.....	..	..	..	Harris.....	..	..	..
Agassiz.....	..	..	..	Harvard.....	9	12	21
Allston.....	..	..	..	Hillside.....	..	..	..
Andrew.....	..	..	..	Hyde.....	17	23	40
Bennett.....	..	..	..	Lawrence.....	102	41	143
Bigelow.....	..	..	..	Lewis.....	..	2	2
Bowdoin.....	..	..	..	Lincoln.....	32	14	46
Brimmer.....	11	18	29	Lowell.....	..	..	..
Bunker Hill.....	..	..	..	Lyman.....	26	12	38
Chapman.....	..	..	..	Mather.....	..	..	..
Charles Sumner.....	..	..	..	Minot.....	..	..	..
Comins.....	1	..	1	Mt. Vernon.....	..	..	..
Dearborn.....	10	8	18	Norcross.....	16	48	64
Dillaway.....	..	..	..	Phillips.....	..	1	1
Dor.-Everett.....	..	..	..	Prescott.....	..	..	..
Dudley.....	..	..	..	Prince.....	..	..	..
Dwight.....	..	..	..	Quincy.....	62	26	88
Eliot.....	16	1	17	Rice.....	21	20	41
Emerson.....	..	..	..	Sherwin.....	34	30	64
Everett.....	2	..	2	Shurtleff.....	21	33	54
Franklin.....	38	25	63	Stoughton.....	..	..	..
Frothingham.....	..	..	..	Tileston.....	..	..	..
Gaston.....	..	..	..	Warren.....	..	..	..
George Putnam.....	..	..	..	Wells.....	1	4	5
Gibson.....	6	8	14	Winthrop.....	7	18	25
Hancock.....	..	..	..	Totals.....	432	344	776

DISTRIBUTION OF PUPILS IN RESPECT BOTH

CLASSES.			Under 5 years.	5 years.	6 years.	7 years.	8 years.	9 years.
Latin Schools.	All Classes {	Boys . .	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..
	Totals . . . . .	..	..	..	..	..	..	..
High Schools.	Advanced Class . . {	Boys . .	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..
	Third-year Class . . {	Boys . .	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..
	Second-year Class . . {	Boys . .	..	..	..	..	..	..
Girls . .		..	..	..	..	..	..
First-year Class . . {	Boys . .	..	..	..	..	..	..
	Girls . .	..	..	..	..	..	..
Totals . . . . .	..	..	..	..	..	..	..
Grammar Schools.	First Class {	Boys . .	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..
	Second Class {	Boys . .	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..
	Third Class {	Boys . .	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..
	Fourth Class {	Boys . .	..	..	..	..	1	21
		Girls . .	..	..	..	..	1	4
Fifth Class {	Boys . .	..	..	..	..	6	178	
	Girls . .	..	..	..	..	4	150	
Sixth Class {	Boys . .	..	..	..	1	171	811	
	Girls . .	..	..	..	4	187	737	
Ungraded Class . . {	Boys . .	..	..	..	3	28	74	
	Girls . .	..	..	..	2	15	36	
Totals . . . . .	..	..	..	10	413	2,011		
Primary Schools.	First Class {	Boys . .	..	..	5	191	868	1,199
		Girls . .	..	..	2	156	787	1,016
	Second Class {	Boys . .	..	11	273	1,310	1,424	768
		Girls . .	..	8	249	1,098	1,255	673
Third Class {	Boys . .	18	1,261	2,110	1,455	582	158	
	Girls . .	9	1,055	1,763	1,233	452	150	
Totals . . . . .	..	27	2,335	4,402	5,443	5,368	3,964	
Grand totals . . . . .	..	27	2,335	4,402	5,453	5,781	5,975	

TO AGE AND TO CLASSES, JUNE, 1886.

10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years and over.	Totals.
..	3	10	39	76	59	72	55	33	23	370
..	1	6	12	12	26	30	14	8	12	121
..	4	16	51	88	85	102	69	41	35	491
..	..	..	..	..	..	..	..	3	3	6
..	..	..	..	..	..	..	11	32	37	80
..	..	..	..	..	4	24	62	65	28	183
..	..	..	..	..	..	17	70	84	62	233
..	..	..	..	3	44	96	85	18	1	247
..	..	..	..	2	23	94	95	56	16	286
..	..	..	9	62	135	116	49	7	..	378
..	..	..	3	43	139	151	81	24	7	448
..	..	..	12	110	345	498	453	289	154	1,861
..	..	14	95	280	288	175	45	†9	..	906
..	..	3	45	220	358	263	89	†24	..	1,002
..	9	99	381	472	304	94	21	†2	..	1,382
..	10	73	366	461	322	152	23	†7	..	1,414
15	130	513	672	531	226	62	7	†6	..	2,162
8	97	418	648	476	255	70	8	†4	..	1,984
211	672	941	602	315	69	10	..	†1	..	2,843
135	510	829	650	284	72	11	2	..	..	2,498
680	1,014	856	416	133	32	8	1	..	..	3,324
608	919	659	345	100	30	7	1	..	..	2,823
1,183	841	427	155	45	8	2	..	..	..	3,644
1,029	661	326	93	44	2	1	..	..	..	3,084
140	138	99	75	34	8	..	..	..	..	599
58	59	53	49	27	15	4	1	..	..	319
4,067	5,060	5,310	4,592	3,422	1,989	859	198	†53	..	27,984
725	289	93	†20	..	..	..	..	..	..	3,390
649	276	104	†26	..	..	..	..	..	..	3,016
275	95	27	†8	..	..	..	..	..	..	4,191
257	97	33	†18	..	..	..	..	..	..	3,688
40	21	8	†2	..	..	..	..	..	..	5,655
49	27	6	†1	..	..	..	..	..	..	4,745
1,995	805	271	†75	..	..	..	..	..	..	24,685
6,062	5,869	5,597	4,730	3,620	2,419	1,459	720	383	189	55,021

† Thirteen years and over.

† Eighteen years and over.

SCHOOL DOCUMENT NO. 12 — 1886.

BOSTON PUBLIC SCHOOLS.

LIST OF AUTHORIZED

TEXT AND REFERENCE BOOKS,

AND

SUPPLEMENTARY READING-BOOKS,

FOR

SCHOOL YEAR 1886-87.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1886.

IN SCHOOL COMMITTEE, Sept. 14, 1886.

Ordered, That six hundred copies of the list of authorized text and reference books and supplementary reading-books be printed.

Attest :

PHINEAS BATES,
Secretary.

TEXT-BOOKS.

PRIMARY SCHOOLS.

Third Class.—Franklin Primer and Advanced First Reader. 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.—¹Franklin Primary Arithmetic. First Lessons in Natural History and Language, Parts I. and II. Child's Book of Language, Nos. 1, 2, 3. [By J. H. Stickney.]

All the Classes.—American Text-books of Art Education. First Primary Music Chart. Prang's Natural History Series, one set for each building.

Magnus & Jeffries's Color Chart; "Color Blindness," by Dr. B. Joy Jeffries. — One copy of the chart and one copy of the book for use in each Primary-School building.

GRAMMAR SCHOOLS.

Sixth Class.—Franklin Advanced Third Reader. ³Warren's Primary Geography. Intermediate Music Reader. Franklin Elementary Arithmetic. ²Greenleaf's Manual of Mental Arithmetic. Worcester's Spelling-Book.

Fifth Class.—Franklin Intermediate Reader. Franklin Elementary Arithmetic. ²Greenleaf's Manual of Mental Arithmetic. ³Warren's Primary Geography. Intermediate Music Reader. Worcester's Spelling-Book.

Fourth Class.—Franklin Fourth Reader. Franklin

¹ Each Primary-School building occupied by a first or second class to be supplied with one set of the Franklin Primary Arithmetic; the number in a set to be sixty, or, if less be needed, less than sixty; the Committee on Supplies are authorized to supply additional copies of the book at their discretion, if needed.

² To be used in the manner recommended by the Board of Supervisors in School Document No. 14, 1883; one set of sixty copies to be supplied for the classes on each floor of a Grammar-School building occupied by pupils in either of the four lower classes, and for each colony of a Grammar School.

³ Guyot's Elementary Geography allowed in Charlestown Schools.

Written Arithmetic. ¹ Greenleaf's Manual of Mental Arithmetic. ² Warren's Common-School Geography. Intermediate Music Reader. Worcester's Spelling-book. ⁴ Blaisdell's How to Keep Well.

Third Class. — Franklin Fifth Reader. Franklin Written Arithmetic. ¹ Greenleaf's Manual of Mental Arithmetic. ² Warren's Common-School Geography. Swinton's New Language Lessons. Worcester's Comprehensive Dictionary. Higginson's History of the United States. ³ Fourth Music Reader. [Revised edition.] ⁴ Blaisdell's How to Keep Well.

Second Class. — Franklin Fifth Reader. Franklin Written Arithmetic. ² Warren's Common-School Geography. Swinton's New Language Lessons. Worcester's Comprehensive Dictionary. Higginson's History of the United States. ³ Fourth Music Reader. [Revised edition.] Smith's Elementary Physiology and Hygiene.

First Class. — Franklin Sixth Reader. Franklin Written Arithmetic. Meservey's Book-keeping, Single Entry. ² Warren's Common-School Geography. Swinton's New Language Lessons. Worcester's Comprehensive Dictionary. Stone's History of England. Cooley's Elements of Philosophy. ³ Fourth Music Reader. [Revised edition.]

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: Duntonian Series; or, Payson, Dunton, and Scribner's. Child's Book of Language; and Letters and Lessons in Language, Nos. 1, 2, 3, 4. [By J. H. Stickney.] Prang's Aids for Object Teaching, "Trades," one set for each building.

HIGH SCHOOLS.

English. — Abbott's How to Write Clearly. Hill's or Kellogg's Rhetoric. Scott's Lady of the Lake. Selections

¹ To be used in the manner recommended by the Board of Supervisors in School Document No. 14, 1883; one set of sixty copies, to be supplied for the classes on each floor of a Grammar-School building occupied by pupils in either of the four lower classes, and for each colony of a Grammar School.

² Guyot's Intermediate Geography allowed in Charlestown schools.

³ The revised edition to be supplied as new books are needed.

⁴ One set of not more than sixty copies, or, if determined by the Committee on Supplies to be necessary, more than one set, be placed in each Grammar School, for use as collateral reading in the third and fourth classes.

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 or Hudson's Selections. Selections from Chaucer. Selections from Milton. [Clarendon Press Edition. Vol. I.] Worcester's Comprehensive 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 Complete Course in Latin, for the first year. Gildersleeve's Latin Primer. Harkness's Cæsar. Lindsey's Cornelius Nepos. Chase's, Frieze's or Greenough's Virgil, or any edition approved by the Committee on Text-books. Greenough's or Harkness's Cicero. Chase's or Lincoln's Horace, or any edition approved by the Committee on Text-books.

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

Mythology. — Berens's Hand-book of Mythology.

Mathematics. — Meserve's Book-keeping. Bradbury's Eaton's Algebra. ¹Wentworth and Hill's Exercises in Algebra. Bradbury's Elementary Geometry, or Chauvenet's Geometry. Greenleaf's Trigonometry. ²Metric Apparatus.

Physics. — Cooley's New Text-book of Physics. Avery's Physics, or Gage's Physics.

Astronomy. — Kiddle's Astronomy.

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

Botany. — Gray's School and Field Book of Botany.

Zoölogy. — Morse's Zoölogy; and Packard's Zoölogy.

Physiology. — Hutchinson's Physiology. Blaisdell's Our Bodies and How we Live.

Drawing. — American Text-books of Art Education.

Music. — Eichberg's High-School Music Reader. Eichberg's Girls' High-School Music Reader. [Girls' High School.]

LATIN SCHOOLS.

Latin. — White's Abridged Lexicon. Harkness's Grammar. Harkness's Reader. Harkness's Complete Course in

¹ This book is not intended and does not in fact displace any text-book now in use, but is intended merely to furnish additional problems in algebra.

² Not exceeding \$15 for each school.

Latin for the first year. Harkness's Prose Composition, *or* Allen's Latin Composition. Harkness's Cæsar. Lindsey's Cornelius Nepos. Greenough's Catiline of Sallust. Lincoln's Ovid. Greenough's Ovid. Greenough's Virgil. Greenough's *or* Harkness's Orations of Cicero. Smith's Principia Latina, Part II.

Greek. — Liddell & Scott's Abridged 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. Hawthorne's Tanglewood Tales. Plutarch's Lives of Famous Greeks and Romans. Macaulay's Lays of Ancient Rome. Higginson's History of the United States. Hughes's Tom Brown's School-Days at Rugby. Dana's Two Years Before the Mast. Charles and Mary Lamb's Tales from Shakespeare, [Revised Edition, Houghton, Mifflin & Co.] Scott's Ivanhoe. Hawthorne's True Stories. Greene's Readings from English History. ¹Church's Stories from Homer. ¹Church's Stories of the Old World. 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 *or* Hudson's Selections.

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.

Mythology. — Berens's Hand-book of Mythology.

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). Blaisdell's Our Bodies and How we Live.

Botany. — Gray's School and Field Book of Botany.

Zoölogy. — Morse's Zoölogy and Packard's Zoölogy.

Mathematics. — The Franklin Written Arithmetic. Bradbury's Eaton's Algebra. ²Wentworth and Hill's Exercises in Algebra. Chauvenet's Geometry.

¹ No more copies of Church's Stories from Homer to be purchased, but as books are worn out their place to be supplied with Church's Stories of the Old World.

² This book is not intended and does not in fact displace any text-book now in use, but is intended merely to furnish additional problems in algebra.

Physics. — Arnott's or Avery's Physics, or Gage's Physics.
Drawing. — American Text-books of Art Education.

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

LATIN AND HIGH SCHOOLS.

French. — Keetel's Elementary Grammar. Keetel's Analytical French Reader. Hennequin's Lessons in Idiomatic French. Gasc's French Dictionary. Saintine's Picciola. Éreckmann-Chatrian's Le Conscrit de 1813. Éreckmann-Chatrian's Madame Thérèse. Bôcher's College Series of French Plays. Nouvelles Genevoises. Souvestre's Philosophe sous les Toits. Souvestre's Au Coin du Feu. Racine's Andromaque. Racine's Iphigénie. Racine's Athalie. Molière's Bourgeois Gentilhomme. Molière's Precieuses Ridicules. Corneille's Les Horaces. Corneille's Cid. Herrig's La France Littéraire. Roemer's French Course. Vol. II.

German. — Whitney's German Dictionary. Otto's or Whitney's Grammar. Otto's or Whitney's Reader. Der Zerbrochene Krug. Schiller's Wilhelm Tell. Schiller's Maria Stuart. Goethe's Hermann und Dorothea. Lessing's Nathan der Weise. Putlitz's Das Herz Vergessen.

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 HIGH SCHOOL TEXT-BOOKS.

Benn Pitman's Manual of Phonography. Reporter's Companion. The Phonographic Reader. The Reporter's First Reader.

The text-books used in this school shall be such of the text-

books authorized in the other public schools as are approved by the Committee on Evening Schools and the Committee on Supplies.

EVENING ELEMENTARY SCHOOL TEXT-BOOKS.

Munroe's Charts. Franklin Primer. Franklin Reader. Stories of American History. Harper's Introductory Geography. The Franklin Elementary Arithmetic. The Franklin Written Arithmetic. Writing-books, Plain Copy-books; and such of the text-books authorized in the other public schools as are approved by the Committee on Evening Schools and the Committee on Supplies.

REFERENCE BOOKS.

PRIMARY SCHOOLS.

Worcester's Comprehensive Dictionary. National Music Teacher. Munroe's Vocal Gymnastics. Lessons in Color (one copy for each Primary School teacher's desk). White's Oral Lessons in Number (one copy for each Primary School teacher's desk). Smith's Primer of Physiology and Hygiene (one copy for each Primary School teacher's desk).

GRAMMAR SCHOOLS.

Appleton's American Encyclopædia or Johnson's Encyclopædia. Chambers's Encyclopædia. Anthon's Classical Dictionary. Thomas's Dictionary of Biography and Mythology. Worcester's Quarto Unabridged Dictionary. Webster's Quarto Unabridged Dictionary. Webster's National Pictorial Dictionary.

Lippincott's Gazetteer. Johnson's Atlas. Reclus's Earth. Reclus's Ocean. Flammarion's Atmosphere. Weber's Universal History. Bancroft's History of the United States. Battle Maps of the Revolution. Palfrey's History of New England. Martin's Civil Government. Frothingham's Rise of the Republic. Lossing's Field-book of the Revolu-

tion. Shurtleff's Topographical History of Boston. Frothingham's Siege of Boston. Lingard's History of England. Smith's Primer of Physiology and Hygiene (one copy for the desk of each teacher of the fifth and sixth classes).

Goold-Brown's Grammar of English Grammars. Wilson's Punctuation. Philbrick's Union Speaker. Methods of Teaching Geography (one copy for each teacher of Geography).

Second Classes. — Harper's Cyclopædia of United States History.

Maps and Globes. — Cutter's Physiological Charts. Charts of the Human Body (Milton Bradley & Co.) Cornell's Series Maps, or Guyot's Series, Maps Nos. 1, 2, 3. (Not exceeding one set to each floor.) Hughes's Series of Maps. Joslyn's 15-inch Terrestrial Globe, on Tripod (one for each Grammar School). 9-inch Hand Globe, Loring's Magnetic (one for each Grammar School-room). Cosmograph. O. W. Gray & Son's Atlas. (To be furnished as new atlases are needed.)

LATIN AND HIGH SCHOOLS.

Lingard's History of England. Harper's Latin Lexicon. Liddell & Scott's Greek Lexicon, unabridged. Eugène's French Grammar.

NORMAL AND HIGH SCHOOLS.

Charts of Life. Wilson's Human Anatomical and Physiological Charts.

BOOKS FOR SUPPLEMENTARY READING.

LATIN SCHOOLS.

Books required for admission to Harvard College.

LATIN AND HIGH SCHOOLS.

A list of suitable books, carefully prepared under the direction of this committee, is presented to the board for adoption. After this list has been adopted a master may make requisition on the Committee on Supplies for one set (of not more than thirty-five copies) of a book. This committee, after the approval of the Committee on Text-books has been obtained, will purchase the books and send them to the school for permanent use. No books will be purchased until called for in the manner described.

Sets of not more than thirty-five copies — less when the classes are small — are to be purchased for the Latin and High Schools, except the Dorchester High School, which is otherwise provided for. One set is to be allowed for three class-rooms. An extra set is to be allowed for use in more than three and less than six class-rooms in one school; and so on in that ratio.

English.— Barnes's History of Ancient Peoples; Church's Stories from the East, from Herodotus; Church's Story of the Persian War, from Herodotus; Church's Stories from the Greek Tragedians; Kingsley's Greek Heroes; Abbott's Lives of Cyrus and Alexander; Froûde's Cæsar; Forsythe's Life of Cicero; Ware's Aurelian; Cox's Crusades; Masson's Abridgment of Guizot's History of France; Scott's Abbott; Scott's Monastery; Scott's Talisman; Scott's Quentin Durward; Kingsley's Hereward; Kingsley's Westward Ho; Melville's Holmby House; Macaulay's Essay on Frederje; Macaulay's Essay on Clive; Macaulay's Essay on Dr. Johnson; Motley's Essay on Peter the Great; Thackeray's Henry Esmond; Thackeray's The Virginians; Thackeray's The Four Georges; Dickens's Tale of Two Cities; George Eliot's Silas Marner; Irving's Alhambra; Irving's Bracebridge Hall; Miss Buckley's Life and Her Children; Miss Buckley's Winners in Life's Race; Bulfinch's Age of Fable (Revised edition). The Boy's Froissart; Ballads and Lyrics; Vicar of Wakefield; Essays of Elia; Monroe's Sixth Reader.

French. — St. Germain's Pour une Épingle; Achard's Le Clos Pommier; Feuillet's Roman d'un Homme Pauvre; Dumas's La Tulipe Noire; Vigny's Cinq Mars; Lacombe's La Petite Histoire du Peuple Français.

German. — Andersen's Märchen ; Simmondson's Balladenbuch ; Krummacher's Parabeln ; Goethe's Iphigenie auf Tauris ; Schiller's Jungfrau von Orleans.

GRAMMAR SCHOOLS.

PERMANENT SUPPLEMENTARY READING.

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.

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.

It is to be understood that hereafter, when the Guyot's Introduction to Geography is to be replaced with new books, Scribner's Geographical Reader shall be furnished.

It is to be understood that copies of Early England, Harper's Half-hour Series, and six stories from Arabian Nights, now in stock, are to be used, but that no more copies are to be purchased.

CLASS VI.

60 copies for a set. — Seven Little Sisters, first half-year. 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. 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. Our World, No. 1 ; the reading to be kept parallel with the instruction in Geography through the year. Poetry for Children ; selections appropriate for reading and recitations.

CLASS V.

60 copies for a set. — Stories of American History ; for practice in reading at sight, and for material for language lessons. Guyot's Introduction to Geography ; the reading to be kept parallel with the instruction in Geography, through the year. Hooker's Child's Book of Nature, and 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 in Mythology.

60 copies for a set. — Hooker's Child's Book of Nature, and Poetry for Children ; as in Classes VI. and V. Readings from Nature's Book (revised edition).

CLASS III.

60 copies for a set. — Hooker's Child's Book of Nature; as supplementary to oral lessons. American Poems, with Biographical Sketches and Notes; appropriate selections therefrom.

CLASS II.

60 copies for a set. — Selections from American Authors; as in part collateral to the United States History. American Poems; appropriate selections therefrom.

CLASS I.

60 copies for a set. — Selections from American Authors. Early England — Harper's Half-hour Series, Nos. 6 and 14. American Poems; selections therefrom. *10 copies for a set.* — Green's Readings from English History. Philips's Historical Readers, Nos. 1, 2, 3, 4.

ANY CLASS.

60 copies for a set. — Six Stories from the Arabian Nights. Holmes's and Longfellow's Leaflets, published by Houghton, Mifflin & Co. *3 copies for a set.* — Book of Golden Deeds.

CIRCULATING LIBRARY PLAN FOR GRAMMAR SCHOOLS.

The object of the plan is not only to aid pupils to cultivate a taste for good and wholesome reading, but, by furnishing them with good books for home reading, to provide additional material for their work in composition and the study of English literature.

Sets of suitable books will be purchased, each set consisting of sixty books.

The sets will be distributed among the first eight school divisions during the present year, — the ninth division being already well supplied with books for supplementary reading.

Each set will be put in 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 principal shall note the condition of books when received, will accompany each set. The principal of the school shall receive the books, note on the report their condition, and see to their distribution in the classes.

The sets of books in each division will form a circulating library in that division, to be moved from school to school at stated periods by the regular supply team. The transfer of boxes will take place during the months of December and March.

[Sets of not more than sixty copies of one book.]

Zigzag Journeys in Europe (Revised edition) ; Zigzag Journeys in the Orient (Revised edition) ; Scudder's Boston Town ; Towle's Pizarro ; Towle's Vasco da Gama ; Towle's Magellan ; Fairy Land of Science ; Hawthorne's True Stories ; Higginson's Young Folks' Book of Explorers ; Scott's Ivanhoe ; Longfellow's Evangeline ; Little Folks in Feathers and Fur ; What Mr. Darwin saw in his Voyage around the World in the Ship Beagle ; Muloch's A Noble Life ; M. E. Dodge's Hans Brinker ; Lambert's Robinson Crusoe ; Lamb's Tales from Shakespeare (Revised edition, Houghton, Mifflin & Co.) ; Abbott's Jonas on a Farm in Summer ; Smiles's Robert Dick, Geologist and Botanist ; Eyes Right ; Alcott's Little Men ; Alcott's Little Women ; Stoddard's Dab Kinzer ; Scott's Kenilworth ; Tom Brown's School Days at Rugby ; Abbott's Mary Queen of Scots ; Abbott's Charles I. ; Taylor's Boys of Other Countries ; How Marjory Helped ; Little People in Asia ; Gilman's Magna Charta Stories ; Overhead ; Yonge's Lances of Linwood ; Memory Gems ; Geographical Plays ; Ten Boys Who Lived on the Qoad from Long ago till Now ; Scott's Tales of a Grandfather ; Hayes's Cast Away in the Cold.

PRIMARY SCHOOLS.

PERMANENT SUPPLEMENTARY READING.

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. Not more than sixty copies for a set.

'Easy Steps for Little Feet. 'Popular Tales — First and Second Series. Parker and Marvel's Supplementary Reading (First Book). Tweed's Graded Supplementary Reading. Modern Series Primary Reading, Part I.

CIRCULATING SUPPLEMENTARY READING.

[For Primary Schools and Ungraded Classes.]

Sets of books will be purchased, each set consisting of not more than thirty books.

The sets will be distributed among the nine school divisions.

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

¹The books of the above titles in stock to be used, but no more copies to be purchased.

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 cloth, and stamped "City Property," with the date of its introduction into the schools.

The sets of books in each division will form a circulating library in that division, to be moved from school to school by the boys of the first class, at stated periods, as directed. 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: —

1. Somerset-st. School, Anderson-st. School, Phillips-st. School, Blossom-st. School, Poplar-st. School, Chardon-court School.

2. Cushman School, Sheafe-st. School, Snelling-pl. School, Charter-st. School, North Bennet-st. Ungraded Classes.

It will be seen that the distance between two schools is so short that the larger boys can easily carry the books; so that they will 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 schools new sets may be duly approved and purchased each year or sets may be replaced as the books are worn out.

[Sets of not more than thirty copies.]

First Readers. — Monroe's, Monroe's Advanced First, Appleton's, Harvey's, Eclectic, Sheldon's, Barnes's New National, Sheldon & Co.'s, The Nursery Primer, Parker and Marvel's Supplementary Reading — Second Book, Wood's First Natural History Reader, Stickney's First Reader.

Second Readers. — Monroe's, Monroe's Advanced Second, Appleton's, Harvey's, Lippincott's, Sheldon & Co.'s, Barnes's New National, Analytical, Macmillan's, Swinton's, Easy Book (published by Shorey), Turner's Stories for Young Children, Our Little Ones, Golden Book of Choice Reading, When I was a Little Girl, Johannot's Friends in Feathers and Fur.

SCHOOL DOCUMENT NO. 13 — 1886.

BOSTON PUBLIC SCHOOLS.

COURSES OF STUDY

NORMAL, LATIN, AND HIGH SCHOOLS.

SEPTEMBER, 1886.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1886.

IN SCHOOL COMMITTEE, BOSTON, Sept. 28, 1886.

Ordered, That one thousand copies of the Courses of Study of the Latin and High Schools be printed.

Attest :

PHINEAS BATES,
Secretary.

COURSES OF STUDY.

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.* Physiology and Hygiene, till November 1st; then Zoölogy. (See note c.)

Music. — *One hour.*

Drawing. — *Two hours.*

Electives (see note b). — Elective substitute for Zoölogy: Book-keeping 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 or Drawing. (See note *f.*)

Science. — *Six hours.* Physics, three hours. Chemistry, three hours.

Music. — *One hour.*

Electives (see note *b*). — Elective substitute for Solid Geometry : Drawing.

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.*

Elective (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.

NOTE *f.* — Boys who cannot take the musical course with profit are recommended to give that hour to drawing, unless they are already giving two hours to that study.

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 Shakes-

peare; 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 Exercises (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 written: 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 Æneid, 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. Æneid, 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. — Cicero, four orations; Virgil's *Bucolics*, and review of the *Æneid*, 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. Æneid, 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 Blackboard Illustration.
8. Observation and Practice in the Training School.
9. Observation and practice in the other public schools.

