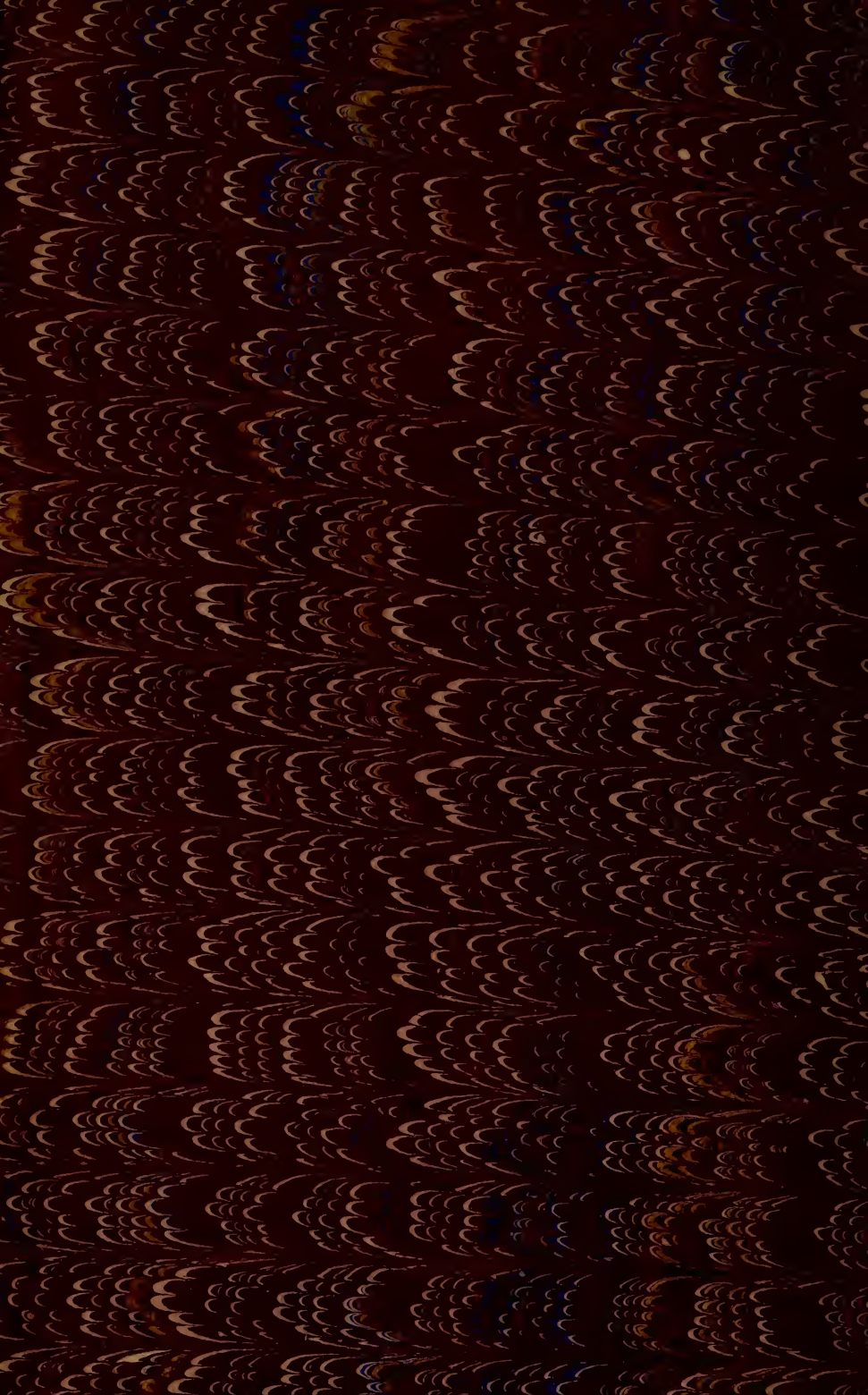
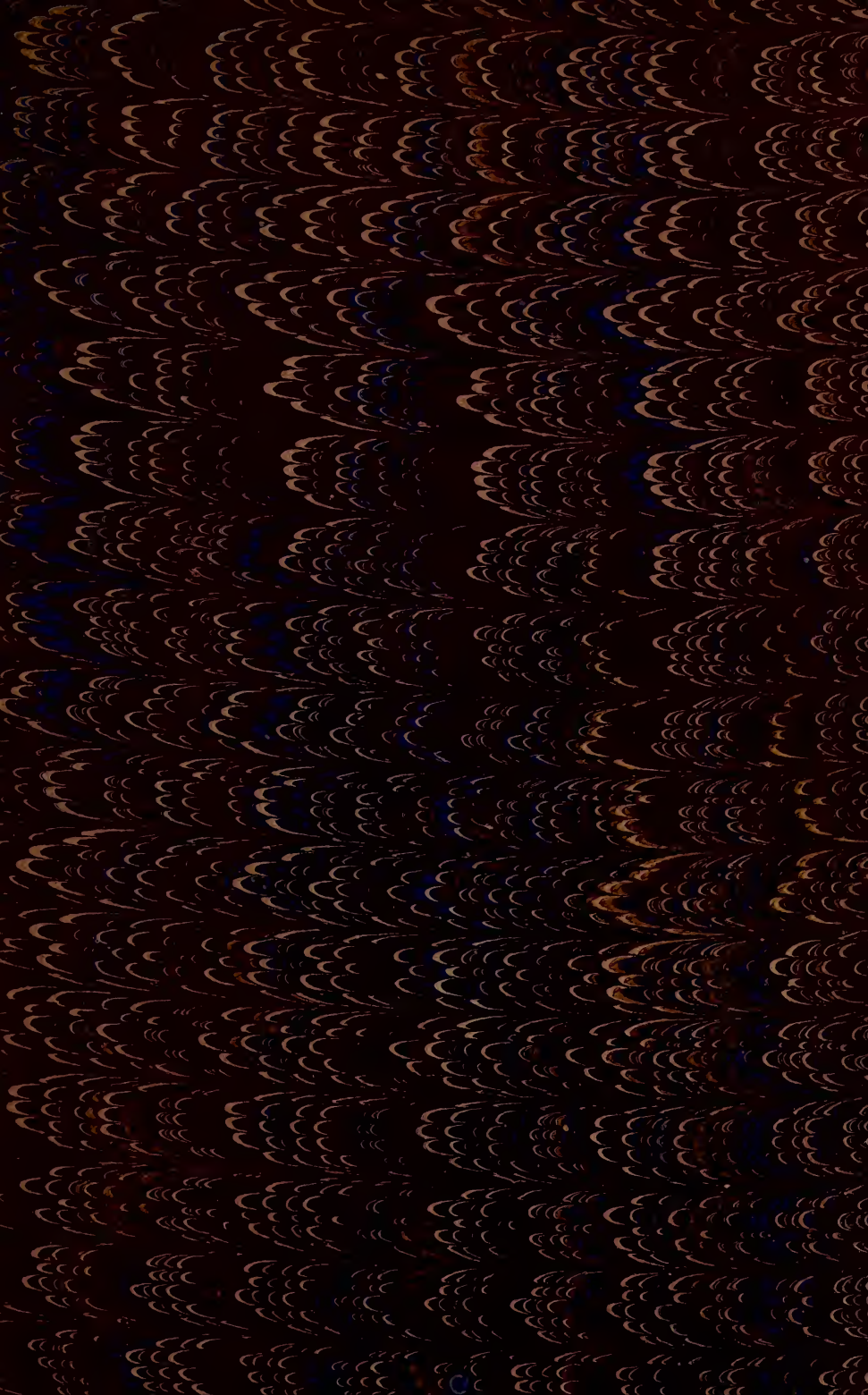


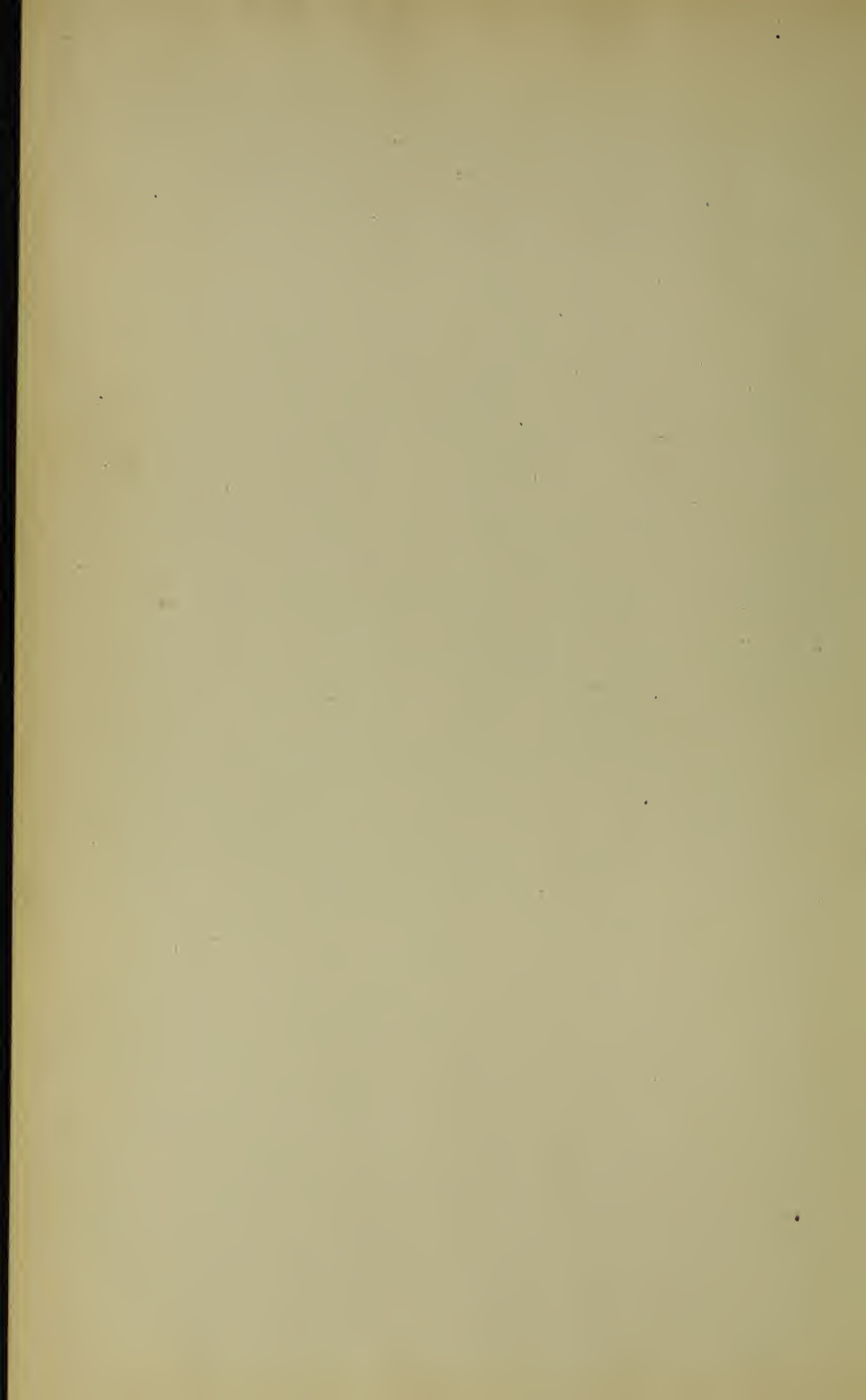
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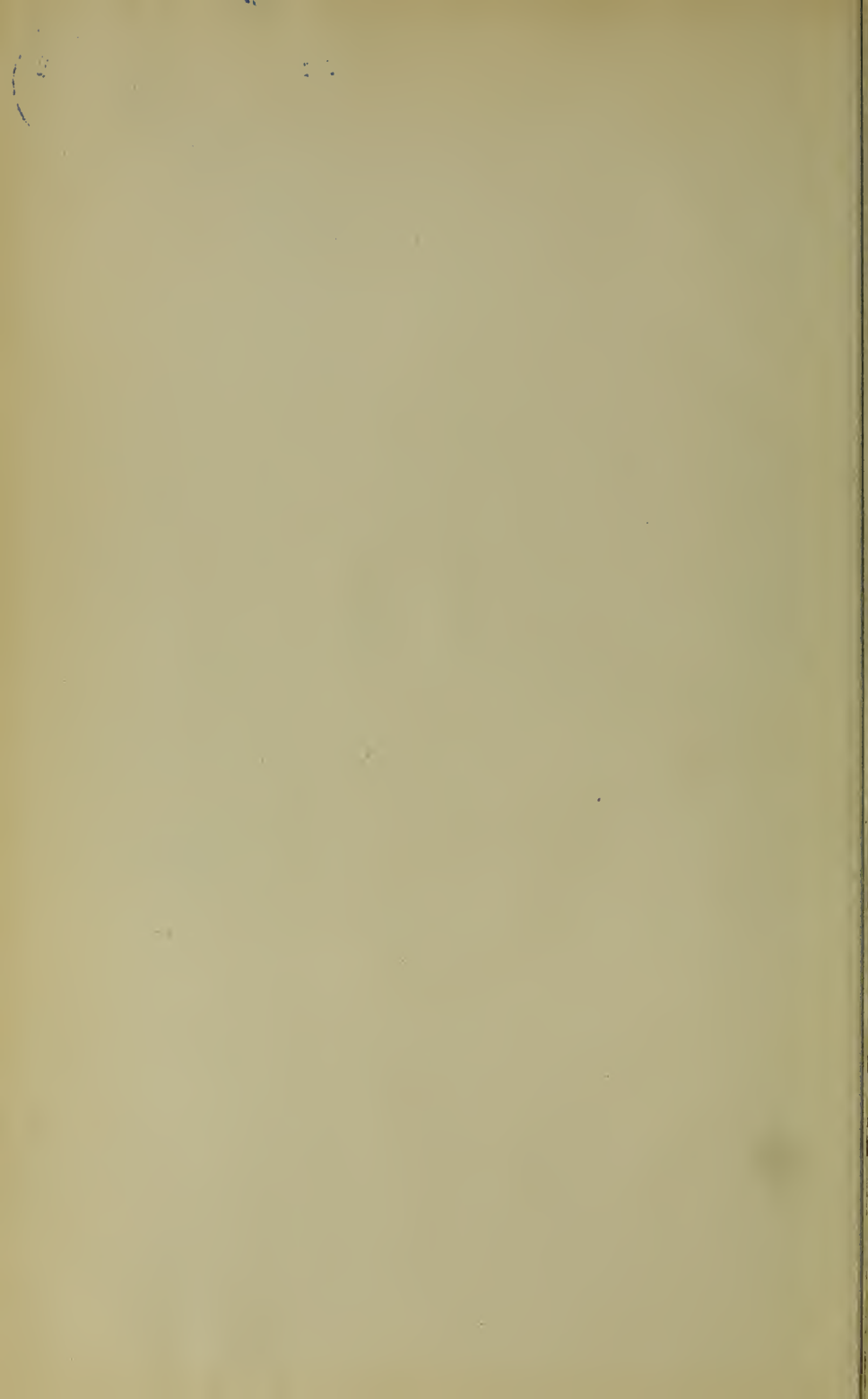


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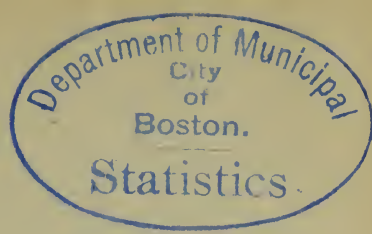








DOCUMENTS



OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON,

FOR THE YEAR 1888.



BOSTON :
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1888.

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SCHOOL DOCUMENT NO. 1—1888.

ANNUAL REPORT

OF THE

COMMITTEE ON

TRUANT OFFICERS.

JANUARY, 1888.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS.

1888.

IN SCHOOL COMMITTEE, Jan. 24, 1888.

Accepted and ordered to be printed.

Attest :

PHINEAS BATES,
Secretary.

REPORT.

IN SCHOOL COMMITTEE,

BOSTON, Jan. 24, 1887.

The Committee on Truant Officers respectfully submit their annual report:—

The truant force consists of sixteen men, — a chief and fifteen officers. The specific duties of the truant officers required by statute form only a part of the work the officers are called upon to perform. The work is varied and difficult, and often requires great delicacy and good judgment in its performance. The duties assigned to the officers have been considerably increased during the past few years. In addition to their work in connection with the enforcement of the laws relating to truants, absentees, and neglected children, they are required to notify the schools of the cases of contagious diseases existing in their districts. Each day the chief receives from the Board of Health a list of such cases reported to that Board during the preceding twenty-four hours, and forwards such list to the officers, who are required to notify the schools attended by the children in families where contagious diseases exist, in order that due precautions may be taken by the dismissal of such children from school, to guard against contagion.

The officers are expected to exercise, so far as is consistent with their duty, a general oversight of the children, and to consult and advise with parents. They are enabled, through the coöperation of charitable institutions and individuals, to render much assistance to poor and deserving people in obtaining clothing and shoes for their children. This work is

of a personal nature, of which no formal account can be rendered, but which greatly increases the influence of the officers. The committee feel that such work should be known and recognized, so that the officers may be encouraged in continuing it.

The recent laws relating to the employment of children have greatly increased the labors of the force. Under the Regulations of the public schools the principals are required to keep a record of all children in their schools to whom certificates of twenty weeks' attendance are issued. It is the duty of the truant officers to keep themselves informed in regard to such children, and see that they return to school on the expiration of the time during which they are legally entitled to work. This necessitates the visiting of stores and other establishments where children are employed, and here the officers are greatly obstructed in their work. They find children illegally employed, and are practically powerless to do more than to call the attention of the employers to the laws. They have no authority to prosecute such employers, but must seek a State officer, who alone is empowered to enforce such laws. It is hoped that the Legislature will consider this question, and give the necessary power to the truant officers of this city to prosecute under these laws, and thus enable them to properly perform their duties in the best interests of the children and the schools, and to secure a strict observance of the laws on the part of those who employ children, or relieve them from the annual visitation of the manufacturing, mechanical, and mercantile establishments of the city, to inquire into the situation of the children employed therein, and to ascertain whether the laws are duly observed.

The truant officers are required to render such assistance as is in their power to the principals of the evening schools. Acting under the instructions of the Superintendent of Schools, they have rendered much valuable assistance in in-

investigating and reporting upon the cases of children who are returned by the census enumerator as being of school age, and not attending school.

Notwithstanding that during the past two or three years the officers have been, to a considerable extent, relieved from many calls upon their time which should not properly be made, yet it will be seen, by consulting the statistics for the year, that they were called upon to investigate 18,894 cases, of which 4,842, about one-fourth of the whole number, proved to be truants. The principals of schools should instruct their teachers that while these officers are ready, and should be called upon, to perform their legitimate work, the teachers should exercise their judgment and discretion in deciding the necessity for the officers' assistance.

Your committee, in its annual report of 1883, recommended that the truant school be removed from Deer Island. In March, 1884, an order was passed requesting the City Council to remove the truant school to some more suitable location. In September the City Council were requested to give the subject their immediate attention, and in December of that year the attention of the City Council was again called to the matter. At a meeting of the Common Council Jan. 1, 1885, the Joint Standing Committee on Public Institutions submitted a report (City Doc. 171, 1884), containing a communication from the Board of Directors of Public Institutions, from which we copy the following: —

Upon the subject of the removal of the truant school to some more suitable location the Board are of the opinion that, if a proper place could be secured, it would be advantageous to the truants to be removed from the influences which naturally prevail among the class of people sentenced to Deer Island, even though they are kept entirely separate, as is the case at present.

This report was accepted by both branches of the City Council, and ordered to be printed.

In January, 1886, the following order was passed by the School Board :—

Ordered, That the President of the Board of School Committee of Boston be instructed to petition the Legislature for the passage of an Act enabling and requiring the city of Boston to provide a special school for truants and absentees from school, under the charge of the Directors of Public Institutions, in a suitable location away from Deer Island, and on the mainland; and for such other legislation as may be found necessary.

In June, 1886, the following Act was enacted by the Legislature :—

[CHAPTER 282.]

AN ACT TO PROVIDE FOR THE ESTABLISHMENT OF A SCHOOL FOR TRUANTS AND ABSENTEES FROM SCHOOL, IN THE COUNTY OF SUFFOLK.

Be it enacted, etc., as follows :—

SECTION 1. The city of Boston shall forthwith, upon being requested thereto by the school committee of said city, establish on the mainland, at some place removed from institutions occupied by criminal or vicious persons, a parental school for the confinement, discipline, and instruction of minor children convicted in the county of Suffolk under sections ten and twelve of chapter forty-eight of the Public Statutes.

SECT. 2. As soon as said school is prepared for the reception of pupils, all such children then under commitment in said city, at Deer Island or elsewhere, shall be transferred thereto; and thereafter all such children convicted under said sections shall be committed to said school.

SECT. 3. Said school shall be under the general charge of the directors of public institutions of said city. The school department of said school shall be subject to the visitation and inspection of the school committee of Boston, and the studies and examinations therein shall be under the supervision and regulation of said committee and directors of public institutions jointly. Every teacher employed in said school shall hold a certificate of his qualifications from said school committee.

SECT. 4. This act shall take effect upon its passage.

[Approved June 14, 1886.]

At a meeting of the School Board, held September 14, 1886, the following order was passed:—

Ordered, That the City Council be, and they hereby are, requested to provide and establish a school for truants and absentees from school in the city of Boston, in accordance with Chapter 282 of the Laws of 1886.

The above order was forwarded to the City Council, and by it referred to the Committee on Public Education.

In April, 1887, the Board passed the following order:—

Ordered, That the President be, and he hereby is, instructed, in the name of this School Board, to remonstrate against, and the Committee on Legislative matters to oppose, the passage of the proposed Act in amendment of Section 1 of Chapter 282 of the Acts of the year 1886, striking out the words “on the mainland.”

In May, 1887, the Board received a communication from the Committee on Schools of the City Council, asking “whether or not the School Committee will consent to an amendment to said Act (Chap. 282 of the Acts of 1886), removing therefrom the requirement that such school shall be established on the mainland. With the Act thus amended, the other requirements can be complied with, and the establishment of the school will be greatly facilitated.”

The School Board declined to consider the proposition presented in the above communication.

The committee have stated the legislation in regard to the removal of the truant school from Deer Island in detail, in order that the facts may easily be referred to, and to express the deep conviction of your committee that this important subject should receive the immediate attention of the City Council.

During the year there have been three vacancies in the truant force, — one by death and two by resignation.

Mr. Samuel McIntosh, the well-known and efficient truant officer of Roxbury, died in September, 1886.

Mr. Chase Cole, for twenty-nine years a faithful and able truant officer of this city, and for many years Chief of the force, resigned Sept. 1, 1887.

Mr. Edward F. Meeuen, another competent truant officer for many years, resigned Sept. 1, 1887.

These vacancies were filled by new appointments.

The committee feel that the duties of the truant officers are laborious and difficult, and that such duties are faithfully and efficiently performed by the present force.

For the annual statistics of the department the committee refer to the report of the Chief, which is appended to this report.

For the Committee,

RUSSELL D. ELLIOTT,

Chairman.

To the Committee on Truant Officers:—

In presenting my annual report I am pleased to be able to state that in my opinion a very satisfactory amount of progress and success has attended the labors of the truant officers during the past year.

They have been called upon by the several principals to investigate 18,894 cases of suspected truancy; 1,218 cases of non-attendance, reported by the census-takers, have been investigated, the result of which can be seen in the Superintendent's report, page 6; notices of 3,736 cases of contagious diseases reported by the Board of Health were distributed to the schools by the officers.

Their services were also required for the Evening Schools during registration to prevent the enrolment of those who attend day school, whose only object in attending an evening session is mere pastime; also to deter others from giving fictitious names or residences in order to evade a search for them

later on, when they absent themselves contrary to the wishes of parents or guardians.

This may not seem a great amount of work for so large a force of men, but it fails to give anything like an adequate idea of the actual work done by the officers. Quite frequently they are obliged to arrange misunderstandings between the parents and teachers, and not unfrequently between the parents and children; these cases often require a great amount of tact, and consume considerable time to satisfactorily settle them, and it is quite probable that the members of the School Board are often relieved from long and tedious investigations.

There is one other duty we are often called upon to perform, that is, to provide suitable clothing for a large number of children whose parents would not apply to public charity, preferring to keep the children from school rather than expose their wants to the world; but they do not seem to have any objection whatever to being aided by the truant officer, feeling, no doubt, that their condition would not be exposed. You will more readily understand the amount of labor and time this requires when you hear that one officer alone has supplied 449 children with clothing during the year, whereby they were enabled to attend school. He not only had to collect the clothing from the well-to-do people of his district, but had to use great judgment and deliberation in distributing it; no doubt, in a great many instances, bridging over the temporary wants of those who dreaded the thoughts of having their names registered on the books of charity associations.

The late Martin Millmore did not forget in his prosperity his own early trials, and in his will left a sum of money to the Mayor to be placed at interest for the benefit of the poor children attending the school from which he graduated. Although it was not a large sum, it has proved an immense benefit to the worthy poor of that district.

Allow me to call your attention to Chapter 48, Section II, of the Acts of 1873, which reads as follows:—

“The school committee of each town shall appoint and fix the compensation of two or more suitable persons, to be designated truant officers, who shall, under the direction of said committee, inquire into all cases arising under such by-laws, and shall alone be authorized, in case of violation thereof, to make complaint and carry into execution the judgment thereon; and who may serve all legal processes issued by the courts in pursuance of such by-laws, or of sections ten to sixteen inclusive, but who shall not be entitled to receive any fees for such service.”

Since the passage of this statute several laws relating to the employment of minors have been passed by the Legislature, which calls for the supervision of the truant officers, without any further authority than possessed by said statute. There seems to be a difference of opinion as to the power to carry into execution these later statutes. It seems to me very necessary for some change in these statutes, either by amendment or by appeal, so as to relieve the truant officers from the unnecessary labor of making a yearly inquiry in relation to the employment of minors in the various manufacturing, mechanical, and mercantile establishments. Particularly does this appear needless, when there is a very competent force of State inspectors appointed expressly for this purpose.

In conclusion, it is only fitting that due mention should be made of the loss to the force of three of its most efficient workers, one by death and two by resignation:—

Samuel McIntosh, who for nineteen years filled the position of truant officer in the Roxbury District, respected by all as a kind friend and faithful officer, died September 17, 1886.

Chase Cole, who for twenty-nine years faithfully and conscientiously, both as chief and subordinate, discharged his duties to the satisfaction of all with whom he had dealings, resigned September 1, 1887.

Edward F. Mecuen resigned September 1, 1887, after twenty years' active service as truant officer in the Roxbury District, beloved and respected by all for his sterling honesty and faithful attention to his duties.