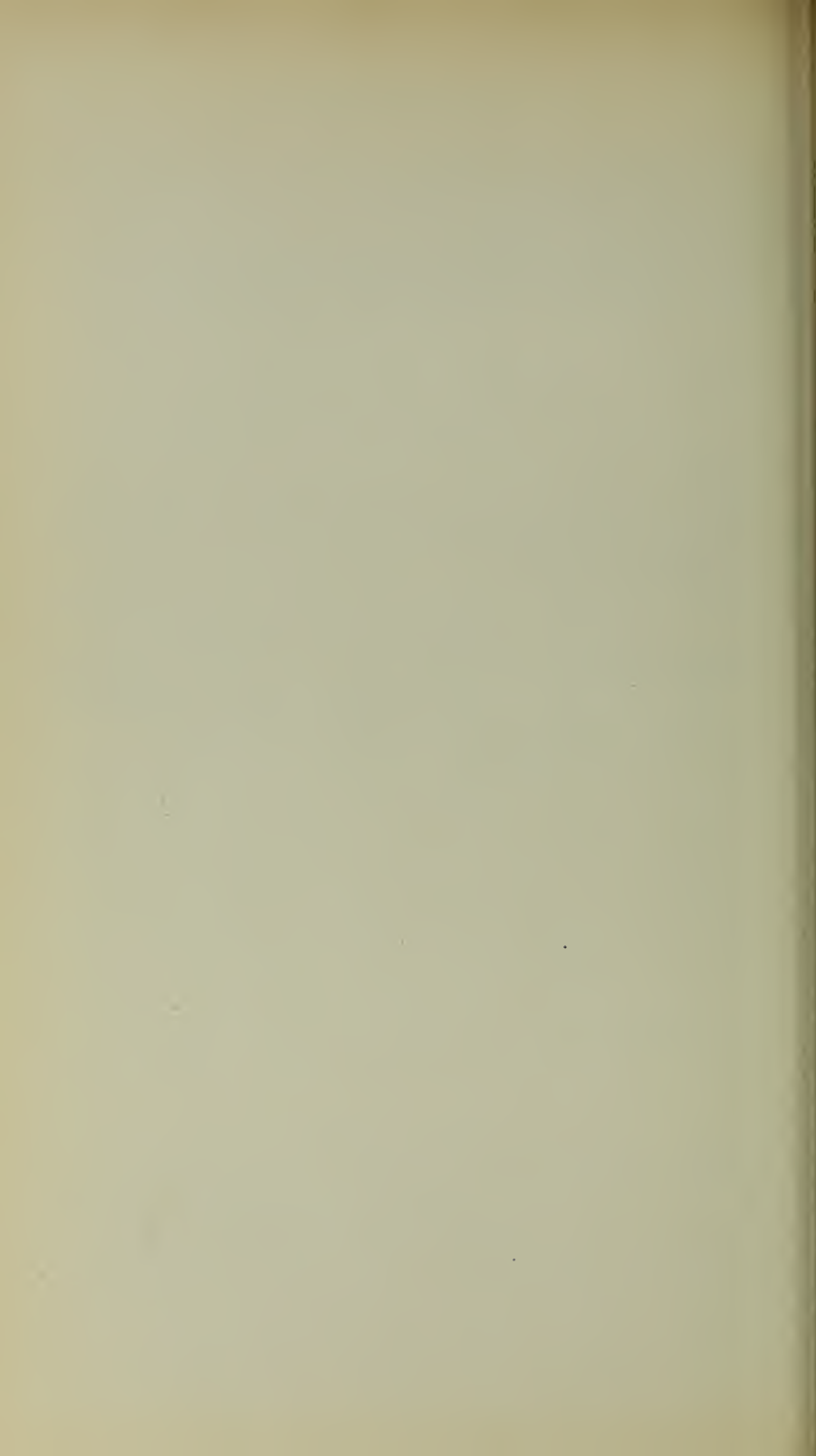
EVENING HIGH SCHOOL.

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. Phonography. Physiology and Hygiene.

French and German [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].

Latin [provided that no class in Latin shall be formed unless at least thirty pupils pledge themselves to attend five evenings in the week, and that such class shall be discontinued when the number of pupils in attendance falls below twenty-five].



SCHOOL DOCUMENT NO. 14 — 1886.

ANNUAL REPORT

OF THE

COMMITTEE ON THE HORACE MANN
SCHOOL FOR THE DEAF.

OCTOBER, 1886.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET,

1886.

IN SCHOOL COMMITTEE,
BOSTON, Oct. 26, 1886.

Accepted, and ordered to be printed.

Attest :

PHINEAS BATES,
Secretary.

REPORT.

The seventeenth year of this school began September 7, 1885, with nine teachers and seventy-three pupils. It closed in June, 1886, with the same number of teachers and seventy-eight pupils, — thirty-eight boys and forty girls.

During the year two former pupils returned and eight new pupils were admitted, making the whole number enrolled eighty-three. Of these fifty-four belonged to Boston, twenty-seven to other towns in Massachusetts, and two to other States.

Miss Ellen Shaw resigned as assistant, April 1, 1886. Her place was taken by Miss Elsa L. Hobart, formerly of the Lowell Primary School.

This school differs from other schools, as is well known, not only in the condition of its pupils, but in the methods of instructing them. Those who enter as deaf-mutes are taught at first in a very elementary way. They learn through sight and touch the elements of speech, then the combination of these elements in words, then the written and printed forms of the words thus acquired. Reading words from the lips of teacher or fellow-pupil begins as soon as articulation becomes sufficiently distinct. Simple sentences are formed, orally and in writing, to describe familiar actions and objects. Lessons from objects and pictures develop ideas of number, size, form, color, and quality. Then simple reading-books and arithmetics are brought into use, rudimentary exercises in geography, letter and journal writing, and other suitable means lead on to a course of study corresponding in most respects to that prescribed for children who can hear.

Such pupils as have once heard and gained the knowledge of spoken language before becoming deaf, can be trained, of course, without resorting to the initiatory steps here described. Instruction is given to all our children from the lips, from objects, and from blackboards, as well as from books.

Industrial training is regarded as particularly desirable for these children. Eight boys attended the Manual Training School of the city. Eight girls were received into the private cooking-school in Tennyson street. Several boys were trained in the North Bennet street Industrial School as carpenters, shoemakers, and printers. Clay-modelling was taught to some of our pupils in the same school, and, when a fire interrupted the lessons there, the teacher was good enough to continue them in our building. The grateful acknowledgments of the committee are offered to the benevolent friends whom the children have found in the Tennyson and North Bennet street schools.

The chief wants of the school at present are two in number. First, a more general and systematic provision of industrial training, to form a part of the school course. We would by no means withdraw our pupils from the private schools where they are trained, not only industrially, but morally, intellectually and physically, by the ladies who support and visit these schools and interest themselves in the individual scholars. More, however, of manual instruction is needed by the deaf than by children in possession of all their senses, and much more than can be reasonably asked from schools maintained by private benevolence.

The second want of this school is a new building. The request of the School Committee to the City Council for the transfer of \$40,000 from the School Appropriations of 1885-6, to build a house for the Horace Mann School on land granted by the Commonwealth, was made on the 27th of January last, and after many delays, was assented to by

the City Government. But nothing has as yet been done towards building except in preparing plans which were some time since completed by the City Architect and accepted by the Committee on School-houses of this Board. It became evident, however, as soon as estimates were made with any degree of exactness, that the projected building would exceed the appropriation. This is a great disappointment. The Committee on the School had hoped that a building adapted to existing needs could be planned and erected, with proper economy, for \$40,000. But they are now advised by the City Architect that this amount is not sufficient, and that a further appropriation of \$15,000 will be required. Until this is secured he thinks the building which he has designed cannot be begun. The situation is embarrassing, and the manner of dealing with it is referred to the judgment of the School Committee. They are familiar with the drawbacks of the present building. They know how unsuited it is in every important respect, — in position, construction, want of light and air, steepness of stairs, imperfect and objectionable arrangements of closets, to say nothing of lesser defects. They understand, moreover, the special needs of the children who are under instruction, and their claims, above those of hearing children, to be provided with all that a mere building can provide for them. A building does not make a school, nor will a new building give us a new Horace Mann School. But one that is well planned and well built will be a great advantage, and the work of instruction and discipline will be lightened in many ways. The School Committee and the City Council are alike entreated to consider this pressing want, and to meet it.

The Horace Mann School offers instruction not merely to the deaf, but to those of defective hearing. It is possible that some children now in our Grammar or Primary Schools, and laboring under imperfect hearing, would be better off if transferred to our care. It is very much to the benefit of children who do not hear well, to learn to read the speech

of those about them from the lips, and this they can learn most readily in a school where it is specially taught. Perhaps a child blamed as being inattentive in an ordinary school is simply unable to hear.

The charm of the Horace Mann School is its consideration for each of its pupils. Unfortunate though they are in being deprived of a sense, they are fortunate in obtaining the kindly care which the school gives them. A visit to them, and an hour's observation of their training, will send almost any one away with a feeling of relief. It is one of many instances of compensations in life. What would seem to be an almost unbearable loss is turned into something that looks like gain. Doubtless the senses which the deaf retain are quickened, and their capacity of acquiring and using knowledge is far greater than would be imagined by those who never see them in school.

The State and the city, which unite in maintaining this school, have every reason to be content with it. Private interest in its behalf has not been unstirred. It has true and tried friends who have aided its teachers and its scholars more than we know, much more than they would wish us to tell. We commend the school to the renewed regards of State, city, and community. We ask for it a continually increasing share of that sympathetic concern which has founded and carried forward all our benevolent institutions, and which is deserved, we are glad to say, by none of them more than by this school.

The past year has been one of usefulness. Teachers and pupils have borne their part in the work of the school, and the commendations of the committee have been fairly earned. We do not pretend that the work is perfect, but we know that it goes on improving, and that it seeks every opportunity to improve.

SAMUEL ELIOT,
FRANCIS A. WALKER,
JAMES C. DAVIS.

SCHOOL DOCUMENT NO. 15 — 1886.

ANNUAL REPORT

OF THE

COMMITTEE ON MANUAL TRAINING
SCHOOL.

1886.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1886.

IN SCHOOL COMMITTEE,

BOSTON, Nov. 23, 1886.

Accepted, and ordered to be printed.

Attest:

PHINEAS BATES,

Secretary.

REPORT.

The Manual Training School finished its second school year in June.

Ten classes in carpentry (each class receiving one lesson per week) have been at work all the school year.

The ten classes above mentioned attended the school as follows:—

Monday	A.M., Lawrence School .	20	boys.
	P.M., Brimmer “ .	20	“
Tuesday	A.M., Dwight “ .	20	“
	P.M., Phillips “ .	20	“
Wednesday	A.M., Lowell “ .	15	“
	P.M., Sherwin “ .	20	“
Thursday	A.M., Dudley “ .	19	“
	P.M., Quincy “ .	20	“
Friday	A.M., Dearborn “ .	14	“
	P.M., { Prince 12 boys } { Horace Mann 8 “ } 20	20	“
			188 “

Of the 188 boys who began the year in September in the school the following dropped out during the year, viz.: from the Lawrence School 6, from the Brimmer School 7, from the Dwight School 7, from the Phillips School 10, from the Lowell School none, from the Sherwin School 6, from the Dudley School 2, from the Quincy School 8, from the

Dearborn School none, from the Prince School none, and from the Horace Mann School none.

Total number of boys who have left the school during the year, 46.

BOSTON SCHOOL KITCHEN NO. 1.

This school began the first Monday in November, 1885, and closed June 18, 1886.

Ten classes, of 15 girls each (each class receiving one lesson per week), have received 29 lessons.

The ten classes were supplied by the following schools:—

Winthrop School,	52 girls	}	=	4 classes.
Horace Mann “	8 “			
Franklin “	30 “	.	.	2 “
Everett “	30 “	.	.	2 “
Hyde “	30 “	.	.	2 “
	—			—
	150			10 “

The school opened this year Oct. 4, 1886, with the same number of pupils, from the same schools as above mentioned.

Over 700 persons, from nearly all parts of the country, visited this school during the year. The grateful acknowledgments of the committee are due to Mrs. Hemenway, who kindly volunteered to pay again this year the expenses of the school, because of the reduction by the City Council of our appropriations. With our limited means we have been able to establish but one new school this year, a Cooking-School in South Boston. Last year at this time we promised ourselves to establish a School for Carpentry in Roxbury as well, but we had not the money.

The Cooking-School in South Boston, or Boston School Kitchen No. 2, is located on the first floor of the Drake Primary School. The Kitchen is larger than those hitherto in

use. We can accommodate 20 girls per lesson, or 400 per week. The Andrew, Gaston, Norcross, and Shurtleff Schools will easily furnish this number. We have made arrangements to this effect.

134 girls—70 from the Hancock School, 56 from the Wells School, and 8 from the Bowdoin School—attend the private School of Cookery on North Bennet street, under the superintendence of your committee.

Thus all the girls in the schools of the City Proper and South Boston have the opportunity to receive a course of 20 lessons in cookery.

These schools deserve great consideration from the committee. They are certainly popular with the people. Their usefulness reaches at once the home circle and compels appreciation. The pupils are proud to be helpful at home. Their parents are much pleased with their welcome assistance.

We have found masters, teachers, parents, and pupils, all heartily interested in this work. In the beginning there were teachers who had misgivings lest the manual work would interfere with the proper school work. We find no such teachers now. All the manual workers hold good rank in their schools.

Petitions for Schools of Cookery have come to us from Dorchester, Roxbury, East Boston. In Dorchester we are offered a School Kitchen, fully equipped, if the School Committee will carry it on.

Good food, properly cooked, is of great value in every home. Domestic economy is a virtue. Good food adds much to the contentment and happiness of this life. Good cookery places good food within the reach of all classes at the minimum expense.

We append the following to illustrate the work done in School Kitchen No. 1. It is merely the Bill of Fare of one of the many dinners served in that School Kitchen:—

BILL OF FARE

of Dinner served at Boston School Kitchen No. 1, June, 1886.

Potato Soup. Croûtons.

Baked Fish with Parsley Sauce.
Mashed Potatoes.

Shoulder of Mutton, boned and stuffed.
Macaroni with White Sauce.

Vegetable Salad with boiled dressing.
Hot Rolls.

Apple Snow.

Crisped Crackers. Coffee.

Ten persons served. Cost, \$1.91, 19 $\frac{1}{10}$ cents each.

It is natural that all men and women should labor. It is through their labor that benefit accrues to the city, state, and nation.

The object of all public education is the development of the ability and character of each boy and girl. All good ability and character is profit to the community. Therefore the thorough development of the faculties for good of every boy and girl is most desirable. Manual training impresses upon every pupil the necessity of thoroughness, for all good work, all good results. A habit, a plan of work, insensibly grows on every pupil, and goes with them into all school work. It is to be expected it will go with them, after

their studies in our schools are ended, into their work in the world. There they will find a school, too, under much harsher rules.

Your committee unanimously recommend that in September next a School of Carpentry be established in Roxbury, and Schools of Cookery in Roxbury, Charlestown, North End, East Boston, and Dorchester.

JAMES S. MURPHY.

Chairman,

SCHOOL DOCUMENT NO. 16 — 1886.

R E P O R T

OF THE

COMMITTEE ON EVENING SCHOOLS.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1886.

IN SCHOOL COMMITTEE,

BOSTON, Dec. 28, 1886.

Accepted, and ordered to be printed.

Attest:

PHINEAS BATES,

Secretary.

REPORT.

In accordance with the provisions of the Rules and Regulations the Committee on Evening Schools, after an extension of time granted by the courtesy of the School Board, present their report as follows : —

The report of the committee extends over the years 1885 and 1886, and the improvement in the evening schools during these two years has been so marked, and the condition of the evening schools throughout the city is so much superior to what it was a few years ago, that your committee feel it incumbent on them to record the fact. Perplexing questions have constantly arisen in connection with the evening-school work, which your committee feel are fast being cleared away, and with the assistance of the school officers and the corps of instructors many difficulties have been surmounted.

For the years 1885 and 1886 there were maintained in the city of Boston, one Evening High School and thirteen Elementary Schools, and during the year there were registered upwards of 6,000 pupils; the average number belonging was 3,078, the average attendance was 2,084, and the average number of teachers employed was 116. We are pleased to note the improvement in the regularity of attendance in the evening schools, it being the policy of your committee to secure a regular attendance of a moderate-sized school rather than have a large school with the pupils attending irregularly.

Your committee has assigned to each member of the committee specific schools, having regard to location and convenience, for which schools such member of the committee is held re-

sponsible as to the employment of teachers and the success of the school, while the entire committee have charge of the Evening High School. Reports are required each week from the principals to the Superintendent, and the committee in charge of the school, and your committee, in every instance where the number has fallen below the requirements of the rules, have felt it their duty to strictly enforce the rule, and have dropped teachers and closed schools in all instances where the numbers have fallen below the standard.

During the present year one new school has been added, differing in its nature from the general class of Elementary Schools, it being the school established in the Sherwin-School building, for teaching the English language to Germans who are unable to speak our language. The school has started with every prospect of success, and it is hoped that it will continue to do the good that has been predicted for it.

It has been the desire of your committee to provide better means for classification of pupils in the evening schools, so that there may be more class and less individual work. This has been carried out to a great extent, and is still being carried out under the direction of your committee. The difficulties attending such classification are patent to any one familiar with evening and day school work. The requirements of complete and entire classification in evening schools would, in many instances, require a greater number of teachers than the gross number of pupils would allow. We have a great many foreigners who attend evening schools for the purpose of learning the English language, and many adults whom it would be necessary to place in classes with children, in which instances and special cases there has been a suspension of rules, and thus we have obviated some other difficulties; and your committee can only say that, as far as practicable, a system of classification is going on which it is hoped will, in future, form for its graduates a basis of promotion to the Evening High School.

During the present term of the Evening High School a large number of pupils who were unable to pass the examination required were sent to the Elementary Schools with a view to perfect their education so as to be able another year to enter the Evening High School.

It had been for a number of years the policy of the School Board, following a direct vote soon after the establishment of the Evening High School, that no teacher, male or female, employed in the day schools should be employed in the evening schools ; and, although your committee are not a unit on the subject as to whether it is a proper policy or not, it is sufficient to say that there are grave doubts as to whether a teacher employed during the day doing the work that is expected of him or her as a teacher can give that time and attention to evening work that the evening schools should demand. By reason of the difficulty of obtaining instructors such as were needed in the Evening High School, the rules of the Board were suspended to permit the employment of day teachers in that school, and the same privilege was extended for the position of principal in the Elementary Schools ; and, while excellent work has been done in both schools by the day masters, your committee feel that it is a question that should be carefully considered as to what would be a proper policy to define ; some of the members of your committee being of the positive opinion that day instructors should be employed in the evening schools only in cases of necessity, while others of the committee are of the opinion that the rules should be relaxed and the doors of the evening schools opened to all instructors. At present your committee will make no positive recommendation, but leave it to time and experience to work out the result.

A year ago the rules of the School Board were amended so that teachers of the evening schools should be appointed on probation in the same manner as regular day-school teachers. The plan was, that after teachers had been ap-

pointed, they should be visited by the Supervisors during the year, and at the end of the school term reports of the success of the teachers, with the recommendation of the Supervisors, should be handed to the committee. This rule went into effect at the opening of the evening schools in 1885.

At the end of the term, last March, your committee, in considering the matter, were of the opinion that the plan was liable to work injustice to some teachers, and that while it was excellent in theory it had failed in practical results; the position of teacher in the evening schools not being a permanent and distinct position in the profession of teaching; and your committee asked to have the rules suspended, as it was thought undesirable to continue the plan another year, and nominations of teachers were made as heretofore.

The average number belonging to the Evening High School in 1885 and 1886 was 1,246, and the average attendance was 940; during the present year, beginning in September, 1886, and running to January 1, 1887, the average number belonging to the school is 1,567, while the average attendance has been 1,372, and your committee believe that the attendance is more regular and somewhat larger than last year, although it was feared that the examinations for admission would greatly reduce the number of pupils.

At the beginning of the present term the work of the Evening High School was, with the assistance of the Superintendent, Supervisors, and Committee on Examinations, reorganized by your committee. For the first time in the history of the school examination papers for admission were prepared by the Board of Supervisors and printed for the use of applicants. The standard of admission by this examination was raised, and those only who could pass a satisfactory examination and those who were graduates of the Grammar or High Schools were admitted to the Evening High School. Following the excellent recommendations of the Superintendent of Schools in his report of March, 1886,

as to examinations, admissions, etc., your committee have endeavored so to arrange as to "make the school in reality what it is in name, an Evening High School;" and since the establishment of Evening High Schools is no longer permissive, but is now mandatory in cities of 50,000 or more inhabitants, your committee have felt the importance of carrying out the desires of your Superintendent as fully as possible.

At the opening of the Evening High School a new principal was elected, — Mr. Carrigan, who had been connected with the school since its reestablishment, having declined to be a candidate. Mr. Isaac F. Paul, who had been an assistant in the school, was elected as head-master; and your committee cannot speak too highly in praise of the manner in which Mr. Paul, with his assistants, organized and have since conducted the Evening High School, on the plan suggested by the Superintendent, Supervisors, and the Committee on Examinations. The school has been economically and successfully managed, and the Evening High School, in the opinion of your committee, is to-day established with an educational standard for admission, and a degree of excellence in the character of its work, second to none other of its character in this country.

For the Committee,

CHARLES T. GALLAGHER,
Chairman.

SCHOOL DOCUMENT NO. 17 — 1886.

R E P O R T

OF THE

COMMITTEE ON DRAWING AND
MUSIC.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1886.

IN SCHOOL COMMITTEE,

BOSTON, Dec. 28, 1886.

Accepted, and ordered to be printed.

Attest :

PHINEAS BATES,

Secretary.

REPORT.

In accordance with the provisions of the Rules and Regulations, the time having been extended by the courtesy of the School Board, the following report of the Committee on Drawing and Music is presented for the years 1885 and 1886:—

MUSIC.

Your committee took charge of the music the year following the excellent report made by the late Mr. Perkins, by which the position of Director of Music had been discontinued, and provision was made for the appointment of five special instructors of music, and the prediction made by that committee in their report, as to the prospect of better results than in the past, have been fully carried out in the schools during the past two years.

At the beginning of the year 1885 your committee continued the work begun by the committee of the preceding year under the lead of their excellent and efficient chairman, the late Mr. Perkins, and they have merely carried on the work, as to the methods employed, text-books used, etc., as a continuation of the work of that committee. During the month of March, 1886, your committee, after a careful examination of the methods of study and instruction in music from the stand-point that the object to be attained was a certain proficiency in music in the Grammar Schools, which should be of the same standard of excellence throughout the city, so that the pupils from the various Grammar Schools, on entering the High Schools, should be of the same degree

of proficiency in the study of music, and felt that no recommendation was necessary and they made their report for the reëlection of five special instructors in music without qualification. Your Board, however, recommended an investigation by the Superintendent into the methods and efficiency of the instruction, for the purpose of ascertaining whether there was uniformity in the results, and to report what reorganization was necessary, etc. The report of the Superintendent (being School Document No. 9, of 1886) was made, and, after a very careful and exhaustive investigation of the whole subject, the Superintendent reports that there was little evidence of superiority by one class of pupils or one set of instructors over the other, and that there was a substantial uniformity in result but recommended certain changes, in order to make the working of the forces employed in musical instruction more uniform. Following out the suggestion of the Superintendent your committee prepared a set of rules for the guidance of the instructors in music, and further provided that they should hold stated meetings of their Board, which meetings should be presided over by the Superintendent of Schools; and this arrangement has been carried out successfully, both as to instructors and pupils, and has shown the effect of its working; for, while the various methods employed by the instructors were different, they all seemed to come, even if by different roads, to the same result, and the pupils exhibited a uniformity in their knowledge of the study of music; yet it was thought better that from the interchange of ideas, and the combined work resulting from stated meetings of instructors, beneficial results for the instruction in music would be attained.

It has been the desire on the part of your committee during the past year that some test should be given in the schools to show the proficiency of the pupils in regard to reading music. Last year a test, prepared by the Supervisors, was given to a few of the schools, and the test was so successful

that your committee feel that it would be desirable, during the present year, to provide that the usual diploma examination, which heretofore, has been a printed paper, with questions on the theory of music, should be replaced by an oral examination in singing; and the Superintendent and the Board of Supervisors and the instructors of music are of the same mind, it is proposed that the diploma examination of music shall be in future conducted by oral examinations in singing, in place of the written examination as heretofore.

DRAWING.

This portion of the report of your committee, like that devoted to music, covers the years 1885 and 1886.

But little that is novel on this subject, that has been so excellently carried on during a number of years, under the direction of Mr. Hitchings, the Director of Drawing, can be said, and the methods, etc., have changed but little during the past two years.

During the years 1885 and 1886 the number belonging in the five Evening Drawing Schools was 548, while the average attendance was 467, with 21 instructors. During the present year the number belonging to the Evening Drawing Schools has been 627, while the average attendance has been 582 in the five schools, showing a marked increase during the year. These schools comprise the Charlestown, East Boston, Roxbury, with the mechanical school on Tennyson street, and the free-hand school on Warren avenue in the city proper.

It is unnecessary for us to enlarge upon the great benefit that the Evening Drawing Schools have been to the city, or for us to refer to the constantly increasing interest on the part of the pupils, and the results attained in this branch of "industrial education."

As an example we have only to call attention to the fact that in South Boston, a section of the city where evening

instruction in drawing is not provided by the city, an Evening Drawing School is established by private fund, conducted on substantially the same principle as the Evening Drawing Schools under our charge, and during the present year a larger number of pupils have registered and taken part in the work of that school than in any Evening Drawing School supported by the city of Boston, the branches taught being mechanical and free-hand drawing, yacht and ship drafting, modelling in clay, and drawing from life; the interest in yacht and ship drafting in that section of the city among those who are interested in the building, owning, and managing of yachts and vessels, being so remarkable as to occasion mention by your committee. Your committee speak of the fact for the purpose of showing the public interest in Evening Drawing Schools and their work.

During the past two years the exhibitions of the Evening Drawing Schools have been local, each school having its own exhibition, instead of a general exhibition as formerly, and the interest manifested among students, their relatives and friends, justifies your committee in carrying out the plan adopted, rather than having a general exhibition, although it might be wise to have, in addition, a general exhibition, as before. A very carefully arranged exhibition of the Evening School work was sent to the New Orleans Exposition, and received high praise from the press of various sections of the country, and also received the award of a "diploma of honor."

In the Grammar and High-School work the course of study has remained practically the same during the past two years. At the beginning of the term your committee adopted the plan already perfected by the committee that preceded them, under the guidance of the late Mr. Perkins as chairman, and your committee have had little to do but to take the same "Course of Study," and with the assistance of the Director of Drawing, carry out the work already com-

menced ; both as to the entire "Course of Study," and as to the contract with the Prang Educational Company to furnish books, etc. During the past two years there has been but little change in the "Course of Study," the changes in both Grammar and High Schools being in the direction of industrial work,—in the High Schools by the substitution of drawing directly from models and objects, rather than copying from flat drawings, the tendency being in all cases toward a more practical use of the study of drawing.

In the Normal School no change has been made in the course of instruction. The results of an examination show that 82 out of 84 pupils passed a satisfactory examination, the remaining two being conditioned on "model drawing" only.

Your committee in closing desire to express their appreciation of the excellent work of Mr. Hitchings, the Director of Drawing, who, by courses of lectures, by his examination of students and of applicants for certificates to teach, by his special instruction to pupils in the High Schools, and generally by his faithful attention both by day and evening to this branch of instruction in our service, has done so much to make the Department of Drawing in our schools so successful. The city of Boston is fortunate in procuring the services of so efficient a Director, and in having for instructors such men as Mr. Bartlett, Director of the State Normal Art School, now in charge of the Warren-avenue Evening Drawing School; Mr. Jepson, in charge of the Tennyson-street Mechanical School, to whom, with their associates in the various sections of the city, is due full praise for the success of the evening drawing-school work, which has become such an important department of school work.

In conclusion your committee desire to express their sorrow at the death of our late associate, Mr. Charles C. Per-

kins, who for so many years had almost exclusive charge of the Departments of Drawing and Music, as chairman of this committee. Although not a member of the Board at the time of his death, the good work he had done and the kind remembrances that he left, have lived in the minds of this committee, and have been extended by unanimous vote on the records of the School Board, where they will continue to live as an expression of the appreciation of the grand work done by him in the Departments of Music and Drawing in our schools.

For the Committee,

CHARLES T. GALLAGHER,

Chairman.

SCHOOL DOCUMENT NO. 18—1886.

ANNUAL REPORT

OF THE

BOARD OF SUPERVISORS.

1886.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1886.

IN SCHOOL COMMITTEE,

BOSTON, Dec. 28, 1886.

Ordered to be printed.

Attest :

PHINEAS BATES,

Secretary.

BOSTON PUBLIC SCHOOLS,

SUPERINTENDENT'S OFFICE, MASON ST., Dec. 28, 1886.

To the President of the School Committee :

The Ninth Annual Report of the Board of Supervisors is herewith respectfully submitted.

EDWIN P. SEAVER,
Superintendent.

REPORT.

To the School Committee :

The Board of Supervisors respectfully presents the following report of its "work as a Board, and as Supervisors," for the year ending September 1, 1886 :

DUTIES OF THE SUPERVISORS.

The duties of the Board of Supervisors, and of the several Supervisors, have been described in previous reports so many times that it is unnecessary to repeat the description now. These duties have not, during the year, been increased by the Regulations, except in one respect, viz. : teachers in the evening schools, like teachers in the day schools, are appointed on probation, and must, before confirmation, be visited and reported upon by two Supervisors. Nor have the duties required by the Regulations been diminished. It is, however, true that, while the duty of inspecting the sanitary condition of schools has not been formally taken from the Supervisors, it has been given to the Instructor in Hygiene. The Supervisors have assumed that it was the intention of the School Board to relieve them of this part of

their work and to give it to one specially qualified for it by training and experience. They, therefore, respectfully suggest that the part of Section 139, of the Regulations, which requires them to inspect and report upon "the sanitary condition of schools, houses, and premises, including the working of the heating and ventilating apparatus," be stricken out. Although this change were made, the Supervisors could investigate and report upon such sanitary matters as they or the sub-committees of the School Board deemed desirable, under the requirement that they ascertain and report "the *merits, defects, and needs* of the various schools and classes, and, in general, the *physical*, mental, and moral condition of the scholars."

COURSES OF STUDY.

Primary and Grammar School Courses.

By request of the Committee on Examinations, the Board of Supervisors helped revise the course of study for Primary and Grammar Schools. The results of their investigations were reported to the Committee on Examinations, and are embodied in the revised courses of study adopted by the School Board in March last. The general features of this plan of study are nearly the same as those of the plan adopted in September, 1883. This remark applies to the subjects of study, the order of subjects, and the time to be given each subject. The Board of Supervisors scrutinized every part of the course of 1883 and carefully weighed objections to it. The changes in it, with one exception, were made either to simplify or to reduce the requirements. In the Primary Schools spelling as a distinct study is stricken from the second-year's work; and no instructor in a Primary School is *required* to teach her pupils to multiply and divide by a number larger than twelve. She is not, however, prevented from asking any questions in number that may be answered by pupils of

ordinary capacity.¹ In the course of study for Grammar Schools, the principal changes made are in elementary science, geography, history, and arithmetic. The study of physiology and hygiene is given a more prominent place than it had; the elements of physics are to be studied in the last year instead of the last two years of the course; the requirements in geography are reduced by the omission of map-drawing from memory; only the last three centuries of English history are to be studied, and the study is limited to "readings, conversations, and occasional written exercises;" and, finally, a renewed attempt is made to keep the work in arithmetic within reasonable limits.

It is too much to expect that these courses of study will prove satisfactory to all; they are not in all respects satisfactory to their authors. They are, however, not a compromise of conflicting opinions; they express the judgment of the majority after mature consideration. It is believed that they rest upon sound principles of education; that they lead to right ends, not by any royal road, but by ways carefully planned and made and by steps not too long or difficult. They will bear at least the practical test, viz., the needs of the average boy and girl. Even if a pupil of fair ability leave school at the end of the third year in a Grammar School, he will be able to read intelligently, to write legibly, and to do, with a good degree of accuracy and facility, arithmetical work in the ground rules, in reduction, and in the elements of decimal and common fractions. He will also have acquired an elementary knowledge of geography, drawing, music, and the laws of health; a rudimentary taste for good reading, and the ability to express his thoughts, orally and in writing, with a fair degree of correctness. He

¹For example: At two cents a newspaper, for how many cents does James sell thirty newspapers? How many pounds of coffee, at thirty cents a pound, can you buy for sixty cents? With twenty-five cents, how many books, at fourteen cents each, can you buy, and how many cents will you have left?

will have begun to observe natural objects with something of purpose and of system, and to form habits of industry, obedience, and right living. If he continue three years longer in school, he will accomplish much more, and will be better prepared to meet the demands of good and intelligent citizenship.

High and Latin School Courses.

A course of study should not be so general and indefinite as to leave teachers in doubt what is required, nor so particular as to bind them to unimportant details and to prevent them from determining what steps should be taken in order to arrive at important ends. It is plain that as many details should be given as are necessary to keep the work of teachers within reasonable limits, and to make it progressive from class to class. This requirement seems to have been met by the courses of study for the Primary, Grammar, and Latin Schools. It is not met by the course of study for the High Schools. That is but little more than a skeleton of subjects. It has served its original purpose, viz., to bring the eight High Schools into one general system. It is now high time to make the union more complete by specifying the important topics of study under each general subject. Some attempts have been made in this direction. In 1877, in accordance with a request of the Committee on High Schools, several of the Supervisors prepared "Document No. 29." This contained topics and suggestions under English language and literature, history, civil government, botany, zoölogy, and astronomy. This work did not meet with much favor and was left incomplete. Later, with the approval of the Committee on Examinations, some limitations of the work in solid geometry and chemistry were made by the Board of Supervisors. But the fact remains that the only authorized standard of attainment in the High Schools is a skeleton course of study, some text-books, and the diploma exami-

nations, — a standard so indefinite in quantity and quality as to lead one to wonder how the eight High Schools could have accomplished results which plainly indicate that these schools have had a common purpose and are now prepared for a closer union.

It must soon be considered what changes, if any, should be made in the course of study for the Latin Schools, in order to meet the changed requirements for admission to college. Another question will, sooner or later, demand careful consideration, viz. : whether the High Schools, or any of them, in distinction from the Latin Schools, should have their course of study so modified that pupils may be prepared in them for college. As candidates may enter college with a knowledge of only one of the languages, Latin and Greek, provided the increased demand in mathematics and physical science be met, it is probable that a four years' course of study for the two Central High Schools could be laid out which, without interfering with the distinctive purpose of High School instruction in Boston, would lead to college. Whether or not it would be the part of wisdom and economy to have such a course of study in these schools is a practical question of great moment, and should be answered only after considering the relations of the two Central Schools to the two Latin Schools. The School Board might not hesitate to give an affirmative answer to this question if it were convinced that the High Schools could give the training that prepares "for life," for business, for the Normal School, and for scientific schools, like the School of Technology, and could at the same time prepare for college without materially increasing the expense to the city and the demands upon teachers and pupils. But it should not be forgotten that the distinctive purpose of the two Latin Schools is to prepare for college, and that this preparation requires both an organization of these schools for accomplishing the purpose and specific and exacting work from teachers and pupils.

As a rule a school organized for accomplishing a special purpose is more efficient than a school organized for accomplishing several distinct purposes. Thus, Latin can, at the present time, be better and more economically taught in the Latin Schools than in the Central Schools, while physics and chemistry can be better and more economically taught in the Central Schools than in the Latin Schools. If, therefore, it be decided to make the Central Schools fitting schools for college, it will probably be expedient to organize the two upper classes in the Central Schools and in the Latin Schools, so that all the instruction in physical science may be given in the former and all the instruction in Latin may be given in the latter.

Evening School Courses.

The Evening Schools have no authorized course of study, unless a list of the subjects that may be studied in the Evening High School is regarded as a course of study. In this school, pupils elect from the list such subjects as they wish to study; but the course of instruction in any subject is mainly determined by the teacher of that subject or by the several teachers, each for himself. No subjects of study are specified for the Evening Elementary Schools. Here, the needs of the pupils, as judged by the principal or his assistants, and the authorized text-books determine in great part what subjects each shall study and what he shall do in each subject. It is not unreasonable to affirm that evening teachers have at least as much need of a course of study to guide them in their work and to keep them within proper limits as day teachers. It seems, therefore, desirable to lay out for Evening Elementary Schools a course of study similar to the course for Primary Schools and for the first three or four years of the Grammar Schools. Much of what is done in the day schools must be omitted on account of the short time the pupils have for study; but at least a plain course of study in reading,

writing, oral and written expression, and arithmetic should be made for the Elementary Schools. Moreover, there should be a course in each department of study of the Evening High School in order (1) to give more point and method to the instruction, and (2) to set up a reasonably high standard of attainment. It is, indeed, time — especially as the Evening High School is probably a permanent part of the school system — that it should give in all its departments of study, as it has given in some, thorough and systematic instruction.

Crowding Courses of Study.

It is sometimes affirmed that the courses of study are crowded with subjects, and that they demand of teachers and pupils more than they can do well. This is the statement of a half-truth. It is true that more subjects are studied in some grades of our schools than were formerly studied; but it is also true that several of these subjects are so connected and related that each helps the understanding of the others, and that together they result in a greater acquisition of knowledge than if they were separately studied. For example, a lesson in reading may be made an exercise not only in elocutionary drill but also in the oral and written expression of thought, and incidentally in spelling, punctuation, the use of capitals, and grammatical correctness. Observation lessons in the Primary Schools and elementary science, geography, and history in the Grammar Schools furnish material for oral and written exercises; and these, in turn, give clearness and exactness to the knowledge acquired. It is also true that, when teachers use mechanical methods of teaching, their pupils have too many studies and these studies stultify and cripple the mind. Fortunately, there are few teachers of this kind; there are more who, using both the mechanical or deductive methods and the natural or inductive methods, expend too much time on some subjects or too little on each. On the other hand, it is true that the

many teachers in the Primary and Grammar Schools who economize time and labor by uniting related studies and who use the best methods of teaching, find, as a rule, that the prescribed work can be done within the prescribed time.

It is believed by those who have the most intimate knowledge of the High Schools that the majority of pupils in them do not have too much studying to do. In every large school there may be found some pupils, favored by nature or circumstances, who can easily do more than the prescribed work, and some others, physically weak, or dull by nature, or unfortunate in their training, who cannot, without overworking, meet all the requirements of the school. The course of study must provide for the majority of pupils; it is the part of parents and teachers to keep the minority from overwork by requiring them to take a partial course or by giving them more time to complete the course.

In making the course of study for the Latin Schools, it seemed reasonable to expect that pupils, after spending three years in a Primary School and three years in a Grammar School and passing the examination for admission to the Latin Schools, could prepare there for college in six years. This expectation has been realized. A good preparation for college means hard and severe study for the greater part of the pupils. It is not strange, then, that some pupils have fallen out by the way from ill-health or inability to do all the work which must be done, and done well, before entering college. Most of the graduates from these schools have been well prepared to do college work and have done it with credit; but no one of them has been too well prepared. If it were true that the greater part of the pupils in the Latin Schools work too hard, a remedy for this evil should be found at once. Either a year should be added to the course or the standard of attainment should be lowered. The first remedy would not meet with favor from the public or from the colleges; the second would be satisfactory to no

one and would practically destroy the schools as fitting schools. The truth is that, with a few exceptions, all who should go from the Latin Schools to college endure the discipline of preparation and enter college with mental and physical ability to do the work required of them. The exceptions to this rule should be provided for by requiring some pupils to take a longer time for college preparation.

Conclusion.

In closing this part of the report on "Courses of Study," the Board of Supervisors respectfully recommends :

1. That a more detailed course of study be laid out for the High Schools.

2. That the question be considered what changes, if any, should be made in the course of study for the Latin Schools in order to meet the changed requirements for admission to college.

3. That the question be considered whether the Central High Schools should include preparation for college in their work ; and, if so, what changes, if any, should be made in their course of study, and whether there could be an economical division of labor between the two Central High Schools on the one hand and the two Latin Schools on the other.

4. That a course of study be prepared for the Elementary Evening Schools, and that courses of instruction be laid out for the several departments of study in the Evening High School.

INSTRUCTION IN MUSIC.

In accordance with an order of the School Committee, the Superintendent and the Supervisors made an investigation into the methods and efficiency of the instruction in music in the public schools. A report of the results of that investigation was made by the Superintendent, and is printed in Document No. 9, 1886.

SUPERVISION OF TEACHERS AND THEIR TENURE OF OFFICE.

It is the duty of the Supervisors to observe and, once a year, to report upon all the regular and special teachers in the public schools, except the teachers in the Evening Drawing Schools and the special instructors in music, sewing, military drill, and manual training. The whole number under supervision in the year ending June, 1886, was 1,363. As usual, the schools were divided into six groups and the teachers in each group were observed and reported upon by the Supervisor of that group. The records containing these reports have been identical in purpose and form for the last ten years. In them is expressed a Supervisor's judgment (1) of each teacher's governing ability, and (2) of the conduct of his pupils; (3) of his teaching ability, and (4) of its results as shown by his pupils. These four judgments have been made up and recorded each of the years, if not more than ten, that he has been a regular teacher in the Boston public schools. When collated and carefully compared they plainly show, first, that one class of teachers are steadily good or excellent through a series of years; second, that another class keep improving until, rising to their natural level, they stand among the good or excellent teachers; third, that another class include (1) teachers naturally able but changeful and of doubtful efficiency; (2) teachers possessing some marked merits and not a few chronic defects; (3) teachers that can never rise but little above "passable" and that sometimes fall below that point; (4) teachers that have degenerated.

The record just described is highly honorable to the first two classes mentioned above, and would be of service to them if they were candidates for promotion, or if, in any contingency, their standing were called in question. This is not only a conservative influence, helping to keep in their places good and excellent teachers and those that

promise to be such, but also an influence that helps preserve the schools from the continued employment of incompetent teachers. Moreover, this record presents strong evidence that it is unnecessary to elect annually the first class of teachers mentioned above; nor, indeed, the second class after they have in continuous service proved that they are, and in all probability will remain, good or excellent instructors.

The teachers, except the principals, may be classified as follows:

1. Those who, having been appointed teachers on one year's probation, have been confirmed.
2. Those who, after confirmation, have been reported for three years in succession as good or excellent teachers.
3. Those who, after meeting the requirements of the second class, have been reported for another three years in succession as good or excellent teachers.

The Board of Supervisors respectfully recommends that the first of the three classes be, as now, annually appointed, and that, if appointed at all, they continue to be annually appointed, until they belong to the second class; that the second class of teachers be appointed for three years, and, thereafter, that they continue to be appointed for three years, or a shorter time, until they belong to the third class; and that the third class of teachers be so appointed as to hold their office during good behavior and efficiency.

It is assumed in the Regulations that probationary appointments of principals are undesirable and unnecessary. To appoint a principal on probation for one year would be equivalent to expressing a doubt that he deserves to be principal. The importance and prominence of the office demand that it be filled only by one whose character, scholarship, teaching and governing ability have been tested and found satisfactory, and who is judged to have the other qualifications of a principal. It remains for him to prove

that, as principal, he possesses a good or high degree of organizing and executive ability and of moral power, and that he performs his administrative duties, both great and small, with energy, promptness, and discretion. To give a satisfactory proof of their fitness to perform these duties principals need, as a rule, more than one year and not less than four years. The Board of Supervisors, therefore, recommends (1) that those principals who have served less than four years be annually appointed, if appointed at all, until they have been principals for four years; (2) that those who have served as principals for at least four years be candidates for a tenure of office during good behavior and efficiency; but, if not at that time appointed with such a tenure of office, they continue to be annually appointed, if appointed at all, until the School Board shall have elected them with a tenure of office during good behavior and efficiency.

DEPARTMENTAL EXAMINATIONS OF SCHOOLS.

It was voted by the Board of Supervisors that each Grammar School, unless it had been lately examined in all departments, should be examined by two Supervisors in their respective departments, and by only two. For the purpose of departmental examinations the Superintendent assigned the schools to the Supervisors. They all began this important work, and some of them completed it; while the rest, on account of other demands upon their time and energy, were unable to finish it.

In the report of the Board of Supervisors for 1885 each examiner briefly described the condition of his department and made such suggestions in regard to it as he deemed important. The condition of the several departments has not materially changed during the last year, and is not likely to change much in any single year. If, however, the present condition of the departments of study be compared

with what their condition was eight or ten years ago, it will be seen that some marked changes for the better have been made, and that certain tendencies, some good and others bad, are beginning to show themselves. It is difficult to generalize aright from results produced at different times, by different methods, and under varying circumstances. But it is believed that the following conclusions approximately express the truth :

1. The pupils in all grades of the schools express thoughts, both orally and in writing, with more correctness and ease than pupils did ten years ago. But columns of hard and unfamiliar words are not spelled as well as they were when they formed a great part of the work done in language; and technical grammar, now studied a less time but more intelligently, is not acquired in its dry and empty details as thoroughly as it once was.

2. Penmanship, as such, is probably no better than it was; but serviceable handwriting, having at least the merits of legibility and rapidity, is better, especially in the Primary Schools and in the lower classes of the Grammar Schools.

3. Reading, both oral and silent, is more intelligent than it was, and has become a better means for acquiring knowledge. But oral reading, though natural and without affectation, lacks the elocutionary qualities of clearness, distinctness, melody, and force. Formerly pieces were oftener read for effect; now they are oftener read for information.

4. More knowledge of English authors — small though it be — is now acquired than formerly. The supplementary reading in the Grammar Schools and the systematic study of standard authors in the High Schools are means of culture that are producing better and better results. Nor are the Latin Schools behind in the reading and study of English authors. Even before Prof. Adams Hill introduced into the requirements for admission to Harvard College the reading of standard authors, — a great step towards and a stimulus

to the right study of English literature, — the Roxbury Latin School and the Boys' Latin School had begun the good work. This has been continued ever since with results that show decided improvement. There is, however, one tendency that needs to be guarded against in some of the schools, especially in the Grammar Schools. It is the inclination to read what is easy or amusing to the exclusion or to the comparative neglect of reading what demands study and thought. The first, though good in itself, and much better than the mechanical reading of what is hard and uninviting, may induce a distaste for reading which requires thought and investigation, and may lead to the formation of a habit of looking but little below the surface of things, — a habit that is bad for every study which must be pursued with the help of reading. The tonic effect of solid reading is felt every day and every hour in the class-room.

5. The knowledge of concrete arithmetic is greater than it was ten years ago, especially in the Primary Schools and in the lower classes of the Grammar Schools. But it is doubtful whether any advance has been made in the knowledge of pure arithmetic. The attempts that have been made to teach the science of pure numbers to pupils in Primary and Grammar Schools have been signal failures; and such attempts will fail as long as children are children. Ideas of numbers must, as a rule, be suggested to them by means of objects or by words or other signs that are immediately associated with objects. Nor have mere "table learning" and ciphering fared much better than pure number. When made ends in themselves they have been reached by constant repetitions that are devoid of mental acts. When, however, they are made means for reaching concrete or practical ends they become real and are attended with mental activity. In concrete and practical work repetition is, of course, required; but the automatism that results from it is the automatism of a mind and not of a machine.

It is affirmed that there are two tendencies in the study of arithmetic that need to be checked. The first is expressed in the statement that pupils have less accuracy and facility in number-work than formerly. This is probably true of some schools and some classes; and it plainly shows the need of better methods of work in those schools or of more and better-graded exercises or of limitations in subjects and topics. The second tendency is expressed in the statement that, although pupils do the greater part of their work in arithmetic intelligently, yet they are not so able as former pupils were to think out and to solve without help problems that involve difficulties. This statement, too, is probably true of some schools and classes. It is obvious that to guard against this tendency it is necessary that pupils should be made to depend more upon themselves, should be trained to think by thinking, and to this end should be required to solve problems carefully graded as to difficulty and not expressed in stereotyped forms. In the study of arithmetic, as in all other studies, this statement of John Stuart Mill is true: "*A pupil from whom nothing is ever demanded which he cannot do never does all he can.*"

In the last ten years algebra has held its own in the High Schools; and, were it studied there as long as it is studied in the Latin Schools, would show as good results. In the Boys' Latin School the results in algebra, judged by the examinations for entrance to college, are far better than they were ten years ago. The results of the study of geometry in the High and Latin Schools are at least as good as they formerly were, and in respect to original demonstrations are better than they ever were.

6. The observation lessons in the Primary Schools and the inductive study of elementary science in the Grammar Schools make a new era in education. The knowledge acquired from these exercises is small indeed; but the method of study and the habits formed are invaluable. Akin to the

education of the observational powers by means of these exercises is the education by doing. Thus sewing has become a means of training hand and eye; of making home more attractive and its inmates more comfortable; and, incidentally, of furnishing a source of income to many a family. Add to this the cooking-school, and give the boys a chance to expend their surplus energies in well-directed manual labor, and then the education by doing will supplement and will add vigor and reality to the education by observation and study.

The study of physics, chemistry, botany, and zoölogy in the High Schools is largely observational and experimental. The text-book cram — although the text-book is used — is a thing of the past. The results of the training in these sciences are good; and it needs no prophet or son of a prophet to foretell that the changes in methods now taking place will produce even better results in the near future. The Latin Schools, too, are beginning to seize the opportunity the college has just offered. Until now the college has required candidates to make a preparation in physics which did not prepare them to continue that study in college. This contradiction no longer exists; and now the Latin Schools can teach physics experimentally and inductively.

7. It is plain that ten years have wrought a decided change in the purposes, methods, and results in the study of history and geography. History is becoming a study of events in the life of a people and of notable persons who have done their part to direct or mould or reform that life. It is doubtful if the mere lists of kings and dates that used to be brilliantly recited, could now be repeated by a single class in Boston. Geography, too, is becoming a means of culture equalled by no other study, unless it be the study of language and literature. The dry facts formerly separated and given in detail, have now become related and united and form living realities to the pupil. The work is, of course,

poorly done in some classes ; for this is a period of change to better purposes and methods not yet fully understood.

8. The study of Latin and Greek is pursued in the Latin Schools with as much thoroughness as formerly and with much better methods. The grammar of the language is gradually learned through simple exercises, and is not crammed into the memory either before or after the pupils have acquired some knowledge of the language. Moreover, the training by sight translations is such that the progress of pupils in Virgil and Herodotus is tested by the translation of passages not before seen by them. This change in methods indicates progress towards the study of literature as an end and of language as a means to that end.

French in the Latin Schools, and Latin, French, and German in the High Schools, are studied with purposes, methods, and results varying with the school and the teacher. At least, this may be said, that as good results are now accomplished as formerly ; and, in a few schools, better results. The following note to the course of study for the Latin Schools expresses two purposes in studying a foreign language : "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." The first of these objects is accomplished in nearly all the classes ; the second is accomplished in some classes. In teaching French or German, a third object is accomplished by a few teachers who can speak the language fluently : By combining the practical study of grammar, the oral reading of the language, and conversational exercises, they teach their pupils to understand the language on hearing it and to speak it with some degree of readiness and correctness. With well-defined purposes, with a better

speaking knowledge of the language, and with frequent conversational exercises, some teachers will be able to accomplish much more than they now attempt.

9. The work in astronomy in the Girls' High School remains solidly useful, and is preparatory to the good work done in astronomical geography in the Normal School and by teachers who have graduated from that school. Nor has the value of book-keeping lessened in this commercial city whose merchants are glad to employ the graduates of the High Schools. Drawing and music, too, are believed to be increasing in educational and practical usefulness.

10. In general the work done in day and evening schools is more attractive, more intelligent, and more useful than it was. If, in this period of transition from old to new purposes and methods, the results in some subjects are not satisfactory, it should be remembered that time is an essential factor in changing from well-established methods to others. If, too, there be a suspicion that in the attempt to learn many things, pupils must scatter their mental forces or be helped too much and thus become superficial in acquirements and weak in mental grasp, it must be remembered that the modern method of teaching is the inductive method, which implies (1) the learning of many facts; (2) the comparison of these facts; (3) the classifying and the generalizing of these. It is believed that this inductive process is natural and strengthening to the growing mind; and that, when the general knowledge has been acquired, the mind will be still further strengthened by using and applying this knowledge.

INSPECTION OF SCHOOLS.

Not only do the Supervisors in their respective districts observe each teacher while governing and instructing his class and the results of this work, but they also endeavor to become acquainted with the general condition and needs of

the several schools that they supervise. In the past the chief objects of their investigation have been (1) the health of teachers and pupils, and the right sanitary conditions for securing it; (2) the mode of government, including motives to study; and (3) the classification and promotion of pupils. The fourth object of investigation, viz., the merits, defects, and needs of the schools and classes, and the physical, mental, and moral condition of the scholars, is so general in character as to lead to somewhat miscellaneous results.

Two classes of facts concerning the condition of schools could be ascertained and reported: (1) Those that pertain to a certain district, school, or class and are accidental or local or of a private nature; (2) those that pertain to the schools as a whole. Some of the first class of facts could be ascertained and reported by the several principals of the districts or schools. Others of the first class of facts are within the province of the Supervisors, and should be reported — some without delay and others from time to time during the year — to the sub-committees of the School Board through the Superintendent. The second class of facts imply careful investigation, not in one district or school alone but in all the districts or schools, and not by one Supervisor alone but by all the Supervisors, each in his own circuit. Now, a careful investigation of a single subject like school government, motives to study, the classification and promotion of pupils, or the carrying out of the courses of study, demands not a little time for collecting and collating facts and for drawing valid conclusions therefrom. It is doubtful whether the Supervisors can thoroughly investigate more than one of these subjects each year without neglecting other important duties that are required of them. The subject for investigation might be designated by the Superintendent after consultation with the Board of Supervisors; and the several reports of the Supervisors might be made to the Board of Supervisors, and then combined into one report, and sub-

mitted to the School Board by the Superintendent. It is believed that the first class of reports would be of immediate value to the sub-committees, and that the second class of reports would be of permanent value to the School Board, and that together they would be of more value than the present inspection reports.

The inspection of the schools has resulted in some good, and in an increased knowledge of certain important matters :

1. Better drainage, cleaner cellars, purer air and more uniform temperature in class-rooms, and less exposure to contagious diseases exist now than formerly. This result has been secured by the coöperation of principals and assistants, officers of the Board of Health, assistants of the Superintendent of Public Buildings, and janitors of school-houses. Physical exercises and singing in Primary and Grammar Schools, vocal and calisthenic exercises and military drill in the High and Latin Schools, have served to rest the pupils and to give them an erect carriage, stronger lungs, and somewhat better developed muscles. Physiology and the laws of health are taught and studied with more system ; pupils are freed from home study during the first six years of their school-life, and are required to study at home but one hour a day for the next three years ; study, too, is attended with less feverish anxiety in regard to marks and rank, and is slowly becoming a mental exercise as attractive and healthful as physical exercise. Finally, the Instructor in Hygiene has lately given more system and thoroughness to all sanitary matters pertaining to the schools. The result of all these efforts probably is that pupils are physically stronger and healthier than former pupils. There is, however, an impression that— notwithstanding the improved sanitary conditions— more teachers break down in health than formerly. This is a subject that needs careful investigation.