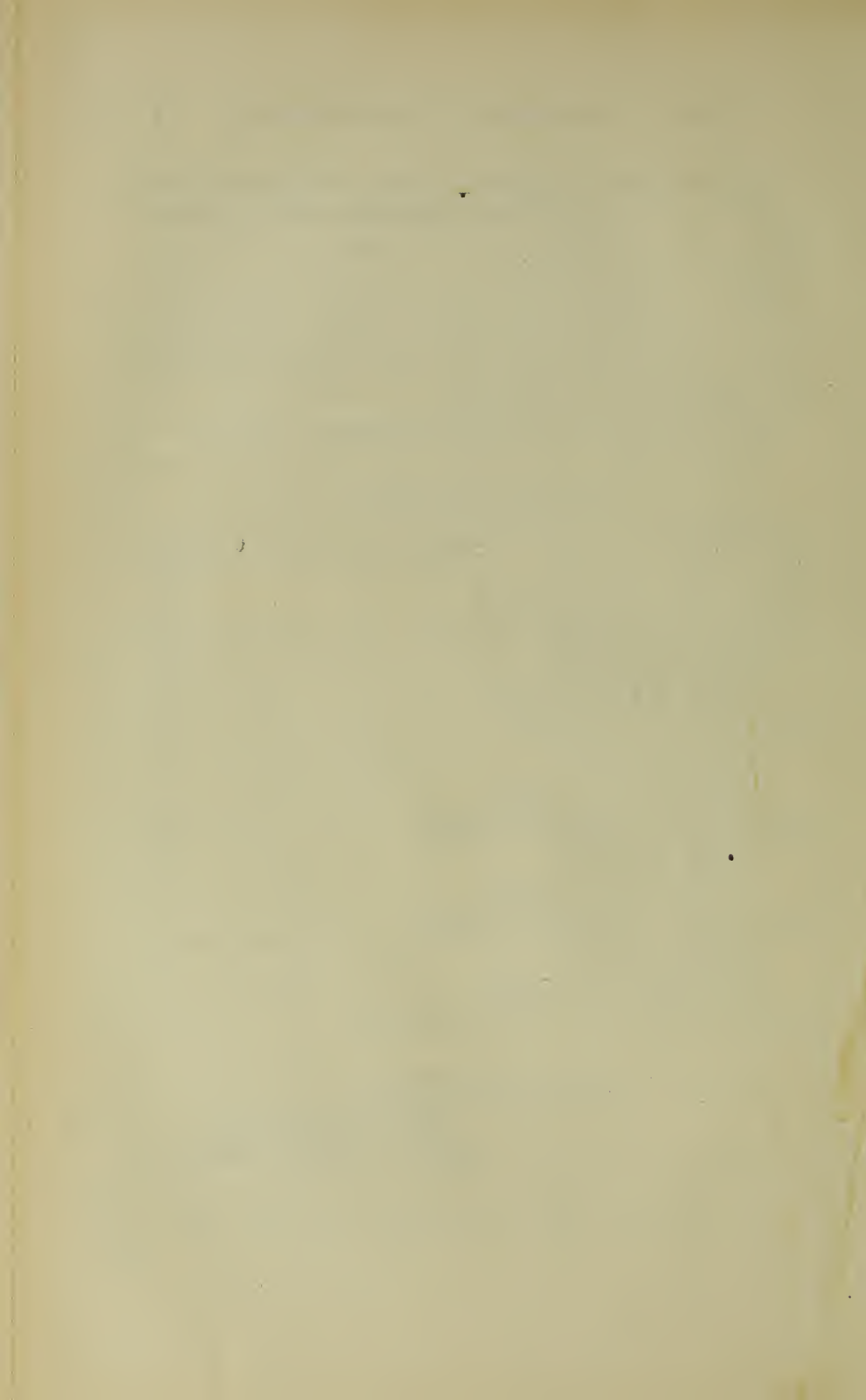
Three new officers were appointed to fill the vacancies.

STATISTICS FOR 1886-87.

Whole number of cases investigated	18,894
Whole number of truants	4,842
Whole number placed in school	375
Complained of as truants	144
Number sentenced	99
Number put on probation	45
Complained of as absentees	24
Number sentenced	17
Number put on probation	7
Complained of as neglected children	12
Number committed	6
Number put on probation	6
Complained of as stubborn children	3
Number sentenced	3
Number put on probation	0
Provided with homes in private institutions	8

Respectfully submitted,

GEORGE MURPHY,
Chief of the Truant Officers.



SCHOOL DOCUMENT NO. 2 — 1888.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1887.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1888.

IN SCHOOL COMMITTEE,

BOSTON, Feb. 14, 1888.

Ordered, That four thousand copies of the report of the Committee on the Annual School Report of 1887 be printed.

Attest:

PHINEAS BATES,

Secretary.

REPORT.

The committee appointed to prepare the annual report of the School Committee for the year 1887 respectfully submit the following report:—

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, 1887	70,127
Increase for the year	37

NORMAL SCHOOL.

Number of teachers	5
Average number of pupils belonging	94
Average attendance	87

LATIN AND HIGH SCHOOLS.

Number of schools	10
Number of teachers	102
Average number of pupils belonging	2,720
Average attendance	2,571

GRAMMAR SCHOOLS.

Number of schools	. . . . .	54
Number of teachers	. . . . .	681
Average number of pupils belonging	. . . . .	30,329
Average attendance	. . . . .	27,646

PRIMARY SCHOOLS.

Number of classes	. . . . .	466
Number of teachers	. . . . .	466
Average number of pupils belonging	. . . . .	24,363
Average attendance	. . . . .	20,907

SPECIAL SCHOOLS.

HORACE MANN SCHOOL FOR THE DEAF.

Number of teachers	. . . . .	10
Average number of pupils belonging	. . . . .	75
Average attendance	. . . . .	64

EVENING SCHOOLS.

Number of schools	. . . . .	15
Number of teachers	. . . . .	112
Average number of pupils belonging	. . . . .	3,259
Average attendance	. . . . .	2,223

EVENING DRAWING SCHOOLS.

Number of schools	. . . . .	5
Number of teachers	. . . . .	23
Average number of pupils belonging	. . . . .	546
Average attendance	. . . . .	488

SPECTACLE ISLAND.

Number of teachers	. . . . .	1
Average number of pupils belonging	. . . . .	18
Average attendance	. . . . .	16

RECAPITULATION.

Number of schools : —	
Regular	531
Special	22
Number of teachers : —	
Regular	1,254
Special	146
Average number of pupils belonging : —	
In regular schools	57,506
Special schools	3,898
Average attendance : —	
In regular schools	51,211
Special schools	2,791

EXPENDITURES.

In the department of appropriations and expenditures the Board has continued to exercise the determination to remove as far as is possible the cause for any just criticism as to the management of the public-school finances, which are under the direct control of the Board. There is no subject within the jurisdiction of the Board to which more careful attention is given. The financial committees, composed of ten members, — nearly a majority of the whole Board, — have carried out the policy adopted in 1876, upon the reorganization of the School Committee, to conduct the schools upon a sound economical basis. In making up its estimates the Board has strictly adhered to the practice of asking for the least possible amount required for the continuance of the

present organization of the schools. No experiments are attempted, and no radical changes entered upon which demand an increase in the expenses, until after the most attentive consideration has been given to them, and the judgment of the Board has pronounced them desirable and necessary, and the City Council has granted the appropriation needed for the purpose. In the exercise of its prerogatives the City Council has sometimes seen fit to reduce the amount asked for, and the School Board has always shown a loyal disposition to comply with such action, even while feeling that the way to do so was uncertain and difficult. The Board confidently ask that their work be carefully scrutinized, believing it to be but just to them and right that the people should inform themselves concerning the management of the public schools, and decide whether or not the School Board has faithfully and prudently performed the duties of the important trust confided to them.

The following table shows the amount expended by the School Committee, the number of pupils, and the average cost per pupil for the eleven years ending May 1, 1887: —

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 . . .	1,405,607 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	62,259	23 74
1886-87 . . .	1,485,343 29	33,388 28	1,451,955 01	62,259	23 32

It will be seen from the above table that the expenses of the School Committee the past year were 42 cents less per pupil than for the previous year.

An order was introduced in the City Council, in 1887, and referred to the City Council of 1888, that a petition be presented to the Legislature to give the School Committee exclusive control of all matters relating to the public schools, and the power to fix the amount of annual appropriations therefor, such amount to be levied as a separate tax. The School Committee have never expressed, either in the printed reports or otherwise, any desire to be empowered to levy and expend any amount of money they see fit. This power is not needed nor wished for by the School Board. We believe it would involve the Board in duties in some degree foreign to its proper sphere of action. We believe that in the original distribution of powers and functions of the several municipal departments that the assignment to the

City Council of the duty of levying taxes and determining the appropriations for the several departments of the city government is the wisest and best course that could be taken.

It is true that in several of the annual reports of this Board, chiefly those issued previously to 1876, the question of increasing the powers of the School Committee relative to the construction of school-houses has been frequently mentioned. The subject of giving the Board the whole power of locating, erecting, and altering school-houses has been suggested. Upon the reorganization of the School Committee in 1876, they were granted the power of approving the location and plans of new school-houses before such buildings could be erected. This, all will allow, was a wise and just provision. If there be anything by which the increased power of the School Board would conduce to the greater efficiency of the public schools it is that of determining the need of additional school accommodations. The City Council, we believe, have always been ready and willing to listen to the requests of this Board for increased school accommodations, but the present method of obtaining such accommodations abounds with delays. The School Committee have never asked for new school-houses until the absolute necessity for them existed, and it not infrequently happens that a year or more elapses before they are provided. We might cite several cases, but it seems unnecessary to do so. Let the City Council decide, when the estimates for the year are considered, the amount to be appropriated for the purpose of increased school accommoda-

tions and the repairs and alterations of the school buildings, and when such appropriation is granted empower the School Committee to *determine* when a new school-house is needed, its location and plans; when repairs and alterations are necessary in school buildings, and when temporary school accommodations are required; and let the practical work be done by the departments of the city government now having such matters in charge.

NORMAL SCHOOL.

There has been no change in the organization of this school during the year. Its work continues to be satisfactorily and judiciously carried on. Of the 890 graduates of the school a large part of them have been appointed to permanent positions in the schools, and many more have been engaged in temporary service and as substitutes. The present number of pupils is 120; 20 of whom belong to the post-graduate class.

LATIN AND HIGH SCHOOLS.

There are at present two Latin Schools, — one for boys and one for girls, — and eight High Schools.

By the change in the requirements for admission to Harvard College, it was deemed advisable to amend the course of study of the Boys' Latin School to conform to such change. The Committee on Examinations reported a revised course of study for the school, which was adopted.

In 1885 Mr. John Tetlow was placed in charge of the Girls' High and the Girls' Latin Schools. These

schools occupy the same building. This organization has continued to the present time with the most gratifying result, and the wisdom and economy of placing the schools under the charge of one head-master has been completely demonstrated.

In May, 1887, the Committee on High Schools, who had had the subject of a revision of the course of study for the High Schools under advisement, submitted a report, which was subsequently recommended to them, with full powers. The committee came to the conclusion that the present course of study should be continued for the present year at least, as there were certain new considerations which required the careful attention of the committee, and which would necessarily require considerable time, and as it was very desirable that a revised course of study should be adopted before the opening of the schools in September.

By a change in the Regulations a master was allowed in the Girls' High School in addition to the head-master, and Mr. Samuel Thurber, who had previously served as teacher in the school, was elected.

The average whole number of pupils belonging to the Latin and High Schools for the year was 2,720, of whom 573 graduated at the close of the year last June.

GRAMMAR AND PRIMARY SCHOOLS.

The present number of Grammar Schools is 54, an increase of 2 during the year. The Hugh O'Brien school-house was completed and occupied last fall, and the school-house dedicated Nov. 30,

1887. Owing to the increase in the number of pupils, and for the better accommodation of the pupils of Dorchester, the Pierce School was organized in November and established as a Grammar School.

In April, 1887, the Committee on Examinations, to whom had been referred from the files of 1886 the preamble and resolve relative to the reduction and simplification of the study of arithmetic, submitted a report on the subject, recommending certain changes in the course of study, and reducing the time formerly given to this subject. This report and the recommendations of the committee were adopted, and the courses of study for the Grammar and Primary Schools were amended in accordance therewith.

The average whole number of pupils belonging to the Grammar Schools last year was 30,329. The number of graduates at the close of the year in June was 1,992.

There are at present about 100 Primary-School buildings. The average number of pupils belonging during the year was 25,361. The number of teachers employed was 466. In addition to the regular school buildings it is often necessary to hire accommodations for the pupils in the rapidly growing districts.

HORACE MANN SCHOOL.

This school was established in 1869, for the education of deaf-mutes. The school began its nineteenth year in September last. At the close of the school in June, 1887, there were 75 pupils, — 33 boys and 42 girls. Besides the regular work of the school

some of the pupils have attended the North Bennet-street Industrial School, the Manual Training School, and the Tennyson-street Cooking School. Instruction in clay modelling was given in the school to two classes, by a teacher from the North Bennet-street School.

An Act was passed by the Legislature of 1887, which provides for the free instruction of deaf children at the expense of the Commonwealth, and therefore relieves the city from all pecuniary responsibility, while the management of the school remains with the School Board. For the financial year ending April 30, 1887, the total expenditures, on account of this school, were \$9,065.85. The city received \$6,743.90, from the State and other parties, for the tuition of pupils.

It is sincerely hoped that the new building for this school, for which all appropriations have been long provided, may be soon completed.

EVENING SCHOOLS.

There are at present maintained, in this city, 1 Evening High School and 13 Elementary Schools. The School Board has directed the Board of Supervisors to prepare and submit a course of study for these schools. This will meet a long-felt want, and will afford an opportunity of increasing the efficiency of the schools in providing a more systematic classification of the pupils, and bringing them nearer the organization of the day schools. The term of the schools begins the last Monday in September, and

closes the first Friday in March. They are all located in the day-school buildings, and the pupils are as regular in attendance as could be expected. Their appointed work is well performed, and their condition compares favorably with that of past years.

EVENING DRAWING SCHOOLS.

Besides the regular evening schools there are five Evening Drawing Schools maintained by the city. The term of these schools begins the third Monday in October, and closes the Friday next preceding the third Monday in March. Instruction is given in mechanical and free-hand drawing, and in ship-draughting. The instruction is thorough and practical, and the interest manifested by teachers and pupils in their work, and the excellent results attained, are very gratifying.

MANUAL TRAINING SCHOOLS.

The Manual Training School finished its third year in June, 1887. About 200 boys per week have been instructed in carpentry work. The Committee on Manual Training Schools in their last report state that they see no chance for advancement in carpentry work until better accommodations are provided. They suggest that when the new building for the Horace Mann School is completed and occupied that the old building might be utilized for this school, which would give an opportunity to develop in a more proper and satisfactory manner the manual training of boys.

During the past year there have been four schools of cookery maintained, under the charge of the Committee on Manual Training Schools. One of these schools is supported by the public spirit and generosity of Mrs. Augustus Hemenway, one by the ladies of Jamaica Plain and the Eliot Association; the entire expense of the other two is paid by the city. In addition to these four schools the School Kitchen of the North Bennet-street Industrial School is under the supervision of the committee. The entire expense of this school is provided by the liberality of a number of public-spirited ladies of Boston. During the current year about 1,800 girls will receive the benefit of the instruction in these schools.

In addition to the School Kitchen, the kind-hearted ladies of the North Bennet-street School maintain, for the benefit of the children of our city, classes in carpentry, printing, shoemaking, and modelling. The total number of public-school pupils attending this school per week is 804. These pupils attend classes as follows: Printing, 125; shoemaking, 78; elementary carpentry, 120; advanced carpentry, 142; cooking, 200; modelling, 200.

These schools, especially the schools of cookery, are very popular, and the interest in them is continually increasing. There is no doubt but that the committee will receive the hearty support of all in their earnest endeavor to extend them.

In the department of sewing the excellent results of past years have been sustained. Under the direction of the Committee on Sewing, instruction in this branch is being gradually extended into the

upper classes of our Grammar Schools, and the children taught the art of the cutting and fitting of garments.

MUSIC.

For many years the departments of drawing and music have been in the charge of the Committee on Drawing and Music. In October last the Rules of the Board were amended so as to provide for a Committee on Drawing and a Committee on Music. Early in the year an order was passed by the Board requesting the Committee on Drawing and Music to consider and report upon the advisability of so arranging the study of music in the public schools of the city as to secure uniformity in the method, and greater efficiency in the instruction in music. By the separation of this committee the duty devolved upon the Committee on Music, who have been giving the subject their earnest attention, and who will probably soon submit their report.

In March last, Mr. Julius Eichberg, for many years director of music in the public schools of Boston, presented his resignation, which the Board regretfully accepted.

Mr. Eichberg entered the service of Boston in September, 1867, and has faithfully and earnestly devoted himself to the advancement of the instruction in music in the public schools. He leaves the service with the assurance of the Board that his labors have been eminently successful, and that the Board recognizes and appreciates the zealous and sincere interest he has shown in his work.

KINDERGARTENS.

The subject of the establishment of free Kindergartens, maintained at the public expense, was first presented to the School Committee of Boston in 1867. In May of that year a petition was presented, signed by Miss Elizabeth P. Peabody, Mrs. George R. Russell, Mrs. A. Hemenway, and others, asking the School Board to appoint a time for hearing one of their number upon the subject of Kindergartens. A special committee of the Board was appointed, to whom the petition was referred. The committee reported that they did not deem the system sufficiently developed to recommend the establishment of a Kindergarten. Early the following year (1870) Miss Peabody again called the attention of the Board to the subject, and a special committee was appointed to consider it. This committee reported in favor of the establishment of an experimental Kindergarten, and that a teacher be employed who should receive the salary of a Primary-School teacher. The recommendations of the committee were adopted, and the school was opened September 26, 1870, in the Primary-School building on Somerset street, under the charge of Mrs. Charlotte B. Thomas. When the school was opened it was the first, so far as was known, public free Kindergarten in the world. In 1872 a standing committee on Kindergartens was established. In November of that year an additional class was opened. In March, 1875, the Committee on Kindergartens were requested to report on the expediency of establishing, at the beginning of the next year,

additional Kindergartens. This committee recommended, and the Board voted, to establish four Kindergartens at the beginning of the next year, — one in Charlestown, one at the North End, one in South Boston, and one in Roxbury. The City Council did not provide accommodations for these schools. The chairman of this committee was one of that committee. In May, 1878, an order was offered to discontinue the existing Kindergarten. The Committee on Rules and Regulations, to whom the order was referred, reported that, while they believed in the utility of these schools, the impossibility of procuring appropriations for the purpose rendered it useless to recommend their extension. In 1879 the Committee on Revision of the School System recommended that the school be abolished, and the Board closed the school in September, 1879.

In the meantime several ladies of Boston, having a great interest in this system of schools, and believing in their utility and practicability, had, from time to time, established Kindergartens; and Mrs. Pauline A. Shaw had begun the grand work which she has extended, year by year, until the present number of Kindergartens, supported by her noble munificence, is 14, which are attended by over 800 pupils.

In May last a communication was received from Mrs. Shaw, asking the Board to investigate the value of the Kindergartens, and to consider the expediency of adopting them as a part of the public-school system. This communication was referred to the Committee on Examinations; and the committee, after a very careful consideration of the subject,

submitted an exhaustive and valuable report in December, recommending that the Committee on Accounts be requested to include in the estimates for 1888-89 the sum of \$20,000 for the support of public Kindergartens during the year.

We copy the following extracts from the report: —

All that has been involved in making the experiment, all that saves the public from the trials and inevitable drawbacks attending a new educational enterprise, all that personal devotion can contribute to the success of such an enterprise, has been done for us and for the community.

Philadelphia has, this very year, taken the action which we are about to recommend to our own city. The first Kindergarten was opened there in 1879. It was confessedly in imitation of the work begun here by Mrs. Shaw, and the support of it was drawn entirely from private sources. Several Kindergartens were in existence when the Sub-Primary School Society was organized in 1881; and so rapid became the increase of these schools that aid was sought from the city government, and a public grant to the society was made in 1883, and continued in successive years. Last January thirty-two Kindergartens were transferred by the society to the Board of Education, to the entire satisfaction of both parties, and the Kindergartens are now public schools of Philadelphia.

Such, then, are our opportunities. We have a number of well-established Kindergartens offered for our acceptance; and a sister city, in precisely similar circumstances, having accepted the Kindergartens originated by private enterprise, sets the example of the same step to be taken here. Is there any reason why we should not take it? Nay, are there not very strong reasons why we should, and make the Kindergarten a part of our school system from this time forward?

If this training were to unfit a child for the next grade of schools it would deserve the condemnation sometimes passed upon it, and no proposal to adopt it into the system of our public schools could be entertained. But if it really fits a pupil for a Primary School, and fits him in such wise that he can do better in a Primary School

than one who has not received the same preparation, then its incorporation into our system would seem to be a measure against which objections would batter in vain. Can we doubt that a course such as has just been briefly described must of necessity render a pupil more responsive to Primary training? There are not very many homes, even among the most favored, that can teach their children as the true Kindergarten does, while hundreds, and even thousands, of homes in a city like ours are incapable of making any real approach to similar influences over their younger members.

The present educational position of the Kindergarten in Boston has been gained by the higher qualifications of the teachers employed in it. They have had not only a general, but also a special, training, adapted to the service they have entered, and enabling them to form clear ideas of what they were to do, and to use direct and sensible methods in doing it. They have been taught what all teachers need to learn, namely, reverence for little children; and it is this principle, above all else, that has raised the Kindergarten to the place it now holds in education.

Large numbers of boys and girls are withdrawn by their parents before advancing to the upper classes of our schools. Their wages are, in many cases, essential to the family; and even where they are not essential, the father or the mother, being uneducated, fails to appreciate the education of the child, and impatiently takes him out of school. It is plain enough that all this is a loss not only to the children, but to the city in which they are to live as men and women. If it can be made up to them it is an advantage to the whole community, for which every possible exertion should be heartily sustained.

We are strongly of the opinion that if the public Kindergarten is under wise oversight, and in competent hands, it will minister to the elevation of Primary, Grammar, High, and Normal Schools; that is, of every school whose pupils have received their first school instruction on the principles now identified with the Kindergarten. The nature of an educational system is determined by the manner in which it is begun.

The experiment of establishing public Kindergartens, which was made several years ago, was

abandoned for reasons which it is not necessary at the present time to repeat. They were not proved unsuccessful, but the experiment was discontinued. The School Board now believe that a new effort should be made toward the establishment of public Kindergartens, and that the time has come when this can be accomplished with the most sanguine hopes of success.

It is the painful duty of the committee to record the deaths during the year of two of our most faithful public officials.

Luther W. Anderson, late Master in the English High School, died in June, 1887. For thirty-five years he served as teacher in the school. The best of his mind and heart, the best of his life, was given to the youth of Boston. Devoted and conscientious, he cherished a deep fatherly interest in his pupils, which won for him their profound respect and love. His memory will ever be held in fond remembrance as an exemplary teacher and an honest, noble-minded man.

In December the Board learned with deep sorrow of the sudden death of its president, Hon. Timothy J. Dacey. Mr. Dacey had been a member of the School Committee since October 23, 1883, and upon the change in the City Charter by which the Mayor, who up to that time had been *ex officio* President of the Board, was no longer a member, Mr. Dacey was, in January, 1886, elected President of the School Committee.

We cannot better express the feelings of the Board upon the sad intelligence, and of their appreciation of Mr. Dacey, than by repeating the tribute paid to his memory by the Board in the following resolutions, which were unanimously adopted at a special meeting held December 17, 1887: —

For the first time since the death of Mayor Thomas A. Davis, in the year 1845, the chair of the president of the School Board has been made vacant by death, and we have cause to mourn the decease of Hon. Timothy J. Dacey, who, for the past two years, has so ably presided over our deliberations. It is no disparagement to those who preceded him to say, that for parliamentary skill, for expedition in the despatch of business, for clearness and impartiality in rulings, and for dignity and grace of bearing as a presiding officer, he was unexcelled by any one who has filled the same position during the memory of the present members of this Board. But it is not of him as presiding officer alone that we come to-day to express our feelings of grief and sorrow at the loss that we, with the schools of Boston, the entire community, and his own immediate family, have sustained; we recognize and remember the great and many virtues with which our good friend was endowed, and which had been developed by a life of active usefulness from early childhood to the present time, and had found expression in the bright, genial, generous nature of one who was to each and all of us a warm personal friend.

He represented everything that is good and progressive in the personal and political life of the young men of this age; rising to his present position, and to the various positions of public trust he has held, entirely through merit, he has lived more than respected, and more than beloved, by all with whom he came in contact. He was essentially a self-made man, and acquired his position, in social and public life, through strict attention to the highest principles of morality, honesty, and integrity, and by diligent attention and devotion to those duties which tend to make a man a good citizen. He was a generous, whole-souled, large-hearted, noble man, positive in his convictions and expressions,

but, at the same time, most kind and considerate of the rights and feelings of others ; while his good-nature, ready wit, his pleasant and happy disposition, won for him hosts of friends, and made him one of the most popular, as well as one of the most beloved, of the young men of our time.

While those who knew him have cause to mourn as though a friend and brother was taken from them, yet his great good character, his noble life and example, will live in their minds and hearts, soothing, in a measure only, the anguish which his death has caused.

Your committee have almost despaired in their attempt to extend on our records any adequate expression of the feelings of our Board in this affliction ; but, in memory of our presiding officer, our good and true personal friend, we recommend that this expression of our remembrance and regard be spread in full upon the records of our Board ; that a copy of the same be suitably engrossed and sent to the brother of the deceased ; that the desk lately occupied by Mr. Dacey be draped in mourning for a period of thirty days, and that the members of this Board attend the funeral services of our late President in a body.

The full and interesting reports of the Superintendent and the Board of Supervisors, and the documents printed during the year, present the work of the schools so much in detail that the committee have confined themselves, in this report, to a general statement of the condition of the schools, and have presented, briefly, the prominent topics which the Board has had under consideration during the year.

The committee believe that the people are to be congratulated upon the favorable condition of our public schools. If the schools have not advanced to any considerable degree, they have not retrograded.

JOHN W. PORTER,
WM. A. DUNN,
GEORGE R. SWASEY.

SCHOOL DOCUMENT NO. 3 — 1888.

REPORT

OF THE

COMMITTEE ON SALARIES.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1888.

REPORT.

IN SCHOOL COMMITTEE, BOSTON, Feb. 28, 1888.

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

The committee, after careful consideration, recommend that the salaries of the assistants in modern languages be fixed at the rate of \$1,500 each per annum; that the salary of the Instructor in Military Drill be fixed at the rate of \$2,000 per annum; and that the salary of the armorer be fixed at the rate of \$800 per annum, these salaries to date from the first of April, 1888.

With the exception of the above the committee recommend 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 B. HYDE,
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

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 Drawing, Penmanship, and Elementary Method, Normal School	828
Teacher of Physics, Boys' Latin School	1,584
Director of French and German	3,000
Assistants	1,500
Horace Mann School for the Deaf—Principal	1,800
First Assistant	900
Assistants, first year, \$700; second year and subsequently	800

¹ The 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 three first assistants (High Schools) in service.

Instructor in Manual Training School		\$1,200
Instructors in Schools of Cookery, first year, \$456; annual increase, \$48; maximum		744
Instructor Military Drill		2,000
Armorer		800
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. 4 — 1888.

NOMINATIONS FOR REËLECTION.

REPORT

OF THE

COMMITTEE ON NOMINATIONS.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1888.

REPORT.

IN SCHOOL COMMITTEE, BOSTON, March 13, 1888.

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 has been found necessary to follow the practice of many years to continue these teachers in the service, for the following reasons: a want of seating capacity; to preserve the proper classification of the schools; necessity of maintaining classes outside the regular school buildings; necessity of establishing classes in certain growing sections in the outlying districts which are remote from other schools.