2. No change in the schools during the last ten years is

more evident than the change in the method of governing them. A principal, if he is strong in moral forces and has good judgment, is the most potent factor in the government of his school. His assistants, influenced more or less by his personal power and his authority, will, if strong and sensible, execute his plans in the spirit in which they were formed, and, if weak, will do at least in a mechanical way what seems to be wanted. The interests of principal and of assistants become the same. With such a principal and corps of teachers a school does its work with the least waste and friction. Most of its instructors govern while teaching; and, greatly interested in accomplishing the objects of the school, unconsciously carry along their pupils with them. Now they make a suggestion, or bestow a word of praise, or kindly administer a censure; but, whatever they do, they keep in mind the good of their pupils and the ends to be reached. The pupils learn to value excellence and to strive for it, at first because their teachers value it, and, later, for its own sake. This is no ideal sketch. The form of school government just described is the best, and, therefore, must prevail; and other forms radically wrong must give way to it. If, in consequence of some false notion, or unpropitious circumstances, or weakness in the administration and in the teaching force of a school, the principle of fear is made to take so prominent a place that the pupils aim to avoid punishment rather than to seek for excellence, the government of the school becomes hard and severe, and, though efficient in the present, does not give promise of good conduct in the future. If, instead of fear, emulation be appealed to in unnatural ways and to the partial or entire exclusion of the higher principles of human nature, the government of the school may appear to be excellent; but this result is secured at the risk of discouraging or rendering indifferent a part of the pupils, and of leading all to form the narrow and selfish habit of working for rank instead of excellence.

The fear of punishment as a motive in the class-room is used far less than formerly, and emulation is now largely left to its natural and healthful action. This is especially true of the Primary Schools. There are Grammar Schools, too, where neither the fear of punishment nor rank in the class is used as a motive to good conduct and industry. The High Schools are governed mainly by appeals to the good sense of the pupils. The two Latin Schools are prominent examples of the futility of using rank in the class as a motive in the government of schools. In the Girls' Latin School pupils have never been ranked in their classes; it is enough for each pupil to know how good her scholarship is in the several studies and whether or not it is improving. And yet the pupils of this school have always been noted for good conduct and application to study. The Boys' Latin School till within a few years had in operation all the machinery of the rank-list in conduct and scholarship. First it abolished rank in conduct, but kept it in scholarship; then it abolished placing pupils in seats according to rank in scholarship, but kept the rank-list and reported the rank of pupils to their parents or guardians; then it abolished the rank-list. Now a pupil does not know his rank as compared with other members of his class; he only knows his own standing in conduct and in the several studies and whether or not it is improving. This information is communicated to his parents or guardians. It cannot be learned that any ill-effects have been produced by giving up the rank-list. As a consequence of this change it is believed that scholars trained in the Latin School will be broader-minded and better able to meet and cope with the difficulties of college life and after-life.

3. The principles and methods of classifying and promoting pupils have not yet been well established. No plan for classification and promotion is recognized as of such intrinsic value as to secure the approval of the majority of

the principals. At least three distinct plans of classifying pupils, and two distinct plans of promoting them, are found in the Grammar Schools. This is a subject that demands thorough investigation and cannot now be treated as it deserves.

PROMOTION FROM PRIMARY TO GRAMMAR SCHOOLS.

Promotions from class to class in the Primary Schools are made, either annually or semiannually, by the principal of the district which contains the schools. In case of annual promotions, he regularly promotes pupils twice in order to place them in the first class; and in case of semiannual promotions, he promotes pupils five times. The third annual promotion or the sixth semiannual promotion occurs when the pupils are promoted to the Grammar Schools, and is made in January or June by the Committee on Examinations, after an examination with questions prepared and adopted by the Board of Supervisors and approved by the Committee on Examinations. The Committee's decision, whether to promote or not, rests upon the following evidence: (1) The teacher's marks on the year's or half-year's work in the several studies; (2) the teacher's or principal's marks on the examinations; (3) the expressed opinion of teacher and principal whether or not the candidates should be promoted. Nearly all the pupils recommended by principal and teacher have been promoted; and a few others, not recommended, have been promoted on account of being too old to remain longer in the Primary School. This method of promotion seems to be safe, just, and uniform. If the standard set for any examination be too low, it can be raised; or, if too high, it can be lowered; and thus, in time, a suitable standard for all the Primary Schools can be set up.

	February, 1886.	June, 1886.
No. of pupils examined for promotion from Primary to Grammar Schools	723	5166
No. of pupils promoted to graded classes of Grammar Schools . .	702	4979
No. of pupils promoted to ungraded classes of Grammar Schools .	7	129
No. not promoted	14	58

EXAMINATIONS FOR GRAMMAR SCHOOL DIPLOMAS.

After pupils have entered the sixth class of a Grammar School, they are regularly promoted from class to class or from one division of a class to another division of the same class, annually or semiannually, at the option of the principal. Whether or not pupils are promoted and whether they are promoted five times or more before reaching the first class, depend upon the decision of the principal. But when pupils have become regular members and have completed the studies of the first class the decision whether they can receive diplomas of graduation and be allowed to enter the High Schools "clear" or "on probation" is made by the Committee on Examinations. —The following is the evidence upon which they base their decision: (1) The teacher's marks on the year's work in the several studies; (2) the teacher's or principal's marks on the several diploma examinations, the questions for which are prepared by the Board of Supervisors; (3) the principal's estimate of the conduct of the candidates; (4) the opinion of the principal whether or not they deserve diplomas. The evidence is trustworthy, and, in all but a few exceptional cases that need special consideration, is sufficient. This method of awarding diplomas is generally approved as just, equal, and generous. It is believed to be suitable for the "least favored" as well as for the "most favored" schools.

The number of candidates for Grammar School diplomas, in June, 1886	1,843
The number to whom diplomas were granted	1,800
“ “ “ “ refused	43
“ “ certificates of honorable mention were granted	20
The number of graduates allowed to enter the High Schools “ clear ”	1,508
The number of graduates allowed to enter the High Schools “ on probation ”	292

CERTIFICATES OF HONORABLE MENTION.

In view of the facts that some of the pupils to whom diplomas are refused desire and deserve certificates of honorable mention and that the Committee on Examinations grant these as a free-will offering, the Board of Supervisors respectfully recommends that provision be made in the Regulations for granting certificates of honorable mention to all candidates who fail to receive diplomas, provided their conduct has been satisfactory.

SCHOLARSHIP IN ARITHMETIC, AS INDICATED BY THE DIPLOMA EXAMINATIONS.

It has been sometimes affirmed that in consequence of the attention and time given to elementary science, to drawing, and to music, in the Grammar Schools, the essential subjects, like arithmetic, have not been thoroughly studied. In order to help find out whether this is true of arithmetic, the principals of the fifty-one Grammar Schools were requested by the Board of Supervisors to report the number of correct answers to the questions given in the diploma examination in arithmetic. Copies of the papers set for examination, and the per cent. of correct answers to the questions in written, oral, and sight arithmetic, are given below :

Examination for the Grammar School Diploma.

FRIDAY, JUNE 11, 1886.

[DIRECTIONS. Use pen and ink. At the head of the sheet of paper which is to contain your answers, write your name in full, the name of your school, and the subject and *date* of this examination. Place before the answers the same figures or letters that are before the questions. Do not write in the margin. During the examination ask no questions concerning it. If a candidate receive help or communicate during an examination, the mark for that examination will be 6^c.]

ARITHMETIC.—Part I.

Written Arithmetic.

From 9.10 to 10.40, A.M.

N.B. — Give the work.

1. Mr. Henry Blank paid the following bills on May 1: For groceries, \$28.77; for meat, \$15.82; for fish, \$4.63; for gas, \$2.56; for wood and coal, \$16.24; for boots and shoes, \$9.96; for clothes, \$32.18; for newspapers, \$1.25; for books, \$17.39; for house-rent, \$85.75; for furniture, \$58.38; for carpet and matting, \$65.57; for expressage, \$7.69; for land, \$596.50. How much did he pay in all?

2. Mr. Lowell sold 674.8 acres of land for \$114614.78. For how much did he sell it an acre?

3. Messrs. John Alden & Co. took account of stock in their store on January 1, as follows:

21 barrels of flour, at \$6.85 a barrel;
 43 bushels of wheat, at \$1.09 a bushel;
 156 bushels of oats, at \$0.57 a bushel;
 87 bags of meal, at \$1.28 a bag;
 9 bushels of barley, at \$0.89 a bushel;
 62 bushels of rye, at \$0.73 a bushel.

What was the whole value of their stock?

4. Mrs. Stetson owned three pieces of land. The first piece contained $5\frac{4}{21}$ acres; the second piece, $6\frac{7}{24}$ acres; and the third piece, $10\frac{1}{2}$ acres. She gave to her son $11\frac{1}{7}$ acres of this land. How many acres had she left?

5. Find the compound interest of \$5250. for 2 years, 3 months, and 18 days, at 4 per cent., the interest being compounded annually. Find the simple interest on the same principal, for the same time, at the same rate per cent. How much more is the compound than the simple interest?

6. Solve either (a) or (b):

(a) Of the two shorter sides of a field in the shape of a right triangle, the length of the first side is 536 feet, while the length of the second side is $\frac{3}{4}$ the length of the first side. How many feet long is the third side?

(b) A field lies between and borders on two parallel streets. On one street it is 460 feet long; on the other street it is 600 feet long. The width of the field is 250 feet. How many square feet in the field?

N.B. The answers to the foregoing questions are to be collected at or before 10.40, and must not be returned to the pupils. Recess from 10.40 to 11.

ARITHMETIC. — Part II.

Oral Arithmetic.

[*Directions to the Examiner:* Begin this examination at 11. Read slowly and distinctly each question once or, if *need* be, twice to the pupils; give them a reasonable time for finding the answer mentally; and require them, at a signal from you, to write it. As soon as the last question has been answered collect the papers, and do not return them to the pupils. Then begin the examination in Sight Arithmetic.]

1. How much did Mary save in four weeks, if she saved in the first week, \$1.10; in the second week, \$0.40; in the third week, \$0.50; and in the fourth week, \$1.25?

2. If I received \$15 for 5 days' work, how many dollars should I receive for 7 days' work?

3. How many feet long is the string of Henry's kite, if $\frac{7}{8}$ of its length is 49 feet?

4. James divided a peck of nuts equally among 16 boys. How many pints of nuts did each boy receive?

5. If Maria spends $\frac{3}{4}$ of a dollar a day, in how many days will she spend 9 dollars?

6. Sixteen and two-thirds per cent. of my money is \$10. How much money have I?

ARITHMETIC. — Part III.**Sight Arithmetic.**

This examination is to begin as soon as Part II. is closed, and is to end at or before 11.40.

Solve these problems without using pen or pencil, and write the answers only:

1. James spent $\frac{5}{8}$ of his money for books, and the remainder for paper. What per cent. of his money did he spend for paper?
2. One yard is nearly equal to .9144 of a meter. To how many kilometers are 10000 yards equal? Write the answer in words.
3. Mr. Carpenter spends \$3 of every \$5 that he earns. He has earned \$100. How many dollars of this has he spent?
4. If $\frac{3}{4}$ of Sarah's age is 8 years and 4 months, how old is she?
5. James bought a half bushel of berries at 10 cents a quart, and sold them so as to gain 25 per cent. on his purchase. How much did he gain on all the berries?
6. How many years will it take \$20 to gain \$20, at 5 per cent. simple interest?

DIPLOMA EXAMINATION IN ARITHMETIC.
PER CENT. OF CORRECT ANSWERS.

QUESTIONS.	Written Arithmetic.	Oral Arithmetic.	Sight Arithmetic.
1	94	96	98
2	92	98	60
3	92	95	94
4	72	87	91
5	61	90	82
6	77	88	87
Total . . .	82	92	85

The answers of the first three problems in written arithmetic indicate that more than nine-tenths of the candidates for diplomas can add, multiply, and divide with accuracy. The fourth problem shows that seven-tenths of the candidates can solve accurately a problem involving both addition and subtraction of common fractions, and that three-tenths need more practice in such work. The fifth problem, involving both simple and compound interest, was accurately solved by three-fifths of the candidates; and the answers to the sixth problem show that nearly four-fifths of the candidates can find either the third side of a right triangle when two sides are given or the area of a trapezoid. The results in oral arithmetic are excellent; and in sight arithmetic either good or excellent, except in one problem requiring for its solution a knowledge of the metric system. In general the results show good scholarship in written and sight arithmetic and excellent scholarship in oral arithmetic. Although the examination is not hard it tests with sufficient thoroughness the ability of candidates for diplomas to do the essential work in arithmetic with accuracy.

PROBATIONERS IN HIGH SCHOOLS.

The Regulations provide that certain graduates of the Grammar Schools whose scholarship is only passable may "be admitted to the High Schools on probation — the probation to end on or before February 1, only such of the 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." Principals of High Schools, as a rule, do not approve of turning probationers adrift in the middle of the school-year. Most of these probationers, it is believed, receive some good by remaining till the end of the year and cause no trouble to the school. For this reason

and for others the Board of Supervisors recommends that the expression in the Regulations, "the probation to end on or before February 1," be changed so as to read, "the probation to close at or before the end of the school-year." The Board of Supervisors also recommends that the expression, "in the opinion of the principal, approved by the Board of Supervisors," be changed so as to read, "in the opinion of the principal and of the Board of Supervisors, approved by the Committee on High Schools." It is obvious that the final decision should rest with the Committee on High Schools, to whom the Board of Supervisors should present the facts and the recommendations founded upon these.

Number of pupils who entered the High Schools on probation, in September, 1885	100
Number who left school	14
Number who were allowed to remain in school	82
Number whose probation was closed in February	4

DIPLOMA EXAMINATIONS OF THE NORMAL, LATIN, AND HIGH SCHOOLS.

The usual examinations were given to candidates for diplomas in the Normal School, in the two Latin Schools, in the eight High Schools third-year class, and in the Girls' High School fourth-year class. The Committee on Examinations, basing their decision on the value of the work done during the year, the results of the diploma examinations, the conduct of the candidates, and the recommendations of the several principals, awarded the diplomas.

SCHOOLS.	Number of Candidates for Diplomas.	Number granted Diplomas.	Number refused Diplomas.	
Normal	83	83	
Boys' Latin	30	30	
Girls' Latin	7	7	
English High	136	125	11	
Girls' High {	4th year	72	69	3
	3d year	115	111	4
Charlestown High	48	45	3	
Roxbury High	28	27	1	
Dorchester High	28	28	
East Boston High	22	22	
West Roxbury High	19	19	
Brighton High	14	14	
Total	602	580	22	

EXAMINATIONS FOR ADMISSION TO THE HIGH AND LATIN
SCHOOLS.

Examinations for admission to the two Latin Schools were held in June and September, and for admission to the High Schools in September. The questions for these examinations are prepared by the Board of Supervisors and approved by the Committee on Examinations. This Committee decides whether or not the candidates shall be admitted.

	High Schools.	Boys' Latin School.	Girls' Latin School.
No. of candidates examined for admission	29	129	49
No. of candidates admitted	25	109	46
No. of candidates refused admission . .	4	20	3

APPOINTMENT OF TEACHERS ON PROBATION.

It is the duty of two Supervisors, designated by the Superintendent, to visit and report upon every teacher who is appointed on probation. The Board of Supervisors, on the evidence furnished by these reports, decides, near the close of the year's probation, whether or not to recommend for confirmation, and, in case of unsatisfactory teachers, whether or not to recommend an extension of probation.

Number of teachers appointed on probation from Sept. 1, 1885, to Sept. 1, 1886	93
Number of teachers whose term of probation regularly expired in that year	90
Number of the latter who were regularly recommended and confirmed	86
Number who resigned	2
Number whose probation was extended and who were afterwards confirmed	2

Of four others whose term of probation had been extended into this year from the previous year, 1 resigned, 1 was discontinued, and 2 were confirmed.

EXAMINATIONS FOR CERTIFICATES OF QUALIFICATION.

The whole number of candidates to whom certificates of qualification were granted within the year closing Sept. 1,

1886, was 255. These were distributed as follows: First-grade candidates, 23; second-grade, 17; third-grade, 16; fourth-grade, 120,—83 of these being graduates of the Normal School; special-grade, 79,—62 of these being candidates for certificates to teach sewing, and 10 to teach drawing.

A regular examination of candidates for certificates of qualification was held in August 25, 26, and 27, 1885, in the summer vacation; but the results of that examination were not collected and certificates were not granted till the following September. The detailed results of the examination are here given:

	First Grade.	Second Grade.	Third Grade.	Fourth Grade.	Special Grade.	Total.
Whole number of candidates	29	21	23	41	7	121
Number who withdrew from the examination . . . . .	.....	.....	.....	1	.....	1
Number to whom certificates were granted	23	13	15	31	6	88
Number to whom certificates were not granted	6	8	8	9	1	32
Number who, having been refused certificates for which they had applied, were granted lower certificates	4	3	3	.....	.....	10
Whole number to whom certificates were granted	23	17	15	37	6	98
Number of these who had held certificates of a lower grade	2	1	6	.....	.....	9
Number to whom certificates were granted for the first time	21	16	9	37	6	89

The special examinations held during the year were all for the purpose of granting special-grade certificates. This fact indicates that those who have received certificates of qualification based on the results of the general examination held in August, and those who have graduated from the Normal School, furnish a sufficient supply of well-qualified teachers for filling the vacancies in the schools. At the special

examinations one received a certificate to teach hygiene, one to teach deaf-mutes in the Horace Mann School, ten to teach drawing, and sixty-two to teach sewing. The Director of Drawing examined the candidates in drawing and reported the results of this examination to the Board of Supervisors.

In October, 1885, a special examination in sewing was held. It was open to all applicants for positions as teachers of sewing. Miss Crocker, who conducted the examination, endeavored to find out (1) the candidates' general and special skill in sewing; (2) their aptness and skill in teaching. For these purposes she gave them an opportunity to bring to the examination samples of finished work, and to show in her presence what kinds of work they could do and how skilfully they could do it. The following directions were given them, and they were required to answer, in writing, the questions printed below :

Examination for Certificates of Qualification to Teach Sewing.

BOSTON, OCTOBER, 1885.

Directions to Candidates.

1. On the envelope, lying on your desk, write your name *in full*, and your post-office address.
2. Place in the envelope (1) your certificate of good moral character; (2) your certificate of health from a physician; (3) whatever testimonials you wish to present.
3. At the head of the sheet of paper used in answering the questions, write (1) your name and (2) your age.
4. Place before your answers the same figures and letters that are before the questions.

Questions to be Answered.

1. What experience have you had as a teacher of sewing?
2. Describe a first lesson with beginners in sewing, indicating —
What directions you would give to the class as a whole (a) in regard to the posture of the body while sewing; (b) in regard to the

manner of holding the work, and (c) of using the needle; also (d) what stitch you would teach first; and (e) what kind of work you would choose for a first lesson.

3. Name (a) the different stitches included in plain needle-work, in the order that you would teach them, and (b) the variety of work needed for progressive teaching.

4. Fitting and basting the work: (a) What should the teacher do, and when should she do it? (b) What should the pupils be taught to do for themselves?

5. Write whatever you consider important on the following points:

(a) Adaptation of needle and thread to material in use.

(b) Neatness of finish.

(c) Making button-holes and sewing on buttons.

(d) Mending, patching, and darning.

(e) How to keep up interest in the class, and how to secure the coöperation of parents.

(f) The good training that children get in learning to sew.

6. Write, as fully as you can, on any other points that occur to you in connection with instruction in sewing.

The following are the results of the examination:

Number of candidates present	78
“ who withdrew from the examination	2
“ “ did not complete the examination	1
“ to whom certificates were refused	13
“ to whom certificates were granted	62

The supply of certificated teachers of sewing is now large enough, and need not be increased for some years to come.

GRADUATES OF THE NORMAL SCHOOL.

Eighty-three pupils were graduated from the Normal School last June, and, having been granted fourth-grade certificates of qualification, are now eligible for positions as teachers in Primary, Grammar, and Evening Elementary

Schools. During the fourteen years that the Normal School has existed, 828 pupils have graduated therefrom to become teachers :

Number of graduates in —	
1873 52	1880 43
1874 54	1881 38
1875 58	1882 58
1876 61	1883 67
1877 65	1884 56
1878 58	1885 84
1879 51	1886 83

Most of these graduates have taught in the public schools of this city, and many of them are now teaching here. They have practically proved that the Normal School is worth to the city all that it has cost, and that what seemed to some citizens an act of generosity in establishing the school was really an act of wise economy. The training received during a four years' course of High School instruction which most of the pupils of the Normal School have received is an excellent preparation for the work that is to follow ; and there is no doubt that the one year's training which the Normal School gives is of great use apart from its professional value, and is at least equivalent to one year's experience in teaching.

It does not follow that the graduates from this school do not need the training that experience in governing and in teaching gives ; they need it, but they make use of it the more readily and intelligently because they have learned the principles that underlie good government and instruction. It is true that, as a rule, principals hesitate to employ, as substitutes and teachers, graduates of the Normal School who have had little or no experience in teaching. But if more help were given to these at the outset, and if they felt that

the strong hand of the principal was always near to support them, they would sooner be able to "conquer the situation." As the chief source of supply of substitutes must be recent graduates of the Normal School, and as many of these must sooner or later be appointed to permanent places in the schools, it is the part of expediency, if not of duty, to help these until they can find "a place where to stand."

Although the supply of graduates from the Normal School has decidedly increased in the last two years, it does not seem to have been too great for the demand. In 1885 fifty-two graduates, after a year's probation, were confirmed as regular teachers, and forty-eight were appointed on probation. Others taught in the evening schools, and served as temporary teachers, substitutes, and special assistants in the day schools.

In 1882 the number that graduated was three less than the number that had entered; in 1883, four less; in 1884, ten less; in 1885, twelve less; and in 1886, sixteen less. Notwithstanding the caution exercised in admitting, retaining, and graduating pupils, a few probably receive certificates whom nature never intended to be teachers. It is very difficult to set up a just standard of graduation; for it is true that scholarship which is only passable may be offset by good sense, sympathy, tact, and what is expressed in New England by the term *faculty*; while excellent scholarship may be unaccompanied by some of the very qualities that make scholarship "tell" in the class-room and that enable its possessor to "keep school."

Before graduation the pupils have, under the observation of their instructors and in the presence of the regular teacher, some opportunity of applying the principles which they have learned and of showing their skill in teaching. But the real test of their ability occurs after graduation, when the responsibility of teaching and governing a class falls upon them. It would be for the interests of the schools if a more

accurate and discriminating statement of the successes and failures of these graduates were made in the monthly reports of the principals. The record of the opinions expressed by the principals, which is now kept at the rooms of the School Committee, is of some use to one who is searching for a substitute or a teacher ; but it might be easily made of more use. It might show a series of successes wherever the substitute has taught ; it might indicate a series of failures in a boys' school or a Grammar School, and a series of successes in a girls' school or a Primary School ; it might show improvement as experience increased, and special qualities or special skill that were an offset for specified deficiencies ; it might show repeated failures in all positions and a dearth of qualities that give promise of improvement. Such a record would be helpful to the School Committee, to the principals, and to the graduates of the Normal School. It would give such information as would lead to the appointment of the best teachers, and as would cause the others to remain in the service as substitutes until they had proved that they were either worthy or unworthy of appointment. Until the evidence of unfitness to teach is conclusive, poor substitutes will continue to be employed, and the Board of Supervisors cannot perform its duty of striking the names of incompetent candidates from the list of available teachers.

THE SUPPLY OF CERTIFICATED TEACHERS.

At the examination held on August 24, 25, and 26, 1886, ninety-seven candidates presented themselves. Twenty of these were first-grade candidates ; twenty-one, second-grade ; thirteen, third-grade ; thirty-eight, fourth-grade ; and five, special-grade. It is believed that the supply of certificated teachers will be large enough for filling all vacancies that are likely to occur in the coming school-year among the regular teachers.

	Normal School.	Latin Schools.	High Schools.	Grammar and Primary Schools.	Horace Mann School.	Total.
No. of teachers who resigned from Sept. 1, 1885, to Sept. 1, 1886 . . . . .	. . . . .	1	5	43	1	50
No. of teachers who died from Sept. 1, 1885, to Sept. 1, 1886 . . . . .	. . . . .	. . . . .	. . . . .	4	. . . . .	4
No. of teachers appointed on probation	1	2	13	76	1	93

The number of appointments of day teachers on probation for the coming year will not be far from one hundred; and to meet this demand, and also the demand for temporary teachers, substitutes, and special assistants in day schools, and for teachers in the evening schools, there will be a supply of five hundred or more. The supply of experienced and successful teachers to serve as substitutes in "hard places" is never large enough to meet the demand, chiefly because the pay of substitutes is too small to induce teachers who have permanent places elsewhere to come to Boston. A way out of this difficulty may be possibly found by adopting a plan which would help both day and evening schools, and which was contained in a report on the Comins Evening School, submitted to the Committee on Evening Schools in April, 1885. It was recommended to unite two kinds of service — special substitute service and evening service — and to attach to this twofold service a salary large enough to induce good teachers to enter and *remain* in it.

In closing this report of the tenth year of its service the Board of Supervisors is reminded of the death of its first chairman, the veteran educator, Dr. John D. Philbrick. It was partly through his influence that the School Board was reorganized in 1876, and that the Board of Supervisors was established. Those who are left of the original members of the Board vividly recall the interest he took in all the details

of school organization and management and in the objects and methods of school supervision. The intense earnestness with which he held his convictions and the frankness and courage with which he avowed them, showed that he had arrived, after long and wide observation and thorough investigation, at conclusions that seemed to him to be founded on a rock. As an organizer he has left his impress on the Boston schools — an impress that time cannot efface.

Respectfully submitted,

ELLIS PETERSON,
For the Board of Supervisors.

Before this report was presented to the School Committee the death of Miss Crocker occurred. The Board of Supervisors, therefore, voted that the following brief memorial of her, which had been prepared and adopted as an expression of the great loss and sorrow her death had occasioned, should be added to the report :

In Memory of Miss Lucretia Crocker, a Member of the Board of Supervisors, from April 1, 1876, to October 9, 1886.

The death of Miss Crocker has left vacant a place at this Board which she had filled for more than ten years. As we begin to realize, with unspeakable sadness, that she has gone from us never to return, we would — as members of this Board — recall and record our many obligations to her, and would endeavor to describe those qualities of mind and heart that made her life one of high purposes and of incessant activity, and fruitful in good words and deeds.

We recall her strong and abiding faith in the public schools, and her sympathy with every effort, whether public or private, to enlighten and educate the people and to add strength and grace to the weak and wandering.

We recall her devotion to duty, her self-sacrifice, her readiness in season and out of season to work for others and to help teachers and pupils with sympathy, encouragement, and advice.

We recall her great ability to perform the various and arduous duties of Supervisor; her naturally strong and carefully trained intellect — keen, discriminating, and ready; her scholarly attainments and fine taste; her intuitive perception of effects and causes, of ends and means in education; the high standard of excellence she always presented to teachers and pupils; and the reforming influence of her life and character.

Nor should we fail to mention that, among the ripened fruits of her life, are her plans for training the young to observe nature and to study the elements of science and geography — plans that will benefit generations of pupils long after her name shall have ceased to be associated with them.

In bringing this brief memorial of Miss Crocker to a close, we recall her presence at this Board; her dignity and modesty of manner; her clear, pertinent, and graceful speech; her vigorous support of what she believed to be right; her gentleness and charity in passing judgment upon others; and her warm interest in every question that concerned the good of the schools. Although she shunned publicity and concealed the extent and quality of her work from the many, she could not prevent us from knowing its real worth.

Great, indeed, is our loss; but greater is the loss of teachers and pupils. To them we offer our sympathy. May God bless her sister and aged mother and lighten the burden of their great sorrow!

SCHOOL DOCUMENT NO. 19—1886.

LIST

OF

CANDIDATES ELIGIBLE AS TEACHERS

OF THE

PUBLIC SCHOOLS.

DECEMBER, 1886.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1886.

LIST
OF
CANDIDATES ELIGIBLE AS TEACHERS
OF THE
BOSTON PUBLIC SCHOOLS.

December, 1886.

The following list contains the names and addresses of those who hold certificates of qualification and of service, and who are eligible for service as teachers of the Boston Public Schools. Information concerning the several candidates, their experience, and evidences of success in teaching, etc., may be found at the office of the Board of Supervisors.

Special information respecting the graduates of the Normal School may also be obtained of the Head-Master of that school.

Unless it be otherwise stated, those engaged in teaching are employed in the place of address. The figure below the name of each candidate indicates the number of years he has taught school. The capital letters indicate the grade of school in which the candidate desires to teach, viz. : H., High School ; G., Grammar School ; P., Primary School ; E., Evening School. The small letters indicate whether the candidate is available, as s., substitute ; t., temporary teacher ; p., permanent teacher. The candidates are ready for service at once, unless otherwise stated ; the date, given in some instances, indicates that the candidate will be ready for service at that time. Example :

John Blank *Newton, Mass.*

[Teaching. 5. H. G. s.t.p. April 1, 1887.]

John Blank, teaching in Newton; has taught five years; will be available in a High or Grammar School as substitute, temporary, or permanent teacher, April 1, 1887.

The names of those holding certificates, who are already employed as permanent teachers in Boston, are not given unless their certificates permit service in a higher grade.

FIRST GRADE.

HEAD-MASTERS, MASTERS, AND JUNIOR-MASTERS OF HIGH SCHOOLS, AND OF THE NORMAL SCHOOL, AND HEAD-MASTERS OF THE EVENING HIGH SCHOOL.

- Sidney E. Bailey . . . *124 Mt. Pleasant Avenue, Roxbury.*
[9. H. G. E. s.t.p.]
- Joseph Y. Bergen, Jr. . . *Box 253, Peabody, Mass.*
[Principal High School. 11. H. p.]
- Robert Bickford . . . *Hotel Warren, Somerville, Mass.*
[19. H. G. s.t.p.]
- Nellie A. Bragg . . . *Lewiston, Maine.*
[Teaching in High School. 7. H. p.]
- Franklin E. Brooks . . . *Care of Brooks and Nichols, 40 Water Street.*
[3. H. t. E. s.t.p.]
- Isaac B. Burgess . . . *Newport, R.I.*
[Teaching in Rogers High School. 5. H. p.]
- George F. Chace . . . *Box 244, Taunton, Mass.*
[Teaching in Bristol Academy. 14. H. p.]
- Egbert M. Chesley . . . *12 Union Park.*
[Sub-master in Lawrence School. 11. H. p.]
- Harold C. Childs . . . *Needham, Mass.*
[Principal High School. 9. H. p.]
- Reuel B. Clark . . . *5 Silver Street, Worcester, Mass.*
[Teaching private pupils. 25. H. t.p.]
- Edward H. Cobb . . . *38 Concord Square.*
[Sub-master in Lawrence School. 8. H. p.]
- Rest F. Curtis . . . *146 Falmouth Street.*
[Teaching in Chauncy Hall School. 8. H. p.]
- Edith S. Cushing . . . *18 Wendell Street, Cambridge, Mass.*
[2. H. p.]
- S. Warren Davis . . . *West Newton, Mass.*
[Teaching in Newton High School. 7½. H. p.]
- James A. Dodge . . . *Univ. of Minn., Minneapolis, Minn.*
[Professor of Chemistry in Univ. of Minnesota. 11. H. p.]
- Edgar R. Downs . . . *South Weymouth, Mass.*
[Principal South High School, Weymouth. 10. H. G. p.]

- William L. Eaton . . . *Concord, Mass.*
[Principal High School. 14. H. p.]
- John F. Elliot . . . *Hyde Park, Mass.*
[Principal High School. 20. H. p.]
- Frederick T. Farnsworth . . . *Taunton, Mass.*
[Principal Bristol Academy. 11. H. p.]
- Theodore P. Farr . . . *Rockland, Mass.*
[Principal High School. 8. H. t.p.]
- Walter B. Ferguson . . . *Marlboro', Mass.*
[Principal High School. 9. H. p.]
- Nathaniel S. French . . . *Mattapan, Mass.*
[Assistant in Roxbury High School. 8.]
- George E. Gay . . . *210 Main Street, Malden, Mass.*
[Principal High School. 13. H. G. p.]
- Henry H. Gay . . . *Bridgewater, Mass.*
[Principal High School. 7. H. p.]
- Wesley C. Ginn . . . *Hillsdale, Michigan.*
[Supt. of Schools and Principal of High School. 25. H. G. p.]
- Alice Goddard . . . *Spencer, Mass.*
[Teaching in Bryn Mawr School, Baltimore, Md. 4. H. p. Sept., 1887.]
- John W. Gordon . . . *9 Lancaster Street, Worcester, Mass.*
[Teaching in High School. 4. H. G. E. p.]
- Joseph C. Hagar . . . *East Marshfield, Mass.*
[1. H. E. s.t.p.]
- James E. Hayes . . . *20 Everett Street, Charlestown.*
[Teaching in Truant School, Deer Island. 1. H. G. s.t.p.]
- Bertha Hazard . . . *25 Lambert Avenue, Roxbury.*
[Teaching in private school. 7. Temporarily withdrawn.]
- Benjamin B. Holmes . . . *Winchendon, Mass.*
[Principal High School. 3. H. t.p.]
- George H. Howison . . . *Berkeley, California.*
[Mills Professor in University of California. 31. H. p.]
- Ray G. Huling . . . *New Bedford, Mass.*
[Principal High School. 17. H. p.]
- Frank W. Kaan . . . *Pleasant Avenue, Somerville, Mass.*
[Student in Harvard University Law School. 3. E. s.t.p. H. s.t.]
- Merton S. Keith . . . *Quincy, Mass.*
[Teaching private pupils. 13. H. s.t.p.]
- Mary B. King . . . *Concord, Mass.*
[Assistant in Girls' High School. 3.]
- William C. Lawton . . . *6 Marlborough Street.*
[Teaching in private school. 10. H. p.]
- Edward B. Lefavour . . . *Beverly, Mass.*
[2½. Temporarily withdrawn.]
- Arthur G. Lewis . . . *154 Lincoln Street, Worcester, Mass.*
[Principal Belmont-street Grammar School. 17. H. G. p.]
- George W. H. Libby . . . *50 Chandler Street.*
[Student in Harvard Medical School. 1. E. s.t.p.]

- David F. Lincoln *11 Joy Street.*
[5. H. s.t.p.]
- Charles E. Lord *Box 973, Franklin, Pa.*
[Principal High School. 10. H. p.]
- Alice H. Luce *69 Chandler Street.*
[Assistant in Girls' Latin School. 3.]
- James W. MacDonald . . . *Stoneham, Mass.*
[Principal High School. 19. H. p.]
- C. Dwight Marsh *Ripon, Wisconsin.*
[Professor of Chemistry and Biology, Ripon College. 9. H. p.]
- Edward D. Marsh *Dedham, Mass.*
[Teaching private pupils. 3. Evening High. p.]
- Alanson H. Mayers *57 Green Street, Charlestown.*
[First assistant in Martin School. 2½. H. E. p.]
- Ida M. Metcalf *1339 Spruce Street, Philadelphia, Pa.*
[Teaching in William Penn Charter School. 6. H. p.]
- Charles S. Moore *Taunton, Mass.*
[Principal High School. 12. H. p.]
- Arthur B. Morong *755 Tremont Street.*
[20½. Evening High. p.]
- Caroline B. Morse *9 Monument Avenue, Charlestown.*
[1. H. G. s.t.p.]
- William R. Morse *Quincy School, Tyler Street.*
[Sub-master in Quincy School. 8. H. p.]
- George M. Nash *Everett, Mass.*
[5. H. G. E. s.t.p.]
- Frederic L. Owen, Jr. . . . *Canton, Mass.*
[Principal High School. 9. H. G. p.]
- George F. Partridge *Caryville, Mass.*
[Teaching High School, Chelmsford. 3 mos. H. G. E. s.t.p.]
- Isaac F. Paul *209 Washington Street, Room 50.*
[Head-master Evening High School. 3.]
- Lucy G. Peabody *9 St. James Street, Roxbury.*
[Teaching in private school. 5. Temporarily withdrawn.]
- Frank A. Pease *Middleboro', Mass.*
[Principal Grammar School, Washington, D.C. 4. H. G. p.]
- *Luther B. Pillsbury . . . *16 Mills Street, Somerville, Mass..*
[20. H. G. s. t. p.]
- Charles A. Pitkin *Braintree, Mass.*
[Teaching in Thayer Academy. 11½. H. p. Evening High. s.t.p.]
- Albert Poor *42 Court Street, Room 1.*
[6½. Evening High. p.]
- Osgood Putnam *356 West Thirty-second Street, New York.*
[Teaching in private school. 3. Temporarily withdrawn.]
- J. Albert Reinhart *Poterson, N.J.*
[Principal High and Normal Training School. 16. H. p.]

- Charles E. Ridler . . . *Boylston, corner of Berkeley Street.*
[20. H. G. p.]
- Walter A. Robinson . . . *Franklin Falls, N.H.*
[Principal High School, Franklin, N.H. 11. H. G. p.]
- George H. Rockwood . . . *North Brookfield, Mass.*
[Principal High School. 9. H. G. t.p.]
- Frank W. Rollins . . . *Abington, Mass.*
[3½. H. E. p.]
- Josiah P. Ryder . . . *25 Saratoga Street, East Boston.*
[Assistant in Dorchester High School. 2.]
- Harry C. Shaw . . . *Box 51, Rockland, Mass.*
[Teaching in Highland Military Academy, Worcester. 2. H. G. t.p.]
- Melville C. Smart . . . *Biddeford, Maine.*
[Principal High School. 10. H. p.]
- Frank W. Smith . . . *Lincoln, Mass.*
[Teaching in Westfield State Normal School. 7½. H. p.]
- Iram N. Smith . . . *1 Winter Street, Fall River, Mass.*
[Teaching in High School. 7. H. p.]
- Thomas S. Stein . . . *Schuylkill Seminary, Fredericksburg, Pa.*
[Teaching in Schuylkill Seminary. 9. H. p. Sept., 1887.]
- William M. Stockbridge . . . *3 Sears Building, Washington Street.*
[4. Evening High. p.]
- Frederick E. Stratton . . . *1314 Farnum Street, Davenport, Iowa.*
[Principal High School. 16. H. p.]
- John P. Swinerton . . . *Framingham, Mass.*
[Principal High School. 26. H. G. p.]
- Benjamin Tenney . . . *43 Hancock Street.*
[Sub-master in Eliot School. 3. H. p.]
- Addison S. Thayer . . . *106 Park Street, Portland, Me.*
[Teaching in High School. 5. H. G. p.]
- Alfred O. Tower . . . *Mansfield, Mass.*
[Principal High School. 8. H. s.t.p.]
- Caroline W. Trask . . . *19 Liberty Street, Gloucester, Mass.*
[Teaching in High School. 3. H. p.]
- John F. Tufts . . . *Wolfville, Nova Scotia.*
[Principal Horton Collegiate Academy. 12. H. p.]
- George W. Warren . . . *28 Cherry Street, Somerville, Mass.*
[11. H. p.]
- Elliott Whipple . . . *Santa Fé, New Mexico.*
[Principal of Ramona School for Indian Girls. 22. Withdrawn for one year.]
- Mary E. Whipple . . . *16 Oread Street, Worcester, Mass.*
[Teaching in High School. 6. H. p.]
- Frank W. Whitney . . . *Box 284, Chicopee, Mass.*
[Principal High School. 9. H. p.]
- C. Howard Wilson . . . *Newton Centre, Mass.*
[Assistant in Adams School. 8. H. p.]
- Arthur F. Winslow . . . *Auburndale, Mass.*
[3. H. G. p.]

SECOND GRADE.

MASTERS AND SUB-MASTERS OF THE GRAMMAR SCHOOLS, PRINCIPALS OF EVENING ELEMENTARY SCHOOLS, AND ASSISTANTS OF THE EVENING HIGH SCHOOL.

- Joseph W. Armington . . . *Weymouth, Mass.*
[Principal Hunt Grammar School. 22. G. p.]
- Arthur W. Armstrong . . . *West Acton, Mass.*
[Teaching High School. 6. G. p.]
- Frederick W. Atkinson . . . *Upton, Mass.*
[Principal High School. 0. G. t.p.]
- Horace T. Atwood *Norwood, Mass.*
[Principal Everett Grammar School. 12. G. p.]
- Stephen G. Bailey *6 John Street, Lowell, Mass.*
[9½. Temporarily withdrawn.]
- Benson B. Banker *City Hospital, Harrison Avenue.*
[6. G. E. s.t.p.]
- Herbert H. Bates *20 Wendell Street, Cambridge, Mass.*
[Principal Wellington Training School. 9½. G. p.]
- John L. Bates *44 Saratoga Street, East Boston.*
[2. E. s.t.p.]
- Israel A. Blair *Box D, Hotel Glendon, Columbus Avenue.*
[Teaching private pupils. 14. G. E. s.t.]
- Frederick W. Bliss *23 Court Street, Room 77.*
[7. E. s.t.p.]
- Harvey L. Boutwell *209 Washington Street, Room 32.*
[5½. E. s.t.p.]
- Clarence Boylston *Milton, Mass.*
[Principal North Grammar School. 11. G. p.]
- Benjamin F. Brown *1 Myrtle Street.*
[Assistant in Gibson School. 12.]
- William H. Brown *85 Devonshire Street, Room 4.*
[4. G. s.t. E. s.t.p.]
- George B. Buffington *43 Milk Street, Room 11.*
[22. G. E. s.t.]
- Eddy H. Bugbee *Shippensburg, Penn.*
[Teaching in State Normal School. 6½. G. p.]
- Edward C. Burbeck *Box 244, Danvers, Mass.*
[Principal Maple-street Grammar School, Danvers Plains. 13. G. p.]
- Lewis A. Burr *Malden, Mass.*
[Sub-master in High School. 13. G. t.p.]
- George H. Cary *South Natick, Mass.*
[Teaching Grammar School. 13½. G. E. p.]
- Samuel W. Clarke *Franklin, Mass.*
[Principal Grammar School. 22. G. t.p.]

- Clarence P. Coburn . . . *Station A, Boston.*
[5. E. s.t.p.]
- Frank M. Copeland . . . *28 School Street.*
[7. E. s.t.p.]
- Edward J. Cox *Dedham, Mass.*
[Principal Colburn School, West Dedham. 4½. G. p.]
- Fred E. Crawford *Watertown, Mass., or 113 Devonshire Street,
Room 67.*
[1½. E. s.t.p.]
- Elmer L. Curtiss *Warner Avenue, Dorchester.*
[2½. G. p.]
- Elmer G. Derby *Watertown, Conn.*
[Teaching High School. 3. G. s. E. s.t.p.]
- Edwin P. Dewey *Marcella-street Home, Roxbury.*
[Teaching in Marcella-street Home. 4. G. p.]
- Frederic W. Elliott . . . *28 Dearborn Street, Roxbury.*
[5½. E. s.t.p.]
- Luther F. Elliott *Reading, Mass.*
[Teaching in Williston Seminary, Easthampton. 5½. Temporarily with-
drawn.]
- Frederick W. Eveleth . . . *23 Garden Street, Cambridge, Mass.*
[Teaching in Putnam Grammar School, East Cambridge. 19. G. p.]
- Henry C. Fall *Wakefield, Mass.*
[Teaching in Berkeley, R. I. 2. G. p.]
- Gilman C. Fisher *Weymouth, Mass.*
[Supt. of Schools. 10. Temporarily withdrawn.]
- Edward P. Fitts *Middleborough, Mass.*
[Superintendent of Schools. 12. G. p.]
- Jeremiah G. Foley *Deer Island, Boston.*
[Teaching in the Reformation School. 1. G. E. t.p.]
- William H. Furber *East Weymouth, Mass.*
[Principal Franklin Grammar School. 5. G. p.]
- John B. Gifford *Reading, Mass.*
[Principal High School. 13½. G. p.]
- Edward S. Haddy *Box 2221, Boston.*
[8½. E. s.t.p.]
- Henry B. Hall *169 Princeton Street, East Boston.*
[5. E. p.]
- Rufus C. Hitchcock *490 Canal Street, New Orleans, La.*
[President Straight University. 25. G. p.]
- William H. Hobbs *Brockton, Mass.*
[Principal Perkins Grammar School. 4. G. p.]
- Edward F. Holden *20 Orchard Street, North Cambridge, Mass.*
[5. G. p. E. s.t.p.]
- Wendell P. Hood *Box 195, Melrose, Mass.*
[13. G. s.t.p.]
- George S. Houghton *Auburndale, Mass.*
[27. G. s.t.p.]

- Elmer F. Howard . . . *Wallingford, Vt.*
[Teaching High School. 1½. G. p.]
- Charles E. Hussey . . . *Newton Upper Falls, Mass.*
[Principal Prospect School. 9. G. p. E. s.t.p.]
- John Jameson . . . *113 Devonshire Street.*
[20. G. E. p.]
- Clarence L. Judkins . . . *108 West Chester Park.*
[5½. G. E. s.t.p.]
- George R. Keene . . . *Summit Street, Hyde Park, Mass.*
[Assistant in Lyman School. 3½. E. s.t.p.]
- Edwin F. Kimball . . . *38 Temple Street.*
[Teaching in Chauncy Hall School. 5. G. p.]
- Arthur S. Kneil . . . *10 Ashburton Place.*
[Student in Boston University. 1½. E. s.t.p.]
- Augustus E. Marden . . . *46 East Newton Street.*
[2. E. p.]
- Frank M. McCutchins . . . *6 Dexter Row, Charlestown.*
[Assistant in Sherwin School. 10. E. s.t.p.]
- Frank P. McGregor . . . *133 Haverhill Street, Lawrence, Mass.*
[Principal High School. 12. Temporarily withdrawn.]
- John F. Moody . . . *Auburn, Maine.*
[Principal High School. 19. G. p.]
- John J. Moran . . . *370 E Street, South Boston.*
[Teaching Grammar School, Pepperell. ½. G. E. t.p.]
- Herbert L. Morse . . . *70 Columbus Avenue, Somerville, Mass.*
[Principal Luther V. Bell School. 12. G. p.]
- Frank F. Murdock . . . *Bridgewater, Mass.*
[Teaching in State Normal School. 7½. Temporarily withdrawn.]
- William S. Murphy . . . *129 Leverett Street.*
[Teaching in Marcella-street Home, Roxbury. 1. G. p. E. s.t.p.]
- Louis P. Nash . . . *Hingham Centre, Mass.*
[Principal Centre Grammar School, Hingham. 5. G. t.p.]
- Harry H. Newton . . . *Box 331, Wellfleet, Mass.*
[Principal High School. 4. G. p.]
- Horatio D. Newton . . . *32 White Street, Taunton, Mass.*
[Principal Weir Grammar School. 12. G. p.]
- William F. Nichols . . . *Ware, Mass.*
[Principal Grammar School. 7. G. p.]
- John G. Owens . . . *Box 300, Quincy, Mass.*
[Teaching in School-street Grammar School, Rockland. 0. Withdrawn for one year.]
- Alexander Pearson . . . *24 Poplar Street.*
[First Assistant in Allston School. 21. E. s.t.p.]
- Emil C. Pfeiffer . . . *10 Stoughton Hall, Cambridge, Mass.*
[Student in Harvard University. 4. E. s.t.p.]
- John D. Philbrick . . . *Candia, N.H.*
[Teaching Grammar School, Harwich, Mass. 1. G. s.t.p.]

- George G. Pratt 28 School Street, Room 18.
[10½. E. p.]
- Thomas W. Proctor 23 Court Street, Room 39.
[3½. E. p.]
- Winfield S. Rich Wellfleet, Mass.
[Teaching in Wesleyan Academy, Wilbraham. 3. G. p.]
- John S. Richardson 27 Tremont Row, Room 5.
[2½. E. p.]
- Volney Skinner Watertown, Mass.
[1½. Evening High. s.t.p.]
- Herbert L. Smith Harvard Medical School.
[3. E. s.t.p.]
- Joseph R. Smith 42 Court Street, Room 20.
[3½. E. s.t.p.]
- Seth P. Smith 86 Myrtle Street.
[3½. E. s.t.p.]
- Frank T. Taylor Yarmouthport, Mass.
[Principal High School, Yarmouth. 1. G. Evening High. p.]
- William R. Taylor 41 Somerset Street.
[1. G. s.t. E. p.]
- Edwin S. Thayer 30 Walnut Street, Fall River, Mass.
[Principal Davis Grammar School. 19. G. p.]
- Daniel G. Thompson . . . Hyde Park, Mass.
[Principal Greenwood School. 15. G. p.]
- Edgar E. Thompson . . . East Weymouth, Mass.
[Principal Franklin Grammar School. 10½. G. p.]
- George H. Tripp Fairhaven, Mass.
[Principal Middle-st. Grammar School, New Bedford. 11. G. p.]
- Warren Tyler 23 Court Street, Room 73.
[2. G. s.t. E. p.]
- Frederick W. Vermille . . . 24 Canal Street.
[Principal High School, Ayer. 3½. G. p.]
- W. Scott Ward Ashburnham, Mass.
[Teaching in Cushing Academy. 3. G. s.t.p.]
- John H. Wardwell Medford, Mass.
[Principal Cradock School. 13. G. p.]
- Milton B. Warner North Weymouth, Mass.
[Principal Grammar School. 2. G. p.]
- C. Everett Washburn . . . 39 Court Street.
[7½. E. s.t.p.]
- L. Roger Wentworth . . . Union Square, Somerville, Mass.
[6½. E. s.t.p.]
- True W. White Box 8, College Hill, Somerville, Mass.
[2½. E. s.t.p.]
- *George T. Wiggin Hyde Park, Mass.
[30½. G. E. s.t.p.]
- Edward A. Wilkie 53 Tremont Street, Room 7.
[3½. E. s.t.p.]

THIRD GRADE.

ASSISTANT PRINCIPALS, AND ASSISTANTS OF THE NORMAL AND HIGH SCHOOLS.

- Lucy M. Adams 28 *Lancaster Street, Cambridge, Mass.*
[3. H. s.t.p.]
- Sarah J. Agard *Staffordville, Conn.*
[Teaching in High School, Hoosick Falls, N.Y. 10. H. p.]
- Sarah L. Bailey *No. Andover, Mass.*
[25. Temporarily withdrawn.]
- Sarah L. Bennett *Woodbury, Conn.*
[Teaching in Woodbury Academy. 11. H. p.]
- Gertrude E. Bigelow . . . *Rochland, Mass.*
[Teaching in Rice Training School, Primary Dept. 5. H. p.]
- Almira Bixby *Arlington Heights, Mass.*
[8. H. s.t.p.]
- Clara S. Blanchard *Box 196, Malden, Mass.*
[Teaching in High School. 9. H. t.p.]
- Elizabeth H. Brewer . . . *Vassar College, Poughkeepsie, N. Y.*
[Teaching in Vassar College. 13½. H. p.]
- Emma F. Briggs *Cor. of Bellevue and Francis Streets, Roxbury.*
[Teaching in High School, Plymouth. 8. H. p.]
- Lucy W. Cain *Holden, Mass.*
[Teaching in High School. 4. H. p.]
- Mary L. Charles *Melrose, Mass.*
[20. H. s.t.]
- Emily L. Clark *Summit Street, Roslindale.*
[Student in Boston University. 2. H. s.t.]
- Grace M. Clark *69 St. James Street, Roxbury.*
[3½. H. G. s.t.p.]
- Minnie C. Clark *Somerville, Mass.*
[Teaching in High School. 8. H. p.]
- Caroline J. Cole *27 Linden Street, Salem, Mass.*
[Teaching in State Normal School. 23. H. p.]
- Mary M. Coleman *Hyde Park, Mass.*
[Teaching private pupils in Boston. 16. H. G. (higher class.) p.]
- Annie N. Crosby *45 Waverley Street, Roxbury.*
[Teaching in Dudley School. 1½. H. p.]
- Alice M. Crowell *234 Lexington Street, East Boston.*
[Teaching in Marcella-street Home, Roxbury. 2½. H. p.]
- Mrs. Emma N. B. Curtiss. *East Stoughton, Mass.*
[2. H. s.t.]
- Olivia F. Dabney *17 Boylston Place.*
[Teaching in Chauncey Hall School. 3. H. p.]

- Gertrude P. Davis *116 Zeigler Street, Roxbury.*
[Teaching in Mlnot School. 4. H. p.]
- Florence Dix *177 Falmouth Street.*
[2. H. s.]
- Persis P. Drake *14 Harris Avenue, Jamaica Plain.*
[Teaching in Greenleaf-street Private School, Quincy. 3. H. p.]
- Lucy C. Elliott *8 Brighton Street, Charlestown.*
[4. H. s.t.]
- S. Maria Elliott *70 Pinckney Street.*
[Teaching in Walnut-street Primary School, Dorchester. 12. H. p.]
- Ida J. Fenn *Schenectady, New York.*
[Teaching in Union Classical Institute. 8. H. p.]
- Lilla N. Frost *Harvard, Mass.*
[Teaching in Bromfield School. 11. H. p.]
- Mary A. H. Fuller *204 Warren Street, Roxbury.*
[Temporary teacher in Roxbury High School. 10½. H. s.t.p.]
- Isabel P. George *27 Lloyd Street, Providence, R. I.*
[Teaching private pupils. 4. Temporarily withdrawn.]
- Emma C. B. Gray *Framingham, Mass.*
[4. H. s.t.p. G. s.t.]
- Maud Hadley *Cumberland Road, Lowell, Mass.*
[1. H. s.t.p. G. P. s.t.]
- Mary Hamer *42 High Street, Taunton, Mass.*
[Teaching in High School. 12. H. p.]
- Helen A. Higgins *94 Williams Street, Chelsea, Mass.*
[First Assistant in Williams Grammar School. 9. G. p.]
- Jennie E. Hintz *248 Newbury Street.*
[9½. H. P. s.t.p.]
- Kate A. Howe *78 Rutland Street.*
[Teaching in Old Mather Primary School. 1½. H. G. p.]
- Fannie W. Kaan *Pleasant Avenue, Somerville, Mass.*
[Teaching in High School. 13. H. p.]
- Susan C. Lougee *21 Linwood Street, Roxbury.*
[First Assistant in Dudley School. 10. H. p.]
- Alice T. M. Miller *166 Cambridge Street.*
[2 months. H. G. s.t.p.]
- Sarah L. Miner *30 Oak Street, Hyde Park, Mass.*
[Teaching in High School. 8. H. p.]
- Kate M. Murphy *50 Regent Street, Roxbury.*
[17. H. E. s.t.p.]
- Minna B. Noyes *296 Columbus Avenue.*
[Temporary teacher in Charlestown High School. 8. H. s.t.p.]
- Lillie M. Packard *538 Broadway, South Boston.*
[Student in Boston University. 1. H. t.p.]
- Edith A. Parkhurst *1 Veazie Street, Somerville, Mass.*
[First Assistant in North High School, Weymouth. 10. H. p.]