In one district, — the Mount Vernon, — owing to the necessity of maintaining Grammar classes at some distance from the grammar school-house, the Board has allowed the appointment of an additional first assistant.

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

In one district — the Phillips — the Board has allowed the continuance of one second assistant, Primary School.

A list of these teachers is as follows : —

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

Charles Sumner District. — One additional third assistant in place of sub-master.

Mt. Vernon District. — One additional first assistant.

Phillips District. — One additional second assistant, Primary School.

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, Brimmer, Charles Sumner, Comins, Dillaway, Dudley, Eliot, Gibson, Lyman, Martin, Minot, Mt. Vernon, Norcross, Pierce, Stoughton, and Shurtleff Districts. Two additional Grammar-school teachers in the Bowdoin District. One additional Primary-school teacher in the Bennett, Bigelow, Bowdoin, Bunker Hill, Charles Sumner, Eliot, Gibson, Harris, Lawrence, Lyman, and Minot Districts. The total number of teachers nominated in excess of the number allowed by the Regulations is twenty-nine.

In the several schools and districts there are eleven 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 eighteen.

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. Immediately after the annual election, a list of teachers in service with ranks higher than the number of pupils in the schools would allow by the Regulations strictly applied, if there be any such, shall be sent to the committees in charge. When vacancies occur in such ranks the committees in charge shall consider the transfer of these

teachers before the vacancies are 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 : —

Bowdoin District. — One first assistant.

Dillaway District. — One second assistant.

Hancock District. — One second assistant.

Quincy District. — One sub-master.

Winthrop District. — One second assistant.

The Regulations provide that there shall be not more than one ungraded class in a district. There are two districts — Eliot and Hancock — in which the character of the pupils, and the best interests of the schools, require the maintenance of more than one ungraded class. The Board, by special vote, has allowed that four ungraded classes may be maintained in the Eliot District, and two in the Hancock District, which are included in this report.

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

For the Committee,

WILLIAM A. DUNN,

Chairman.

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.

NORMAL SCHOOL.

Greatest whole number belonging during the year.....133
 Average whole number belonging during the year124
 Entitled to 4 teachers.

<p><i>First Assistant.</i> L. Theresa Moses.</p> <p><i>Second Assistants.</i> Annie E. Chace, Katharine H. Shute.</p>	<p><i>Special Teacher of Illustrative Drawing, Penmanship, and Elementary Methods.</i> W. Bertha Hintz.</p>
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RICE TRAINING SCHOOL. (Boys.)

Greatest whole number belonging to Grammar School.....612
 Average whole number belonging to Grammar School.....589
 Entitled to 10 regular teachers, 1 special.
 Greatest whole number belonging to Primary Schools..... 442
 Entitled to 8 teachers.

<p><i>Sub-masters.</i> Joseph L. Caverly, Charles F. Kimball.</p> <p><i>Third Assistants.</i> Gertrude E. Bigelow, Dora Brown, Elizabeth M. Burnham, Eliza Cox, Ella T. Gould, Martha H. Jackson,</p>	<p>Harriet H. Norcross.</p> <p><i>Second Assistant, Primary School.</i> Ella F. Wyman.</p> <p><i>Fourth Assistants.</i> Anna B. Badlam, Sarah E. Bowers, Clara C. Dunn, Mabel I. Emerson, Grace Hooper, Emma L. Wyman.</p>
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ON PROBATION.

<p><i>First Assistant.</i> Florence Marshall.</p> <p><i>Second Assistant.</i> Almira I. Wilson.</p>	<p><i>Fourth Assistant.</i> Miriam W. Dike.</p>
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HIGH SCHOOLS.

BOYS' LATIN SCHOOL.

Greatest whole number belonging during the year.....461
 Average whole number belonging during the year.....448
 Entitled to 13 teachers.

<p><i>Masters.</i> Charles J. Capen, Joseph W. Chadwick, Arthur I. Fiske, Frank W. Freeborn, Byron Groce, Edward P. Jackson, John K. Richardson.</p>	<p><i>Junior Masters.</i> Grenville C. Emery, Henry C. Jones, Thomas A. Mullen, George W. Rollins.</p>
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ON PROBATION.

<i>Teacher of Physics.</i>	<i>Junior Masters.</i>
Joseph Y. Bergen, Jr.	Francis DeM. Dunn, George E. Howes.

GIRLS' LATIN SCHOOL.

Greatest whole number belonging during the year.....	164
Average whole number belonging during the year.....	157
Entitled to 1 master and 5 assistants.	

<i>Master.</i>	<i>Junior Masters.</i>
Lyman R. Williston.	Jessie Girdwood, Mary C. C. Goddard, Alice H. Luce, Jennié R. Sheldon.
<i>Assistants.</i>	
Augusta R. Curtis,	

ENGLISH HIGH SCHOOL. (Boys.)

Greatest whole number belonging during the year.....	664
Average whole number belonging during the year.....	654
Entitled to 19 teachers.	

<i>Masters.</i>	<i>Junior Masters.</i>
Robert E. Babson, John F. Casey, Alfred P. Gage, L. Hall Grandgent, Jerome B. Poole, Manson Seavy, Samuel C. Smith, Charles B. Travis.	James A. Beatley, Frank O. Carpenter, George W. Evans, Melvin J. Hill, William B. Snow, William H. Sylvester, James E. Thomas, Rufus P. Williams.

ON PROBATION.

Junior Masters.

Charles P. Lebon,	Albert P. Walker.
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GIRLS' HIGH SCHOOL.

Greatest whole number belonging during the year.....	779
Average whole number belonging during the year.....	758
Entitled to 22 teachers.	

<i>Assistant Principal.</i>	<i>Teacher of Chemistry.</i>
Harriet E. Caryl.	V. Colonna Murray, Sarah J. C. Needham, Emerette O. Patch, Emma G. Shaw, Sarah A. Shorey, Lizzie L. Smith, Adeline L. Sylvester, Lucy R. Woods.
<i>First Assistant.</i>	
Margaret A. Badger.	Laura B. White.
<i>Assistants.</i>	<i>Laboratory Assistant.</i>
Alla W. Foster, Charlotte M. Gardner, Helen A. Gardner, Emma W. Kaan, Augusta C. Kimball, Mary B. King, Katherine Knapp, Parnell S. Murray,	Margaret C. Brawley.

ON PROBATION.

<i>Master.</i>		<i>Assistant.</i>
Samuel Thurber.		M. Medora Adams.

ROXBURY HIGH SCHOOL. (BOYS AND GIRLS.)

Greatest whole number belonging during the year.....	317
Average whole number belonging during the year.....	274
Entitled to 9 teachers.	

<i>First Assistant.</i>		<i>Assistants.</i>
Emily Weeks.		Clara H. Balch, Eliza D. Gardner, Dora Williams.

ON PROBATION.

<i>Junior Master.</i>		<i>Assistants.</i>
Nathaniel S. French.		Persis P. Drake, Emily Norcross, Edith A. Parkhurst.

DORCHESTER HIGH SCHOOL. (BOYS AND GIRLS.)

Greatest whole number belonging during the year.....	168
Average whole number belonging during the year.....	162
Entitled to 5 teachers.	

<i>Assistants.</i>		
Laura E. Hovey, Rebecca V. Humphrey,		Elizabeth M. Ritter.

ON PROBATION.

<i>Assistants.</i>		
Mary A. H. Fuller,		Albert S. Perkins.

CHARLESTOWN HIGH SCHOOL. (BOYS AND GIRLS.)

Greatest whole number belonging during the year.....	218
Average whole number belonging during the year.....	206
Entitled to 6 teachers.	

<i>Assistants.</i>		
Abbie F. Nye, Sarah Shaw, Adelaide E. Somes,		Mary E. Upham, Alla F. Young.

ON PROBATION.

Edward F. Holder, *Junior Master.*

WEST ROXBURY HIGH SCHOOL. (BOYS AND GIRLS.)

Greatest whole number belonging during the year.....	86
Average whole number belonging during the year.....	85
Entitled to 2 teachers.	

<i>Assistants.</i>		
Edna F. Calder,		Josephine L. Sanborn.

BRIGHTON HIGH SCHOOL. (BOYS AND GIRLS.)

Greatest whole number belonging during the year.....	61
Average whole number belonging during the year.....	59
Entitled to 2 teachers.	

Assistants.

Marion A. Hawes,	Ida M. Curtis.
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EAST BOSTON HIGH SCHOOL. (BOYS AND GIRLS.)

Greatest whole number belonging during the year..	149
Average whole number belonging during the year.....	144
Entitled to 4 teachers.	

Assistants.

Lucy R. Beadle, Kate W. Cushing,	Sarah L. Dyer.
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ON PROBATION.

Josiah P. Ryder, *Assistant.*

SPECIAL TEACHERS, HIGH SCHOOLS.

Modern Languages, Assistant Instructors.

Henri Morand,	John F. Stein.
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FIRST DIVISION.

ADAMS DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....	533
Average whole number belonging to Grammar School.....	519
Entitled to 10 teachers.	
Greatest whole number belonging to Primary Schools	496
Entitled to 9 teachers.	

Sub-master.

Joel C. Bolan.

Clara Robbins,
Harriett Sturtevant.

First Assistant.

Mary M. Morse.

Second Assistant, Primary School.

Anna E. Reed.

Second Assistant.

Charles H. Wilson.

Fourth Assistants.

Jennie A. Mayer,
Mary A. Palmer,
Nellie M. Porter,
Grace M. Remick,
Ellen M. Robbins,
Emily H. Sanderson,
Nellie B. Tucker,
Emma M. Weston.

Third Assistants.

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

CHAPMAN DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....642
 Average whole number belonging to Grammar School.....619
 Entitled to 11 teachers.
 Greatest whole number belonging to Primary Schools.....370
 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,
 Lucy E. Woodwell.
Second Assistant, Primary School.
 Hannah F. Crafts.
Fourth Assistants.
 Marietta Duncan,
 Mary C. Hall,
 Calista W. McLeod,
 Clara A. Otis.

ON PROBATION.

Nellie F. Holt, *Fourth Assistant.*

EMERSON DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....715
 Average whole number belonging to Grammar School... ..696
 Entitled to 12 regular teachers, 1 special.
 Greatest whole number belonging to Primary Schools.....538
 Entitled to 10 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. Critchett,
 Harriet E. Litchfield,
 Hannah L. Manson,
 Lizzie M. Morrissey,
 Susan A. Slavin,
 Elizabeth A. Turner.

ON PROBATION.

Caroline E. Nutter, *Fourth Assistant.*

LYMAN DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....618
 Average whole number belonging to Grammar School... ..594
 Entitled to 10 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools.....573
 Entitled to 10 teachers.

Sub-master.
 George K. Daniell,

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 Assistants, Primary Schools.
 Anna I. Duncan,
 Martha H. Palmer.

Fourth Assistants.
 Josephine A. Ayers,
 Abby D. Beale,
 Martha L. Frame,
 Fidelia D. Merrick,
 Charlotte A. Pike,
 Jane A. Soutter,
 Mary L. Sweeney,
 Mary E. Williams.

ON PROBATION.

Third Assistant.
 William A. Lenihan.

Fourth Assistant.
 Lena E. Synette.

SECOND DIVISION.

BUNKER HILL DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....708
 Average whole number belonging to Grammar School.....697
 Entitled to 12 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools.....597
 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.
 Clara B. Brown,
 Cora V. George,
 Ida O. Hurd,

Annie F. McMahon,
 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,
 Mary D. Richardson,
 Sarah A. Smith,
 Mary S. Thomas,
 Kate C. Thompson,
 Jennie F. White,
 Lucy A. Wilson.

ON PROBATION.

<i>Third Assistant.</i> Ruth C. Mills.	<i>Second Assistant, Primary School.</i> Elizabeth B. Norton.
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FROTHINGHAM DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School..... 631
 Average whole number belonging to Grammar School..... 601
 Entitled to 11 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools..... 486
 Entitled to 9 teachers.

First Assistants.
 Charlotte E. Camp,
 Harriet E. Frye.

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

Second Assistants.
 Arabella P. Moulton,
 Bial W. Willard.

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.

Third Assistants.
 Julia M. Burbank,
 Ellen A. Chapin,
 Sarah H. Nowell,
 Margaret J. O'Hea,

ON PROBATION.

James E. Hayes, *Sub-master.*

HARVARD DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School..... 628
 Average whole number belonging to Grammar School..... 608
 Entitled to 11 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools..... 651
 Entitled to 12 teachers.

Sub-master.
 Darius Hadley.

Ida B. Nute,
 Annie E. O'Connor,
 Sarah J. Perkins.

First Assistants.
 Sarah E. Leonard,
 Mary A. Lovering.

Fourth Assistants.

Grace H. Bredeen,
 Catherine C. Brower,
 Elizabeth R. Brower,
 Annie F. Childs,
 Elizabeth R. Cormier,
 Elizabeth F. Doane,
 Elizabeth A. Prichard,
 Lucy M. Small,
 Alice T. Smith,
 Louisa A. Whitman,
 Lana J. Wood.

Second Assistants.
 Julia E. Harrington,
 Abbie M. Libby.

Third Assistants.
 Elizabeth W. Allen,
 Amy R. Chapman,
 Callie E. Gary,

ON PROBATION.

Third Assistant.
 Mary E. Kelly.

Second Assistant, Primary School.
 Fanny A. Foster.

PRESCOTT DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School 518
 Average whole number belonging to Grammar School..... 483
 Entitled to 9 teachers.

Greatest whole number belonging to Primary Schools 503
 Entitled to 9 teachers.

Sub-master.

Seth Sears.

Mary E. Mailman,
 Lydia A. Nason,
 Julia C. Powers,
 Julia F. Sawyer.

First Assistant.

Belle P. Winslow.

Fourth Assistants.

Second Assistant.

Mary C. Sawyer.

Nellie J. Breed,
 Elizabeth J. Doherty,
 Mary E. Franklin,
 Lydia E. Hapenny,
 Kate M. Porter,
 Alice Simpson,
 Hattie L. Todd.

Third Assistants.

Frances A. Craigen,
 Elizabeth J. Farnsworth,

ON PROBATION.

Fourth Assistants.

Ruphine A. Morris,

| Lizzie Simpson.

WARREN DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School 723
 Average whole number belonging to Grammar School..... 675
 Entitled to 12 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools 413
 Entitled to 7 teachers.

Sub-master.

Edward Stickney.

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

First Assistants.

Sarah M. Chandler,
 Elizabeth Swords.

Fourth Assistants.

Second Assistants.

Anna D. Dalton,
 Ellen A. Pratt.

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

Third Assistants.

Marietta F. Allen,
 Mary F. Haire,

ON PROBATION.

Katharine A. Sweeney, *Third Assistant.*

THIRD DIVISION.

BOWDOIN DISTRICT. (GIRLS.)

Greatest whole number belonging to Grammar School..... 371
 Average whole number belonging to Grammar School..... 349
 Entitled to 7 teachers.

Greatest whole number belonging to Primary School..... 397
 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,
 Ella E. Morrill,
 Clara J. Raynolds,
 Mabel West.

ON PROBATION.

Fourth Assistants.

Mary E. Abercrombie,

| Mary E. O'Leary.

ELIOT DISTRICT. (BOYS.)

Greatest whole number belonging to Grammar School..... 995
 Average whole number belonging to Grammar School..... 967
 Entitled to 15 regular teachers, 4 special.

Greatest whole number belonging to Primary Schools..... 530
 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 V. Cunningham,
 Margaret E. Dacey,
 Kate L. Dodge,
 Minnie I. Folger,
 Annie M. H. Gillespie,
 Mary E. Hanney,
 Elizabeth C. Harding,

Isabel R. Haskins,
 Mary Heaton,
 Flora F. Joslin,
 M. Persis Taylor,
 Lucette A. Wentworth,
 M. Ella Wilkins.

Second Assistants, Primary Schools.

Juliaette Davis,
 Emma C. Keating.

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.

Agnes C. Moore, | Genevieve C. Roach.

HANCOCK DISTRICT. (GIRLS.)

Greatest whole number belonging to Grammar School... 551
 Average whole number belonging to Grammar School..... 524
 Entitled to 9 regular teachers, 2 special.

Greatest whole number belonging to Primary School 888
 Entitled to 16 teachers.

First Assistants.

Amy E. Bradford,
 Ellen C. Sawtelle.

Second Assistants.

Josephine M. Robertson,
 Mary E. Skinner.

Third Assistants.

Adeline S. Bodge,
 Elizabeth A. Fiske,
 Katherine E. Gillespie,
 Helen M. Hitchings,
 Susan E. Mace,
 Honora T. O'Dowd,
 Sarah E. Ward.

Second Assistant, Primary School.

Teresa M. Gargan.

Fourth Assistants.

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

ON PROBATION.

Fourth Assistants.

Margaret A. Nichols, | Florence E. Phillips.

PHILLIPS DISTRICT. (BOYS.)

Greatest whole number belonging to Grammar School 752
 Average whole number belonging to Grammar School 710
 Entitled to 13 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools 342
 Entitled to 6 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,

Louise 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.....	487
Average whole number belonging to Grammar School.....	459
Entitled to 8 regular teachers, 1 special.	
Greatest whole number belonging to Primary Schools ...	902
Entitled to 16 teachers.	

First Assistants.

Emeline E. Durgin,
Ella F. Inman.

Second Assistant.

Hattie A. Watson.

Third Assistants.

Adelaide E. Badger,
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. Chevallier,
Mary A. Collins,
Alicia I. Collison,
Sarah G. Fogarty,
Helen M. Graves,
Lula A. L. Hill,
Lydia A. Isbell,
Lillian W. Prescott,
Adelaide A. Rea,
Jeannette A. Thompson,
Kate Wilson.

FOURTH DIVISION.

BRIMMER DISTRICT. (BOYS.)

Greatest whole number belonging to Grammar School.....	694
Average whole number belonging to Grammar School.....	646
Entitled to 12 regular teachers, 1 special.	
Greatest whole number belonging to Primary Schools	479
Entitled to 9 teachers.	

Sub-masters.

Gustavus F. Guild,
T. Henry Wason.

First Assistant.

Rebecca L. Duncan.

Second Assistant.

Ella L. Burbank.

Third Assistants.

Sarah E. Adams,
Helen L. Bodge,
Mary A. Carney,
Eliza E. Foster,
Josephine Garland,
Mary E. W. Hagerty,

Sarah J. March,
Elizabeth A. Noonan,
Lilla H. Shaw,
L. Maria Stetson.

Second Assistant, Primary School.

Edith L. Stratton.

Fourth Assistants.

Emily B. Burrill,
Emma F. Burrill,
Elizabeth G. Cahill,
Mary E. Collins,
Nellie T. Higgins,
Alice Patten,
Mary E. Tiernay,
Mary E. Whitney.

PRINCE SCHOOL. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....503
 Average whole number belonging to Grammar School492
 Entitled to 9 teachers.
 Greatest whole number belonging to Primary Schools202
 Entitled to 4 teachers.

Sub-master.
 Sylvester Brown.

First Assistant.
 Harriet D. Hinckley.

Second Assistant.
 Luthera W Bird.

Third Assistants.
 Alice M. Dickey,

Mary L. Fynes,
 Kate C. Martin,
 Annie C. Murdock,
 Kate A. Raycroft,
 Mary Wilson.

Fourth Assistants.

Josephine G. Dearborn,
 Laura M. Kendrick.

ON PROBATION.

E. Isabelle Bense, *Fourth Assistant.*

QUINCY DISTRICT. (Boys.)

Greatest whole number belonging to Grammar School.....597
 Average whole number belonging to Grammar School553
 Entitled to 10 regular teachers, 1 special.
 Greatest whole number belonging to Primary Schools723
 Entitled to 13 teachers.

Sub-masters.
 Frank F. Courtney,
 William R. Morse.

Third Assistants.
 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 I. Baker,
 Harriet M. Bolman,
 Maria A. Callanan,
 Mary E. Conley,
 Ann T. Corliss,
 Mary A. B. Gore,
 Mary E. Graham,
 Octavia C. Heard,
 Kate A. Kiggen,
 Emily E. Maynard,
 Julia A. McIntyre,
 Kate L. Wilson.

ON PROBATION.

First Assistant.
 Mary L. Holland.

Second Assistant.
 Harriette A. Bettis.

WINTHROP DISTRICT. (GIRLS.)

Greatest whole number belonging to Grammar School.....995
 Average whole number belonging to Grammar School944
 Entitled to 17 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools 335
Entitled to 6 teachers.

First Assistants.

May Gertrude Ladd,
Susan A. W. Loring.

Second Assistants.

Mary T. Foley,
Mary L. H. Gerry,
Katharine K. Marlow,
Emma K. Valentine,
Margaret T. Wise.

Third Assistants.

Mary E. Barstow,
Caroline S. Crozier,
Emma A. Gordon,
Mary G. Harkins,

Helen L. Hilton,
Minnie L. Hobart,
Louise K. Hopkinson,
Caroline Merrill,
Mary A. Murphy,
Adelaide M. Odiorne,
Ellen M. Underwood.

Second Assistant, Primary School.
Amelia E. N. Treadwell.

Fourth Assistants.

Maria J. Coburn,
Marion A. Flynn,
Priscilla Johnson,
Mary E. Noonan.

FIFTH DIVISION.

DWIGHT DISTRICT. (Boys.)

Greatest whole number belonging to Grammar School 711
Average whole number belonging to Grammar School 691
Entitled to 12 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools 536
Entitled to 10 teachers.

Sub-master.

J. Langdon Curtis.

First Assistant.

Ruth G. Rich.

Second Assistant.

Mary C. R. Towle.

Third Assistants.

Georgianna Benjaniin,
Isabella G. Bonnar,
Agnes J. Cushman,
Mary L. Farrington,
Mary McSkimmon.

Nellie L. Shaw,
Mary E. Trow,
Isabelle H. Wilson.

Second Assistant, Primary School.
Martha B. Lucas.

Fourth Assistant.

Caroline A. Farrell,
Emma F. Gallagher,
Jennie I. Kendall,
Eva L. Munroe,
Mary E. O'Brien,
Cora F. Plummer,
Miriam Sterne,
Delia L. Viles.

ON PROBATION.

Sub-master.

Henry C. Parker.

Third Assistant.

Alice P. Lord.

Second Assistant, Primary School.
Ella Bradley.

EVERETT DISTRICT. (GIRLS.)

Greatest whole number belonging to Grammar School..... 745
 Average whole number belonging to Grammar School730
 Entitled to 13 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools583
 Entitled to 10 teachers.

First Assistants.

Janet M. Bullard,
 Eliza M. Evert.

Anna E. Grover,
 Abby C. Haslet,
 Evelyn E. Morse,
 Sara W. Wilson.

Second Assistants.

Susan S. Foster.
 L. Gertrude Howes,
 Emily F. Marshall.

Second Assistant, Primary School.
 Eliza C. Gould.

Third Assistants.

Sarah L. Adams,
 Ruth H. Clapp,
 Lucy W. Eaton,
 Ann R. Gavett,
 Mary H. Gibbons,

Fourth Assistants.

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

ON PROBATION.

Fourth Assistants.

Marguerite J. Flynn,

| Nellie G. McElwain.

FRANKLIN DISTRICT. (GIRLS.)

Greatest whole number belonging to Grammar School..... 716
 Average whole number belonging to Grammar School..... 658
 Entitled to 13 teachers.

Greatest whole number belonging to Primary Schools 660
 Entitled to 12 teachers.

First Assistants.

Isabella M. Harmon,
 Jennie S. Tower.

Margaret C. Schouler.

Second Assistants, Primary Schools.

Harriet M. Faxon,
 Josephine G. Whipple.

Second Assistants.

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

Fourth Assistants.

Georgianna 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,
 Affie T. Wier.

Third Assistants.

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

HYDE DISTRICT. (GIRLS.)

Greatest whole number belonging to Grammar School..... 636
 Average whole number belonging to Grammar School..... 596
 Entitled to 11 regular teachers, 1 special.
 Greatest whole number belonging to Primary Schools..... 455
 Entitled to 8 teachers.

First Assistants.
 Lucy L. Burgess,
 Mary E. Parsons.

Second Assistant.
 E. Elizabeth Boies.

Third Assistants.
 Ettie L. Deuel,
 Marion Henshaw,
 Fanny L. Learned,
 Alice G. Maguire,
 Caroline K. Nickerson,

Jane Reid,
 Isabel G. Winslow.

Second Assistant, Primary School.
 Anna G. Fillebrown.

Fourth Assistants.

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

ON PROBATION.

Second Assistant.
 Ester Fletcher.

Third Assistant.
 Etta Yerdon.

Fourth Assistant.
 Carrie M. Bayley.

SHERWIN DISTRICT. (Boys.)

Greatest whole number belonging to Grammar School..... 584
 Average whole number belonging to Grammar School... .. 575
 Entitled to 10 regular teachers, 1 special.
 Greatest whole number belonging to the Primary Schools..... 506
 Entitled to 9 teachers.

Sub-master.
 John R. Morse.

First Assistant.
 Elizabeth B. Walton.

Second Assistant.
 Alice T. Kelley.

Third Assistants.
 Louisa Ayer,
 Adella L. Baldwin,

Mary E. T. Healy,
 Emma T. Smith.

Fourth Assistants.

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

ON PROBATION.

Third Assistants.

Nellie F. Brazer,
 Mary B. Chaloner,

Gertrude Halladay,
 Frank M. McCutchins.

SIXTH DIVISION.

ANDREW DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School..... 761
 Average whole number belonging to Grammar School..... 750
 Entitled to 14 teachers.

Greatest whole number belonging to Primary Schools..... 551
 Entitled to 10 teachers.

Sub-master.

Frederic H. Ripley.

First Assistants.

Mary S. Beebe,
 Frank M. Weis.

Second Assistants.

Henrietta L. Dwyer,
 Mary E. Perkins.

Third Assistants.

Ella I. Cass,
 Annie L. Clapp,
 Emma M. Cleary,
 Agnes M. Cochran,
 May J. Cunningham.

Mary L. Fitzgerald,
 Lucy M. Marsh,
 Elizabeth A. Souther,
 Emma C. Stuart.

Second Assistant, Primary School.
 Mary A. Jenkins.

Fourth Assistants.

Sarah E. Ferry,
 Emily F. Hodsdon,
 Alice P. Howard,
 Alice L. Littlefield,
 Lizzie Ordway,
 Grace L. Tucker,
 Sadie E. Welch,
 Laura M. Young.

ON PROBATION.

Caroline M. Walsh, *Fourth Assistant.*

BIGELOW DISTRICT. (BOYS.)

Greatest whole number belonging to Grammar School..... 841
 Average whole number belonging to Grammar School..... 815
 Entitled to 15 teachers.

Greatest whole number belonging to Primary Schools..... 697
 Entitled to 12 teachers.

Sub-masters.

J. Gardner Bassett,
 F. Morton King.

First Assistant.

Amelia B. Coe.

Second Assistant.

Ellen Coe.

Third Assistants.

Ida A. Bloom,
 Catherine H. Cook,
 Stella A. Hale,

Cara W. Hanscom,
 Eliza B. Haskell,
 Kittie A. Learned,
 Angeline S. Morse,
 Mary Nichols,
 Sabina G. Sweeney,
 Malvena Tenney.

Second Assistant, Primary School.
 Ann J. Lyon.

Fourth Assistants.

Tiley A. Bolckcom,
 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.

ON PROBATION.

Nellie S. Henry, *Third Assistant.*

GASTON DISTRICT. (GIRLS.)

Greatest whole number belonging to Grammar School 604
 Average whole number belonging to Grammar School 600
 Entitled to 11 teachers.

Greatest whole number belonging to Primary Schools 822
 Entitled to 15 teachers.

First Assistants.

Juliette R. Hayward,
 Sarah C. Winn.

Second Assistants, Primary Schools.

Elizabeth M. Easton,
 Ella R. Johnson.

Second Assistant.

Annie E. Hills.

Fourth Assistants.

Frances A. Cornish,
 Mary A. Crosby,
 Mary E. Dee,
 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,
 Clara A. Sharp,
 Emma M. Sibley,
 Emogene F. Willett,
 Ellen R. Wyman.

ON PROBATION.

Second Assistant.

A. Delancey Sutherland.

Fourth Assistant.

May M. Ham.

Third Assistant.

Margaret Cunningham.

LAWRENCE DISTRICT. (Boys.)

Greatest whole number belonging to Grammar School 1,040
 Average whole number belonging to Grammar School 930
 Entitled to 18 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools 953
 Entitled to 17 teachers.

Sub-masters.

Edward H. Cobb,
 Augustus D. Small.

Second Assistant.

Cora S. Locke.

First Assistant.

Emma P. Hall.

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 E. McMann,
 Mary A. Montague,
 Margarette A. Moody.

Fourth Assistants.

Ada A. Bradeen,
 Emma Britt,
 Sarah M. Brown,
 Margaret M. Burns,
 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,
 Annie L. Treanor.

Second Assistants, Primary Schools.

Mary W. Bragdon,
 Martha S. Damon,
 Sarah E. Lakeman.

ON PROBATION.

George S. Houghton, *Sub-master.*

LINCOLN DISTRICT. (Boys.)

Greatest whole number belonging to Grammar School 925
 Average whole number belonging to Grammar School 882
 Entitled to 16 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools 394
 Entitled to 7 teachers.

Sub-masters.

John F. Dwight,
 Henry H. Kimball.

First Assistant.

Margaret J. Stewart.

Second Assistant.

Martha F. Wright.

Third Assistants.

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,
 L. Idalia Provan,
 Katharine G. Sullivan,
 Sarah M. Tripp.

Second Assistant, Primary School.

Mary E. Powell.

Fourth Assistants.

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

ON PROBATION.

Third Assistant.

Anastasia G. Hyde.

Fourth Assistant.

S. Louella Sweeney.

NORCROSS DISTRICT. (GIRLS.)

Greatest whole number belonging to Grammar School 725
 Average whole number belonging to Grammar School 672
 Entitled to 12 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools.....728
Entitled to 13 teachers.

First Assistants.

Mary J. Fennelly,
Susan H. Thaxter.

Second Assistants.

Sarah A. Gallagher,
Juliette Smith,
Juliette Wyman.

Third Assistants.

Caroline Bernhard,
Martha G. Buckley,
Emma F. Crane,
Mary E. Downing,
Emma L. Eaton,
Harriet E. Johnston,
Jennie A. Mullaly,
Maria L. Nelson,
Mary R. Roberts.

Second Assistants, Primary Schools.

Nellie J. Cashman,
Ann E. Newell.

Fourth Assistants.

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

SHURTLEFF DISTRICT. (GIRLS.)

Greatest whole number belonging to Grammar School.....723
Average whole number belonging to Grammar School.....713
Entitled to 13 teachers.

Greatest whole number belonging to Primary Schools368
Entitled to 7 teachers.

First Assistants.

Ellen E. Morse,
Anna M. Penniman,

Second Assistants.

Catherine A. Dwyer,
Martha E. Morse,
Emeline L. Tolman.

Third Assistants.

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

Harriet S. Howes,
Isabel L. Marlowe,
Edith A. Pope,
Marion W. Rundlett,
Anna L. Scallan.

Second Assistant, Primary School.

Lucy A. Dunham.

Fourth Assistants.

Alice G. Dolbeare,
Lottie B. Lucas,
Mary E. Morse,
Alice C. Ryan.

ON PROBATION.

Catherine E. McDonald, *Fourth Assistant.*

SEVENTH DIVISION.

COMINS DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....639
Average whole number belonging to Grammar School... 628
Entitled to 11 teachers.

Greatest whole number belonging to Primary Schools 468
 Entitled to 8 teachers.

Sub-master.

William H. Martin,

First Assistants.

Sarah E. Lovell,
 Elizabeth G. Melcher.

Second Assistant.

Almira W. Chamberline.

Third Assistant.

Martha A. Cummings,
 Jane E. Gormley,
 Caroline A. Gragg,

Julia A. C. Gray,
 Penelope G. Hayes,
 Alice M. Johnson,
 Alice A. Sanborn.

Second Assistant, Primary School.

Anna R. McDonald.

Fourth Assistants.

Sarah B. Bancroft,
 Elizabeth P. Brewer,
 Lizzie A. Colligan,
 Sabina Egan,
 Charlotte R. Hale,
 Sarah E. Haskins,
 Marcella M. Ryan.

ON PROBATION.

Ervinia Thompson, *Third Assistant.*

DEARBORN DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School 644
 Average whole number belonging to Grammar School 611
 Entitled to 11 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools 660
 Entitled to 12 teachers.

First Assistant.

Philena W. Rounseville.

Second Assistants.

Frances L. Bredeen,
 Martha E. Chapman.

Third Assistants.

Anne M. Backup,
 Bell J. Dunham,
 Catherine M. Lynch,
 Alice W. Peaslee,
 Ida M. Presby,
 Mary F. Walsh,
 Lizzie M. Wood.

Second Assistant, Primary School.

Mary A. P. Cross.

Fourth Assistants.

Louise D. Gage,
 Ada L. McKean,
 Elizabeth D. Mulrey,
 M. Agnes Murphy,
 Kate A. Nason,
 Mary E. Nason,
 Mary F. Neale,
 Ellen M. Oliver,
 Susan F. Rowe,
 Abby W. Sullivan,
 Mary K. Wallace.

ON PROBATION.

Sub-master.

Alanson H. Mayers.

First Assistant.

Lily B. Atherton.

DILLAWAY SCHOOL. (GIRLS.)

Greatest whole number belonging to Grammar School 639
 Average whole number belonging to Grammar School 578
 Entitled to 11 teachers.

Greatest whole number belonging to Primary Schools 382
Entitled to 7 teachers.

First Assistants.

Jane S. Leavitt,
Eldora A. Pickering.

Second Assistants.

Catherine J. Finneran,
Corinne Harrison,
Mary C. Whippey.

Third Assistants.

Eliza Brown,
Abby M. Clark,
Mary L. Gore,
Mary S. Sprague,

Cordelia G. Torrey,
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.

ON PROBATION.

Elizabeth M. Blackburn, *Third Assistant.*

DUDLEY DISTRICT. (Boys.)

Greatest whole number belonging to Grammar School 733

Average whole number belonging to Grammar School 723
Entitled to 12 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools 678
Entitled to 12 teachers.

Sub-masters.

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

First Assistant.

Susie C. Lougee.

Second Assistant.

Harriet E. Davenport.

Third Assistants.

Ruth H. Brady,
Mary H. Cashman,
Annie N. Crosby,
Alice E. Farrington,
Ida S. Hammerle,
Abby S. Hapgood,
Amanda E. Henderson,

Helen C. Mills,
Edith F. Parry,
Maria E. Wood.

Second Assistant, Primary School.

Helen P. Hall.

Fourth Assistants.

Mary I. Chamberlin,
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.

Lucy G. M. Card, *Fourth Assistant.*

GEORGE PUTNAM DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School 325

Average whole number belonging to Grammar School 317
Entitled to 6 teachers.

Greatest whole number belonging to Primary Schools 239
 Entitled to 4 teachers.

First Assistant.
 Katharine W. Huston.

Martha W. Hanley,
 Ellen E. Leach.

Fourth Assistants.

Third Assistants.
 Maria F. Bray,
 Annie G. D. Ellis,

Amoritta E. Esilman,
 Josephine L. Goddard,
 Alice M. May,
 Isabella Shove.

HUGH O'BRIEN DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School..... 713
 Greatest whole number belonging to Grammar School..... 693
 Entitled to 13 teachers.

Greatest whole number belonging to Primary Schools. 593
 Entitled to 11 teachers.

Sub-master.
 John C. Ryder.

Esther M. Meserve,
 Mary J. Mohan.

First Assistant.
 L. Anna Dudley.

Second Assistants, Primary Schools.

Mary M. Sherwin,
 Elizabeth R. Wallis.

Second Assistants.
 Helen F. Brigham,
 Helen M. Hills.

Fourth Assistants.

Third Assistants.
 Abbie L. Baker,
 M. Louise Foster,
 Ellen F. H. Hagerty,
 Sarah H. Hosmer,
 Sarah W. Loker,
 Maria L. Mace,

Adaline Beal,
 Sarah S. Burrell,
 Mary W. Currier,
 Annie W. Ford,
 Matilda Mitchell,
 Abby S. Oliver,
 Emily M. Pevear,
 Bridget E. Scanlan,
 Eloise B. Wallcott.

ON PROBATION.

Margaret Holmes, *First Assistant.*

LEWIS DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School ... 689
 Average whole number belonging to Grammar School..... 631
 Entitled to 12 teachers.

Greatest whole number belonging to Primary Schools 554
 Entitled to 10 teachers.

First Assistants.
 Eunice C. Atwood,
 Sarah E. Fisher.

Third Assistants.

Emma F. Black,
 Susan A. Dutton,
 Martha C. Gerry,
 Katie M. Groll,
 Ellen M. Murphy,

Second Assistants.
 Emily B. Eliot,
 Amanda Pickering.

Alice O'Neil,
Mary H. Thompson.

Fourth Assistants.

Frances N. Brooks,
Helen Crombie,

Mary E. Deane,
Anna A. Groll,
Almira B. Russell,
Caroline E. Seaver,
Florence L. Shedd,
Alice M. Sibley,
Isabel Thacher.

ON PROBATION.

Sub-master.

Henry B. Hall.

Fourth Assistant.

Fannie E. Merriam.

LOWELL DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....	721
Average whole number belonging to Grammar School.....	708
Entitled to 13 teachers.	
Greatest whole number belonging to Primary Schools.....	781
Entitled to 14 teachers.	

Sub-master.

Maurice P. White.

O. Augusta Welch.

First Assistant.

Eliza C. Fisher.

Second Assistant, Primary School.

Caroline F. Cutler.

Second Assistants.

E. Josephine Page,
Mary E. Very.

Fourth Assistants.

Sarah P. Blackburn,
Anna J. Bradley,
Marguerite G. Brett,
Mary J. Capen,
Lizzie F. Fickett,
Elizabeth T. Gray,
Ella F. Howland,
Jeannie B. Lawrence,
Ellen C. McDermott,
Fannie B. Wilson,
Helen O. Wyman.

Third Assistants.

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

ON PROBATION.

Second Assistant.

Anna L. Hudson,

Fourth Assistants.

Clara I. Stevens.
Anna G. Wells.

MARTIN DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....	636
Average whole number belonging to Grammar School.....	631
Entitled to 11 teachers.	
Greatest whole number belonging to Primary Schools.....	333
Entitled to 6 teachers.	

Sub-master.
Edward W. Schuerch.

First Assistant.
Emily F. Carpenter.

Second Assistant.
Annetta F. Armes,
Nellie W. Leavitt.

Third Assistants.
Anna F. Bayley,
Jane F. Gilligan,

Nellie I. Lapham,
Emma E. Lawrence,
Emily Swain,
Delia M. Upham,
Charlotte P. Williams.

Fourth Assistants.
Lena L. Carpenter,
Mary E. Crosby,
Fannie D. Lane,
Eleanor F. Lang,
Alicia F. McDonald.
Martha Palmer.

ON PROBATION.

Jeremiah G. Foley, *First Assistant.*

EIGHTH DIVISION.

AGASSIZ DISTRICT. (Boys.)

Greatest whole number belonging to Grammar School..... 352
Average whole number belonging to Grammar School..... 341
Entitled to 6 teachers.

Greatest whole number belonging to Primary Schools..... 192
Entitled to 3 teachers.

First Assistant.
Mary A. Gott.

Second Assistant.
Clara J. Reynolds.

Third Assistants.
Mary A. Boland,

Sarah H. Drake,
Nellie J. Kiggen,
Mary E. Stuart.

Fourth Assistants.
Annie C. Gott,
Caroline D. Putnam,
Emma M. Smith.

ALLSTON DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School..... 582
Average whole number belonging to Grammar School..... 575
Entitled to 10 teachers.

Greatest whole number belonging to Primary Schools... 465
Entitled to 8 teachers.

First Assistant.
Alexander Pearson.

Second Assistants.
Sarah F. Boynton,
Marion Keith.

Third Assistants.
Annie E. Bancroft,
Ella L. Bird,
Eliza F. Blacker,
Mary J. Cavanagh,
Mary F. Child,

Jessie W. Kelly,
Josephine Rice,
Alice A. Swett.

Fourth Assistants.
Anna N. Brock,
Helen L. Brown,
Ella L. Chittenden,
Gertrude R. Clark,
May L. Gooch,
Clara B. Hooker,
Emma F. Martin,
Adelaide C. Williams.

BENNETT DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....604
 Average whole number belonging to Grammar School.....540
 Entitled to 11 teachers.

Greatest whole number belonging to Primary Schools.....361
 Entitled to 6 teachers.

First Assistant.
 Melissa Abbott.

Lillian M. Towne,
 Helen I. Whittemore.

Second Assistant.
 Fannie Potter.

Second Assistant, Primary School.
 Charlotte Adams.

Third Assistants.
 Jeannie Bates,
 Clara L. Harrington,
 Annie M. Hotchkiss,
 Kate McNamara,
 Sarah M. Taylor,

Fourth Assistants.
 Fannie W. Currier,
 Emma P. Dana,
 Anna L. Hooker,
 Margaret I. Scollans,
 Eliza M. Warren.

ON PROBATION.

Sub-master.
 Edwin F. Kimball.

Fourth Assistant.
 Leslie D. Hooper.

Third Assistant.
 Myrtie B. Symonds.

CHARLES SUMNER DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School 451
 Average whole number belonging to Grammar School..... 426
 Entitled to 8 teachers.

Greatest whole number belonging to Primary Schools..... 355
 Entitled to 6 teachers.

First Assistant.
 Charlotte B. Hall.

Mary E. Lynch,
 Harriet E. Tower,
 Lina S. Weld.

Second Assistant.
 Angie P. Nutter.

Fourth Assistants.
 S. Louise Durant,
 Elizabeth Kiggen,
 Dora M. Leonard,
 Clara I. Metcalf,
 Mary E. Roome,
 Alniira G. Smith.

Third Assistants.
 Elvira L. Austin,
 Alice M. Barton,
 Maud G. Leadbetter,

ON PROBATION.

Third Assistant.
 Mabel L. Warner.

Fourth Assistant.
 Grace J. Freeman.

HILLSIDE DISTRICT. (GIRLS.)

Greatest whole number belonging to Grammar School.....372
 Average whole number belonging to Grammar School360
 Entitled to 7 teachers.

Greatest whole number belonging to Primary Schools 269
 Entitled to 5 teachers.

<p><i>First Assistant.</i> Amy Hutchins.</p> <p><i>Second Assistant.</i> Louise P. Arnold.</p> <p><i>Third Assistants.</i> Mary Bradley,</p>	<p>Emily H. Maxwell, Alice B. Stephenson.</p> <p style="text-align: center;"><i>Fourth Assistants.</i></p> <p>Anna M. Call, E. Augusta Randall, Margaret E. Winton.</p>
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ON PROBATION.

<p><i>Third Assistants.</i> Alice M. Robinson, Elizabeth L. Stodder.</p>	<p><i>Fourth Assistants.</i> Mary E. McDonald, Mary A. Riordan.</p>
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MOUNT VERNON DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....207
 Average whole number belonging to Grammar School 197
 Entitled to 4 teachers.

Greatest whole number belonging to Primary Schools133
 Entitled to 2 teachers.

<p><i>First Assistant.</i> Achsa M. Merrill.</p> <p><i>Second Assistant.</i> Emily M. Porter.</p> <p><i>Third Assistants.</i> J. Lillian Colson,</p>	<p>Jennie M. Jackson, Francis R. Newcomb.</p> <p style="text-align: center;"><i>Fourth Assistants.</i></p> <p>Ella F. Parsons, Mary C. Richards.</p>
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NINTH DIVISION.

DORCHESTER-EVERETT SCHOOL. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....514
 Average whole number belonging to Grammar School 495
 Entitled to 9 regular teachers, 1 special.

Greatest whole number belonging to Primary Schools389
 Entitled to 7 teachers.

<p><i>Sub-master.</i> George M. Fellows.</p> <p><i>First Assistant.</i> Mary F. Thompson.</p> <p><i>Second Assistant.</i> Henrietta A. Hill.</p> <p><i>Third Assistants.</i> Sarah M. Bearse, Harriet A. Darling, Clara J. Doane,</p>	<p>Anna M. Foster, L. Cora Morse, Emma L. Savil, Abbie E. Wilson.</p> <p style="text-align: center;"><i>Fourth Assistants.</i></p> <p>Caroline D. Bere, Cora L. Etheridge, Susie C. Hosmer, M. Rosalia Merrill, Annie L. Newcomb, Mary H. Reid, Katharine Wark.</p>
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GIBSON DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....335
 Average whole number belonging to Grammar School 326
 Entitled to 6 teachers.
 Greatest whole number belonging to Primary Schools947
 Entitled to 4 teachers.

First Assistant.
 Ida L. Boyden.

Charlotte E. Andrews,
 Benjamin F. Brown,
 Emma R. Gragg,

Second Assistant.
 Ella S. Wales.

Fourth Assistants.

Ellen A. Brown,
 E. Louise Brown,
 Florence M. De Merritt,
 Marietta L. Valentine.

Third Assistants.
 Fidelia A. Adams,

ON PROBATION.

Third Assistant.
 Elizabeth L. B. Stearns.

Fourth Assistant.
 Mary A. Merritt.

HARRIS DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....335
 Average whole number belonging to Grammar School.....331
 Entitled to 6 teachers.
 Greatest whole number belonging to Primary Schools234
 Entitled to 4 teachers.

Second Assistant.
 E. Maria Harriman.

Fourth Assistants.

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

Third Assistants.
 Almy C. Plummer,
 Charlotte A. Powell,
 Cora I. Young.

ON PROBATION.

First Assistant.
 Emma F. Simmons.

Third Assistant.
 Mary E. Tuttle.

MATHER DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....485
 Average whole number belonging to Grammar School.....464
 Entitled to 9 teachers.
 Greatest whole number belonging to Primary Schools 423
 Entitled to 8 teachers.

Sub-master.

Loea P. Howard.

First Assistant.

J. Annie Bense.

Second Assistant.

Della G. Robinson.

Third Assistants.

Mary B. Corr.
M. Esther Drake,
Lucy J. Dannels,
Lillie A. Hicks,

Mary A. Lowe.
Charlotte L. Voigt.

Second Assistant, Primary School.

Ada K. Richards.

Fourth Assistants.

Florence J. Bigelow,
Mary E. Bradley,
Ina F. Cook,
Elizabeth Donaldson,
Ella L. Howe,
Kate A. Howe,
Elizabeth C. White.

MINOT DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School 320
Average whole number belonging to Grammar School 302
Entitled to 6 teachers.

Greatest whole number belonging to Primary Schools 243
Entitled to 4 teachers.

Second Assistants.

Kate M. Adams,
Gertrude P. Davis.

Third Assistants.

E. Gertrude Cushing,
Sophia W. French,
Annie H. Gardner.

Mary E. Glidden,
Ellen M. S. Treadwell.

Fourth Assistants.

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

PIERCE DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School 178
Average whole number belonging to Grammar School 172
Entitled to 3 teachers.

Greatest whole number belonging to Primary Schools 106
Entitled to 2 teachers.

Third Assistants.

Lucina Dunbar,
George R. Keene.

Fourth Assistant.

Emma A. Cochran.

ON PROBATION.

Second Assistant.

Mary E. Mann.

Third Assistant.

Lizzie C. Estey.

Fourth Assistant.

Elinor F. Decatur.

STOUGHTON DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....356
 Average whole number belonging to Grammar School.....337
 Entitled to 6 teachers.

Greatest whole number belonging to Primary Schools.....217
 Entitled to 4 teachers.

First Assistant.

Elizabeth H. Page.

Minnie E. Gaskins,
 Caroline F. Melville.

Second Assistant.

Isabel F. P. Emery.

Fourth Assistants.

Helen F. Burgess,
 Gertrude L. Howard,
 Maria A. Shields,
 Carrie M. Watson.

Third Assistants.

Esther S. Brooks,
 Cornelia M. Collamore,

ON PROBATION.

Clara A. Brown, *Third Assistant.*

TILESTON DISTRICT. (BOYS AND GIRLS.)

Greatest whole number belonging to Grammar School.....106
 Average whole number belonging to Grammar School... 91
 Entitled to 2 teachers.

Greatest whole number belonging to Primary School..... 88
 Entitled to 2 teachers.

Third Assistant.

Martha A. Baker.

Fourth Assistants.

Elizabeth S. Fisher,
 Elizabeth K. Shea.

ON PROBATION.

Ida T. Weeks, *Third Assistant.*

SCHOOL DOCUMENT NO. 5.— 1888.

EIGHTH ANNUAL REPORT

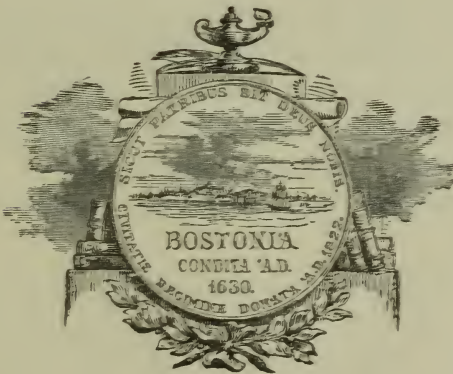
OF THE

Superintendent of Public Schools

OF THE

CITY OF BOSTON.

MARCH, 1888.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1888.

REPORT.

To the School Committee:

The Superintendent of Public Schools respectfully submits his eighth annual report.

STATISTICS.

At the end of the last half-year, January 31, 1888, there were in the primary schools 24,620 pupils against 24,956 the year before, — a loss of 336; in the grammar schools 30,795 against 30,592, — a gain of 203; in the high schools 2,307 against 2,189, — a gain of 118; in the Latin schools 627 against 597, — a gain of 30; and in the normal school 122 against 98, — a gain of 24. Total 58,471 against 58,432, — a gain of 39.

The total gain in the number of pupils is unusually slight. The primary schools have lost, while the grammar and high schools have gained. In the two lower classes of the primary schools the loss was 427 pupils, while the gain in the two upper classes of the grammar schools, together with the lowest class of the high schools, was 344.

The gains and losses in all the day schools except the normal, taken by ages, were as follows:

Age.	Whole number belonging.	Gain.	Loss.
Five (and under)	2,590	—	70
Six	4,820	—	158
Seven	5,612	41	—
Eight	5,823	—	280
Nine	6,128	—	18
Ten	6,278	44	—
Eleven	5,941	—	133
Twelve	6,025	—	62
Thirteen	5,608	273	—
Fourteen	4,097	113	—
Fifteen	2,710	160	—
Sixteen	1,473	42	—
Seventeen	768	47	—
Eighteen	332	26	—
Nineteen (and over)	144	—	10

Below the age of thirteen there was a net loss of 636 pupils; but for the ages of thirteen and over, the net gain was 651. This has been the drift for some years past,—a loss of younger and a gain of older pupils.

The existing distribution of pupils by classes is shown by the following schedule:

Classes.	Pupils.
Third class, primary schools	10,237
Second class, “ “	7,800
First class, “ “	6,583
Ungraded	1,083
Sixth class, grammar schools	6,785

Classes.	Pupils.
Fifth class, grammar schools	6,618
Fourth class, " "	6,002
Third class, " "	4,667
Second class, " "	3,429
First class, " "	2,211
Third class, high schools	1,038
Second class, " "	626
First class, " "	506
Advanced class, " "	137
Latin schools, all classes	627
Normal	122

There were 1,214 teachers in all the day-schools against 1,207 the year before,— a gain of 7. By reference to the proper tables it will be seen that the distribution of pupils among teachers has been, for the most part, quite even. There are, however, a few districts where the average number of pupils to a teacher is over sixty; and a few where the average is under forty-eight,— limits which ought not to be exceeded either way without good special reasons.

Promotions February 1 and July 1, 1887, carried up from the primary to the grammar-schools 5,983 pupils. The grammar-school diploma was granted June, 1887, to 1,992 graduates, of whom 1,081, or 54 per cent., have since been pupils in the high or Latin schools.

The evening high school had an average of 1,274 pupils belonging, and an average attendance of 988; the evening elementary schools an average of 2,085

belonging, and an average attendance of 1,305; and the evening drawing-schools an average of 557 belonging, and an average attendance of 488.

EMPLOYMENT OF CHILDREN.

The truant-officers are required by law, Public Statutes, Chapter 48, Section 5, once in every school term, and as often as the School Committee requires, to visit the manufacturing, mechanical, and mercantile establishments in the city, and inquire into the situation of the children employed therein, and ascertain whether the laws relating to the employment of children are duly observed, and report all violations thereof to the School Committee. The visitation thus required was made throughout the city simultaneously at an appointed time last October. For a few days the officers gave their whole time to the work, that it might be done as quickly and thoroughly as possible. The reports of this work are now in my hands, and from them I have gathered some information which is interesting, and ought particularly to be brought to the attention of the law-makers. It teaches the futility of making laws with no provision for their execution.

There is a surprising amount of neglect to observe some of the statutes relating to the employment of children, particularly those which require the keeping on file of certificates of age and school attendance. The officers found 1,968 children under the age of sixteen years in the service of employers, and reported their names, ages, residences, and places of employ-

ment. Of these children, 1,470 were boys and 498 were girls; 955 were fifteen years old, 790 were fourteen, 191 were thirteen, 30 were twelve, and 2 were eleven. Nine-tenths of the children resided in Boston.

It is satisfactory, at first view, to find among the employed children so few under the age of fourteen; but it would be more satisfactory to find a correspondingly large number of such children in the schools. There has been, doubtless, some improvement in this respect; for, as pointed out above, there has been a noteworthy increase in the number of pupils thirteen and fourteen years old. The discrepancy, however, is great enough to invite careful inquiry. Unfortunately, there is reason to suspect falsity in many of the statements of age. The uncertainty arising from this cause cannot be cleared up by any means now within my reach, and so the statements of age must be taken for what they are worth.

As to the observance of the laws, it was reported that in the cases of 932 children, somewhat less than one-half of the whole number, all the requirements of the statutes relating to their employment appeared to have been duly complied with; but that in the remaining 1,036 cases these requirements had not been observed.

It would not be right, however, to conclude that the employment of those 1,036 children was illegal in all cases; for among the employers were lawyers, physicians, and others, who might fairly claim that their places of business did not come within the

meaning of the terms "manufacturing, mechanical, and mercantile establishments." As a particular example of this, I have been told that truant-officers have been refused information concerning children employed in the Public Library, on the ground that this institution is not an establishment of the kind described in the statute. Aside from cases of this kind, it is still probable that some 700 children are illegally employed in establishments which clearly do come within the meaning of the statute.