- Sibylla A. Pfaffman . . . *Wollaston, Mass.*
[Teaching in High School, Quincy. 4½. H. p.]
- Emily M. Porter . . . *5 Oxford Terrace.*
[Teaching in Mt. Vernon School, West Roxbury. 13. H. p.]
- Josephine Rice . . . *Warren Street, Allston.*
[Teaching in Allston School. 3. H. p.]
- Elizabeth B. Sharp . . . *Allston Street, Dorchester.*
[Teaching in private schools. 15. H. s.t.p.]
- Mary H. Shed . . . *27 Fountain Street, Roxbury.*
[Student in Wellesley College. 7. H. t.p.]
- Mary B. Smith . . . *5 Everett Street, Cambridge, Mass.*
[10. Withdrawn for one year.]
- Annabel Stetson . . . *Care of C. W. Stetson, 39 North St., Boston.*
[7. H. E. s.t.p.]
- Idella M. Swift . . . *241 West Canton Street.*
[Teaching in Hillside School. 12. H. p.]
- Carrie A. Teele . . . *3 Pearl Street, Medford, Mass.*
[9½. H. G. (higher class.) s.t.p.]
- Mary A. Tenney . . . *Hotel Mt. Pleasant, Mt. Pleasant Street,
East Somerville, Mass.*
[8. H. s.t.p.]
- Addie L. Thing . . . *9 Cherry Street, Lynn, Mass.*
[6. H. G. (higher class.) s.t.p.]
- Hattie J. Thing . . . *Swampscott, Mass.*
[8. H. G. (higher class.) p.]
- Mary F. Thompson . . . *527 Columbus Avenue.*
[First Assistant in Dor.-Everett School. 15. H. p.]
- Grace A. Tuttle . . . *113 Federal Street, Salem, Mass.*
[Teaching in Bowditch Grammar School. 2½. H. s.t.p.]
- Mrs. Jennie I. Ware . . . *23 Maple Street, Worcester, Mass.*
[Teaching in High School. 13. H. p.]
- Ellen Watson . . . *Plymouth, Mass.*
[Teaching in private school, South Manchester, Conn. 8½. H. p.]
- Emily V. White . . . *South Weymouth, Mass.*
[Teaching in Grammar School, Cochrutuate. 7½. H. G. p.]
- Esther R. Whiton . . . *Park Street, Dorchester.*
[Preceptress of Derby Academy, Hingham. 6. H. s.t.p.]
- Harriet J. Williams . . . *Adams Street, Somerville, Mass.*
[13½. Temporarily withdrawn.]
- Mrs. Belle P. Winslow . . . *245 Warren Street, Roxbury.*
[First Assistant in Prescott School. 10. H. p.]

FOURTH GRADE.

ASSISTANTS OF GRAMMAR SCHOOLS, TEACHERS OF PRIMARY SCHOOLS,
AND ASSISTANTS OF EVENING ELEMENTARY SCHOOLS.

- Mabel E. Adams . . . *Box 94, South Quincy, Mass.*
[Teaching in Adams Primary School, Quincy. 3. P. p.]
- Clara M. Ames . . . *Woburn, Mass.*
[Teaching in Cummings Grammar School. 2. G. p.]
- Mary F. Atwood . . . *296 Washington Avenue, Chelsea, Mass.*
[Teaching in Carter Grammar School. 14. G. p.]
- Winnie Austin . . . *52 East Walnut Street, Taunton, Mass.*
[1. G. p.]
- *Elizabeth E. Backup . . . *53 W. Cottage Street, Roxbury.*
[4. P. E. s.t.p.]
- Mrs. Ida E. Bailey . . . *124 Mt. Pleasant Avenue, Roxbury.*
[Temporary teacher in George Putnam School. 3½. G. P. s.t. E. p.]
- Margaret Bamford . . . *Newton, Mass.*
[Teaching in private school. 13. G. P. p.]
- Addie P. Barnes . . . *62 Fifth Street, Chelsea, Mass.*
[Teaching in Williams Grammar School. 17. G. p.]
- Esther E. Barry . . . *Newtonville, Mass.*
[3½. E. s.t.p.]
- Annie J. Barton . . . *Walnut Hill, Norfolk Co., Mass.*
[Teaching in High School, Dedham. 15. G. t.p.]
- Abbie E. Batchelder . . . *795 Shawmut Avenue, Roxbury.*
[4. G. P. E. s.t.p.]
- Belle F. Batchelder . . . *7 Arlington Street, Lowell, Mass.*
[Teaching in Bartlett Grammar School. 9½. G. p.]
- Caroline M. Bayley . . . *68 Warrenton Street.*
[6. P. s.t.]
- Lillie M. Beede . . . *Hyde Park, Mass.*
[Teaching in Greenwood Grammar School. 5. G. p.]
- Sarah E. Belcher . . . *12 Somerset Street.*
[Student in Boston University. 1½. E. s.t.p.]
- Alice E. Berry . . . *65 Inman Street, Cambridgeport, Mass.*
[Teaching in Harvard Grammar School. 2. G. P. p.]
- Alice B. Besse . . . *Box 209, Lowell, Mass.*
[2½. P. p.]
- Grace E. Besse . . . *Box 209, Lowell, Mass.*
[Teaching Rice School, Marlboro'. 3½. G. P. p.]
- Ernest W. Branch . . . *1 Causeway Street.*
[2. E. s.t.p.]
- Mrs. Sarah Brigham . . . *97 Pleasant Street, Worcester, Mass.*
[Teaching in Winslow-street Grammar School. 16. G. (higher class.) p.]

* Certificate of service.

- Emma F. Brown . . . *14 Franklin Street, Malden, Mass.*
[Teaching in Damon School, Hyde Park. 2. G. P. p.]
- Harriet D. Burgess . . . *548 Fourth Street, South Boston.*
[Teaching in Perkins Institution. 5½. G. p.]
- James Burrier *10 Upton Street.*
[17½. G. E. s.t.p.]
- Lydia J. Butler *West Newton, Mass.*
[Teaching ungraded school in Spencer. 7. G. P. p.]
- *Mrs. Anna S. Cameron . . *33 Seaverns Avenue, Jamaica Plain.*
[Teaching in private cooking-school. 15. Temporarily withdrawn.]
- Orrin H. Carpenter . . . *10 Tremont Street, Room 57.*
[2½. E. s.t.p.]
- Carrie A. Carroll *Dedham, Mass.*
[Teaching in High School. 1½. Temporarily withdrawn.]
- Sarah E. Case *North Scituate, R.I.*
[5. G. P. p.]
- Helen P. Cleaves *21 Hammond Street.*
[Teaching in Fairmount Grammar School, Hyde Park. 9. G. P. p.]
- Estelle M. Cobb *Quincy, Mass.*
[Teaching Primary School, Claremont, N.H. 2. P. p.]
- Mary Colesworthy *83 Chestnut Street, Chelsea, Mass.*
[Teaching in Williams Grammar School. 25. G. p.]
- Mary J. Collingwood . . . *20 Wigglesworth Street, Roxbury.*
[Principal Heath-street School, Brookline. 13. G. (higher class.) p.]
- Louis R. Coudry *Box 43, Townsend Harbor, Mass.*
[Teaching ungraded school, Townsend. 3. G. t.p.]
- Edith G. Cram *Hampton Falls, N.H.*
[Teaching in Franklin Intermediate School, Holbrook, Mass. 0. G. P. p.]
- *Mrs. L. Frances Crane . . *Sea View, Plymouth County, Mass.*
[5. G. P. t.p.]
- *Ada L. Cushman *339 Broadway, Cambridge, Mass.*
[13. Temporarily withdrawn.]
- Angie C. Damon *East Marshfield, Mass.*
[8. E. s.t.p.]
- Harriet F. Damon *Reading, Mass.*
[Teaching in Haverhill-street School. 1. G. P. E. t.p.]
- Jane A. Davey *South Hampton, N.H.*
[Teaching ungraded school. 2½. G. P. E. s.t.p.]
- *Lillie E. Davis *16 Bulfinch Street.*
[Teaching private school. 19. Temporarily withdrawn.]
- Delavan C. Delano *209 Washington Street.*
[A law student. 1½. G. s.t. E. s.t.p.]
- Mary M. Dennett *Brooklyn, N. Y.*
[Teaching in Grammar School, No. 17. 2½. G. P. p.]
- Mercine E. Dickey *Quincy, Mass.*
[In Treasury Department, Washington, D.C. 2. Temporarily withdrawn.]

- *Frances L. Dodge . . . 407 Main Street, Charlestown.
[12½. G. s.t.]
- Eliza F. Dolan . . . Quincy, Mass.
[Teaching in Adams Primary School. 5½. G. P. p.]
- Georgie F. Drake . . . 267 West Fifth Street, South Boston.
[3½. G. P. E. s.t.p.]
- E. Gertrude Dudley . . . Wakefield, Mass.
[Teaching in Willard Grammar School, West Quincy. 1. G. P. p.]
- Gertrude A. Earle . . . 152 Perkins Street, Somerville, Mass.
[Teaching in Davis Primary School, East Somerville. 2½. G. p.]
- David G. Eldridge, Jr. . . 61 Clarendon Street.
[5. E. p.]
- Mrs. Alice W. Emerson . . Reading, Mass.
[Teaching Intermediate School. 10. G. t.p.]
- Sara A. Emerson . . . Harvard School, Broadway, Cambridge,
Mass.
[Teaching in Harvard School. 11. G. p.]
- Sarah J. Fahy . . . 120 Third Street, East Cambridge, Mass.
[0. P. t.p. E. s.t.]
- *Mrs. Emma K. Fernald . . 113 West Canton Street.
[12. G. P. s.t.]
- Harriett Foster . . . Reading, Mass.
[Teaching in Grew School, Hyde Park. 1. G. p.]
- Anna R. French . . . Dedham, Mass.
[Teaching ungraded school, South Framingham. 0. P. s.t.p. Sept., 1887.]
- Susan M. Frye . . . Woburn, Mass.
[Teaching in Cummings Grammar School, Woburn Centre. 8. G. p.]
- Gertrude A. Fuller . . . 32 Hancock Street, Salem, Mass.
[Teaching in Oliver Primary School. 4. G. P. p.]
- Gertrude Goodwin . . . 14 Woodward Street, South Boston.
[0. G. P. E. s.t.p.]
- Lena A. Gookin . . . Corner Oakland and West Pine Streets,
Lowell, Mass.
[Teaching in Green Grammar School. 9½. G. p.]
- Mrs. Helen S. Hale . . . Rowley, Mass.
[Teaching Grammar School. 6. G. p.]
- Ida E. Hall . . . 106 Camden Street.
[Teaching in Morse Grammar School, Somerville. 10. G. p.]
- *Ella M. Hancock . . . Prospect Avenue, Roslindale.
[9. G. P. s.t.]
- Margaret A. Hanlon . . . Sharon, Mass.
[Teaching ungraded school. 1. G. P. p.]
- Sarah E. Hannegan . . . 11 South Street, Portland, Maine.
[1. G. p.]
- Nellie A. Hanson . . . Montvale, Mass.
[Teaching ungraded school, Middleton Centre. 4. G. P. p.]

- Roberta J. Hardie . . . *Needham, Mass.*
 [Teaching in Mason Grammar School, Newton Centre. 6. G. p.]
- Ellen M. Harrigan . . . *Newtonville, Mass.*
 [Teaching in Claffin Grammar School. 2½. G. p.]
- Alice M. Haynes . . . *Sturbridge, Mass.*
 [Teaching in Coddington Grammar School, Quincy. 5. G. p.]
- Louise H. Haynes . . . *Box 534, Dover, N.H.*
 [Teaching in High School. 7. G. p.]
- Alzie R. Hayward . . . *South Milford, Mass.*
 [Teaching in High School, Milford. 8. G. p.]
- Mrs. Marie F. Hill . . . *Craigie St., Spring Hill, Somerville, Mass.*
 [11½. G. s.]
- Viola G. Hogan . . . *Box 593, Bath, Maine.*
 [Principal South Grammar School. 13. G. p.]
- Julia F. Holland . . . *Box 203, Winchester, Mass.*
 [1 month. G. P. s.t.p.]
- Mary W. Hooke . . . *Castine, Maine.*
 [Teaching Primary School. 16. P. p.]
- Cora E. Hosmer . . . *105 Prospect Street, Cambridge, Mass.*
 [Teaching in Harvard Grammar School. 6. G. p.]
- *Mary P. Howland . . . *13 Ashburton Place.*
 [12. G. P. E. s.t.p.]
- Marianna Hussey . . . *Box 39, Bridgewater, Mass.*
 [5. G. E. t.p.]
- Isabel Kennedy . . . *393 Warren Street, Roxbury.*
 [0. G. P. t.p.]
- Persis E. King . . . *131 Dudley Street, Roxbury.*
 [16. G. s.t. E. p.]
- Stella M. King . . . *131 Hancock Street, Brooklyn, N. Y.*
 [Teaching in Central School. 14½. G. p.]
- Carrie M. Kingman . . . *Stoneham, Mass.*
 [15. G. p.]
- Liela M. Lamprey . . . *277 Haverhill Street, Lawrence, Mass.*
 [Teaching in Oliver Grammar School. 3. G. P. p.]
- Maria H. Lathrop . . . *68 Warrenton Street.*
 [18. G. s. E. s.t.p.]
- Helen C. Laughlin . . . *Williams School, Chelsea, Mass.*
 [Teaching in Williams School. 6. G. P. t.p.]
- Minnie R. Leavitt . . . *Water Street, Neponset, Mass.*
 [Teaching in Adams Primary School, Quincy. 2. P. p. Sept., 1887.]
- Alice P. Lord . . . *Highland School, Somerville, Mass.*
 [Teaching in Highland School, Primary Dept. 7. G. (lower class.) P. p.]
- Hulda B. Loud . . . *Rockland, Mass.*
 [Principal School-street Grammar School. 18. G. (higher class.) p.]
- Mary S. Low . . . *Falcon Street, East Boston.*
 [4½. P. s.t.p.]

- Myrtie A. Low *Falcon Street, East Boston.*
[$\frac{1}{2}$. P. s. t.]
- Lizzie MacGregor *128 Putnam Street, East Boston.*
[$3\frac{1}{2}$. G. (lower class.) P. s. t. p.]
- *Mrs. Mary A. D. Maclean, *19 Marion Street, East Boston.*
[27. G. P. s. E. s. t. p.]
- Mary J. Marlow *100 Camden Street.*
[Teaching in Hawthorn Primary School, Chelsea. 1. G. P. t. p.]
- Annie J. McAlvin *Amherst, N. H.*
[$4\frac{1}{2}$. P. s.]
- Mary M. McCarthy *Malden, Mass.*
[Teaching Primary School, Pittsfield. 7. G. P. s. t. p.]
- Emma C. McClellan *4 Kendall Place, Worcester, Mass.*
[Teaching in Belmont-street School. 22 $\frac{1}{2}$. G. (girls'.) p.]
- Mary E. McGraw *21 Hollis Street.*
[Student at Harvard "Annex." 8 $\frac{1}{2}$. E. p.]
- Susan E. McLane *East Medway, Mass.*
[Teaching in Grammar School. 15. G. (higher class.) p.]
- Mary C. McNally *17 Third Street, East Cambridge, Mass.*
[2 months. P. p. E. s. t. p.]
- Lydia Mendum *Melrose Highlands, Mass.*
[Principal Franklin Grammar School. 12. G. p.]
- Ida A. Merriam *Main Street, Somerville, Mass.*
[Principal Free Evening Drawing School, Pittsfield. 5. Temporarily with-
drawn.]
- Bertha E. Messer *Stoneham, Mass.*
[Teaching in Grew Primary School, Hyde Park. 0. G. P. p.]
- Susan N. Monk *Framingham, Mass.*
[Principal Grammar School, Brookfield. 14 $\frac{1}{2}$. G. (higher class.) p.]
- Mrs. Ella K. Morgan *15 Salem Street, Worcester, Mass.*
[16. Withdrawn for one year.]
- Harriet R. Morse *6 Lincoln Street, Marlboro', Mass.*
[Teaching in Hildreth Grammar School. 11. G. t. p.]
- Irene M. Morse *50 Federal Street, Salem, Mass.*
[Teaching in Pickering Grammar School. 1. G. (higher class.) p.]
- Kate W. Nash *Auburn Street, Brookline, Mass.*
[$1\frac{1}{2}$ months. G. P. s. t. p.]
- Sarah D. Noyes *Elmwood, Mass.*
[0. G. E. s. t. p.]
- Lydia C. Nye *East Sandwich, Mass.*
[16. G. (higher class.) p.]
- Ella M. Packard *Milton, Mass.*
[0. G. P. E. s. t. p.]
- Jennie W. Papworth *955 Madison Avenue, Cleveland, Ohio.*
[Teaching in Lincoln Primary School. 8 $\frac{1}{2}$. G. p.]

- Ellen N. Parsons *40 Third Street, Lowell, Mass.*
[8. G. P. s.t.p.]
- Lizzie G. Perry *Vernon Street, Somerville, Mass.*
[Teaching in Forster Primary School. 12½. P. p.]
- *Mary W. Perry *29 Lynde Street.*
[15½. G. P. E. s.t.p.]
- Harriet E. Porter *Box 305, Woburn, Mass.*
[Teaching in Montvale School. 1½. G. P. p.]
- Edward N. Quinn *Box 361, Waltham, Mass.*
[13. G. s.t.p.]
- Mary A. Reardon *83 Essex Street.*
[5. G. P. s.t.p.]
- Abbie E. Richards *Danversport, Mass.*
[0. G. p.]
- Sylvia A. Richards *49 Bonair Street, Somerville, Mass.*
[10. G. P. E. s.t.p.]
- Annie L. Ricker *Kennebunkport, Maine.*
[Teaching Grammar School, South Berwick. 8. G. P. s.t.p.]
- Lillian C. Roberts *17 Rush Street, Somerville, Mass.*
[Teaching in Center Intermediate School, Brockton. 2 G. P. p.]
- Fanny L. Rogers *68 Warrenton Street.*
[14½. G. (higher class, girls'.) E. s.t.p.]
- Mary E. Rogers *Box 386, Newtonville, Mass.*
Teaching in Grew Primary School, Hyde Park. 8. G. P. p.]
- Lucy B. Saunders *East Pepperell, Mass.*
[Teaching Babbittasset School. 4. G. P. p.]
- Anna L. Savil *Box 509, Quincy, Mass.*
[5½. G. (higher class.) p.]
- Horace E. Sawyer *Williamsburg, Mass.*
[Principal High School. 6. G. E. p.]
- Mrs. Martha E. Scott *68 Warrenton Street.*
[15½. G. E. s.t.p.]
- Alice H. Shultes *68 Warrenton Street.*
[Teaching Private School, Mattapan. 12. E. p.]
- *Mrs. Lucy E. T. Smith *57 G Street, South Boston.*
[21½. G. P. s.t.]
- Lucy S. Smith *Easthampton, Mass.*
[Student in Normal Art School, Boston. 21½. E. s.t.p.]
- Mrs. Althea W. Somes *1 Rockland Street, Roxbury.*
[5. G. P. s.t.p.]
- Kate W. Sparhawk *142 Seaver Street, Roxbury.*
[3½. E. p.]
- S. Louisa Stearns *Holden Street, Brookline, Mass.*
[Teaching Primary School, Cochituate. 11. P. t.p.]
- Amy E. Stebbins *Williamsburg, Mass.*
[Teaching Intermediate School. 6. G. P. s.t.p.]

- Elizabeth L. Stodder . . . *South Hingham, Mass.*
[17. G. P. s.t.p.]
- Mrs. Maria R. Swan . . . *75 Appleton Street, Lowell, Mass.*
[Teaching in Edson Grammar School. 20. G. p.]
- Mary C. Swift *Attleboro Falls, Mass.*
[Teaching Grammar School. 7. G. P. p.]
- Ida F. Taylor *Suite 8, 27 Union Park Street.*
[6. G. P. E. s. t. p.]
- Ervinia Thompson *40 Berkeley Street.*
[Temporary teacher in Comins School. 12. G. P. E. s.t.p.]
- Mrs. Mary E. Thompson . . *Billerica, Mass.*
[16. E. s.t.p.]
- Annie E. Tucker *728 Broadway, Chelsea, Mass.*
[Teaching in Franklin-avenue Primary School, Revere. 1½. Withdrawn for one year.]
- Maria F. Upton *Bath, Maine.*
[Teaching in Adams School, Quincy. 17. G. P. p.]
- Mary E. Wall *Holliston, Mass.*
[Teaching in Davis Primary School, West Newton. 0. G. P. t.p.]
- Mary E. Waller *Care of Daniel B. Hallett, 95 Milk Street.*
[1. G. s.t.p.]
- Sarah S. Waterman *Woburn, Mass.*
[Teaching in Weir Grammar School, Taunton. 1 G. P. p.]
- Annie A. Webster *581 Union Street, Manchester, N.H.*
[First Assistant in Ash-street Grammar School. 10. G. (higher class.) p.]
- Anna G. Wells *12 Rockland Avenue, Roxbury.*
[3. G. P. t. E. s.t.p.]
- Blanche G. Wetherbee . . *East Marshfield, Mass.*
[Teaching in Hyde Grammar School, Newton Highlands. 2. Withdrawn for one year.]
- Maud S. Wheeler *4 Harrison Avenue, Salem, Mass.*
[2. G. P. s.t.p.]
- Annie B. Williams *19 Forest Avenue, Roxbury.*
[13½. G. s.t.p.]
- Mary A. Winslow *143 Warren Avenue, Roxbury.*
[Teaching in Grew Grammar School, Hyde Park. 11. G. t.p.]
- *Mrs. Effie A. Worcester . *49 Pearl Street, Charlestown.*
[13½. G. P. s.t.p.]
- *Sarah J. Worcester . . . *Bunker Hill School, Baldwin Street, Charlestown.*
[9. P. s.t.]

*Certificate of service.

FIFTH GRADE.

TEACHERS OF PRIMARY SCHOOLS AND ASSISTANTS OF EVENING ELEMENTARY SCHOOLS.

- Emma F. Chater *Box 344, Natick, Mass.*
 [Teaching in Centre Grammar School. 13½. P. p.]
- Mary E. Cotting *Waltham, Mass.*
 [Teaching in Bacon-street Primary School. 12. P. p.]
- Emma S. Fisk *8 Albion Place, Charlestown.*
 [7½. E. p.]
- Sarah L. Norris *Box 1113, Hyde Park, Mass.*
 [Teaching Primary School, Montclair, N.J. 12. P. p.]
- Annie L. Wood *Box 1033, Natick, Mass.*
 [Teaching in Underwood Primary School, Newton. 10. P. p.]

SPECIAL GRADE.

ASSISTANTS IN EVENING ELEMENTARY SCHOOLS.

- *Moses Berger *1059 Tremont Street.*
 [To teach English to German pupils.]
- Mrs. Margaret Coyle . . . *43 Upham Street, Melrose.*
- Frances V. Keyes *202 Northampton Street.*
- Mrs. Nellie M. Leavitt . . *335 Columbus Avenue.*
- Daniel J. Mullen *102 Quincy Street, Roxbury.*
- Mary W. Perry *29 Lynde Street.*
- Elizabeth N. Smith *86 Pinckney Street.*
- Edward E. Sparhawk . . . *142 Seaver Street, Roxbury.*

TEACHERS OF PHONOGRAPHY, EVENING HIGH SCHOOL.

- Thomas E. Major *Box 2495, Boston.*
- Stephen O'Meara *262 Washington Street.*
- E. Norris Sullivan *3 Somerset Street.*

TEACHERS OF PENMANSHIP, EVENING HIGH SCHOOL.

- Orrin H. Carpenter *10 Tremont Street, Room 57.*
- George W. Cunningham . . *South Sudbury, Mass.*
- Charles A. French *Inquiry Dept., Boston Post Office.*

* Holds also certificate of service as principal of evening school for instruction in English to German pupils.

Franklin C. Irving . . .	7 Pemberton Square.
Henry C. Kendall . . .	26 Essex Street.
Arthur T. Whittemore . . .	68 Chauncy Street.

TEACHER OF VOCAL AND PHYSICAL CULTURE.

Fanny L. Rogers . . .	68 Warrenton Street.
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TEACHERS OF FRENCH AND GERMAN.

Jacob Lehmann	Melrose Highlands, Mass.
Carrie A. Teele	Medford, Mass.

TEACHERS OF FRENCH.

Tobias N. Genoud . . .	181 and 182 Tremont Street.
Charles P. Lebon . . .	62 Clarendon Street.
Gatien de Lestrade . . .	21 Boylston Place.
Robert L. Sanderson . . .	Harvard College, Cambridge.
A. S. de Sempey . . .	51½ Portland Street.

TEACHERS OF GERMAN.

Florence M. Cross . . .	Dover, N.H.
Wilhelmine H. Duurloo . . .	Schenectady, New York.
Marguerite V. d'Eckstadt . . .	10 Allston Street, Dorchester.
Bernhard Schroeder . . .	6 Park Square.
Julius A. Weigmann . . .	223 Pynchon Street, Roxbury.

TEACHERS OF EVENING DRAWING SCHOOLS.

*Charles L. Adams . . .	20 Charles Street, Dorchester.
Herbert W. Adams . . .	Institute of Technology.
M. Medora Adams . . .	9 Chester Square.
S. Herbert Adams . . .	Paris, France.
Ralph W. Allen . . .	15 Bowdoin Street.
Henry T. Bailey . . .	North Scituate, Mass.
Milton H. Bancroft . . .	74 East Newton Street.
*George H. Bartlett . . .	State Normal Art School.
*A. Hun Berry . . .	6 Walnut Street.
Annie E. Blake . . .	2 Columbus Square.
Walter F. Brackett . . .	State Normal Art School.
Emma W. Bragdon . . .	82 F Street, South Boston.

Wallace Bryant	<i>Melrose, Mass.</i>
Henry K. Burrison	<i>West Newton, Mass.</i>
Florence Cleaves	<i>272 Dudley Street, Roxbury.</i>
Florence Coffin	<i>Box 51, Newton Highlands, Mass.</i>
Frank H. Collins	<i>Malden, Mass.</i>
Ada L. Cone	<i>New York City.</i>
Anson K. Cross	<i>60 East Newton Street.</i>
Walter L. Dean	<i>South Boston, Mass.</i>
M. Louise Field	<i>528 Columbus Avenue.</i>
*John L. Frisbee	<i>Everett, Mass.</i>
Edward W. Hamilton	<i>School of Design, Providence, R.I.</i>
*George Jepson	<i>7 Park Street.</i>
Edward R. Kingsbury	<i>152 Franklin Street.</i>
Hermon A. MacNeil	<i>Warren Street, Chelsea, Mass.</i>
Frank S. Mason	<i>5 Haliburton Place, Cambridge, Mass.</i>
George E. Morris	<i>Waltham, Mass.</i>
Albert H. Munsell	<i>45 Quincy Street, Roxbury.</i>
Adelaide C. Palmer	<i>Maryland Institute, Baltimore, Md.</i>
Abbie E. Rice	<i>76 Warren Street, Charlestown.</i>
Carl Richter	<i>East Dedham, Mass.</i>
William S. Robinson	<i>Maryland Institute, Baltimore, Md.</i>
William L. Skinner	<i>High Street, Somerville, Mass.</i>
Alice M. Spaulding	<i>Dedham, Mass.</i>
Thomas E. Sweeney	<i>State Normal Art School.</i>
Emma Todd	<i>95 Prospect Street, Gloucester, Mass.</i>
Robert W. Vonnoh	<i>62 Boylston Street.</i>
Albert L. Ware	<i>44 Boylston Street.</i>
*George H. Young	<i>186 Devonshire Street.</i>

TEACHERS OF SEWING.