The illegality in these cases usually consists in the employer's neglect to keep on file a certificate of the age and birthplace of the employee. Such a certificate is all that is required in the case of a child fourteen or fifteen years old, and nearly nine-tenths of the children were reported to be of those ages. For children under fourteen, the certificate must further state the amount of school attendance within the year next preceding the employment. Neglect to keep on file this sort of certificate appeared in eighty-eight cases. Such neglect, even when not illegal, is none the less mischievous, since it often occasions illegal absence from school. It is surely a grave defect in the law, which permits employers of any class — lawyers, physicians, or others — to keep children in their service without the proper vouchers of school attendance.

There are, however, some employers who, although not bound by the letter of the law, are ready to act up to its spirit, whenever school attendance is in question. Some good has been done in the last two years by the truant-officers spreading a knowledge of

the laws among the employers of children. Employers are now taking fewer children from whom school attendance is still due, which is probably one cause of the increase above noted in the numbers of pupils thirteen and fourteen years old.

The best observance of the law was found in the great retail stores and in the larger manufacturing establishments. These are the establishments which have been visited more or less frequently by the State officers. They are just such places as would be likely to be selected for visitation by an officer not having the time to make a thorough door-to-door canvass of the whole city. A list might be given of twenty firms and individuals employing the largest numbers of children, and having in all about 600 children in their service, whose observance of the law was found to be unexceptionable. To this list might be added the names of some two hundred more employers of one, two, or three children each, by whom also the laws were carefully observed. On the other hand, if a list were made of the twenty parties who employ the largest numbers of children in apparent violation of law, we should find only about 100 children in their service; but this list could be extended by several hundred more names of persons employing only one or two children each.

It appears, then, that neglect to observe the laws occurs chiefly among employers who hire comparatively few children each. Their places of business are such as would be likely to escape visitation except in a thorough canvass. So it happens that many employers are ignorant of the law, a fact which does

not excuse them, but may explain the existence of neglect.

Not in all instances, however, was ignorance the cause of neglect; for there were found in one manufactory 35 children employed, but 8 of these illegally; in another 24 employed, 10 illegally; in another 15 employed, 10 illegally; and many other similar instances, though with fewer children employed. In such instances, the observance of the law in some cases cuts off the plea of ignorance in the other cases.

Such, in general, is the information the truant-officers have gathered. It has been reported to the School Committee as the law requires. The question now is, what is to be done with it. In hundreds of cases the law has been violated; but the law does not direct the School Committee what to do about it. Nor is there any officer or other person under the control of the School Committee who appears to have any legal authority to prosecute in these cases. By reference to the Public Statutes (Chapter 48, Section 11) it will be seen that the truant-officer's authority to make complaint is limited to cases arising under sections numbered ten to sixteen, inclusive, of that chapter; but the cases in question arise under the first four sections. It would seem to be a vain and useless law that requires officers to gather evidence of law-breaking, but gives neither those officers nor the body to whom they report any authority to do anything more about it.

Nor are the four sections above cited the only enactments relating to the employment of children which are ineffectual for want of prosecuting author-

ity lodged in the truant-officer or in some other person. Attention was last year called to the fact that Chapter 71 of the Acts of 1885 needed a few prosecutions under it to create a proper respect for its requirements. This act is as follows:

Whoever, after notice from a truant-officer to refrain from so doing, offers a reward for service to any child in consequence of which reward such child is induced unlawfully to absent himself from school, or whoever, after notice as aforesaid, in any manner entices or induces any child to truancy, or whoever knowingly employs or harbors any unlawful absentee from school or truant, shall forfeit not less than twenty nor more than fifty dollars, to the use of the public schools of the city or town in which said offence occurs, to be recovered by complaint.

But who shall make the complaint? To test this question, a truant-officer undertook to make complaint in two cases of an aggravated nature arising under this act; but the judge refused to entertain the complaints on the ground that a truant-officer has no legal authority to make them. Nor did the officer's authority as a constable answer the purpose any better. In a recent report by the Committee on Truant-Officers (School Document No. 1, 1888) the suggestion is made in alternative form that either the statutes relating to the employment of children ought to be amended so as to give the truant-officers authority to prosecute in all cases of violation discovered by them, or these officers ought to be relieved of the useless labor of gathering information about law-breaking which they are powerless to prevent. The former alternative ought to be preferred. Surely an officer whose duty is to notify persons to

cease acting contrary to law ought to be armed with such power as will command respect for his warnings. It will always be necessary for truant-officers to follow children into their places of employment, and to acquaint employers with the requirements of the law. No other officers can have the intimate acquaintance with the employed children that these officers have; no other officers, therefore, could secure so thorough an execution of the employment laws, if only they should be armed with the proper powers.

ILLEGAL ABSENCE FROM SCHOOL.

For the fourth time the cases of children not attending school, reported by the census-taker, have been investigated. The results agree very well with those of former years. There is the same proportion of cases in which sickness or other unfavorable physical conditions undoubtedly prevented school attendance; the same proportion in which the absences were probably illegal; and about the same proportion in which conflicting evidence leaves the question in doubt.

The general conclusion to be drawn from the results of this and former investigations is that the number of children illegally absent from school is greater than ten and less than twenty in every thousand children to whom the law applies.

Further, the cases of illegal absence up to the age of twelve years are very rare, while those reported for the age of fourteen alone surpass in number those for all other ages put together. In other words, more

than a half of the illegal absence occurs during the last year that the law of compulsory school attendance applies.

The margin for doubt which must be allowed for conflicting and imperfect evidence, relates almost exclusively to cases in which the child's age was the important matter to be known. It is a significant fact that inconsistent statements on the question of age seldom occur except when the child is near the age of exemption from compulsory school attendance. Thus, children reported by the census-taker to be thirteen are frequently found, by the truant-officer, to be fourteen or over.

The frequency of such disagreements strongly suggests the need of better methods than we now have for discovering and recording the true ages of children. Indeed, it seems vain to expect a fully satisfactory enforcement of the school-attendance laws until the date of every child's birth is made a matter of public record, and that record made conveniently accessible. Such records would be found, as a matter of course, in the well-organized police departments of some European governments; but our American helter-skelter way of attending to such matters renders quite useless even such registration as we do attempt. We have no accessible public record, by reference to which a disputed question of age is likely to be settled.

It is easy enough to see the difficulty and to suggest the remedy; but a legislative enactment prescribing the remedy would be useless unless it should provide the means for a thorough enforcement. To

procure such thorough-going legislation might not be so easy as it would be desirable.

Meanwhile, for want of anything better, let me propose a slight addition to our present school records; so that there may be, in every school district, an accessible source of information concerning all public-school children. On the books of "Admissions and Discharges" now used, let the date of every pupil's birth be entered against his name; and let this same birth-date be copied on all "transfer" and "discharge" cards. This date would accompany the pupil's name in all subsequent school records concerning him. This date being, like his name, a fixed mark of the individual, would be a means of identification; but the age, being a variable mark, is not so useful for that purpose.

The value of such records of birth-dates would depend on the degree of care taken to have the original entries express the truth. In many cases, as is well known, the statements of children, and of their parents too, need to be supported by collateral evidence before they can be accepted. Hence the recorder must investigate before making his record. But the great advantage of the proposed plan is, that the recorder would usually make this investigation at a time when he would be most likely to ascertain the truth; for, with young children, the temptation to misrepresent the age is comparatively slight (except when the object is to procure the admission of children under the age of five years into primary schools), and the collateral evidence needed in doubt-

ful cases is more easily obtained for younger than for older children.

Such carefully made records, resting on the authority of the principals of the schools, — for they would be the recorders, — would furnish very trustworthy information; and many a disputed question of age might be settled by appeal to them. Of course these records would not include the names of all children in the city; but, with due care, they could be made to include the names of all who should ever enter a public school; and this would be an approach to completeness well worth the pains it might cost. With such information accessible, the enforcement of school-attendance laws could be improved; and the obstacles in the way of perfect enforcement could be more certainly known.

Interesting matter relative to the foregoing remarks and to other topics will be found in the report of Mr. Slavin, the census-taker, which is printed in the Appendix.

PROMOTIONS FROM PRIMARY TO GRAMMAR SCHOOLS.

The striking disparity continues between the number of pupils promoted from the primary to the grammar schools at the middle, and at the end of the school year. The numbers for the last four years are substantially ¹ as follows:

¹ I say "substantially" because the numbers for the mid-year and final promotions in each case include the few individuals promoted at times during the half year preceding the time of the regular promotion.

	Mid-year, February 1.	End of year, July 1.	Total.
1884	1,434	4,361	5,795
1885	1,106	4,761	5,867
1886	776	4,920	5,696
1887	850	5,133	5,983

This disparity is even greater now than it ever was during the period of annual promotions, when mid-year promotions could be made only by special permission. The so-called "restoration of the semi-annual promotions" seems rather to have become a more complete abandonment of them.

The amendments to the Regulations, passed September 25, 1883, were believed at the time to allow or permit mid-year promotions, not absolutely to require them. The matter was thought to be left in the discretion of the principal of each district; who was to have a mid-year promotion if he had primary pupils ripe for promotion at that time, otherwise not. The principals had, while yet the question was open, vigorously impressed upon the minds of committeemen the great desirableness of semiannual promotions. All they desired was that mid-year promotions be permitted, as in old times. And so the amendment was made, though not without hesitation and protracted discussion.

Judged by their words while it was a moot question, the principals seem to be strongly in favor of semiannual promotions; but, judged by their course of action since the question was settled, they appear to be strongly in favor of annual promotions. The truth, however, is that their opinions have always differed, and there has been no unanimity in either case.

Among members of the School Committee opinions have differed even more widely, not only on the main question but also as to the interpretation to be put upon the amended Regulation. The remarkably small number of pupils offered for the mid-year promotions, together with the fact that less than half of the schools offered any at all, attracted the attention of the Committee on Examinations, and moved it to ask for explanations.

These explanations show very clearly that, in the judgment of a large majority of the principals, the system of annual promotions is the best for their districts. They had acted on their judgment, believing that they were free to do so, as they had been during the former period when semiannual promotions were the rule. But this explanation was not satisfactory, and debate over the matter was renewed.

One view was that the School Committee, by restoring semiannual promotions, intended to hasten the movement of primary pupils into the grammar schools. The evil growing out of the rule of annual promotions was thought to be that the pupils got to be too old before leaving the primary schools, and the new rule, by moving them on twice a year instead of once, was going to cure that. But, it was believed, the principals had undertaken to defeat the operation of the new rule by bringing forward for the mid-year examinations, not the whole first class in each primary school, as the rule required, but only so many of the pupils as they wished at the time to promote.

Another view was that the new rule was a

thoroughly bad one, and that the School Committee took a long step backward in restoring semiannual promotions; but the language of the rule, clearly implied that the whole first class in every primary school was to be examined every January as well as every June; and therefore it was the duty of the principals to bring forward all the pupils in the first class every half year. A bad rule thoroughly executed would the sooner be repealed.

A third view was the one already alluded to, namely, that the new rule was permissive, and not mandatory; that it was simply the former rule of semiannual promotions restored, and restored with its old interpretation, which, as former practice under it proved, gave it a permissive and not a mandatory force.

For the acceptance of this third view by some of the principals I personally may have been in a measure responsible. If so, I ought to acknowledge it. At one of their meetings, held soon after the Regulations had been amended, being asked for my opinion, I stated without hesitation or misgiving that the old rule had been restored, retaining its permissive character; mandatory I thought it had never been. I believed then, and still believe, that the wisest course was to let the rule be permissive. For some districts annual promotions were as clearly preferable as semiannual promotions were for others. There were many districts, especially in the suburbs, in which mid-year promotions had never been the practice. To compel a radical change of practice in these districts would probably cause more harm than

good. The circumstances of such districts differed widely from those of districts in the central parts of the city containing many hundreds of primary pupils.

But on this point I will not now enlarge. I am aware, as I write, that this year's Committee on Examinations has decided the matter the other way, and has directed that henceforth mid-year examinations shall be held and promotions made in all first classes of primary schools throughout the city. It is declared that the rule shall have a mandatory and not a permissive meaning.

This decision having been made, it does not become me to remonstrate; and what I have written is not intended to be at all in the nature of a remonstrance, but rather in the nature of a historical review of the question up to the present time. It has been a vexed question, and there is a certain advantage in having it settled either way. The new policy must have free sway for at least two years before its consequences can be clearly known and measured.

One good result it will certainly have. It will do away with all embarrassment arising out of disagreements between the principals of neighboring grammar schools as to whether a mid-year examination shall or shall not be held in the primaries which feed their schools. These disagreements, I feel obliged to record, do not generally turn on the mere question of the pupils' fitness for promotion; but other considerations have great weight; such as the existing need of more pupils in one of the grammar schools to save a teacher from being dropped; or the crowded condition of a grammar-school building making it impossible

to receive more pupils from the primary, even though ripe and over-ripe for promotion; or the derangement of the grammar-school classification that would be occasioned by promoting from the primary a fraction of a room-full in the middle of a year. Cases illustrating the influence of such considerations have not unfrequently arisen.

COURSES OF STUDY IN THE PRIMARY AND GRAMMAR SCHOOLS.

Much time and thought have been spent during the year past on revisions of the courses of study, and on the investigations thereto necessary; but the fruits of this labor, so far at least as they appear in actual legislation, have not been abundant. Nevertheless, important information has been gathered, which may yet become the basis of the School Committee's action. In setting forth this information it is not my purpose or desire to reopen any questions that may be regarded as settled,—the recent "arithmetic question" for example,—but rather to draw attention to certain matters that may yet need to be considered and determined.

Chief among such matters is that of departures from the authorized course of study,—departures which, in some schools, have been found to be surprisingly wide.

For example, it was found by the Committee on Examinations, in the late investigation, that, in half of the grammar schools and in two-thirds of the primary schools, more time was used for arithmetic than

the course of study allowed. In many schools this excess of time was not great; but in four districts it was considerable, and in six more districts it was decidedly great, especially in the primaries, the extreme case being that of a district where the time spent on arithmetic in the primary schools was said to be double that specified in the course of study.

Again, from reports made to the same committee, setting forth what had been done by the graduating classes last year in history, physics, physiology, and civil government, — branches in which no written examinations were required that year, — it was learned that these four subjects had fared variously in different schools.

The time specified for English history in the course of study is three hours a week; but this amount of time was given in only twenty-three schools, and in the girls' department of one other. The time given in the remaining schools varied from two and a half hours to one hour a week. There are three schools in which a diminution of time given to history might have been accounted for by the time given to sewing in the first class; but in one of these schools there was no diminution of the history time to be accounted for, and in another only half an hour was taken away. The cooking and the carpentry classes in some of the schools may have interfered with the allotment of time to some extent. Still, all due allowance being made for these exceptions, there remain upwards of ten schools in which the diminution of time given to history has no apparent explanation. There was no school in which English history was untouched, as happened

some years ago in at least one large boy's school; but one hour a week instead of three is a surprisingly wide departure, for which, it would seem, an explanation ought to be required.

In physics, the course of study specifies two hours a week, and requires only so many of a certain list of topics as, in the judgment of the principals, this time is enough for. Twenty-four schools gave the full time, some of these covering all the topics in their instruction, and others only a part of them; a few schools covered all the topics in less than the specified time; but the rest fell short both in the time given and in the ground covered. In no school was physics wholly omitted; but in some the amount of time given to this branch was not reported. In one school, most of the time belonging to physics was given to classes in cooking and in carpentry; and in another school it was given to arithmetic.

In physiology and in civil government the inquiries did not relate to the amount of time given to each branch, but only to the amount and kind of work done during the year. Rather more than half of the schools appear to have given some serious attention to these two branches; but of the others it is doubtful if even this can be said. Indeed, there were sixteen schools — nearly one-third of the whole number — in whose reports either physiology or civil government or both received no mention whatever, leaving it to be inferred, apparently, that one or both these subjects were untouched in the work of those schools.

Such is the evidence which supports the general

assertion that in the primary and grammar schools the departures from the authorized course of study are many and wide. Had the investigations been pushed further, so as to cover all the classes, more evidence of the same kind would probably have appeared. There are, indeed, schools in which the course of study is closely followed. In perhaps fifteen or twenty districts the departures are only occasional and insignificant; but there are as many other districts in which the departures seem to surpass a reasonable latitude of interpretation.

These facts suggest two questions: first, whether all the schools ought not to be brought to a reasonably close observance of the course of study; and, second, by what means can this be done.

As to the first question, it may be enough to point out that all the School Committee's legislation relative to subjects of study, and the distribution of time amongst them, will be vain and ineffectual unless the schools are to be held to a reasonably close observance of such legislation. What effect, for example, can be expected from the recent action limiting very minutely the hours a week to be given to arithmetic in the primary and grammar schools, if the teachers do not feel bound by such action, and obliged to accept the specifications of time as something more authoritative than a mere series of recommendations? What hope can there ever be of reforming abuses or establishing improvements through legislation on the course of study, if the work in the schools is not responsive to such legislation?

As to the second question, that of the means

whereby a closer observance of the course of study can be brought about, it may be remarked, in the first place, that merely calling attention to existing errors is not unlikely to be followed by some corrections. But there is a more effectual remedy; a remedy which, moreover, is not merely a remedy but is in itself a highly beneficial measure in school management; it is the daily time-table.

Every teacher ought to work by a daily time-table. He should have for every week, and for every day of the week, a distinctly conceived plan of work. For each particular kind of work embraced in this plan there should be a definite appropriation of time in accordance with the specifications in the course of study. Then this plan of work should be followed as closely as circumstances permit. It is not to be supposed that deviations will not occur; but they should be noted and measured, and compensation should be made for them from time to time, so that, at the end of a given period it may be true that the total school time has been distributed amongst the several lines of work in accordance with the course of study.

A daily time-table, carefully prepared by the teacher who is to use it, if strictly followed, has this chief advantage, that it is a most effectual economizer. It prevents waste, and compels prudence in the expenditure of time. It is also a good regulator, ensuring that each kind of work receive due attention in due season, and causing the whole business of the class-room to move on like clock-work. It increases the efficiency of the teacher by removing all

occasion for doubt as to what work should follow that just completed, thus preventing that scattered, aimless effort with which unskilful teachers consume too much of their time.

The proof of these things lies in an appeal to experience. Most observers of school work will say that teachers who do the most work with the best results and the most easily withal, are the teachers who prepare their plans of work beforehand, make a careful appropriation of time, and then adhere steadfastly to their scheme. It may be said, of course, that a born genius of a teacher cannot be tied to a time-table. Well, let genius be accorded its full privilege whenever it appears; but let us remember meanwhile that a thriftless, ill-regulated expenditure of time is not necessarily a mark of genius; it may indicate qualities far less desirable.

There can be, indeed, but few exceptions to the rule that teachers work more easily and with better results under a good daily time-table than under a bad one or under none at all. It would be well, therefore, if every teacher were required to prepare a good time-table, and then to follow it.

In such a task there would be ample scope for the exercise of ingenuity and good judgment. The specifications of the course of study are very general, going no further than to fix the number of hours a week that shall be given to each study. In framing a time-table, the different days of the week need not be treated all alike. Variety in this respect is often necessary and always desirable. There is only one general limitation to be observed. The exercises of

each day and the time allotted to each exercise should be so defined in the daily time-tables that a week's work, taken as a whole, may accord with the course of study.

These time-tables, if not drawn up by the principal of a school for his assistants, should be subject to his revision and approval, after which copies should be given to the visiting supervisor for his information, and also posted up conspicuously in the class-rooms.

In following daily time-tables, teachers ought to keep an account of the losses of time each study may suffer by "one-session days," and other such interruptions, and to make compensations occasionally, so that the net losses may fall on the different studies in due proportion.

There is little that is new or unusual in the foregoing recommendation. Nearly all it contemplates, exists already in some of the schools. These are the models for the others to follow. By bringing all the schools under a strict requirement to make and to follow good daily time-tables, many would be improved, and none would be harmed. Not until a course of study has been closely followed can its defects be certainly known, and cured.

There is another means of securing a reasonably close observance of the course of study, which ought to be used more than it has been heretofore. It is the supervisors' examinations for the results of instruction in the several classes. These examinations have heretofore been in a measure departmental; and, in so far as they have been departmental, their work-

ing has, in my judgment, proved to be quite unsatisfactory. I think that all further attempts to apply systematic departmental examinations to primary and grammar schools should be relinquished. All examinations for the results of instruction should be by the supervisor in charge of the school. When he examines a class to ascertain its condition, he should examine it in all branches embraced in the course of study. Everything, both great and small, for instruction in which the teacher is responsible should be examined into by the supervisor, whose leading inquiry should be as to whether the teacher's work as a whole has been well balanced, including all the branches in due proportion, neglecting none, and placing undue stress on none.

Examinations of this kind — which, for the sake of a name, may be called *general* examinations — would, in my judgment, be preferable to any system of departmental examinations I have yet seen attempted; and one reason, among others, which may be given for preferring general examinations is, that they would tend to keep the school-work in agreement with the course of study, while departmental examinations have the opposite tendency.

It may be proper to add here that I have been slow in coming to the view just expressed on the merits of departmental examinations. I formerly held the opposite view; but experience during the last two or three years at first awakened doubts, and then gradually but clearly demonstrated to my mind that I was wrong. I have failed to see any fruits from this

method of conducting examinations which would at all justify further attempts to carry it on.

The chief difficulty, aside from the one just alluded to, is that a comprehensive scheme of departmental examinations is too large an undertaking to be carried through within a moderate space of time. It is only the minor portion of their time that the supervisors, under the most favorable circumstances, can devote to departmental examinations. Hence the results of such examinations are usually fragmentary; or if in any case they should be complete, so as to cover all the departments in some one school, still they would be scattered through a long period of time, it might be through several years. Notwithstanding the efforts made during the last three or four years to carry through a scheme of departmental examinations, a complete set of results has never been placed in my hands, except in one case, although partial results for a great many schools are on file.

This kind of experience strongly suggests the conclusion that further attempts to carry through so large a scheme would be fruitless, and that the time would be better used by each supervisor in making general and complete examinations of the classes and schools under his charge. These general examinations would, as already suggested, cover all particulars of the work laid down in the course of study. Their results would have the advantage of being complete as far as they went; and, so far, there would be a sufficient basis for forming a judgment on the condition of classes and schools and on the merits and defects of the teaching.

There is nothing revolutionary in the foregoing suggestion. The major portion of the supervisors' time has always been given to examinations of the general sort. My plan would be simply to give *all* available time to general examinations; making them, however, more complete and thorough than they have been heretofore, and making their results the subject-matter of more detailed reports.

There is one anomaly in the present course of study for the grammar schools which the next revision should remove, for the reason that it may easily be made a stumbling-block by any one so disposed. The two hours a week allowed to the girls for sewing, when added to the hours otherwise assigned, make a total of more than twenty-five hours a week,—“Twenty-seven hours of work and twenty-five hours to do it in,” say they who like to put it in a paradoxical form. The explanation, however, is simple enough. The time taken for sewing is deducted from the time appropriated by the course of study to other branches.

These deductions are made by the principal, or by his assistants, according to his or their discretion. Thus is produced a class of apparent departures from the course of study in girls' schools, and in the girls' classes of mixed schools. These departures are entirely distinct from those already described, being found only in the three lowest grammar classes of girls, to which classes sewing is now for the most part confined.

Although teachers have been expected to exercise a discretion in cutting down the time for other

branches, the manner in which this discretion has been used in some instances invites unfavorable criticism. It would seem to be a good rule that the sewing time should be deducted from the time of the other branches in proportion to the several amounts of time assigned to them in the course of study. Each branch would then lose its due proportion, and no more. But there are good reasons for believing that this rule is not generally observed. It appears that some studies are more likely than others to suffer an undue share of the loss. Thus, in particular, has it fared with the work formerly called "oral instruction," and now known as "observation lessons" or "elementary science." Indeed, this work, itself entitled to but two hours a week, has not infrequently borne the entire loss, yielding up its whole time to sewing. Clearly, such results go beyond the exercise of a reasonable discretion.

Heretofore the necessity of providing specially, in the manner described, for sewing has existed only in the lower grammar classes of girls. But of late a similar necessity has arisen wherever manual training, cooking, or sewing has been introduced into the upper classes. Thus the risks of misunderstanding and confusion are increased, and should be provided against. The time seems to have come for making a distinct assignment of hours for the industrial branches. These hours should no longer stand apparently outside the week's total school-time, but within, — the other hours being cut down to make room for them. This would probably necessitate a cutting down of the prescribed work in other branches,

especially in the upper classes. The two branches which seem most to invite such pruning are geography and technical grammar.

THE HIGH-SCHOOL COURSE OF STUDY.

A revised course of study for the high schools, in the preparation of which much labor was spent, was reported by the Committee on Examinations in May, 1887; but it has never been accepted by the School Committee. It is printed in School Document No. 10 — 1887.

As compared with the present course of study, this revised course certainly possessed some advantages. It was, on the face of it at least, simpler and more symmetrical. It contained less mathematics, and gave more time to language. It presented a continuous line of work in the sciences through three years. But it was a compromise. It grew out of an attempt to reconcile divergent if not conflicting views of the capacities and wants of the pupils in the several high schools. Its very simplicity and symmetry made it all the more ill-suited to the wants of each particular high school. Still, if the governing principle in the framing of high-school courses of study is to be that of uniformity for all the different schools, this revised course was much nearer perfection than the present one is.

But is uniformity of studies the one thing desirable for all the high schools, central and suburban; boys', girls' and mixed? May we not, nay, must we not have regard to the probable future occupations of high-

school pupils, if we are to frame their courses of study in the most satisfactory manner? Is there any one best course for all to pursue, and has any person yet discovered it? Should a boys' high school, nine-tenths of whose graduates are sure to enter mercantile pursuits, and a girls' high school, a half of whose graduates will enter the normal school and become teachers, be placed under identical courses of study? Would not either school do better work for its own pupils if not tied to the other in any such way?

Most of the inconveniences of the present course of study grow out of the fact that its ostensible uniformity exists only on paper, not in the actual practice of the schools. The controlling aim of the teachers of each high school is and should be to make their school in the best sense popular, that is, well suited to the wants of the community. Hence they will emphasize those parts of the course of study which seem best adapted to supply the needs of their particular pupils. They will, for example, give the boys more book-keeping and science, and the girls more literature and languages; and, where options are provided, they may lead the boys to choose one way and the girls another. Thus it comes to pass that the actual course in one school is quite different from the actual course in another school; and yet both schools are working under the same supposed-to-be uniform course of study.

This contradiction between theory and practice is embarrassing, and has been so for some years. But if, to remove this contradiction, the attempt should be made to bring all the schools into an absolute uni-

formity of practice, the results would probably be still more embarrassing.

The remedy, in my judgment, lies in the opposite direction. Cut the schools loose from one another, and free them from the necessity of sacrificing the interests of their pupils for the sake of uniformity. Let a course of study be drawn up for the boys' high school suited as nearly as possible to the needs of the boys there; another for the girls' high school likewise well suited to the needs of the girls; and still another for the smaller classes of boys and girls in the suburban high schools. Thus the three existing types of high school would be provided for in the best manner.

The differences between these courses need not be many; but such as there were would be important. Nor would the practical inconvenience arising from three courses, recognized as different but yet clearly defined, be any greater than that now arising from an ostensibly uniform course permitted to run into many variations. Indeed, drawing up the three different courses as suggested would be little more than bringing out clearly in view what already exists, and with good reason exists, beneath the surface of a fancied uniformity.

If the foregoing remarks are reasonable, the conclusion will be accepted that the next revision of the high-school courses of study ought to proceed not on the principle of uniformity alone, but chiefly on the principle of special adaptation of each type of high school to the needs of its own pupils.

And there is present need of such a revision.

Algebra cannot be satisfactorily completed in a year; it should have, as it formerly had, a year and a half. This would put off solid geometry till the third, or the fourth year, — a change in itself quite desirable. Thus the line of mathematical work would be narrowed, and thereby the whole course of study made easier. At the same time more liberal provision needs to be made for commercial arithmetic, at least in the boys' classes. This need has existed for some years; but the recent cutting down of arithmetic in the grammar-school course makes it imperative now that the high schools should take up commercial arithmetic as, for the most part, a fresh subject. There is need, too, of a more symmetrical provision of time for natural and physical science. One-third of the total school time given to science in one year, and no time in another year of the course, is certainly an ill-balanced appropriation of time, and a rectification ought to be made. Other particulars might be added to the same effect. And it seems reasonable to believe that all such matters can be dealt with more easily and satisfactorily on the principle above recommended than, as heretofore attempted, upon the principle of uniformity.

THE BOYS' LATIN-SCHOOL COURSE OF STUDY.

Recent changes in the requirements for admission to Harvard College have made possible several different courses of preparatory study. Of these courses two have been adopted for the boys' Latin school — the two which are believed to be most in accord with the

character and traditions of this school, and to be the best adapted to the wants of the boys who would naturally seek a classical course of preparation.

The first of the new courses is a full classical course, substantially the same as that hitherto pursued, but allowing some variations in matters of detail. The second new course embraces less Greek but more mathematics and German.

The school does not offer preparation for college without Greek; it remains, what it always has been, a classical school. Any demand for a preparation without Greek will be met, if met at all, by a school of a different character.

The English high school, for example, might, with perhaps slight changes in its curriculum, furnish a course of preparatory study that excluded Greek, and replaced it with larger amounts of mathematics, science, and modern languages. But it will be time to consider this when the demand for such a course makes itself felt.

Meanwhile, the boys' Latin school will develop the best possibilities of its two new courses; and among these possibilities we are likely to see a thoroughly rational and effective method of instruction developed in the department of physics.

THE EVENING SCHOOLS COURSES OF STUDY.

Courses of study for the evening schools have for some time been needed, and before another season that need will probably be supplied. At the present writing the Board of Supervisors has drafts of

such courses under consideration, and will soon submit them to the proper committees.

With regular courses of study in these schools should come a system of certificates testifying to the holders' proficiency in particular branches, as ascertained by examinations, after proper periods of study and instruction.

The importance of a regular, graded, and well-established course of study with examinations and certificates in the evening high school appears all the greater when we realize to what an extent this school is resorted to by graduates of our grammar schools and others, who ought to find here the same carefully-graded instruction that they would find in the day high schools if they could attend there.

With reference to this last point, I have thought it worth while to make a classification of the pupils, in order to show, in a general way, what their previous educational advantages may have been, and what may be their needs.

Among the 1,863 persons admitted to the evening high school during the season of 1887-88, are found:

Graduates or sometime members of Boston high or Latin schools	212
Graduates of Boston grammar schools	505
Sometime members but not graduates of Boston grammar schools	452
From private schools or academies in Boston,	121
From schools in other cities and towns of Massachusetts	135

From schools in other States of the United States	157
From schools in foreign countries	119
Miscellaneous: Mass. Institute Technology, 5; State Normal Schools, 10; Boston Normal School, 17; Normal Art School, 2; evening elementary schools, 4	38
Unknown: records imperfect or wanting	124
	<hr/>
Total	1,863

Thus it appears that a full half of the pupils are from the grammar schools, graduates and non-graduates in about equal numbers.

It will be seen, too, that the number who should, under the Regulations, be examined for admission is very large, over a thousand. This work ought to be carefully done. It was carefully done the past term by the teachers of the school, but with two resulting inconveniences. First, the number of candidates was so great that many were sent away to return some evening later on to be examined; and, second, this process of postponement kept the teachers so long engaged in the work of registration and examination that the organization of the school was too long delayed, and its work, consequently, suffered serious drawbacks.

To remedy this, the following suggestion has been considered: Let a large corps of examiners be appointed to serve for a few evenings at the beginning of the term: This corps need not include any teacher of the evening high school itself, except the

head-master, under whose direction the examiners should do their work. The examiners might well be taken from among the teachers of the day-schools, both men and women. Doubtless a plenty of competent persons could be found there willing to serve for a few evenings as examiners.

The work of examination being thus provided for, the regular teachers of the school would be free to receive their former pupils, together with such new ones as were entitled to admission without examination, and proceed at once to organize their classes and begin their instruction. Thus pupils who were ready to begin work the first evening of the term would be saved a demoralizing delay; the work of examination would be much better done, for there would be no hurry about it; and yet the candidates would be examined as fast as they came if only the corps of examiners should be made large enough, as it easily could be. The plan seems to be so well worth trying that I hope it may be put in operation next season.

THE NORMAL SCHOOL.

The only school whose course of study has not been revised the past year is the normal school; but its time must soon come.

When the kindergarten shall have become an organic part of our school system the need will exist for a number of well-trained kindergartners. These ought to be persons not only practically familiar with the ways of kindergartens, but also well versed in the principles of education. This last, indeed, should

come first; and the future kindergartner should be, first of all, a graduate of the normal school. The special instruction to fit her for kindergarten work should follow the general instruction that the normal school gives.

This means that a post-graduate course in the normal school will be needed for the special purpose of training kindergartners. And it is to be hoped that this same training may be given also to all teachers of beginners in primary schools. A certificate of competency in kindergartening ought to be required of all who undertake the instruction of the youngest children, whether in the kindergarten or in the beginners' class of the primary schools.

This proposal of a post-graduate course in kindergartening for the normal school connects itself with another scheme which has been several times the subject-matter of conversation between the headmaster of that school and myself. I have for a long time been of opinion that the normal course might advantageously be extended from one year (its present length) to a year and a half. The only question has been whether the proper time had come for proposing the change. It is evident that a proper time for such a purpose would be whenever it becomes certain that other changes must be made for the sake of the normal kindergarten training above mentioned; and that, I trust, may be very soon.

CONCLUSION.

This report has touched chiefly on matters of adjustment and management of school-work, very little

on the school-work itself. The reason for this may be that such things have been uppermost in the business of the past year. These external conditions have their influence on the life of the schools; but they are not that life itself. That life has its seat, not in courses of study, nor in regulations, nor in supervision, nor in compulsory attendance, nor in statistics, salaries, buildings, or sanitation, indispensable as all these are, but always and only in the teacher. What may be called our school legislation or management, with all its machinery, has this one supreme purpose, to place each little flock of children in care of a wise, loving, inspiring teacher, and to give that teacher all encouragement, both material and spiritual, for the accomplishment of the best work; but the work itself is beyond the reach of mere management. Our school system is often spoken of as a growth, and this is a good way to look upon it. It has a history and a future. It has grown to be what it is, and it will continue to grow so long as the axe be not laid to the root thereof. But the laws of this growth are not of our own making, nor are they altogether within our control. As if it were a vine, we may prune away dead wood here and there; head in luxuriant branches, lest showy foliage usurp the place of rich fruit; bend the twigs this way and that, training them to follow, in some fashion, the lattice-work of our theories; but the inner principle of life and the characteristic habit of growth are beyond our power to create or to modify. These must abide so long as the system lives at all. It is only for us to study the conditions of this life and growth in the schools,

just as the gardener studies the conditions of life and growth in his vines, to the end that we may, by the wisest management, promote the healthiest growth and richest fruitage.

EDWIN P. SEAVER,
Superintendent.



APPENDIX.

REPORT OF SCHOOL CENSUS.

The School Census of May, 1887, was satisfactorily completed in the face of many obstacles. I find that it is becoming more and more difficult every succeeding year to obtain the required information. All the wards of the older part of the city — 6, 7, 8, 9, 10, 12, 16, 17, 18 — are shrinking materially in school population. Wards 11, 19, 20, 21, 22, 23, 24, 25 are gaining, but not so fast as the old part loses. I found this year that there were very many cases in which parents jumped ages from twelve to fifteen, and from thirteen to fifteen; this was especially noticeable in South Boston. The large falling off in some of the wards led me to think that many families with children had left the city; and upon inquiry I found this to be the case. Many families have moved from the West End to Cambridge, Chelsea, and Somerville. I have been informed by a gentleman, who makes a study of such matters, that South Boston reached its limit a year ago, and that a decrease in the number of school children would probably take place in that district from year to year. The great increase in the number of dwellings in North Cambridge, Malden, Everett, Chelsea, and Revere, shows what is becoming of a large part of our city population.

Wards 1 and 2 have gained considerably from other parts of the city, as well as from Maine and the Provinces. On the first of May there was hardly a vacant house in Ward 1, while Ward 2 was not far behindhand in this respect. Wards 3, 4, and 5 (Charlestown) show a loss of sixty-six children, partially owing, no doubt, to slack business in the Navy-yard. This district can hardly be expected to do anything better than hold its own from year to year. Ward 6 is slowly decreasing; in the tenement districts a number of houses have been taken for business purposes. Wards 7 and 8 have suffered more than any other portion of the city proper, owing to the great changes made by the West End Land Company and by the Street Commissioners, as well as by the encroachments of business. These changes are most noticeable

on Charles, Merrimac, South Margin, and Lyman streets, and Chilson place. There are a number of condemned houses in these two wards; but, at the same time, model houses are going up, and it is quite likely that some of the old residents may return. Ward 9 has made no gain for many years; I think it will continue to shrink. Ward 10 has fallen off 382 since 1885, and I think it will not be long before nearly all its school population will disappear. Ward 11 shows quite an increase this year, which seems reasonable in view of the number of new dwellings, and of the fact that all the bordering wards in the city proper have decreased. Ward 12 is also suffering from the advance of business. Wards 13, 14, 15 (South Boston) show a loss of 143 this year. Some of the parents in that district either misunderstand the questions, or wilfully misrepresent the facts. It is much more difficult to get information there than in other sections. The first returns from these three wards indicated a loss of nearly 1,000; but by a system of checking against last year's returns, and by diligent research, this loss was reduced to the small number mentioned above. Wards 16, 17, and 18 also showed at first quite a loss, but additional names were secured by checking and by repeated calls; and I am now satisfied that the reports for these wards are fairly correct. Ward 19 has made quite a gain this year, probably because the flooded district has been repeopled by its old tenants. Wards 20, 21, 22, 23, 24, and 25 have all made gains. I am told that the number of parents who prefer to bring up their children in these comparatively country districts is increasing largely from year to year. I notice that the ages in these southern wards do not average high; still I found that about eighty per cent. of the new houses which I myself visited contained children of school age.

I would add that the checking of entire wards by comparison with last year's census established the accuracy of last year's work in all such wards.

Finally, I would call attention to the preface of this year's Boston Directory, from which I take the following extract: "The percentage of changes is gradually increasing from year to year, showing that our population is not located so permanently, as a rule, as in former years."

JOHN W. SLAVIN,
Census-Taker.

STATISTICS

FOR THE

HALF-YEAR ENDING JANUARY 31, 1888.

SUMMARY.

January, 1888.

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	119	5	96.	122
Latin and High	10	103	2,975	2,836	139	95.	2,934
Grammar	54	692	30,840	28,148	2,692	91.	30,795
Primary	464	464	24,284	20,901	3,383	86.	24,620
Totals	529	1,264	58,223	52,004	6,219	89.3	58,471

SPECIAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Horace Mann	1	9	72	62	10	86.	76
Spectacle Island	1	1	15	13	2	88.	17
Evening High	1	21	1,274	988			
Evening	13	102	2,085	1,305			
Evening Drawing	5	23	557	488			
Totals	21	156	4,003	2,856			

SCHOOLS AND TEACHERS.

	TEACHERS.		
	Males.	Females.	Total.
Normal School	1	3	4
Latin School	14		14
English High School	19		19
Girls' High School	2	19	21
Girls' Latin School	1	5	6
Roxbury High School	2	7	9
Dorchester High School	2	4	6
Charlestown High School	2	5	7
West Roxbury High School	1	2	3
Brighton High School	1	2	3
East Boston High School	2	3	5
Grammar Schools	99	554	653
Primary Schools		464	464
Totals	146	1,068	1,214

SPECIAL SCHOOLS AND TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School		9	9
Evening Schools	55	68	123
Evening Drawing Schools	16	7	23
French and German: High Schools	3		3
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		30	30
Chemistry: Girls' High School		1	1
Laboratory Assistant: Girls' High School		1	1
Physics: Latin 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
Instructors in Cooking Schools		2	2
Spectacle Island		1	1
Totals	84	122	206

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to January 31, 1888.

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		124	124		119	119	5	96.	1			1	2		
Latin	444		444	430		430	14	97.	1	7	6				
Girls' Latin		158	158		151	151	7	96.		1					5
English High	654		654	630		630	24	96.	1	8	10				
Girls' High		757	757		716	716	41	95.	1	1		1	1		17
Roxbury High	102	204	306	98	190	288	18	95.	1		1		1		6
Dorchester High	60	101	161	58	97	155	6	96.		1					5
Charlestown High	59	149	208	56	138	194	14	93.	1						6
West Roxbury High	26	59	85	25	56	81	4	95.		1					2
Brighton High	21	38	59	20	36	56	3	94.		1					2
East Boston High	60	83	143	58	77	135	8	94.		1					4
Totals	1,426	1,673	3,099	1,375	1,580	2,955	144	95.	6	21	17	1	3	2	47

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATIONS AND AGES, JANUARY 31, 1888.

	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	100	22	. . . . .	. . . . .	. . . . .	. . . . .	122	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	1	17	43	35	26
Latin	87	66	82	69	49	36	1 473	4	29	60	86	109	87	60	26	9	2	1
Girls' Latin	35	45	33	22	10	9	154	1	13	19	42	22	21	16	13	3	2	2
English High	279	179	160	18	. . . . .	. . . . .	636	. . . . .	. . . . .	7	75	153	207	127	55	11	1	. . . . .
Girls' High	334	166	110	119	. . . . .	. . . . .	729	. . . . .	. . . . .	4	35	146	177	178	105	54	18	12
Roxbury High	141	88	69	. . . . .	. . . . .	. . . . .	298	. . . . .	. . . . .	5	32	80	80	65	28	7	1	. . . . .
Dorchester High	75	40	49	. . . . .	. . . . .	. . . . .	164	. . . . .	. . . . .	2	5	38	59	35	22	2	. . . . .	1
Charlestown High	87	63	49	. . . . .	. . . . .	. . . . .	199	. . . . .	. . . . .	1	16	50	59	51	18	3	1	. . . . .
West Roxbury High	41	21	22	. . . . .	. . . . .	. . . . .	85	. . . . .	. . . . .	. . . . .	8	25	12	16	15	6	3	. . . . .
Brighton High	25	22	11	. . . . .	. . . . .	. . . . .	58	. . . . .	. . . . .	. . . . .	3	8	27	15	4	. . . . .	1	. . . . .
East Boston High	55	47	36	. . . . .	. . . . .	. . . . .	138	. . . . .	. . . . .	. . . . .	7	20	45	37	25	3	1	. . . . .
Totals	1,259	760	621	228	59	45	3,056	5	42	98	309	651	774	601	328	141	65	42
Percentages	41.2	24.9	20.3	7.4	1.9	1.5	100	.2	1.4	3.2	10.1	21.3	25.3	19.7	10.7	4.6	2.1	1.4

¹ Including 84 pupils in out-of-course class.

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, January 31, 1888.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Average No. of Pupils to a Regular Teacher.
Normal	3	124	41.3
Latin	13	444	34.2
Girls' Latin	5	158	31.6
English High	18	654	36.3
Girls' High	20	757	37.8
Roxbury High	8	306	38.3
Dorchester High	5	161	32.2
Charlestown High	6	208	34.7
West Roxbury High	2	85	42.5
Brighton High	2	59	29.5
East Boston High	4	143	35.7
Totals	86	3,099	36.

ADMISSIONS SEPTEMBER, 1887.

NORMAL SCHOOL.

SCHOOLS.	Number Admitted.	Average Age.	
		Years.	Months.
Girls' High School	71	19	5
Girls' Latin School	2	19	2
From other sources	30	20	4
Totals	103	19	8

High School Graduates, June, 1887, Girls, 331.

LATIN AND HIGH SCHOOLS.

SCHOOLS.	Admitted.		From Grammar Schools.	From other Sources.	Totals.	Average Age.	
	Boys.	Girls.				Years.	Mos.
Latin	161	..	112	49	161	14	1
Girls' Latin .....	..	68	57	11	68	14	2
English High	323	..	268	55	323	15	5
Girls' High .....	..	374	311	63	374	16	..
Roxbury High	63	95	153	5	158	14	9
Dorchester High	32	40	67	5	72	15	..
Charlestown High	25	70	91	4	95	15	4
West Roxbury High	13	28	41	..	41	15	3
Brighton High	9	17	25	1	26	15	8
East Boston High	29	38	66	1	67	16	1
Totals	655	730	1,232	153	1,385	15	4

GRAMMAR SCHOOLS.

Semi-Annual Returns to January 31, 1888.

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	374	152	526	342	138	480	46	90.	1	1	1	1	7
Agassiz	340	. . .	340	313	. . .	313	27	92.	1	. . .	1	1	4
Allston	289	285	574	262	251	513	61	89.	1	. . .	1	2	8
Andrew	418	328	746	392	300	692	54	93.	1	1	2	2	9
Bennett	261	278	539	245	257	502	37	94.	1	1	1	1	7
Bigelow	823	. . .	823	776	. . .	776	47	94.	1	2	1	1	11
Bowdoin . . . . .	. . .	342	342	. . .	307	307	35	90.	1	. . .	2	1	6
Brimmer	631	. . .	631	568	. . .	568	63	90.	1	2	1	1	10
Bunker Hill	320	378	698	302	350	652	46	93.	1	1	2	2	8
Chapman	300	326	626	280	299	579	47	93.	1	1	2	2	7
Charles Sumner	238	206	444	220	188	408	36	92.	1	. . .	1	1	7
Comins	299	328	627	277	292	569	58	90.	1	1	2	1	8
Dearborn	349	261	610	322	235	557	53	91.	1	1	2	2	8
Dillaway . . . . .	. . .	633	633	. . .	572	572	61	90.	1	. . .	2	3	7
Dorchester-Everett	248	247	495	228	225	453	42	92.	1	1	1	1	7
Dudley	723	. . .	723	676	. . .	676	47	94.	1	2	1	1	9
Dwight	689	. . .	689	638	. . .	638	51	93.	1	2	1	1	9
Eliot	973	. . .	973	835	. . .	835	138	86.	1	3	1	1	15
Emerson	386	309	695	355	279	634	61	91.	1	1	2	2	8
Everett . . . . .	. . .	719	719	. . .	673	673	46	94.	1	. . .	2	3	9
Franklin . . . . .	. . .	666	666	. . .	606	606	60	91.	1	. . .	2	3	8
Frothingham	308	293	601	275	254	529	72	88.	1	1	2	2	7
Gaston . . . . .	. . .	518	518	. . .	477	477	41	92.	1	. . .	2	2	5
George Putnam	156	161	317	149	150	299	18	94.	1	. . .	1	1	4
Gibson	195	196	391	179	174	353	38	90.	1	. . .	1	1	5
Hancock . . . . .	. . .	526	526	. . .	466	466	60	88.	1	. . .	2	2	7
Harris	161	164	325	150	147	297	28	91.	1	. . .	1	1	4
Harvard	299	305	604	278	279	557	47	92.	1	1	2	2	7

GRAMMAR SCHOOLS. — *Concluded.*

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 . . . . .	. . .	366	366	. . .	329	329	37	90.	1 .	1	1	5	
Hugh O'Brien	369	321	690	343	291	634	56	92.	1	1	1	2	9
Hyde . . . . .	. . .	596	596	. . .	542	542	54	91.	1 .	2	2	8	
Lawrence	855	. . .	885	835	. . .	835	50	94.	1	3	1	1	13
Lewis	284	304	588	262	282	544	44	92.	1	1	2	2	7
Lincoln	881	. . .	881	823	. . .	823	58	93.	1	2	1	1	13
Lowell	344	363	707	320	322	642	65	91.	1	1	1	3	8
Lyman	441	168	609	397	150	547	62	90.	1	1	2	2	7
Martin	270	361	631	252	331	583	48	92.	1	1	2	2	7
Mather	234	243	477	212	213	425	52	89.	1	1	1	1	6
Minot	160	155	315	151	140	291	24	92.	1 . .	2	5		
Mt. Vernon	92	106	198	87	96	183	15	92.	. 1	1	1	3	
Norcross . . . . .	. . .	665	665	. . .	609	609	56	92.	1 .	2	3	9	
Phillips	734	. . .	734	672	. . .	672	62	92.	1	2	1	1	10
Pierce	90	83	173	80	73	153	20	89.	. 1 .	1	3		
Prescott	236	263	499	222	241	463	36	92.	1	1	1	1	6
Prince	252	242	494	225	213	438	56	89.	1	1	1	1	6
Quincy	552	. . .	552	484	. . .	484	68	88.	1	2	1	1	7
Rice	583	. . .	583	534	. . .	534	49	92.	1	2	1	1	7
Sherwin	551	. . .	551	501	. . .	501	50	91.	1	1	1	1	8
Shurtleff . . . . .	. . .	711	711	. . .	643	643	68	90.	1 .	2	3	9	
Stoughton	156	165	321	145	146	291	30	91.	1 .	1	1	4	
Tileston	43	46	89	41	41	82	7	93.	. .	1 .	1		
Warren	346	363	709	330	345	675	34	95.	1	1	2	2	8
Wells . . . . .	. . .	475	475	. . .	419	419	56	88.	1 .	2	1	5	
Winthrop . . . . .	. . .	940	940	. . .	825	825	115	88.	1 .	2	5	11	
Totals	16,283	14,557	30,840	14,978	13,170	28,148	2,692	91.	51	45	75	86	396

GRAMMAR SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, January 31, 1888.

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	33	54	111	104	111	120	. . . . .	583	. . . . .	16	47	64	100	102	109	54	35	4	2	
Agassiz	27	34	49	81	85	87	333	1	3	21	59	60	64	58	43	17	5	1	1
Allston	37	59	101	98	111	159	. . . . .	565	. . . . .	27	77	70	90	69	94	59	46	29	4	
Andrew	34	58	97	242	116	174	721	12	59	104	128	160	125	86	33	13	1
Bennett	46	54	110	110	115	107	. . . . .	542	. . . . .	5	48	72	105	86	93	77	39	11	6	
Bigelow	57	54	101	217	229	167	. . . . .	825	. . . . .	29	100	134	160	154	120	71	41	15	1	
Bowdoin	33	42	68	48	85	78	354	3	17	42	46	65	68	49	42	16	5	1
Brimmer	40	95	87	93	144	133	37	629	. . . . .	4	55	94	122	126	100	64	44	14	6	
Bunker Hill	40	53	108	116	164	178	42	701	. . . . .	11	57	102	120	142	126	86	37	14	6	
Chapman	46	55	99	108	165	155	628	25	67	91	87	107	75	90	53	22	9	2
Charles Sumner	26	37	46	101	118	109	. . . . .	437	1	11	47	64	65	78	81	48	30	11	1	
Comins	51	101	97	105	156	115	625	1	9	49	90	115	132	120	78	25	5	1
Dearborn	27	62	89	107	109	167	44	605	3	14	45	103	123	130	85	67	25	8	2	
Dillaway	42	85	122	131	132	115	. . . . .	627	. . . . .	8	47	92	94	101	97	96	63	26	3	
Dorchester-Everett	41	51	90	104	114	113	513	7	52	72	99	84	79	67	38	12	2	1
Dudley	43	96	99	107	165	174	35	719	. . . . .	15	50	110	116	133	148	83	34	8	2	
Dwight	46	107	100	159	109	116	39	676	1	10	35	110	114	107	118	106	52	19	3	1
Eliot	47	103	127	155	207	182	160	961	12	14	88	135	158	205	185	109	45	7	3	
Emerson	43	73	114	126	141	132	50	679	1	7	41	86	117	120	134	90	55	16	10	2
Everett	79	114	108	164	99	118	31	713	6	58	86	113	112	116	117	66	31	7	1
Franklin	45	103	108	162	106	154	678	1	33	99	113	121	121	99	61	24	5	1
Frothingham	35	50	101	105	108	155	40	594	6	31	83	125	127	110	62	41	9
Gaston	39	52	113	118	120	155	597	1	11	44	76	98	107	102	72	55	21	8	2
George Putnam	24	66	55	55	56	58	. . . . .	314	1	7	34	49	46	54	40	49	27	4	3	

Gibson	27	43	58	63	69	69	69	324	1	10	23	58	42	60	48	47	26	6	3	...
Hancock	55	37	49	91	103	101	103	519	1	15	47	101	106	96	79	51	21	2	...	...
Harris	36	45	52	43	55	87	...	318	...	5	21	46	64	64	52	46	29	12	...	1
Harvard	52	58	96	108	154	114	31	618	...	6	38	76	103	126	114	84	45	16	5	...
Hillside	49	51	54	85	77	50	...	366	...	4	25	40	58	71	64	53	38	10	2	1
Hugh O'Brien	42	99	85	127	151	160	...	664	...	8	54	89	107	101	137	99	44	22	3	...
Ilyde	35	98	96	100	113	120	44	696	...	10	45	87	108	115	107	56	52	23	3	...
Lawrence	82	91	97	206	158	200	48	882	...	19	71	130	191	159	177	87	40	8	...	...
Lewis	79	89	102	88	116	114	...	588	...	12	38	83	82	118	98	88	49	16	4	...
Lincoln	49	91	103	168	213	213	38	875	2	7	72	136	160	157	164	103	59	12	2	1
Lowell	47	92	108	138	212	118	...	715	...	9	56	120	130	145	131	73	23	8	...	...
Lyman	26	63	79	81	157	154	48	608	...	18	63	81	90	115	124	75	34	11	2	...
Martin	44	95	103	113	133	143	...	631	...	17	74	99	103	109	94	65	45	19	5	1
Mather	40	49	47	113	107	116	...	472	...	14	43	68	71	86	84	58	35	10	3	...
Minot	30	45	51	50	46	48	37	307	1	10	27	42	46	51	56	39	25	9	1	...
Mt. Vernon	18	25	26	43	42	46	...	200	...	5	17	36	33	35	36	20	13	4	1	...
Norcross	49	50	90	134	148	171	...	642	...	9	45	92	117	136	125	77	33	7	1	...
Phillips	42	54	108	163	166	171	35	739	1	9	48	114	145	147	144	80	38	9	3	1
Pierce	16	23	34	35	37	30	...	175	...	...	16	25	30	27	30	28	13	4	2	...
Prescott	44	50	78	91	127	118	...	508	...	7	33	77	92	88	90	66	40	17	3	...
Prince	49	59	114	108	86	84	...	500	...	5	38	58	77	91	84	76	46	48	7	...
Quincy	28	41	81	103	106	164	30	553	1	13	42	97	95	114	104	63	22	2	...	...
Rice	44	50	106	154	108	118	12	592	...	2	34	89	102	122	109	81	37	15	1	...
Sherwin	34	51	107	98	115	115	40	560	...	5	42	89	91	118	125	58	14	13	5	...
Shurtleff	47	57	97	106	212	190	...	709	1	18	74	115	120	127	108	94	40	10	1	1
Stoughton	31	43	61	67	62	71	...	335	1	19	36	39	56	51	51	45	30	6	1	...
Tilston	9	14	14	10	26	19	...	92	1	2	10	18	23	12	11	11	4	...	...	...
Warren	43	56	111	117	165	175	53	720	...	11	54	101	140	141	115	90	54	23	11	...
Wells	43	57	56	117	62	114	34	483	1	9	34	77	87	85	83	53	33	18	2	1
Winthrop	60	95	109	166	227	221	52	930	1	15	69	119	171	182	167	100	73	25	8	...
Totals	2,211	3,429	4,667	6,092	6,618	6,785	1,083	30,795	34	549	2,491	4,489	5,332	5,750	5,415	3,788	2,059	699	168	21
Per cents	7.2	11.1	15.2	19.5	21.5	22.	3.5	100.	.11	1.78	8.09	14.58	17.31	18.67	17.38	12.3	6.69	2.27	.55	.97

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 . .	..	..	..	..	..	3
		Girls . .	..	..	..	..	..	..
	Fourth Class	Boys . .	..	..	..	..	2	18
Girls . .		..	..	..	..	..	14	
Fifth Class	Boys . .	..	..	..	..	10	248	
	Girls . .	..	..	..	..	11	231	
Sixth Class	Boys . .	..	..	..	12	269	983	
	Girls . .	..	..	..	9	227	869	
Ungraded Class	Boys . .	..	..	..	12	16	73	
	Girls . .	..	..	..	1	14	52	
Totals . . . . .	..	..	..	..	34	549	2,491	
Primary Schools.	First Class	Boys . .	..	..	9	255	1,028	1,203
		Girls . .	..	..	10	274	960	963
	Second Class	Boys . .	..	8	480	1,445	1,330	693
		Girls . .	..	14	372	1,196	1,046	519
	Third Class	Boys . .	20	1,424	2,162	1,347	512	136
Girls . .		15	1,109	1,787	1,061	398	123	
Totals . . . . .	..	35	2,555	4,820	5,578	5,274	3,637	
Grand totals . . . . .	..	35	2,555	4,820	5,612	5,823	6,128	

TO AGE AND TO CLASSES, JANUARY, 1888.