Mary F. Baker	<i>27 Woodbine Street, Roxbury.</i>
Mrs. L. Maria Barker	<i>114 White Street, East Boston.</i>
H. Augusta Barnes	<i>169 West Newton Street.</i>
Mary E. Barry	<i>1 Rockland Street, Roxbury.</i>
Susan E. Bartlett	<i>66 Elm Street, Charlestown.</i>
Mrs. Emily S. Beckford	<i>Beverly, Mass.</i>
Mrs. Eldora M. S. Bowen	<i>55 Hancock Street, Dorchester.</i>
Mrs. Elizabeth M. Brown	<i>41 Fort Avenue, Roxbury.</i>
Mrs. Alice G. Buffum	<i>Adams Street, Dorchester.</i>

Harriet A. Bullard . . .	63 West Newton Street.
Mrs. Eliza J. Burbank . . .	11 Joy Street.
Helen M. Cazmay . . .	28 Montgomery Street.
Sarah E. Chamberlin . . .	39 Columbia Street, Cambridgeport.
Caroline B. Cheever . . .	50 Clarendon Street.
Mrs. Sarah F. Child . . .	14 Mortimer Place, Somerville.
Mrs. Nancy E. Clapp . . .	2 Edgeworth Place, East Boston.
Mrs. Margaret Coyle . . .	43 Upham Street, Melrose.
Christine Crick . . .	Hotel Harwich, 12 Harwich Street.
Louise Crick . . .	Hotel Harwich, 12 Harwich Street.
Annie M. Cullen . . .	141 Centre Street, Roxbury.
Lucinda W. Darrow . . .	9 Warrenton Street.
Caroline R. Dawes . . .	9 Champney Place, Roxbury.
Mrs. Sarah S. Drown . . .	5 Savin Street, Roxbury.
Mrs. Anna E. Eager . . .	Newton, Mass.
Mrs. Alfreda T. Elliott . . .	12 Story Street, Cambridge.
Mrs. Lydia S. Emery . . .	223 West Springfield Street.
Mrs. Sarah E. Felt . . .	25 Lowell Street.
Mrs. Lucretia H. French . . .	67 Bartlett Street, Roxbury.
Martha F. French . . .	Hancock Street, Quincy.
Mrs. Sarah E. Frost . . .	32 Leonard Street, Harrison Square.
Louise C. Gooch . . .	14 Bulfinch Street.
Mrs. Annie M. Hanson . . .	40 Burroughs Street, Jamaica Plain.
Lucy P. Higgins . . .	93 Boylston Street.
Emma W. Hyland . . .	132 D Street, South Boston.
Catherine F. Johnson . . .	Boylston, cor. Centre Street, Jamaica Plain.
Margaret A. Johnston . . .	44 East Brookline Street.
Maria C. Josselyn . . .	Wolluston, Mass.
Margaret A. Kelley . . .	53 Forest Street, Roxbury.
Mrs. Ida C. Knight . . .	Pope's Hill, Dorchester.
Minnie J. Lawrence . . .	115 Pembroke Street.
Harriet Lemist . . .	44 Highland Street, Roxbury.
Adelaide L. Lovejoy . . .	157 Webster Street, East Boston.
Ellen F. Lowell . . .	9 Douglass Street, Cambridgeport.
Annie S. Meserve . . .	19 Woodville Square, Roxbury.
S. Annie Moseley . . .	Atlantic, Mass.
Mrs. Ellen B. L. Mott . . .	8 London Street, East Boston.
Margaret O'Brien . . .	212 Third Street, South Boston.
Margaret B. Packard . . .	Wendemuth Block, Mattapan.
Ellen Plummer . . .	224 Webster Street, East Boston.

- Sarah M. H. Porter . . . 266 *Devonshire Street.*
Esther C. Povah . . . 68 *West Sixth Street, South Boston.*
Elizabeth Pye . . . 105 *N Street, South Boston.*
Mrs. Angeline A. Richards, 1 *Cordis Street, Charlestown.*
Mary V. Riley . . . 6 *G Street, South Boston.*
Mrs. Mary E. Roach . . . 443 *Broadway, South Boston.*
Henrietta J. Ruggles . . . *Buttonwood Street, Dorchester.*
Mrs. H. M. Savage . . . 27 *Sharon Street.*
Mrs. Annie H. Shaw . . . 39 *Hammond Street.*
Mrs. Lydia R. Skinner . . . 178 *Lexington Street, East Boston.*
Mrs. Sarah H. Strauss . . . 36 *Dwight Street.*
Lucia M. Sumner . . . 67 *Maxfield Street, New Bedford.*
Maria A. Swan . . . *Box 722, Brookline, Mass.*
Sophia A. Titcomb . . . 67 *Bartlett Street, Roxbury.*
Mrs. Fannie M. Trowbridge, 91 *West Springfield Street.*
Frances Tully . . . 94 *Prince Street.*
Mrs. Lucy A. Utley . . . 498 *Columbus Avenue.*
Mary R. Wallcut . . . 103 *West Springfield Street.*
Emma G. Welch . . . *Linden Street, Dorchester.*
Caroline R. Wells . . . 12 *Rockland Avenue, Roxbury.*
Marianna Whitney . . . 480 *Columbus Avenue.*
Annie M. Williams . . . 56 *Myrtle Street.*
Mrs. Bessie Wilson . . . *Lamartine Street, Jamaica Plain.*
Mrs. Angeline A. Young . . . 49 *Alpine Street, Roxbury.*
Esther L. Young . . . 285 *Columbus Avenue.*

GRADUATES OF THE BOSTON NORMAL SCHOOL.

ELIGIBLE FOR POSITIONS AS ASSISTANTS OF GRAMMAR SCHOOLS, TEACHERS OF PRIMARY SCHOOLS, AND ASSISTANTS OF EVENING ELEMENTARY SCHOOLS.

[The year following the name indicates the year of graduation.]

- Mary E. Abercombie (1878) . . . *108 Haverhill Street, Lawrence, Mass.*
 [Principal of Harrington School. 5. G. P. p.]
- Lena A. Aechtler (1886) . . . *300 Heath Street, Roxbury.*
 [0. G. P. s.t.p.]
- Emily J. Allen (1886) . . . *13 Market Street, Cambridgeport, Mass.*
 [0. G. P. s.t.p.]
- Mary L. Allen (1885) . . . *14 Ware Street, Cambridge, Mass.*
 [8 months. G. P. s.t.p.]
- Clara B. Andrews (1879) . . . *350 Columbus Avenue.*
 [1½. G. P. s.t.p.]
- Carrie L. Baker (1874) . . . *3 Milford Street.*
 [4. P. s.t.p.]
- Elizabeth J. Baldwin (1883) . . . *113 Auburn Street, Cambridgeport, Mass.*
 [Teaching in Mason Primary School. 3. Temporarily withdrawn.]
- Bertha B. Barnes (1886) . . . *773 Broadway, South Boston.*
 [0. G. P. s.t.p.]
- Anna K. Barry (1883) . . . *5 Bowdoin Avenue, Dorchester.*
 [2½. G. s.t.p.]
- Caroline S. Barry (1885) . . . *Bowdoin Street, Dorchester.*
 [3 months. Withdrawn for one year.]
- Hattie P. Bill (1875) . . . *Box 947, Waltham, Mass.*
 [8½. G. P. s.t.p.]
- Elizabeth M. Blackburn (1886) *40 Thornton Street, Roxbury.*
 [0. G. P. s.t.p.]
- Lucy M. Bosworth (1876) . . . *67 Elm Street, Charlestown.*
 [4. E. s.t.p.]
- Nellie F. Brazer (1885) . . . *12 Norfolk Street, Roxbury.*
 [Temporary teacher in Sherwin School. ½. G. P. s.t.p.]
- Mary A. Brennan (1886) . . . *40 Dunlow Street, Roxbury.*
 [0. G. P. E. s.t.p.]
- Kate T. Brooks (1886) . . . *18 Oak Street, Charlestown.*
 [0. G. P. s.t.p.]
- Clara A. Brown (1883) . . . *7 Union Place, East Boston.*
 [Temporary teacher in Stoughton School. 1½. G. P. s.t.p.]
- Ellen L. Brown (1881) . . . *23 Wabon Street, Roxbury.*
 [1 month. Temporarily withdrawn.]

- Elinor F. Buckley (1885) . . . *416 Broadway, South Boston.*
[1. G. P. E. s.t.p.]
- Katharine A. Burns (1886) . . . *34 McLean Street.*
[0. G. P. E. s.t.p.]
- Mary Butler (1885) *A Street, Jamaica Plain.*
[1 month. G. P. s.t.p.]
- Mary W. Caffrey (1885) *20 Circuit Street, Roxbury.*
[3 months. G. P. s.t.p.]
- Rebecca E. Campbell (1884) *Waltham, Mass.*
[Teaching in Newton-street Primary School. 2. G. P. t.p.]
- S. Frances Carbee (1885) *41 White Street, East Boston.*
[$\frac{1}{2}$. G. P. E. s.t.p.]
- Lucy G. M. Card (1877) *24 Regent Street, Roxbury.*
[2 $\frac{1}{2}$. G. P. s.t.p.]
- Jennie G. Carmichael (1886) *South Braintree, Mass.*
[0. G. P. s.t.p.]
- Antoinette Clapp (1885) *3 Rockland Street, Roxbury.*
[7 months. G. P. s.t.p.]
- Evelyn N. Clark (1885) *20 Highland Street, Roxbury.*
[0. G. P. s.t.p.]
- Winifred M. Clarkson (1885) *308 Dorchester Street, South Boston.*
[7 months. G. P. E. s.t.p.]
- Susie J. Clough (1886) *River Street, Dorchester.*
[0. G. P. s.t.p.]
- Emma F. Cogan (1886) *East Cambridge, Mass.*
[0. G. P. s.t.p.]
- Rose V. Collier (1885) *9 Fourth Street, East Cambridge, Mass.*
[$\frac{1}{2}$. G. P. E. s.t.p.]
- Rose E. Conaty (1886) *103 Hampshire Street.*
[0. G. P. E. s.t.p.]
- Mary E. Connor (1886) *15 Godman Park, Roxbury.*
[0. G. P. s.t.p.]
- Grace E. Cross (1882) *581 Broadway, South Boston.*
[$\frac{1}{2}$. Temporarily withdrawn.]
- Bertha F. Cudworth (1886) *20 Fountain Street, Roxbury.*
[0. G. P. s.t.p.]
- Frances E. Cullen (1875) *497 East Eighth Street, South Boston.*
[2 $\frac{1}{2}$ months. P. s.t.p.]
- Catherine J. Cunningham (1886) *4 Snelling Place.*
[0. G. P. E. s.t.p.]
- Margaret Cunningham (1886) *136 West Chester Park.*
[0. G. P. s.t.p.]
- Mary Currie (1885) *75 West Seventh Street, South Boston.*
[9 months. G. P. E. s.t.p.]
- Elinor F. Decatur (1886) *49 Woodward Avenue, Roxbury.*
[0. G. P. s.t.p.]

- Mrs. Mabel D. Dennett (1884) *Bellevue Street, West Roxbury.*
[2. P. s. in West Roxbury.]
- Lottie S. DeWolfe (1886) . . . *18 Monument Street, Charlestown.*
[0. G. P. s.t.p.]
- Margaret T. Dooley (1885) . . . *68 Smith Street, Roxbury.*
[1. G. P. s.t.p.]
- Inez Drake (1886) *Bellevue Street, West Roxbury.*
[Temporary teacher in Centre-street Primary School. 0. G. P. s.t.p.]
- Caroline J. Duff (1886) . . . *14 Sheafe Street, Charlestown.*
[0. G. P. E. s.t.p.]
- Lena Le V. Dutton (1886) . . . *Savin-Hill Avenue, Dorchester.*
[0. G. P. s.t.p.]
- Lula L. Eames (1885) . . . *Wilmington, Mass.*
[0. G. P. s.t.p.]
- Amanda C. Ellison (1876) . . . *2717 Washington Street, Roxbury.*
[4. G. P. s.t.p.]
- Lizzie C. Estey (1886) . . . *1075 Adams Street, Dorchester.*
[0. G. P. s.t.p.]
- Lizzie W. Everett (1876) . . . *Newton Upper Falls, Mass.*
[Teaching in Prospect School. 12. G. P. p.]
- Clara E. Fairbanks (1886) . . . *38 Union Park.*
[0. G. P. s.t.p.]
- Ellen M. Farrell (1886) . . . *51 Longwood Avenue, Roxbury.*
[0. G. P. E. s.t.p.]
- Lucy G. Flusk (1886) . . . *1456 Dorchester Avenue, Dorchester.*
[0. G. P. s.t.p.]
- Marguerite J. Flynn (1886) . . . *1 Oneida Street.*
[Temporary teacher in Concord-street Primary School. 0. G. P. E. s.t.p.]
- Rosanna Follan (1876) . . . *87 Green Street, Jamaica Plain.*
[2½. G. P. s.t.p.]
- Jessie C. Fraser (1886) . . . *108 Meridian Street, East Boston.*
[0. G. P. E. s.t.p.]
- Jennie C. Frazier (1885) . . . *119 Thorndike Street, East Cambridge.*
[0. G. P. s.t.p.]
- Grace J. Freeman (1886) . . . *589 East Fifth Street, South Boston.*
[0. G. P. E. s.t.p.]
- Mabel C. Friend (1884) . . . *15 Highland Avenue, Roxbury.*
[Temporary teacher in Dillaway School. 1. G. P. s.t.p.]
- Anna M. Fries (1882) . . . *369 Dudley Street, Roxbury.*
[2. G. P. s.t.]
- Esther E. Glynn (1884) . . . *Goddard Avenue, Brookline, Mass.*
[0. G. P. s.t.p.]
- Mary A. Gregg (1885) . . . *66 Prospect Street, Cambridge, Mass.*
[0. G. P. p.]
- Ellen F. A. Hagerty (1885) . . . *123 Centre Street, Roxbury.*
[Temporary teacher in Lewis School. 1. G. P. E. s.t.p.]

- Gertrude Halladay (1886) . . . *30 Highland Street, Roxbury.*
[3. G. P. s.t.p.]
- May M. Ham (1886) . . . *770 E. Fourth Street, South Boston.*
[0. G. P. s.t.p.]
- Martha S. Harding (1886) . . . *Gladstone Street, Orient Heights.*
[0. G. P. E. s.t.p.]
- Nellie E. Hastings (1883) . . . *31 Sixth Street, East Cambridge, Mass.*
[1. G. P. p.]
- Hattie C. Hathaway (1885) . . . *119 Dartmouth Street.*
[8 months. G. P. s.t.p.]
- Laura K. Hayward (1873) . . . *Malden, Mass.*
[Teaching in Centre Primary School. 13. P. p.]
- Nellie S. Henry (1885) . . . *9 Beckler Avenue, South Boston.*
[Temporary teacher in Gaston School. 1. G. P. E. s.t.p.]
- Kate F. Hobart (1886) . . . *60 West Rutland Square.*
[0. G. P. s.t.p.]
- Edith M. Hobbs (1886) . . . *34 Thornton Street, Roxbury.*
[0. G. P. s.t.p.]
- Edith K. Hodsdon (1882) . . . *19 Linden Street, South Boston.*
[2½. G. P. E. s.t.p.]
- Alice C. Holmes (1883) . . . *216 East Eagle Street, East Boston.*
[Teaching in Private Kindergarten. 2. G. P. p.]
- Nellie F. Holt (1883) . . . *68 Warrenton Street.*
[2½. G. P. s.t.p.]
- Leslie D. Hooper (1886) . . . *Ashford Street, Allston.*
[0. G. P. s.t.p.]
- Mary E. Howard (1886) . . . *37 Moreland Street, Roxbury.*
[0. G. P. s.t.p.]
- Nellie M. Howard (1885) . . . *Norwood, Mass.*
[½. G. P. s.t.p.]
- Mary A. Howe (1876) . . . *49 Summer Street, Taunton, Mass.*
[Principal Winthrop Grammar School. 10. G. (First Assistant.) p.]
- Louisa E. Humphrey (1885) . . . *12 Highland Avenue, Roxbury.*
[0. G. P. s.t.p.]
- Adelaide E. Ingraham (1876) . . . *Norwood, Mass.*
[Teaching in Shepard Grammar School, North Cambridge. 9. G. P. p.]
- Laura Jenkins (1884) . . . *Box 294, Hyde Park, Mass.*
[Teaching in Chauncy Hall School. 2. G. P. p.]
- Rosa E. Jones (1884) . . . *72 Albion Street.*
[1½. G. P. s.t.p.]
- Delia A. Kelley (1882) . . . *Warren Street, Brookline, Mass.*
[Teaching in Heath Primary School. 4. Temporarily withdrawn.]
- Ellen L. Kelley (1886) . . . *96 Bunker Hill Street, Charlestown.*
[0. G. P. E. s.t.p.]
- Mary E. Kelly (1886) . . . *40 Cook Street, Charlestown.*
[0. G. P. s.t.p.]

- Matilda J. Kennemon (1886) *8 Moon Street.*
[0. G. P. E. s.t.p.]
- M. Alice Kimball (1885) . . . *436 Washington Avenue, Chelsea, Mass.*
[7 months. G. P. s.t.p.]
- Marion Kingsbury (1884) . . . *20 Greenwich Park.*
[½. G. P. s.t.p.]
- Winifred L. Kinsley (1886) *East Cambridge, Mass.*
[0. G. P. s.t.p.]
- Nellie L. Knight (1884) . . . *9 Wyoming Street, Roxbury.*
[1. G. P. s.t.p.]
- Anna E. Lanning (1886) . . . *6 Elm Street, Dorchester.*
[0. G. P. s.t.p.]
- Angie Lathrop (1884) . . . *Waltham, Mass.*
[Teaching in Bacon-street Primary School. 2. G. P. p.]
- S. Josephine Lavery (1885) *653 Broadway, South Boston.*
[1 month. G. P. s.t.p.]
- Mary L. Lewis (1885) . . . *292 Princeton Street, East Boston.*
[1½. G. P. E. s.t.p.]
- Alice H. Long (1875) . . . *Melrose, Mass.*
[Principal Emerson-street Intermediate School. 9. G. P. p.]
- Martha A. Lovely (1886) . . . *Gardner Street, Newton, Mass.*
[0. G. P. s.t.p.]
- Sarah N. Macomber (1885) . . . *181 Walnut Avenue, Roxbury.*
[8 months. G. P. E. s.t.p.]
- Mrs. Mary A. Mahan (1882) *8 Moon Street.*
[2. G. P. E. s.t.]
- Catharine E. McDonald (1886) *22 Vinton Street, South Boston.*
[0. G. P. E. s.t.p.]
- Emma L. McDonald (1886) *84 Seaverns Avenue, Jamaica Plain.*
[Temporary teacher in Germantown Primary School. 0. G. P. s.t.p.]
- Mary E. McDonald (1883) . . . *84 Seaverns Avenue, Jamaica Plain.*
[Temporary teacher in Primary School, Hillside District. 2. G. P. s.t.p.]
- Mary J. McDonough (1883) *Watertown, Mass.*
[Teaching in Francis Grammar School. 3. G. P. p.]
- M. Elizabeth McGinley (1885) *89 West Cedar Street.*
[1½. G. P. E. s.t.p.]
- Marian A. McIntyre (1885) . . . *4 Highland Place, Roxbury.*
[1 month. G. P. E. s.t.p.]
- Annie F. McMahan (1885) . . . *51 Allston Street, Charlestown.*
[6 months. G. P. s.t.p.]
- Ellen A. McMahan (1886) . . . *116 Bolton Street, South Boston.*
[0. G. P. s.t.p.]
- Katharine A. McMahan (1886) *51. Allston Street, Charlestown.*
[0. G. P. E. s.t.p.]
- Fannie E. Merriam (1885) . . . *40 Greenville Street, Roxbury.*
[8 months. G. P. s.t.p.]

- Mary A. Merritt (1886) . . . *Wheatland Avenue, Dorchester.*
[0. G. P. s.t.p.]
- Emma L. Merrill (1875) . . . *21 Greenville Street, Roxbury.*
[4. G. P. E. s.t.p.]
- Ruth C. Mills (1885) . . . *Malden, Mass.*
[9 months. G. P. s.t.p.]
- Anna G. Molloy (1886) . . . *Randolph, Mass.*
[0. G. P. s.t.p.]
- Agnes C. Moore (1883) . . . *12 Tileston Street.*
[2½. G. P. E. s.t.p.]
- Helen J. Morris (1886) . . . *129 Chelsea Street, East Boston.*
[0. G. P. s.t.p.]
- Ruphine A. Morris (1886) . . . *69 Tremont Street, Charlestown.*
[0. G. P. E. s.t.p.]
- Elizabeth C. Muldoon (1886) . . . *31 Lincoln Street, Brighton.*
[0. G. P. E. s.t.p.]
- Mary E. Mullen (1885) . . . *Waltham, Mass.*
[0. G. P. p.]
- Amelia M. Mulliken (1877) . . . *Box 103, Lexington, Mass.*
[Teaching in Hancock Primary School. 8. G. P. p.]
- Sarah A. Mulloney (1885) . . . *12 Brookline Street, Cambridgeport, Mass.*
[0. G. P. s.t.p.]
- Isabella J. Murray (1886) . . . *13 Earl Street, South Boston.*
[0. G. P. E. s.t.p.]
- Margaret A. Nichols (1886) . . . *25 Tileston Street.*
[Temporary teacher in Hancock School. 0. G. P. s.t.p.]
- Fannie A. Nickerson (1878) . . . *Medford, Mass.*
[Teaching in Tufts Primary School. 1. Temporarily withdrawn.]
- Eliza R. Noyes (1874) . . . *Canton, Mass.*
[Teaching in High School. 5. G. (higher class.) p.]
- Mary F. O'Brien (1886) . . . *19 Mitchell Street, South Boston.*
[0. G. P. E. s.t.p.]
- Elizabeth E. O'Connell (1876) . . . *50 Vale Street, Roxbury.*
[5. P. E. s.t.p.]
- Margaret C. O'Hearn (1886) . . . *Boylston Street, Brookline, Mass.*
[0. G. P. s.t.p.]
- Mary A. O'Hearn (1886) . . . *Boylston Street, Brookline, Mass.*
[0. G. P. s.t.p.]
- Mary E. O'Leary (1886) . . . *Wakefield, Mass.*
[0. G. P. s.t.p.]
- Blanche L. Ormsby (1883) . . . *32 Mall Street, Roxbury.*
[2 months. G. P. E. s.t.p.]
- Susie M. S. Perkins (1880) . . . *387 Bunker Hill Street, Charlestown.*
[½. G. P. s.t.p.]
- Florence M. Perry (1886) . . . *Melrose, Mass.*
[0. G. P. s.t.p.]

- Florence E. Phillips (1886) . *9 Hull Street.*
[0. G. P. s.t.p.]
- Alice M. Raymond (1885) . *6 Summer Street, Charlestown.*
[8 months. G. P. s.t.p.]
- Hattie L. Rea (1885) . . *71 Elm Street, Charlestown.*
[½. G. P. s.t.p.]
- Mary H. Reid (1885) . . *Union Street, Harrison Square.*
[9 months. G. P. s.t.p.]
- Mary A. Riordan (1886) . *12 Liberty Square, Rockland, Mass.*
[0. G. P. s.t.p.]
- Genevieve C. Roach (1886) . *5 North Bennet Place.*
[Temporary teacher in Eliot School. 0. G. P. E. s.t.p.]
- Alice E. Robinson (1884) . *1 Howland Street, Roxbury.*
[1. G. P. s.t.p.]
- Alice M. Robinson (1884) . *72 Lexington Street, East Boston.*
[2. G. P. E. s.t.p.]
- Florence V. Robinson (1884) *144 Commonwealth Avenue.*
[½. G. P. s.t.p.]
- Sarah E. Roome (1885) . . *145 Hyde Park Avenue, Hyde Park.*
[2 months. G. P. E. s.t.p.]
- Emily H. Sanderson (1885) . *12 Suffolk Street, Chelsea, Mass.*
[½. G. P. s.t.p.]
- Mattie L. Sargent (1885) . . *83 Broadway, Chelsea, Mass.*
[9 months. G. P. p.]
- Ariel D. Savage (1885) . . *8 Grove Street, Chelsea, Mass.*
[Teaching in Cary Grammar School. 1. Temporarily withdrawn.]
- Olive J. Sawyer (1886) . . *18 Monument Court, Charlestown.*
[0. G. P. s.t.p.]
- Lizzie Simpson (1886) . . *23 Franklin Street, Charlestown.*
[0. G. P. s.t.p.]
- Annie E. Smith (1884) . . *1 Phillips Court.*
[1 month. G. P. s.t.p.]
- C. Florence Smith (1886) . . *95 Columbia Street, Cambridge, Mass.*
[0. G. P. s.t.p.]
- Etta M. Smith (1886) . . . *28 Montgomery Street.*
[0. G. P. s.t.p.]
- Harriet L. Smith (1886) . . *86 Pinckney Street.*
[0. G. P. s.t.p.]
- Mary E. Smith (1885) . . . *17 Barton Street.*
[Temporary teacher in Poplar-street Primary School. 1½. G. P. E. s.t.p.]
- Charlotte G. Snelling (1885) *80 Princeton Street, East Boston.*
[1 month. G. P. s.t. in East Boston.]
- Elizabeth L. B. Stearns (1886) *612½ East Fifth Street, South Boston.*
[Temporary teacher in Rice School. 0. G. P. s.t.p.]
- Clara I. Stevens (1884) . . *17 Chestnut Avenue, Jamaica Plain.*
[1½. G. P. s.t.p.]

- Grace W. Stevens (1883) . . . *3 St. Charles Street.*
[2 months. G. P. s.t.p.]
- Sarah E. Stumpf (1875) . . . *640 E. Fourth Street, South Boston.*
[4½. P. E. t.p.]
- H. Adelaide Sullivan (1885) . . . *70 River Street, Mattapan.*
[4 months. G. P. s.t.p.]
- Kate A. Sullivan (1885) . . . *43 Anderson Street.*
[1½. G. P. E. s.t.p.]
- Mary E. Sullivan (1886) . . . *563 Saratoga Street, East Boston.*
[0. G. P. s.t.p.]
- Katharine A. Sweeney (1886) . . . *59 Cook Street, Charlestown.*
[0. G. P. E. s.t.p.]
- S. Louella Sweeney (1885) . . . *44 Thomas Park, South Boston.*
[1. G. P. E. s.t.p.]
- Lena E. Synette (1882) . . . *192 Brooks Street, East Boston.*
[Temporary teacher in Paris-street Primary School. 1½. G. P. s.t.p.]
- Sarah M. Taylor (1884) . . . *21 Common Street.*
[1½. G. P. E. s.t.p.]
- Myra F. Towle (1886) . . . *10 Brighton Street, Charlestown.*
[0. G. P. s.t.p.]
- M. Ella Tuttle (1886) . . . *Neponset.*
[0. G. P. s.t.p.]
- Georgiana V. Wait (1885) . . . *15 Taylor Street, Waltham, Mass.*
[Principal Pond End School. 1. G. P. p.]
- Caroline M. Walsh (1886) . . . *150 Sixth Street, South Boston.*
[0. G. P. E. s.t.p.]
- Minnie E. Ward (1886) . . . *15 Princeton Street, Charlestown.*
[0. G. P. s.t.p.]
- Mabel L. Warner (1886) . . . *Conway Street, Roslindale.*
[Temporary teacher in Charles Sumner School. 0. G. P. s.t.p.]
- Ann L. Washburn (1886) . . . *160 Concord Street.*
[0. G. P. s.t.p.]
- Lilian A. Wellington (1885) . . . *93 High Street, Charlestown.*
[2 months. G. P. s.t.p.]
- Katie B. Wentworth (1885) . . . *16 Tremont Street, Chelsea, Mass.*
[1 month. G. P. s.t.p.]
- Isabel Whitcomb (1884) . . . *74 Russell Street, Charlestown.*
[6 months. G. P. s.t.p.]
- Mrs. Mary E. Wilbar (1873) . . . *10 Minot Street, Neponset.*
[4. P. s. E. s.t.p.]
- Nettie M. Willey (1885) . . . *26 Catawba Street, Roxbury.*
[½. G. P. s.t.p.]
- Annie M. Wilson (1886) . . . *11 Warren Street, Roxbury.*
[0. G. P. s.t.p.]
- Fannie H. Wiswall (1877) . . . *Dudley Avenue, Roslindale.*
[5. G. s. in West Roxbury.]

Mabel F. A. Woodbury (1886) *46 Monmouth Street, East Boston.*

[O. G. P. s.t.p.]

Etta Yerdon (1886) . . . *Hotel Edison, 256 Columbus Avenue.*

[Temporary teacher in Weston-street Primary School. O. G. P. s.t.p.]

Frances Zirngiebel (1886) . *47 Bower Street, Roxbury.*

[O. G. P. s.t.p.]

Certificated at the August Examination, and appointed since.

First Grade.

Josiah P. Ryder (appointed to third-grade position).

Second Grade.

Seth Sears.

Fourth Grade.

Elizabeth W. Allen.

Graduated from Normal School, June, 1886, and appointed since.

Lottie B. Lucas.

Nellie M. Porter.

Mary E. O'Brien.

Edith H. Sumner. .

Abby M. Thompson.

SCHOOL DOCUMENT NO. 19—1886.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1886.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1887.

IN SCHOOL COMMITTEE,

BOSTON, March 8, 1887.

Ordered, That four thousand copies of the report of the Committee on the Annual School Report of 1886 be printed.

Attest:

PHINEAS BATES,

Secretary.

REPORT.

The committee appointed to prepare the annual report of the School Committee for the year 1886 respectfully submit the following: —

The committee refrain from discussing educational theories, or suggesting radical changes, believing that this does not come within the scope of their duty, which they interpret to be simply that of chroniclers of the more important measures which have during the past year received the attention of the Board, including a brief statement of the present condition of the schools, with such changes as may have been effected during the year. We believe that the public schools are to-day in a generally good condition.

STATISTICS.

The following tables show the number of schools of various grades, the number of teachers employed, and the number of pupils attending for the past year: —

Number of persons in the city between five and fifteen	
years of age May 1, 1886	70,090
Increase for the year	1,388

NORMAL SCHOOL.

Number of teachers	. . . . .	5
Average number of pupils belonging	. . . . .	111
Average attendance	. . . . .	106

LATIN AND HIGH SCHOOLS.

Number of schools	. . . . .	10
Number of teachers	. . . . .	100
Average number of pupils belonging	. . . . .	2,563
Average attendance	. . . . .	2,449

GRAMMAR SCHOOLS.

Number of schools	. . . . .	51
Number of teachers	. . . . .	667
Average number of pupils belonging	. . . . .	29,818
Average attendance	. . . . .	27,197

PRIMARY SCHOOLS.

Number of classes	. . . . .	459
Number of teachers	. . . . .	459
Average number of pupils belonging	. . . . .	24,452
Average attendance	. . . . .	21,345

SPECIAL SCHOOLS.

HORACE MANN SCHOOL FOR THE DEAF.

Number of teachers	. . . . .	10
Average number of pupils belonging	. . . . .	77
Average attendance	. . . . .	67

EVENING SCHOOLS.

Number of schools	. . . . .	14
Number of teachers	. . . . .	119
Average number of pupils belonging	. . . . .	3,281
Average attendance	. . . . .	2,204

EVENING DRAWING SCHOOLS.

Number of schools	. . . . .	5
Number of teachers	. . . . .	21
Average number of pupils belonging	. . . . .	572
Average attendance	. . . . .	488

SPECTACLE ISLAND.

Number of teachers	. . . . .	1
Average number of pupils belonging	. . . . .	17
Average attendance	. . . . .	15

RECAPITULATION.

Number of schools : —

Regular	. . . . .	521
Special	. . . . .	21

Number of teachers : —

Regular	. . . . .	1,185
Special	. . . . .	197

Average number of pupils belonging :—

In regular schools	. . . . .	56,943
Special schools	. . . . .	3,947

Average attendance :—

In regular schools	. . . . .	51,076
Special schools	. . . . .	2,773

EXPENDITURES.

The following table shows the amount expended by the School Committee, the number of pupils, and the average cost per pupil for the ten years ending May 1, 1886:—

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 64
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 84
1880-81 . .	1,413,763 96	73,871 08	1,339,892 88	54,712	24 49
1881-82 . .	1,392,970 19	69,344 08	1,323,626 11	55,638	23 79
1882-83 . .	1,413,811 66	73,278 56	1,340,533 10	57,554	23 29
1883-84 . .	1,452,854 38	79,064 66	1,373,789 72	58,788	23 37
1884-85 . .	1,507,394 03	39,048 26	1,468,345 77	59,706	24 59
1885-86 . .	1,485,237 20	31,213 34	1,454,023 86	61,259	23 74

The Joint Committee on Accounts and Supplies submitted to the Board, in February, 1886, the estimates of the amount which would be required to meet the expenses of the public schools for the financial year, — May 1, 1886, to May 1, 1887. These estimates were prepared with the purpose of asking for the least amount thought necessary to meet expenses. These estimates were unanimously approved by the Board and submitted to the City Council. The amount asked for was \$1,529,118. The City Council granted the sum of \$1,484,000, which was \$45,118 less than the estimates called for.

The Mayor, in an official circular, called the attention of the different departments to the fact that the appropriations had been decided upon, and that each department would be held to a strict accountability; that no money could be expended beyond the amount appropriated, and that every department was expected to arrange its work and payments so that

there should be no embarrassment during the closing months of the financial year. The School Board, immediately upon the receipt of the Mayor's communication, instructed the Committee on Accounts to consider and report as to the reductions for the year which could be made with the least detriment to the schools, in order to conform to the appropriations as granted by the City Council. The Committee on Accounts reported recommending extra precautions in the appointment of teachers; that no general increase be made in the salaries of janitors (which the estimates had provided for); that the Committee on Manual Training be limited in their expenditures to \$2,500 (the estimates providing for an expenditure of \$6,000); that the Committee on Evening Schools reduce the expenses of the schools under their charge as far as practicable; that the salaries of officers and instructors be adopted in such a manner that if it became necessary a reduction of ten per cent. could be made in the salaries for the month of March, 1887, and that the principals of schools be requested to bear in mind the limited appropriations in ordering school supplies. These recommendations were approved by the Board and carried into effect. It was imperative that strict measures should be adopted to insure the success of the department in keeping within the appropriation allowed. By strictly adhering to the recommendations made, and by reason of vacancies caused by death, which have not been filled, it is confidently hoped that it will not be necessary to resort to the extreme measure of reducing salaries. It has been a year of anxious solicitude.

The desire on the part of all has been to loyally carry out the conditions imposed.

NORMAL SCHOOL.

At the close of the school, in June last, all the pupils—83 in number—were graduated, and received, in addition to their diplomas, a certificate of qualification from the Board of Supervisors which made them eligible to serve as teachers in the public schools of the city.

In May last the School Committee learned, through an official communication from the City Council, that the sum of \$10,000 had been received from the trustees under the will of the late John H. Eastburn, of Boston, which sum was to be held in trust by the city, the income to be applied to aid deserving and poor scholars to finish their education, by pecuniary assistance, in the Normal School for females; that the fund thus created was to be known as the "Eastburn School Fund," the income thereof to be paid by the city treasurer to the School Committee, and to be expended by them for the purposes set forth in the will of the testator. The School Board accepted the trust, and the committee in charge of the Normal School have under consideration the preparation of rules for the disbursement of the income from this fund.

LATIN AND HIGH SCHOOLS.

The two Latin and nine High Schools supported by the city continue to be prosperous. At the

close of the year, in June last, there were 2,240 pupils attending these schools,—an increase of ten per cent. over the number belonging at the same time the preceding year. Four hundred and ninety-seven of these pupils graduated; a considerable number entering institutions of a higher grade, and the remainder embarking in various business pursuits. During the year the Committees on High Schools and Rules and Regulations were requested to report upon the expediency of amending the Regulations, so as to limit the out-of-school lessons of High-School pupils. This Joint Committee, after consultation with the principals, reported that the average time now given by the pupils in the High Schools did not exceed two hours a day, which the majority of the committee felt was a reasonable requirement. The principals expressed their opinions to the committee, that it was undesirable to fix a positive limit, by rule, for out-of-school study for pupils of the Latin and High Schools, because the attention of the teachers had been given to the subject, and their efforts directed to the correction of any excess in out-of-school study, and because such a rule would be difficult to enforce, and might easily be disregarded. The committee reported that they recognized the importance of guarding the health of the pupils from danger of overwork, or excessive study out of school; and they believed that this could be accomplished with the greatest benefit to the pupils and schools by encouraging the teachers to exercise a judicious interest in the matter, and holding them responsible for the practice of the greatest caution in assigning out-of-school lessons to

pupils. The Board adopted this report, and an order was passed directing the teachers to use every effort to reduce as much as possible the out-of-school study of their pupils; and that lessons to be learned out of school by pupils of Latin and High Schools shall be such as a scholar of average capacity can learn in two hours' study.

An important change in the instruction in French and German has been effected during the year. Heretofore there were employed four special teachers in French and one in German. These teachers devoted a stated number of hours to instruction in each school, each instructor following a course which seemed to him best, without any special reference to the manner and plan of work which his associates adopted. The Committee on High Schools gave their attention to the system and methods of instruction in the French and German languages in our High Schools, and in June last presented a report to the Board on the subject. The committee reported that, while the results obtained in these languages by our American teachers, supplemented by the work of the special or native teachers, were fairly good in some schools, they were unsatisfactory in others. There was a lack of uniformity of results, which ought to be remedied. They were of the opinion that the services of the special or native teachers ought not to be dispensed with. These native teachers admirably supplement the work of the regular teachers when they fully understand their legitimate functions, and comply strictly with the wishes and instructions of the committee. They make the

knowledge of the pupil more available, and accustom the ear to the sounds of a living language as spoken by a native, and so enable him to use practically whatever knowledge he possesses more correctly and satisfactorily than would be possible from the instruction of American teachers alone, however able and faithful they might be. The policy of the city and of the Board is to make our public schools so efficient that no parent who desired the best education for his child would deprive him of the manifest advantages of public-school instruction. The committee further reported that they believed this department could be made very much more efficient; that the results of the work would be more uniform; that there would be a reduction of expense, by employing a director and two native assistants, one in French and one in German. The report of the committee and its suggestions were adopted by the Board, and a director and two assistants were elected. The plan went into operation in September last, and, though but a short time has elapsed since then, there are good reasons to believe that the change recommended by the committee will prove of great benefit to the pupils.

GRAMMAR SCHOOLS.

During the year the Martin School-house has been completed. The school was organized, and entered upon its work in December last. This increases the number of Grammar Schools to 52. The number of pupils who finished the course in these schools, and received the diploma of graduation, in June last, was

1,800; of these, 1,173 were admitted to the High Schools.

Early in the year the attention of the Board was called to the question of regrading the sub-masters of the Grammar Schools, so as to restore the grades of sub-master and second sub-master, which formerly existed. Reports were presented in favor of and in opposition to the restoration of the former grading, and, after discussion, the Board voted not to make any change in the existing grade.

There have been several changes in the principals of the Grammar Schools during the year. The death of Mr. Lucius A. Wheelock caused a vacancy in the principalship of the Rice School, which was filled by the transfer of Mr. Delwin A. Hamlin, who was, at the time of his promotion, principal of the Bowdoin School. The latter position was filled by the election of Mr. Alonzo Meserve, for many years sub-master of the Prescott School.

The vacancy in the principalship of the Comins School, caused by the transfer of Mr. Charles A. Hill to the Martin School, was filled by the election of Mr. Myron T. Pritchard, who had served for several years as sub-master of the Comins School.

The retirement of Mr. Alfred Hewins from the principalship of the Everett School created a vacancy which was filled by the transfer of Mr. Walter S. Parker, formerly master of the Bennett School, and Mr. Henry L. Sawyer, formerly sub-master of the Dwight School, was elected principal of the Bennett School.

PRIMARY SCHOOLS.

There has been no special legislation during the year relative to this grade of schools. At the close of the year, in June last, there were 24,685 pupils belonging, 4,920 of whom were promoted to the Grammar Schools in September last.

EVENING SCHOOLS.

The city maintains one Evening High School and thirteen Elementary Evening Schools. These schools are under the immediate care of the Committee on Evening Schools. Certain schools are assigned to each member of the committee, for which he is held responsible. Reports are required each week from the principals to the sub-committees in charge as to the number of pupils belonging and other details, so that the committee is kept thoroughly informed, during the whole term, of the condition of the schools. One teacher is allowed for every fifteen pupils in the Elementary Schools, and one for every thirty pupils in the Evening High School, and an excess of ten in the former or twenty in the latter entitles the school to an additional teacher. Teachers are dismissed and schools are closed whenever the numbers fall below the standards fixed by the Regulations. The term of these schools begins on the last Monday in September, and ends on the first Friday in March. The schools are closed during the week preceding the first Monday in January. As many of the pupils attending the schools are required to work during the evenings of the week preceding Christmas, the committee

decided that it was for the best interests of the schools and the city to extend the vacation this year to two weeks. The term of the schools will be extended this year one week beyond the time for closing under the Regulations, on account of the extension of the vacation in December. The average number of pupils belonging to the Elementary Schools since the opening in September last is 2,034; the average attendance is 1,195, and the number of teachers is 95.

By the Act passed by the Legislature at its last session the establishment and maintenance of an Evening High School, hitherto permissive, is now mandatory in cities of 50,000 or more inhabitants. At the beginning of the term the Evening High School was reorganized. The former principal, Mr. Edward C. Carrigan, retired from the principalship, and was succeeded by Mr. Isaac F. Paul, who had served as an assistant in the school for several years. For the first time in the history of the school examination papers for admission were prepared by the Board of Supervisors and printed for the use of the applicants. The standard of admission was raised, and those only who could pass a satisfactory examination, and those who were graduates of the Grammar and High Schools, were admitted. The average number of pupils belonging to the Evening High School, since the opening in September last, is 1,524; the average attendance is 1,147, and the number of teachers is 20.

Twelve Elementary Evening Schools were opened. One new school, opened during the year, was established for the teaching of the English language to Germans who are unable to speak our language.

The school is located in the Sherwin School-house; the average number of pupils belonging to it is 50.

The Allston Evening School, having diminished in numbers below the standard authorizing its continuance, was closed by the order of the committee.

The following extract is taken from the last annual report of the Committee on Evening Schools: —

It has been the desire of your committee to provide better means for classification of pupils in the evening schools, so that there may be more class and less individual work. This has been carried out to a great extent, and is still being carried out under the direction of your committee. The difficulties attending such classification are patent to any one familiar with evening and day school work. The requirements of complete and entire classification in evening schools would, in many instances, require a greater number of teachers than the gross number of pupils would allow. We have a great many foreigners who attend evening schools for the purpose of learning the English language; and many adults, whom it would be necessary to place in classes with children, in which instances and special cases there has been a suspension of rules, and thus we have obviated some other difficulties; and your committee can only say that, as far as practicable, a system of classification is going on which, it is hoped, will, in future, form for its graduates a basis of promotion to the Evening High School.

HORACE MANN SCHOOL.

This school was established for the education of deaf-mutes. The State assumes a considerable portion of the expense, and pays to the city the sum of \$100 for each resident pupil, and \$105 for each non-resident pupil attending. The total expense of the school for the financial year ending April 31, 1886, was \$11,970.25. The amount received from the State

for tuition was \$7,612.71. Instruction in sewing is given, as in the other public schools. The pupils also receive instruction in cooking and manual training. The committee in charge, in their annual report recently presented, state that the chief wants of the school are a more general and systematic provision for industrial training, to form a part of the school course; and that a new building is greatly needed. With regard to the first subject the school will partake of all the increased opportunities given to the other public schools. It is understood that all the necessary steps have been taken to secure a new building for this school; the land, generously donated by the State for the purpose, has been accepted by the city; the necessary amount for the erection of the building has been appropriated; the plans have been prepared by the city architect, and approved by the Board, and it is hoped that the building will soon be erected and ready for occupancy.

The committee on the school close their report with these words:—

The State and the city, which unite in maintaining this school, have every reason to be content with it. Private interest in its behalf has not been unstirred. It has true and tried friends who have aided its teachers and its scholars more than we know, much more than they would wish us to tell. We commend the school to the renewed regards of State, city, and community. We ask for it a continually increasing share of that sympathetic concern which has founded and carried forward all our benevolent institutions, and which is deserved, we are glad to say, by none of them more than by this school.

MANUAL TRAINING.

The interest in this branch of public instruction increases year by year. It seems to many that the experimental stage has been passed, and that it is desirable and practicable to provide manual instruction to the pupils of our public schools without detriment to their regular work. An attempt was made at the beginning of the present financial year to obtain an increased appropriation for this branch of instruction; but the action of the City Council, reducing the amount asked for, has rendered it impossible to extend the work to any considerable degree.

The Manual Training School closed its second year in June last. The course of instruction has been somewhat extended, the interest of the pupils has increased, and the results attained are reported to be satisfactory. About 188 pupils attended the school during the year.

Last year the Board, upon the petition of Mrs. Quincy A. Shaw, voted to allow the pupils of the North-end schools to attend the School of Cookery on North Bennet street; and the liberal offer of Mrs. Augustus Hemenway, to furnish and maintain a School of Cookery in the Tennyson-street School-house, was accepted. The results of the work in these schools convinced the Board of their utility and necessity; and it was proposed that the city should assume the entire charge of the latter school in September last, and also open another school in South Boston. The limited appropriation rendered

this course impossible. The grateful acknowledgments of the Board are due to Mrs. Hemenway, who generously volunteered to again assume the expense of the Tennyson-street School for this year, on account of the reduction in the appropriations by the City Council, and also to Mrs. Shaw for her kind instruction and liberal donation to the North-end Industrial School.

By reason of the kind offer of Mrs. Hemenway the appropriation enabled the committee to open a cooking-school in South Boston. About 150 pupils per week attend the Boston School Kitchen No. 1 (Tennyson street); about 134 pupils per week attend the School of Cookery on North Bennet street; and about 400 pupils per week attend the Boston School Kitchen No. 2 (South Boston). These schools are of such benefit to their pupils that we trust more like them may be established in other sections of the city, either by public appropriations or private subscriptions; the latter means being by many considered preferable.

SEWING.

The Regulations provide that instruction in sewing shall be given, twice a week, for one hour at a time, to the fourth, fifth, and sixth classes of girls in the Grammar Schools, and that such instruction may be extended into other classes by the Board, on the joint recommendation of the Division Committee and the Committee on Sewing. In accordance with the Regulations, instruction in sewing, including cutting and fitting of garments, has been extended to the

upper classes of the Gaston, Norcross, and Shurtleff Schools, during the past year. There are now twenty-nine sewing teachers employed in the public schools, and the interest in this beneficial branch of industrial education has in no sense abated during the past year.

DRAWING.

The course of instruction in this branch has not been materially changed for several years. The instruction continues under the supervision of the director of drawing, Mr. Henry Hitchings.

The city maintains five Evening Drawing Schools, in which instruction is given in free-hand and mechanical drawing, ship-draughting, and modelling in clay. The course of study in these schools is systematically arranged, the interest of the pupils is increasing, and their attendance exceptionally regular, and the results obtained are satisfactory. The average number of pupils belonging to the schools this term is 570; the average attendance is 513, and the number of teachers employed 23.

MUSIC.

For nearly thirty years music has been a recognized study in our public schools. The question as to its rightful place in the school curriculum has not of late years been seriously questioned. Special attention was called to the instruction in music, when the Committee on Music, in 1884, presented the proposition to appoint five special instructors, instead of

a director and three special instructors. After the presentation of the special report of the Committee on Music on the appointment of five special instructors (School Doc. 5, 1884), and after an earnest discussion, the Board accepted the report, and elected five instructors, as recommended.

In March last an order was passed by the Board, that the Superintendent and Board of Supervisors be requested "to institute an investigation into the methods and the efficiency of the instruction in music in the public schools, for the purpose of ascertaining whether there is a substantial uniformity in the results obtained, and whether any changes can be suggested which will be likely to improve this branch of the service, and to report what reorganization may be necessary to effect such improvement." The Superintendent submitted the report called for in the above order, making certain suggestions as to recasting the course of study; the application of proper tests to individual pupils; the use of supplementary material; better preparation of teachers for their work; meetings of music instructors, etc. The suggestions were referred to the Committee on Drawing and Music. The Committee on Drawing and Music in their last report allude to the subject as follows: —

Following out the suggestion of the Superintendent your committee prepared a set of rules for the guidance of the instructors in music, and further provided that they should hold stated meetings of their Board, which meetings should be presided over by the Superintendent of Schools.

HYGIENE.

The course of instruction in physiology and hygiene, as amended to conform to the provisions of the law passed two years ago, is being carried out in all the schools.

The instruction is under the special direction of the instructor in hygiene, who has served more than a year in his present position. The importance of providing for the health of our pupils is unquestionable, and beneficial results have already been realized through the attention of the instructor in hygiene and by conforming to his recommendations.

For the details of the work in this department we refer to the special reports of the instructor in hygiene.

TENURE OF OFFICE OF TEACHERS.

As this subject has been prominently brought before the Board by the law passed by the Legislature during the year, it may not be out of place to briefly review the legislation of the Board in regard to it.

In 1879 a special committee was appointed with full authority to examine into every department of the school system of the city, to ascertain what, if any, changes could be made, by which the efficiency of the schools might be increased. In the sixth report of this committee, presented to the Board in May, 1879, it was suggested that the Committee on Rules and Regulations be instructed to report such amendments to the Rules and Regulations as to provide for the classification of the instructors, so that

one-third of them should be elected for a term of three years. This suggestion was adopted, and, in accordance with the order of the Board, the Committee on Rules and Regulations presented a report in July, 1879, recommending that all instructors elected after the year 1880, except those chosen to serve out unexpired terms, should hold their offices for the term of three years. It was also suggested that, in reporting upon the nomination of teachers, the Committee on Nominations should assign each candidate to one of three classes, dividing those of the several ranks as nearly equally as practicable, each class to be designated and nominated as follows: —

Class A to be nominated for one year in 1880, and for three years thereafter.

Class B to be nominated for two years in 1880, and for three years thereafter.

Class C to be nominated for three years in 1880, and for three years thereafter.

The committee reported the necessary amendments to the Rules and Regulations to carry out the above recommendations. After consideration the Board accepted the report, and the Rules and Regulations were accordingly amended in July, 1879. In October of the same year the Board passed an order that the Committee on Rules and Regulations be requested to report amendments by which teachers after election should hold their positions during good behavior, and that previous to election each regular teacher should be placed on probation for a suitable length of time; also to report rules by which incapable or unfit teachers may be removed during pro-

bation and after election. The Committee on Rules and Regulations presented a majority report against the proposition to elect teachers as suggested, and, also, a minority report in favor of electing teachers during the pleasure of the Board. The City Solicitor having given an opinion that teachers must be elected annually the matter was finally dropped, and in April, 1880, the Board amended the Rules and Regulations, restoring the annual election.

By the Act recently passed by the Legislature it is not improbable that the School Committee of 1887 will have the subject before them for consideration.

COURSES OF STUDY.

Much attention has been given to the subject of the courses of study during the year. In compliance with an order passed by the Board in 1885 the Committee on Examinations devoted a considerable amount of time to the revision of the courses of study for the Grammar and Primary Schools, and in March last submitted a slightly modified course of study for these schools, which was adopted by the Board. The Committee on Examinations were granted further time in which to present revised courses for the other grades of schools. In the month of April a resolve was presented to the Board, and referred to the Committee on Examinations, whereby this committee was requested to inquire and report whether it is not practicable to reduce and simplify the studies and exercises now prescribed under the head of

arithmetic. No report has yet been presented by the committee; but the subject has received their attention, and a report upon this important subject, and upon the general question of the courses of study in all the schools, may be expected early in the next year.

During the year the Board has lost the service of one of its most faithful and conscientious members through the resignation of Mr. George H. Plummer, on account of ill-health. Mr. Plummer was a member of the School Committee continuously for more than fifteen years, and during that time served upon some of its most important committees, giving his time cheerfully and devotedly to his work, and his resignation, especially on account of its cause, was greatly regretted by the Board. The Board has also recently lost, by withdrawal from the service, Mr. Alfred Hewins, one of its most highly respected and faithful masters. Mr. Hewins had been a teacher in our public schools for thirty-four years, and for the past twenty-five had served as master of the Boylston, Bowditch, and Everett Schools. He retires to private life with the highest respect of the Board and the veneration and love of his many pupils.

Your committee regret to record the death during the year of the late John D. Philbrick, LL.D., for twenty years Superintendent of our public schools. His work is so stamped upon our school system that it would seem superfluous to review it here. As was expressed in the resolutions adopted

by the Board upon the sad intelligence of his death, "In his forty-five printed reports he has placed upon the files of this committee a lasting memorial of his learning, his good sense, and his sanguine hopes. These, with their wise suggestions, drawn from his experience and observation of the progress of education at home and abroad, will afford light upon many questions, and bear fruitful testimony to his ability and character for many years to come."

Closely following the announcement of the death of Mr. Philbrick came that of Mr. Lucius A. Wheelock, for many years one of our most faithful and earnest masters, and at his death the beloved principal of the Rice School.

Within a brief interval of a few months we were called upon to mourn the loss of a constant and zealous friend of our public schools, the late Charles C. Perkins, for many years an honored member of the Boston School Committee. His long term of faithful service on this Board, his untiring devotion to the cause of education, his most successful labors in the department of music and drawing, his genial presence and strict impartiality, won for him the respect and affection of us all, and justly place him in the front rank of the benefactors of our public schools.

In little more than a month from the death of Mr. Perkins the Board and the community sustained a great loss in the decease of Miss Lucretia Crocker, a Supervisor in our public schools from the institution of that office. Her pure character, her untiring devotion, her quiet, conscientious, and effective work,

have left substantial proof of her ability and faithfulness in her profession. We cannot express our appreciation of Miss Crocker and her work better than to quote the following words contained in the resolution adopted by the Board at the time of her decease: "The best of herself, morally and intellectually, has been freely given to her duties, and her success in fulfilling them is all but universally and cordially acknowledged. Her work is done, and yet it is not over. It will go on for many a year to come, as she is remembered by those associated with her on this Board and in the Board of Supervisors, and yet more deeply and tenderly by the teachers and pupils among whom she has gone in and out as a welcome counsellor and friend."

EDWIN H. DARLING,
FRANCIS A. WALKER,
SAMUEL ELIOT.