10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years and over.	Totals.
. .	4	29	60	86	109	87	60	26	12	473
. .	1	13	19	42	22	21	16	13	7	154
. .	5	42	79	128	131	108	76	39	19	627
. .	. .	. .	. .	. .	. .	5	3	4	6	18
. .	. .	. .	. .	. .	. .	2	19	41	57	119
. .	. .	. .	. .	. .	15	76	80	50	10	231
. .	. .	. .	. .	. .	9	42	110	74	40	275
. .	. .	. .	. .	17	66	108	62	16	1	270
. .	. .	. .	1	3	54	122	115	52	9	356
. .	. .	. .	10	94	156	128	44	9	. .	441
. .	. .	. .	8	67	220	183	91	26	2	597
. .	. .	. .	19	181	520	666	524	272	125	2,307
. .	1	26	187	348	322	155	27	†6	. .	1,072
. .	. .	11	129	319	384	215	73	†8	. .	1,139
1	31	243	531	587	267	73	19	†1	. .	1,753
. .	14	166	434	523	384	127	26	†2	. .	1,676
24	241	641	825	467	195	24	3	†2	. .	2,425
14	145	498	732	529	266	45	11	†2	. .	2,242
260	816	930	727	314	85	18	2	. .	. .	3,172
231	702	865	611	310	69	25	3	. .	. .	2,830
877	967	771	456	134	34	3	. .	. .	. .	3,500
784	911	714	332	104	25	5	1	. .	. .	3,118
1,094	700	372	157	41	6	1	. .	. .	. .	3,635
990	587	299	137	27	3	2	. .	. .	. .	3,150
155	142	131	95	45	10	3	2	. .	. .	684
59	75	83	62	40	9	3	1	. .	. .	399
4,489	5,332	5,750	5,415	3,788	2,059	699	168	†21	. .	30,795
654	227	67	†25	. .	. .	. .	. .	. .	. .	3,468
567	206	93	†42	. .	. .	. .	. .	. .	. .	3,115
241	66	29	†9	. .	. .	. .	. .	. .	. .	4,301
234	79	27	†12	. .	. .	. .	. .	. .	. .	3,499
40	12	7	†5	. .	. .	. .	. .	. .	. .	5,665
53	14	10	†2	. .	. .	. .	. .	. .	. .	4,572
1,789	604	233	†95	. .	. .	. .	. .	. .	. .	24,620
6,278	5,941	6,025	5,608	4,097	2,710	1,473	768	332	144	58,349

† Thirteen years and over.

† Eighteen years and over.

PRIMARY SCHOOLS.

Semi-Annual Returns, to January 31, 1888.

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	10	358	110	468	316	97	413	55	87.	246	236	482
Agassiz	3	112	72	184	98	60	158	26	86.	95	97	192
Allston	8	221	221	442	189	182	371	71	85.	254	184	438
Andrew	10	266	269	535	240	235	475	60	89.	265	263	528
Bennett	7	173	160	333	155	137	292	41	88.	182	164	346
Bigelow	13	368	271	639	335	238	573	66	90.	387	266	653
Bowdoin	8	181	158	339	156	129	285	54	84.	177	186	363
Brimmer	9	224	199	423	199	173	372	51	88.	245	178	423
Bunker Hill	12	322	250	572	287	222	509	63	89.	266	282	548
Chapman	6	195	146	341	159	114	273	68	80.	215	140	355
Charles Sumner	7	185	161	346	160	130	290	56	85.	218	145	363
Comins	8	228	225	453	206	194	400	53	89.	262	194	456
Dearborn	12	362	270	632	321	227	548	84	86.	309	330	639
Dillaway	7	193	170	363	170	142	312	51	86.	196	177	373
Dor.-Everett	7	204	180	384	179	151	330	54	86.	206	181	387
Dudley	11	316	320	636	279	271	550	86	86.	310	314	624
Dwight	10	240	262	502	210	219	429	73	86.	297	245	542
Eliot	10	385	131	516	326	105	431	85	84.	294	228	522
Emerson	10	322	195	517	280	161	441	76	85.	264	274	538
Everett	9	285	285	570	246	235	481	89	84.	299	279	578
Franklin	12	322	304	626	280	255	535	91	85.	282	359	641
Frothingham	9	236	227	463	205	192	397	66	90.	259	227	486
Gaston	14	444	377	821	388	328	716	105	87.	424	362	786
George Putnam	4	110	118	228	98	102	200	28	87.	155	84	239
Gibson	5	110	129	239	91	96	187	52	78.	137	109	246
Hancock	15	457	404	861	399	340	739	122	83.	488	378	866
Harris	5	121	110	231	104	88	192	39	85.	105	116	221
Harvard	12	314	299	613	270	249	519	94	85.	309	317	626

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	148	101	249	126	86	212	37	85.	126	125	251
Hugh O'Brien	11	358	201	559	314	172	486	73	85.	303	270	573
Hyde	8	233	200	433	209	174	383	50	88.	222	197	419
Lawrence	19	684	242	926	619	215	834	92	90.	473	471	944
Lewis	10	263	271	534	224	231	455	79	86.	285	249	534
Lincoln	7	258	123	381	210	101	311	70	82.	209	166	375
Lowell	14	377	378	755	328	315	643	112	86.	399	329	728
Lyman	11	378	172	550	321	142	463	87	84.	276	292	568
Martin	6	143	173	316	125	153	278	38	88.	205	131	336
Mather	8	215	190	405	179	152	331	74	82.	221	192	413
Minot	5	111	117	228	93	96	189	39	83.	154	89	243
Mount Vernon	2	62	69	131	52	57	109	22	83.	72	67	139
Norcross	13	227	486	713	209	437	646	67	91.	337	372	709
Phillips	6	171	155	326	146	126	272	54	83.	135	191	326
Pierce	2	54	47	101	45	33	78	23	81.	49	63	112
Prescott	9	248	219	467	222	191	413	54	88.	235	228	463
Prince	3	90	99	189	72	79	151	38	80.	105	94	199
Quincy	13	416	263	684	365	231	596	88	87.	339	363	702
Rice	8	227	194	421	189	156	345	76	82.	222	216	438
Sherwin	10	234	241	475	212	214	426	49	89.	266	232	498
Shurtleff	6	160	190	350	141	165	306	44	87.	210	160	370
Stoughton	4	92	116	208	75	98	173	35	83.	134	77	211
Tileston	2	37	39	76	32	34	66	10	87.	50	28	78
Warren	7	197	193	390	180	171	351	39	91.	210	180	390
Wells	16	427	392	819	366	321	687	132	84.	441	379	820
Winthrop	6	165	156	321	144	135	279	42	87.	164	156	320
Totals	464	13,229	11,055	24,284	11,544	9,357	20,901	3,383	86.	12,988	11,632	24,620

PRIMARY SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, Jan. 31, 1888.

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	117	193	172	482	42	106	98	106	68	42	13	5	8
Agassiz	47	59	86	192	14	34	47	47	34	10	5	..	1
Allston	127	149	162	438	47	100	107	97	40	28	10	6	3
Andrew	147	197	184	528	46	97	122	112	88	42	14	5	2
Bennett	76	127	143	346	24	77	81	82	51	17	6	7	1
Bigelow	206	200	247	653	70	152	165	131	72	34	17	11	1
Bowdoin	87	131	145	363	36	72	69	80	66	31	5	4	..
Brimmer	136	138	149	423	47	88	110	88	63	24	2	1	..
Bunker Hill . .	164	203	181	548	40	99	127	139	81	43	14	5	..
Chapman	109	102	144	355	40	90	85	82	32	22	3	1	..
Chas. Sumner . .	97	105	161	363	64	78	76	77	42	19	2	3	2
Comins	112	166	178	456	52	104	106	106	55	16	11	3	3
Dearborn	191	172	276	639	42	129	138	105	103	79	26	13	4
Dillaway	109	113	151	373	27	87	82	97	51	22	5	2	..
Dor.-Everett . .	106	120	161	387	40	70	96	96	52	22	8	3	..
Dudley	163	179	282	624	57	120	133	137	107	46	14	6	4
Dwight	159	164	219	542	57	109	131	101	86	38	13	6	1
Eliot	97	200	225	522	71	103	120	101	60	42	17	6	2
Emerson	126	153	259	538	52	97	115	94	79	55	24	12	10
Everett	166	177	235	578	69	98	132	124	93	37	14	6	5
Franklin	147	212	282	641	53	96	133	150	117	58	27	4	3
Frothingham . .	166	163	157	486	56	91	112	98	82	37	10	..	..
Gaston	238	246	302	786	83	147	194	181	98	53	17	10	3
Geo. Putnam . .	59	74	106	239	33	54	68	38	28	16	..	2	..
Gibson	72	75	99	246	21	53	63	49	37	19	2	1	1
Hancock	161	216	489	866	111	186	191	162	127	60	21	8	..
Harris	57	75	89	221	13	39	53	50	42	16	6	..	2
Harvard	163	200	263	626	73	118	118	135	106	54	16	6	..
Hillside	77	94	80	251	17	55	54	49	46	22	4	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.
Hugh O'Brien,	164	165	244	573	60	118	125	104	94	56	14	2	..
Hyde	107	112	200	419	41	88	93	89	54	36	8	6	4
Lawrence . .	251	302	391	944	77	170	226	199	151	79	32	5	5
Lewis	113	200	221	534	46	101	138	115	87	31	13	2	1
Lincoln . . .	102	117	156	375	47	84	78	73	60	20	8	5	..
Lowell	197	173	358	728	97	153	149	166	98	34	19	8	4
Lyman	157	162	249	568	60	104	112	114	96	62	18	2	..
Martin	97	96	143	336	51	82	72	74	29	20	7	1	..
Mather	113	122	178	413	34	78	109	92	54	30	12	2	2
Minot	65	70	108	243	58	44	52	42	30	10	6	1	..
Mt. Vernon . .	36	37	66	139	14	23	35	35	19	9	2	..	2
Norcross . . .	174	195	340	709	79	122	136	143	120	62	27	17	3
Phillips . . .	96	99	131	326	41	45	49	59	64	36	16	10	6
Pierce	33	29	50	112	8	17	24	29	21	7	4	2	..
Prescott . . .	119	143	201	463	51	77	107	101	64	41	17	2	3
Prince	62	61	76	199	15	40	50	53	32	9	..	..	..
Quincy	204	239	259	702	72	113	154	161	112	63	20	6	1
Rice	112	161	165	438	24	91	107	115	71	19	8	3	..
Sherwin	112	195	191	498	55	94	117	114	67	30	15	5	1
Shurtleff . . .	114	121	135	370	40	74	96	84	43	22	8	2	1
Stoughton . .	65	65	81	211	39	38	57	35	26	11	3	1	1
Tileston . . .	14	25	39	78	11	15	24	20	6	1	..	1	..
Warren	111	108	171	390	40	84	86	83	64	27	2	4	..
Wells	210	264	346	820	97	157	187	198	120	48	9	4	..
Winthrop . . .	73	136	111	320	36	59	69	68	49	22	10	3	4
Totals . .	6,583	7,806	10,237	24,620	2,590	4,820	5,578	5,274	3,637	1,789	604	233	95
Percentages	26.7	31.7	41.6	100	10.5	19.6	22.7	21.4	14.8	7.3	2.4	.9	.4

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, January 31, 1888.

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	526	52.6	Hillside	7	366	52.3
Agassiz	6	340	56.6	Hugh O'Brien.	13	690	53.1
Allston	11	574	52.2	Hyde	12	596	49.7
Andrew	14	746	53.3	Lawrence	18	885	49.2
Bennett	10	539	53.9	Lewis	12	588	49.0
Bigelow	15	823	54.9	Lincoln	17	881	51.8
Bowdoin	9	342	38.0	Lowell	13	707	54.4
Brimmer	14	631	45.1	Lyman	12	609	50.8
Bunker Hill	13	698	53.7	Martin	12	631	52.6
Chapman	12	626	52.2	Mather	9	477	53.0
Chas. Sumner	9	444	49.3	Minot	7	315	45.0
Comins	12	627	52.3	Mt. Vernon	5	198	39.6
Dearborn	13	610	46.9	Norcross	14	665	47.5
Dillaway	12	633	52.8	Phillips	14	734	52.6
Dor.-Everett	10	495	49.5	Pierce	4	173	43.3
Dudley	13	723	55.5	Prescott	9	499	55.3
Dwight	13	689	53.0	Prince	9	494	53.9
Eliot	20	973	43.6	Quincy	11	552	50.2
Emerson	13	695	53.5	Rice	11	583	53.0
Everett	14	719	51.4	Sherwin	11	551	50.1
Franklin	13	666	51.2	Shurtleff	14	711	50.8
Frothingham	12	601	50.1	Stoughton	6	321	53.5
Gaston	9	518	57.5	Tileston	2	89	44.5
Geo. Putnam	6	317	52.8	Warren	13	709	54.5
Gibson	7	391	55.9	Wells	8	475	59.4
Hancock	11	526	47.8	Winthrop	18	940	52.2
Harris	6	325	54.2				
Harvard	12	604	50.3	Totals	600	30,840	51.4

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, January 31, 1888.

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	10	468	46.8	Hillside	5	249	49.8
Agassiz	3	184	61.3	Hugh O'Brien.	11	559	50.8
Allston	8	442	55.3	Hyde	8	433	54.1
Andrew	10	535	53.5	Lawrence	19	926	48.7
Bennett	7	333	47.6	Lewis	10	534	53.4
Bigelow	13	639	49.2	Lincoln	7	381	54.4
Bowdoin	8	339	42.4	Lowell	14	755	53.9
Brimmer	9	423	47.0	Lyman	11	550	50.0
Bunker Hill.	12	572	47.7	Martin	6	316	52.7
Chapman	6	341	56.8	Mather	8	405	50.6
Ch's Sumner	7	346	49.4	Minot	5	228	45.6
Comins	8	453	56.6	Mt. Vernon . . .	2	131	65.5
Dearborn	12	632	52.5	Norcross	13	713	54.9
Dillaway	7	363	51.9	Phillips	6	326	54.3
Dor.-Everett	7	384	54.9	Pierce	2	101	50.5
Dudley	11	636	57.8	Prescott	9	467	51.9
Dwight	10	502	50.2	Prince	3	189	63.0
Eliot	10	516	51.6	Quincy	13	684	52.6
Emerson	10	517	51.7	Rice	8	421	52.6
Everett	9	570	63.3	Sherwin	10	475	47.5
Franklin	12	626	52.2	Shurtleff	6	350	58.3
Frothingham	9	463	51.4	Stoughton	4	208	52.0
Gaston	14	821	58.6	Tileston	2	76	38.0
Geo. Putnam	4	228	57.0	Warren	7	390	55.7
Gibson	5	239	47.8	Wells	16	819	51.2
Hancock	15	861	57.4	Winthrop	6	321	53.5
Harris	5	231	46.2				
Harvard	12	613	51.1	Totals	464	24,284	52.3

PRIMARY SCHOOLS.

Number of Pupils promoted to Grammar Schools for the five months ending January 31, 1888.

DISTRICTS.	Boys.	Girls.	Total.	DISTRICTS.	Boys.	Girls.	Total.
Adams.....	64	19	83	Harvard.....	50	41	91
Agassiz.....	27	17	44	Hillside.....	26	19	45
Allston.....	51	65	116	Hugh O'Brien.....	81	70	151
Andrew.....	65	56	121	Hyde.....	18	31	49
Bennett.....	28	33	61	Lawrence.....	101	26	127
Bigelow.....	110	89	199	Lewis.....	56	66	122
Bowdoin.....	39	44	83	Lincoln.....	37	11	48
Brimmer.....	37	47	84	Lowell.....	81	89	170
Bunker Hill.....	68	78	146	Lyman.....	89	27	116
Chapman.....	57	42	99	Martin.....	48	51	99
Charles Sumner....	46	38	84	Mather.....	43	55	98
Comins.....	54	51	105	Minot.....	17	18	35
Dearborn.....	68	62	130	Mt. Vernon.....	14	17	31
Dillaway.....	60	72	132	Norcross.....	29	114	143
Dor.-Everett.....	49	60	109	Phillips.....	39	17	56
Dudley.....	77	70	147	Prescott.....	52	54	106
Dwight.....	70	78	148	Prince.....	33	25	58
Eliot.....	54	17	71	Quincy.....	65	42	107
Emerson.....	62	54	116	Rice.....	49	42	91
Everett.....	53	43	96	Sherwin.....	39	43	82
Franklin.....	39	47	86	Shurtleff.....	20	33	53
Frothingham.....	68	69	137	Stoughton.....	14	21	35
Gaston.....	100	98	198	Tileston.....	9	8	17
George Putnam....	23	24	47	Warren.....	42	52	94
Gibson.....	36	21	57	Wells.....	117	84	201
Hancock.....	65	60	125	Winthrop.....	16	20	36
Harris.....	17	31	48	Totals.....	2,672	2,461	5,133

GRAMMAR SCHOOLS.

Number of Diploma-Scholars, June, 1887. Number of these admitted to High and Latin Schools, September, 1887.

SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.	SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.
	Boys.	Girls.	Total.			Boys.	Girls.	Total.	
Adams	15	10	25	7	Harvard . . .	18	32	50	24
Agassiz	25	..	25	17	Hillside . . .	..	26	26	20
Allston	20	21	41	24	Hyde . . . . .	..	26	26	13
Andrew	17	13	40	19	Lawrence . .	51	..	51	8
Bennett	8	30	38	20	Lewis	47	44	91	62
Bigelow	50	..	50	16	Lincoln . . .	42	..	42	25
Bowdoin . . . . .	..	25	25	10	Lowell	30	30	60	33
Brimmer	33	..	33	17	Lyman	12	14	26	14
Bunker Hill . .	18	22	40	16	Martin	19	23	42	17
Chapman	24	23	47	30	Mather	18	15	33	24
Chas. Sumner .	9	18	27	16	Minot	9	14	23	16
Comins	24	22	46	9	Mt. Vernon .	13	9	22	20
Dearborn	30	24	54	42	Norcross . . .	..	37	37	16
Dillaway . . . .	..	44	44	29	Phillips . . .	38	..	38	20
Dor.-Everett . .	22	22	44	22	Prescott . . .	12	20	32	21
Dudley	50	..	50	29	Prince	22	29	51	40
Dwight	46	..	46	25	Quincy	31	..	31	14
Elliot	33	..	33	10	Rice	43	..	43	23
Emerson	18	22	40	18	Sherwin	28	..	28	15
Everett . . . . .	..	53	53	34	Shurtleff . . .	..	57	57	21
Franklin . . . . .	..	40	40	28	Stoughton . .	9	9	18	15
Frothingham . .	11	28	39	23	Tileston . . .	4	1	5	5
Gaston . . . . .	..	40	40	22	Warren	23	20	43	26
George Putnam	11	11	22	17	Wells . . . . .	..	32	32	16
Gibson	19	15	34	23	Winthrop . . .	..	56	56	20
Hancock . . . . .	..	30	30	14					
Harris	9	14	23	16					
					Totals . .	961	1,031	1,992	1,081



SCHOOL DOCUMENT NO. 6—1888.

COURSES OF STUDY

FOR THE

EVENING SCHOOLS.

MAY, 1888.



BOSTON :
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1888.

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

PHYSICS 311



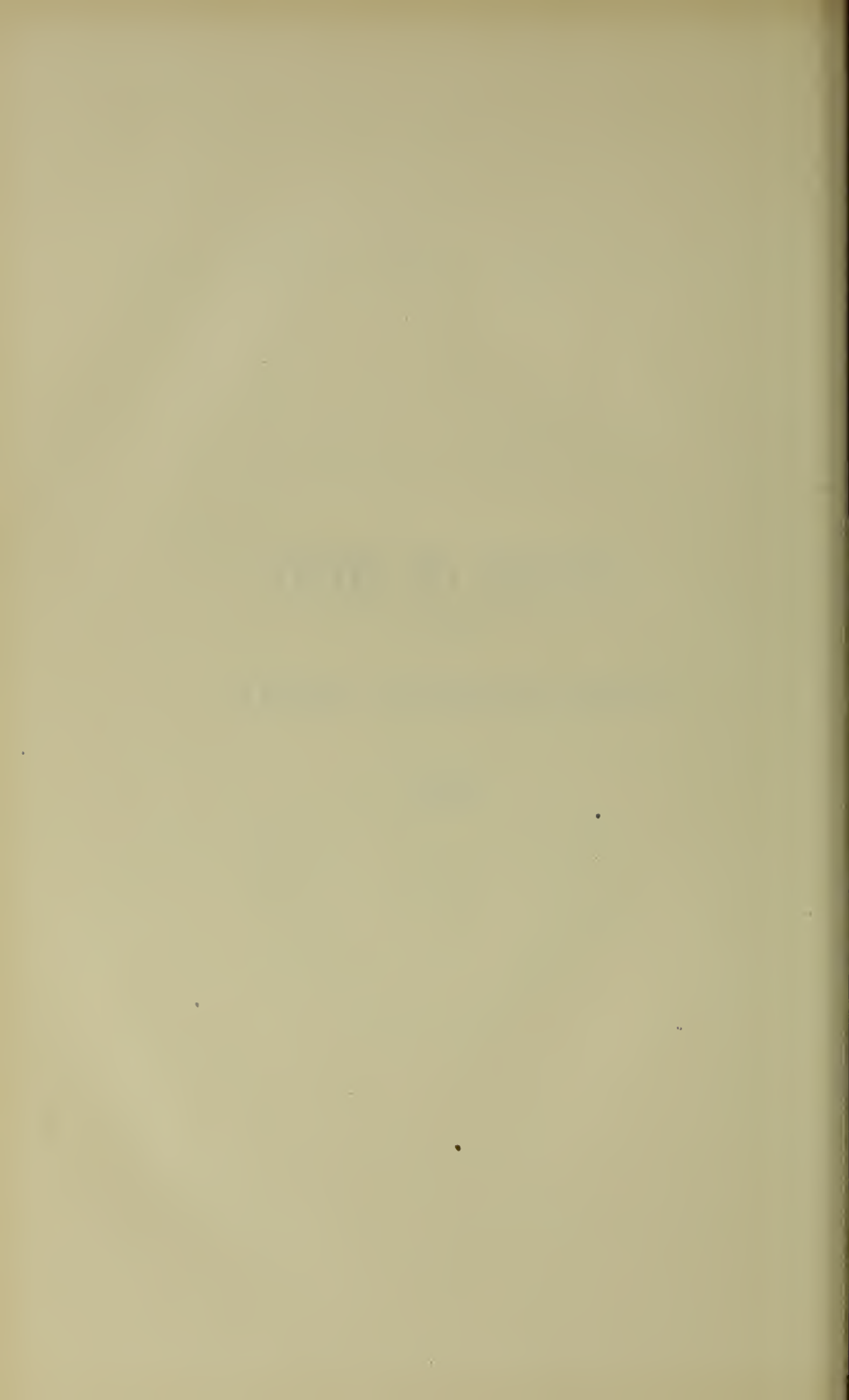
PHYSICS 311

COURSE OF STUDY

FOR THE

EVENING ELEMENTARY SCHOOLS.

1888.



COURSE OF STUDY
FOR THE
EVENING ELEMENTARY SCHOOLS.

LANGUAGE.

READING.

1. (a) The recognition of words and of their elements. (b) The reading of easy sentences in natural tones. (c) A first reader used, or its equivalent.

NOTE: Much individual instruction will be required by beginners. But, as soon as it is practicable, they should be taught together in classes. As script can be easily used in teaching pupils to read, it is better for them to learn script characters before print. At the start, the blackboard should be used rather than the book.

2. (a) Continued attention to the forms of words and to articulation and pronunciation. (b) Readers of a higher grade used in succession, according to the pupils' advancement. (c) Easy supplementary reading, to be followed by geographical, historical, and other readers.

NOTE: The great object in teaching reading is to enable the pupil to understand for himself what is expressed by the words he sees on the page before him. Correct oral reading communicates thoughts to others. But, with beginners, oral reading is, or should be, the means of leading to fruitful silent reading. Therefore, not only should the correct utterance of sentences be taught, but also the habit of looking for and grasping the thought should be formed.

WRITING.

1. (a) Forms and names of letters learned. (b) Copying words and sentences from the blackboard or from slips. (c) Writing the same from dictation.

2. (a) Exercises in copy-books, or equivalent exercises. (b) Copying letters, bills, notes, and receipts. (c) Copying from the blackboard or from the reading book, and writing from dictation, in blank-books, extracts in prose and poetry.

NOTE: Whenever practicable, writing should be made a class exercise. There should be uniformity in the position of the body, arms, hands, fingers, and feet; in holding the pen; in the writing-book used; and in the position of the book or paper. The various movements of the arm, hand, and fingers, with the pen properly held, should be practised.

ORAL AND WRITTEN EXERCISES.

1. Dictation exercises, with spelling, use of capital letters, and punctuation.

NOTE: A short dictation exercise should be given every evening to pupils who are able to write with a good degree of facility. By means of this exercise, spelling, the use of capital letters, punctuation, etc., may be taught. After pupils have written an exercise from dictation, the teacher should require them to correct their own work by comparing it with the original in print or on the blackboard.

2. Correct forms of speech.

NOTE: Teachers in the evening elementary schools should give particular attention to the correct use of English by their pupils, both in speaking and in writing. Common errors should be pointed out and much practice given in the use of correct forms of speech.

3. (a) Stories read to pupils or silently read by them, and then reproduced orally and in writing. (b) Oral and written descriptions of familiar objects and places.

NOTE: Those pupils who can read with a fair degree of fluency, should be required to *tell* in their own words what they have read. Occasionally, they should be required to *write* in substance what they have read.

4. Letter-writing, including friendly and business letters, notes of invitation, applications for positions, etc.

NOTE 1: After the ordinary forms of letters have been taught by copying or dictation or otherwise, pupils should be required to write letters from hints written on the blackboard.

NOTE 2: If the circumstances of the school allow and the Committee on Evening Schools consent, pupils may pursue the course of study laid out for the third class in English composition in the Evening High School.

ARITHMETIC.

ORAL, SIGHT, AND WRITTEN ARITHMETIC.

1. Oral and sight arithmetic: Numbers (*a*) from 1 to 10; (*b*) from 1 to 20; (*c*) from 1 to 100.

2. Oral, sight, and written arithmetic: Numbers from 1 to 1000.

NOTE: So far as practicable, the course of study in number for day primary schools is to guide the instruction given to beginners in evening elementary schools.

3. (*a*) Writing and reading integers. (*b*) Addition and subtraction of integers to a million. (*c*) Multiplication and division of integers — products and dividends not to exceed 100000.

4. (*a*) Simple concrete illustrations of fractions. (*b*) Writing and reading (1) decimals to and including thousandths, and (2) the units of United States money. (*c*) Addition, subtraction, multiplication, and division of

decimals to and including thousandths and of United States money. (*d*) Liquid and Dry Measure, Avoirdupois Weight, and Time, with simple practical problems.

5. (*a*) Common fractions. (*b*) Decimal fractions continued and completed. (*c*) Compound numbers with simple practical problems — including only the units previously studied, and Long, Square, Cubic, and Circular Measure. (*d*) The principles of percentage, including their application to simple interest.

NOTE: With the permission of the Committee on Evening Schools, pupils may pursue the course of study laid out for the second class in arithmetic in the Evening High School.

BOOK-KEEPING.

1. Simple accounts.
2. Forms of bills, of receipts, and of promissory notes.

GEOGRAPHY.

Reading and oral lessons, with the use and study of maps:

1. (*a*) Form and motions of the earth. (*b*) Forms of land and divisions of water. (*c*) Surface of the land. (*d*) Circles of the earth; latitude and longitude; zones. (*e*) Hemispheres, continents, and grand divisions.

2. Physical and political geography (*a*) of the United States; (*b*) of the countries of Europe; (*c*) of the remaining countries of North America.

3. Physical and political geography (*a*) of the countries of South America; (*b*) of the West Indies, etc.; (*c*) of the countries of Asia and Africa; (*d*) of Australia, Malaysia, and other islands of the Pacific.

NOTE 1: The instruction in geography should follow, so far as it is practicable, the *general outline* of the course laid out for the day schools.

NOTE 2: Good wall maps of the grand divisions should be in every room: and special maps of countries and political divisions should be accessible to the pupils.

HISTORY AND CIVIL GOVERNMENT.

1. Reading and oral lessons on the history of the United States.

NOTE: Short biographies or parts of longer biographies of persons eminent in our history should be read to or by the pupils, and great historical events should be made attractive by means of anecdotes and interesting incidents. Places important in our history should be definitely located by reference to wall maps, by black-board illustrations, or by oral explanations.

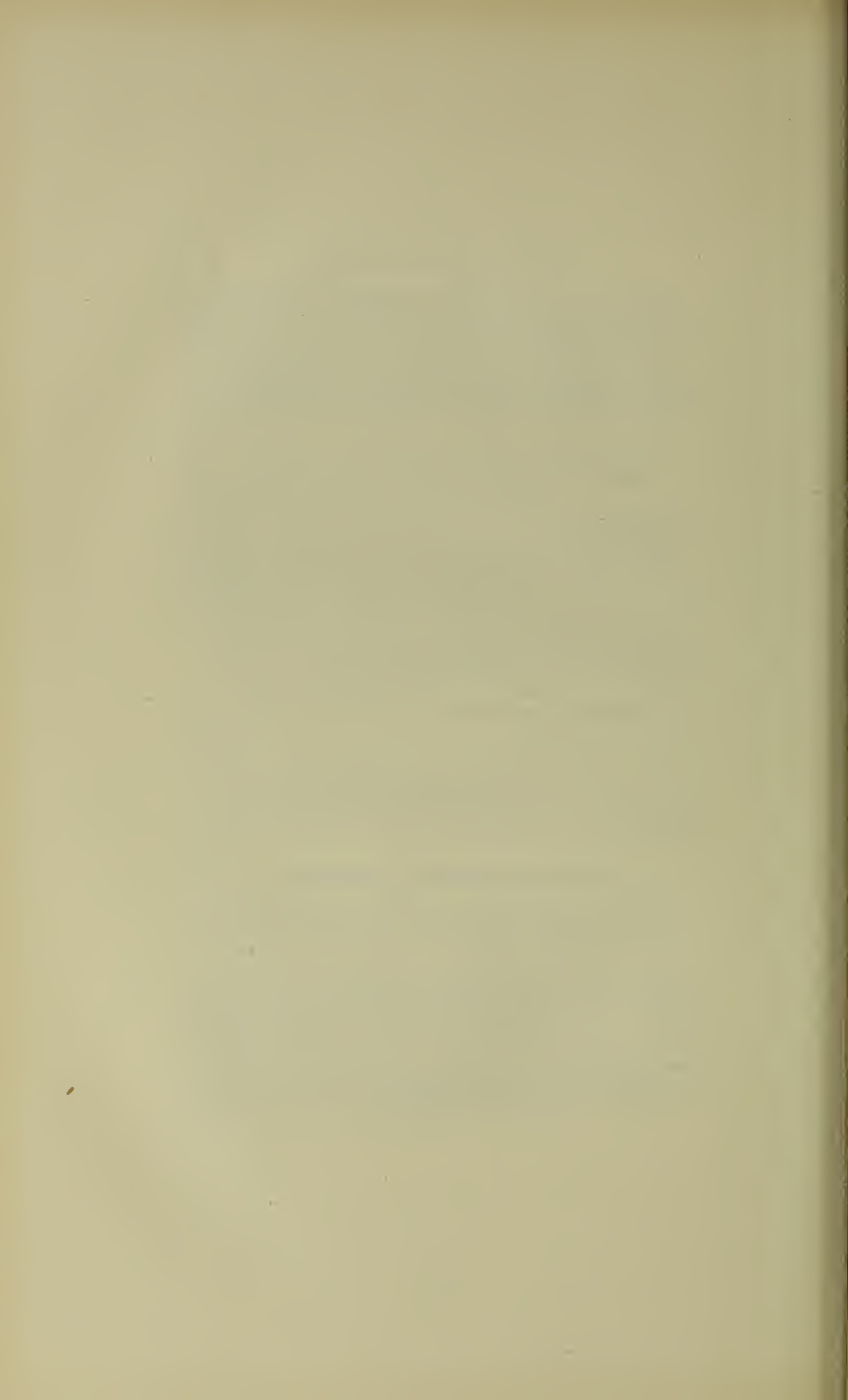
2. Reading and oral lessons on the civil government of the United States.

NOTE: The Constitution of the United States should be read and commented upon; and the rights, duties, and responsibilities of citizens should be considered and explained.

PHYSIOLOGY AND HYGIENE.

Lessons on the leading facts of physiology and on the most useful laws of health.

NOTE: There should be, not less than once a week, a general exercise in physiology and hygiene. The teacher should make prominent those physiological facts and hygienic laws which call attention to the importance of pure air, proper temperature, cleanliness, and regular hours and which lead to right practice in bathing, clothing, eating, and drinking, and especially to the rejection or disuse of stimulants and narcotics.



COURSE OF STUDY

FOR THE

EVENING HIGH SCHOOL.

1888.



COURSE OF STUDY
FOR THE
EVENING HIGH SCHOOL.

ENGLISH COMPOSITION.

Class III.

1. Copying; and writing from dictation: (*a*) Friendly and business letters; applications for positions; etc. (*b*) Passages from good authors.

2. Reproduction by the pupils of what is told or read by the teacher and of what the pupils have read aloud or silently: (*a*) Short stories; interesting incidents; vivid descriptions that are brief and pointed. (*b*) Thoughts and sentiments of standard American authors.

NOTE: Sometimes the teacher should give orally to the pupils what they are to reproduce in writing; sometimes he should write it on the blackboard and erase it as soon as they have read it. An "authorized text-book" containing selections from American authors should be read by them. From this they would draw a part of the material for reproduction.

3. Compositions from outlines prepared by the pupils with the help of the teacher: (*a*) Letters. (*b*) Narratives. (*c*) Descriptions of real or imaginary objects, scenes, and experiences.

4. (*a*) Analysis of simple, compound, and complex sentences. (*b*) Punctuation.

5. (a) The parts of speech; inflections; and the use of auxiliaries. (b) The principles of syntax, including their application to the correction of such mistakes as occur in the oral recitations or the written exercises.

Class II.

1. (a) Exercises of Class III. in elementary composition are to be repeated according to the pupils' need. (b) Writing abstracts and analyses of some productions of standard English authors.

NOTE: The pupils should read aloud or silently some productions of Addison or Macaulay in prose, and of Scott or Goldsmith in poetry. Material for abstracts and analyses can be drawn from these productions. Other standard English authors may, with the approval of the Superintendent, be read instead of or in addition to those mentioned above.

2. The elements of English grammar to be briefly reviewed, with special reference to the correction of solecisms in speech and writing.

3. (a) Word-forming, including a brief study of roots, prefixes, and affixes, and of compound words. (b) Synonymes.

4. The principles of rhetoric, with reference to the following topics: Purity, propriety, clearness, force; brevity, arrangement, unity; figures of speech, and graces of style.

5. Applications of the principles of rhetoric in writing original compositions.

Class I.

1. A brief review of the principles of good writing, with illustrations of these by the pupils.

2. Outline history of English literature, with brief sketches of prominent writers in historical succession, to be presented in the form of lectures by the teacher and illustrated by short selections characteristic of the several periods: Pupils to write (a) abstracts of the lectures, and (b) analyses of the selections.

3. (a) The study of at least two minor poems of Milton or of Book I. of *Paradise Lost*. (b) The study of at least one play of Shakespeare.

4. Writing essays on subjects suggested by the pupils' study of English literature.

NOTE: The difficulty of holding evening classes to regular and systematic study of literature is recognized. It is, however, believed that many members of Class I. have time for home study and practice. It is, therefore, suggested that they be encouraged to read systematically, to investigate thoroughly a few subjects at least, and to write upon them with care.

The teacher is not bound to keep always within the course here laid out. He should seize his opportunity for accomplishing the great object of studying literature. He should aim to direct the reading of his pupils in right channels; to cultivate their imagination and taste; to enable them to appreciate and enjoy good literature; and to communicate readily to others some of the pleasure they have received.

GERMAN.

Class III.

1. (a) Reading aloud, repeating aloud, and orally translating into English, easy German. (b) The elements of pronunciation and of conversation based upon this German. (c) Written translations of easy German into English.

2. Oral and written changes in forms to and including regular verbs, with exercises on the use of the same.

3. (a) Some unprepared translation of easy German into English. (b) Simple oral and written translations of English into German. (c) Copying and writing from dictation or from memory German simple in construction and containing only words familiar to both ear and eye.

NOTE: The grammar used by the pupils should be small. As they have but little time for study, most of the instruction must be given orally and with the help of the blackboard.

Class II.

1. (a) Reading aloud and translating into English connected German prose suited to the progress of the class. (b) The elements of conversation based on this German.

2. (a) Forms reviewed and irregular forms studied, with exercises thereon. (b) Oral and written translations of German containing both familiar and unfamiliar constructions.

3. (a) Unprepared translations of easy German into English. (b) Simple oral and written translations of English into German — including re-translations. (c) Writing from dictation or from memory German containing only familiar words and forms and common constructions.

Class I.

1. (a) Reading aloud and translating German prose and poetry suited to the progress of the class. (b) Conversation based upon the German prose.

2. (a) Review and study of forms, with exercises thereon. (b) Oral and written translations of German containing unfamiliar constructions.

3. (a) Translation at sight of German prose into

English. (b) Oral and written translations of English into German — including re-translations. (c) Simple passages or stories in German prose read to or by the pupils and reproduced by them in German.

NOTE: From the day-school list of authorized text-books in German, may be selected by the Director of Modern Languages in consultation with the Superintendent, such text-books in German as will meet the needs of the several classes. The Director, in consultation with the Principal, shall determine what selections shall be read by the first and second classes.

FRENCH.

The course of instruction in French is the same as the course in German, except that the word *French* should be substituted for the word *German*.

LATIN.

Class III.

1. Regular forms, with exercises on their use.
2. Oral and written translation of easy Latin into English.
3. (a) Reading aloud, copying, and writing from dictation, Latin simple in construction and composed of words familiar to the pupils. (b) Simple oral and written translation of English into Latin.

Class II.

1. Forms reviewed and continued, with exercises thereon.
2. Oral and written translation (a) of easy Latin

and (b) of at least two books of Cæsar's Gallic War.
(c) Unprepared translation of easy Latin.

3. (a) Reading aloud, copying, and writing from dictation or from memory, easy passages from Cæsar.
(b) English into Latin, including simple oral and written exercises based upon passages from Cæsar.

Class I.

1. Translation (a) of two books of the Æneid, and (b) either of easy passages from Cicero or of average passages from Cæsar's Gallic War. (c) Unprepared translation of Latin.

2. (a) Writing from dictation or from memory easy passages from Cicero or Cæsar. (b) English into Latin, including simple oral and written exercises based upon passages from Cicero or Cæsar.

PENMANSHIP.

Class II.

1. Training to secure the right position of the body, feet, arms, hands, and fingers — including pen-holding and the placing of the book or paper on the desk.

2. (a) Training in the finger, forearm, muscular (or combined), and whole-arm movements. The use of each movement in relation to the others to be explained. (b) Exercises to develop the muscles of the arm and fingers.

NOTE: This is the principal work, until the right movement is thoroughly understood and partly secured.

3. Forming letters: (a) Analysis of their forms. (b) Classification of letters. (c) Practice to secure correct forms.

4. Writing words and sentences, with attention to the height and the shading of letters and to the spacing of words.

NOTE: Although the right position of the body, the correct form, height, and shading of letters, and the spacing of words are important to penmen; yet the largest factor that enters into good penmanship is movement. When that is thoroughly understood and mastered, hand-writing is likely to become easy, graceful, and rapid.

Class I.

1. Principles of penmanship, reviewed.
2. Constant practice to secure right movement, correct, legible, and graceful forms, and easy and rapid writing.

NOTE: The course in hand-writing does not include ornamental penmanship. The required standard of excellence may be reached in one year, in two years, or in a longer time, according to the natural ability or previous training of the pupils.

PHONOGRAPHY.

Class II.

Elementary phonography: (*a*) Principles of the corresponding style, studied and applied. (*b*) Oral reading of short-hand from a manual or from the blackboard. (*c*) Writing in short-hand from dictation, reading aloud the same, and transcribing it into long-hand.

NOTE: As soon as the pupils have acquired a knowledge of the principles of the corresponding style and have applied them often enough to fix them in the mind, they may begin — if their teacher thinks it best — the study of the reporting style and, thereafter, may pursue simultaneously the study of both styles.

Class I.

Advanced phonography: (*a*) Review of the principles of the corresponding style. (*b*) Writing in short-hand from dictation, reading orally the notes, and transcribing short-hand into long-hand. (*c*) Practice in the use of logograms. (*d*) The principles of phrasing, with some practice thereon.

NOTE: Pupils in Class I. should, at the close of the term, be able (1) to write in short-hand from dictation at least seventy-five words a minute; (2) to read the same aloud with readiness; and (3) to transcribe short-hand legibly, correctly, and easily into long-hand.

*ARITHMETIC.***Class II.**

1. Review (*a*) of common and decimal fractions; (*b*) of United States money; and (*c*) of compound numbers, with simple practical problems.

2. (*a*) The principles of percentage; and (*b*) their applications to profit and loss, commission, insurance, taxes, commercial discount, simple interest, bank discount, partial payments, and compound interest.

3. Simple proportion.

4. (*a*) Powers of numbers. (*b*) Square root, and its common applications.

5. Mensuration of the triangle, quadrilateral, and circle; of the prism, pyramid, cylinder, cone, and sphere.

Class I.

1. Short and easy methods of computation; aliquot parts; analysis and proportion.

2. (*a*) Review of the principles of percentage, and of their applications made by Class II. (*b*) Accurate in-

terest, customs and duties, partnership, *equation of payments, notes and drafts, stocks and bonds, exchange.

3. (a) Review of the powers of numbers, and of square root. (b) Review of mensuration. (c) *Cube root. (d) *Similar surfaces and solids. (e) *Measurement of wood and lumber; of the capacity of cisterns, bins, casks, etc.

NOTE: Each topic in Arithmetic should be introduced with and constantly illustrated by simple oral and written exercises.

ALGEBRA.

Elementary algebra, through quadratic equations.

GEOMETRY.

The elements and simple applications of geometry.

BOOK-KEEPING.

Class II.

SINGLE ENTRY.

1. (a) The principles of book-keeping by single entry. (b) Their applications in keeping the day book, the cash book, and the ledger.

2. (a) Making a trial balance; (b) a statement of resources and liabilities; (c) a statement of losses and gains.

3. Forms of bills, receipts, notes, checks, etc.

NOTE: The Principal in consultation with the teachers of book-keeping shall determine what accounts and how many sets in single entry shall be kept.

* Optional topics.

DOUBLE ENTRY: SHORTER COURSE.

1. (a) The principles of book-keeping by double entry. (b) Their applications in keeping the day book, the cash book, the journal, and the ledger.

2. (a) Making trial balances; (b) statements of resources and liabilities; (c) statements of losses and gains.

3. Review of forms of bills, receipts, notes, checks, etc.

NOTE 1: Pupils of Class II. in book-keeping should possess, or should acquire during the term, a knowledge of arithmetic equivalent to that demanded of Class II. in arithmetic.

NOTE 2: The purpose of the shorter course in book-keeping by double entry is to introduce the pupils to its principles and to give them such practice as will enable them to keep a short set of books that involve only simple transactions. The Principal in consultation with the teachers of book-keeping shall decide what accounts and how many sets of books are to be kept.

Class I.

DOUBLE ENTRY: LONGER COURSE.

1. (a) Review of the principles of book-keeping by double entry. (b) Their applications in keeping the day book and the journal (or the journal day book); the cash book, the sales book, and the invoice book; the ledger, the bill book, and the check book.

NOTE: With the consent of the Principal, the keeping of the journal may be omitted; or, in place of the day book, the auxiliary books may be used.

2. (a) Making monthly trial balances; (b) statements of resources and liabilities; (c) statements of losses or gains; (d) inventories.

3. Forms and laws of bills, receipts, notes, checks, drafts, sets of exchange, invoices, accounts, sales, etc.

NOTE I: Pupils of Class I. in book-keeping should possess, or should acquire during the term, a knowledge of arithmetic equivalent to that demanded of Class I. in arithmetic.

NOTE II: The Principal in consultation with the teachers of book-keeping shall decide what accounts shall be kept, and each teacher shall require his pupils to keep these. He shall also decide whether the class method of instruction, or the individual method, or a combination of these methods, shall be used; and each teacher must abide by this decision.

HISTORY AND CIVIL GOVERNMENT.

1. History of the United States:

- (a) Discoveries and settlements.
- (b) The thirteen colonies—their growth, wars, and union.
- (c) Independence; the Revolutionary War.
- (d) The nation under the Constitution.

NOTE: The principal object of this study is to enable the pupils to understand the origin, growth, and character of their country, and to inspire in them respect and love for its founders and for its institutions. Although it is desirable for the pupils to become acquainted with the leading facts and events of our early history; yet it is much more important for them to learn what has been done since we became a nation—how our country has increased in territory, developed its resources, settled great and vital questions, and, in a word, advanced to its present position.

To this end, it is desirable for the teacher to make prominent and to connect the persons and events that are representative in our history as a nation; to give the pupils clear, distinct, and vivid ideas of these; and thus to make plain the place each occupied in the growth and progress of the people.

2. Civil government of the United States and of Massachusetts.

NOTE: Both the national and state constitutions are to be considered and discussed; and the rights and powers, the duties and responsibilities of citizens are to be studied and explained.

PHYSIOLOGY AND HYGIENE.

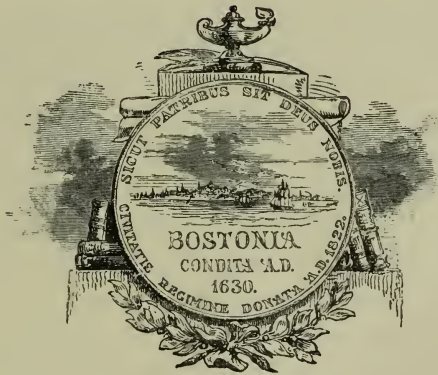
1. (a) The bones as a framework and protection. (b) Joints, ligaments.
2. (a) The muscles as a motor apparatus. (b) Tendons. (c) Exercise, conditions for; amount and limits of.
3. The skin: (a) Its functions. (b) The care of.
4. Growth and renewal of the parts of the body — how secured.
 - (a) Digestion — the organs and process of. Food — the quality and quantity of, etc.
 - (b) Circulation — the organs of. The blood as a circulating medium.
 - (c) Respiration — the organs of. Ventilation. The vocal apparatus.
5. The nervous system as a directive power; the organs of.
6. The special senses.

SCHOOL DOCUMENT NO. 7—1888.

REPORT

OF

COMMITTEE ON SUPPLIES.



BOSTON :
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1888.

IN SCHOOL COMMITTEE, BOSTON, May 8, 1888.

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

Attest :

PHINEAS BATES,

Secretary.

TENTH ANNUAL REPORT.

BOSTON, May, 1888.

To the School Committee: —

The Committee on Supplies, in accordance with the Rules of the School Board, submit their annual report for the financial year, commencing May 1, 1887, and ending April 30, 1888.

In compliance with the Rules, and under date of Feb. 8, 1887, your committee submitted to the Board, through the Committee on Accounts, an estimate of the amount needed for this department, which amount was unanimously approved.

The sum asked for was \$161,000, which, together with \$106,000 requested by the Committee on Accounts for salaries of janitors, made a total of \$267,000 as the estimated amount required under the appropriation "School Expenses, School Committee." The City Council granted for this appropriation \$240,000; and if no reduction were intended in the amount requested for salaries of janitors, the total "cut down" in the estimates submitted by the School Committee (\$27,000) was taken from this department. This reduced the amount granted, outside of salaries and to be expended under the direction of the Committee on Supplies, \$134,000, which proved insufficient for the requirements of the schools, and the deficiency (\$6,409.56) was made up from the unexpended balance of the amount allowed for janitors' salaries, so that the appropriation made for school expenses was not exceeded. The unexpended balance for janitors' salaries was occasioned by the Committee on Accounts continuing monthly payments instead of weekly, as was intended when the estimates were prepared.

The expenditures for the year have been as follows : —

Text-books	\$20,498 92	
Writing-books	5,109 00	
Drawing-books	5,143 85	
Reference-books	674 26	
Record-books	238 21	
	<hr/>	\$31,664 24
Books for Supplementary Reading		2,170 28
Annual Festival		1,906 67
Globes, Maps, and Charts		592 10
Musical Expenses : —		
Instruments, Repairs, and Covers		1,503 50
Printing and Stock		4,775 89
Philosophical, Chemical, and Mathematical Apparatus and Supplies		1,356 27
School Census		1,024 50
Stationery and Drawing Materials		9,992 18
Slates, Diplomas, Pencils, and Erasers		2,969 26
Advertising		172 37
Military Drill, Arms, etc.		337 73
Fuel	\$61,757 28	
Gas	4,521 91	
Water	4,854 09	
	<hr/>	71,133 28
Janitors' and other supplies		3,364 25
Cost of work for delivering supplies, including salaries, expenses of teaming, repairing apparatus, etc.		4,852 89
Miscellaneous : —		
Sewing materials	\$100 03	
Teaming	118 81	
Extra clerk-hire	96 00	
Horse and carriage expenses	726 00	
Car and ferry tickets	571 13	
District telegraph and telephone	126 32	
Sundry items	214 60	
	<hr/>	1,952 89
Manual Training Schools		641 26
	<hr/>	
Total for School Expenses		<u>\$140,409 56</u>

Gross expenditure for schools, under the charge of the Committee on Supplies	\$140,409 56
Less the following credits:—	
Sale of books and supplies:	
High Schools	\$55 68
Grammar Schools	23 50
Primary Schools	20 95
Evening Schools	5 28
Rebate Boston Gas-Light Co.	84 52
	189 93
Net expenditures	\$140,219 63

The net amount expended during the past year shows an increase as compared with that of the previous year of \$15,899.42.

With this report the Committee on Supplies have completed a service of ten years in carrying on the work assigned them by the Rules of the Board. It was thought that a brief review of the action which led to their appointment, and of the work done by them during that time, might not be out of place if included in this report.

Previous to 1867, as appears from reports made about that time, there was no systematic management of the financial affairs of the School Committee. No accounts were required to be kept, and the School Board did not have, officially, any information as to what portion of the appropriation had been expended at any given time. Vouchers for materials sent to the schools were filed in the City Auditor's office, and purchases were made by various committees, and in some cases by individual teachers.

To improve this state of affairs orders were adopted by the School Committee, March 12, 1867, establishing a financial department under their immediate control, and by the rules adopted the Committee on Accounts were directed to audit all pay-rolls for salaries and all authorized bills of expenditure before payment could be made by the City Treasurer.

By this action the duties of the Committee on Accounts became very responsible, and they devoted much time to inaugurating a system whereby the important work intrusted to them might be performed in a business-like manner. They systematized and improved the methods of doing business, and for ten years prior to 1878 they had almost entire charge of all expenditures outside of salaries from the appropriation granted the School Committee.

The measures adopted twenty years ago no doubt proved wise and economical; but the additional work occasioned by the increase of the system of public instruction by annexation, and from other causes, greatly added to the labors of the Committee on Accounts; and in consequence, shortly after the reorganization of the School Board, the present chairman of this committee offered the following order, March 21, 1876:—

Ordered, That an additional committee of this Board be appointed, whose duty it shall be to purchase all supplies for the use of the public schools of the city; said committee to be called the Committee on Supplies.

The order was referred to the Committee on Rules and Regulations, which presented two reports to the Board upon the subject. Both reports were accepted and laid upon the table, where they remained until Oct. 9, 1877, when the subject was again referred to the Committee on Rules and Regulations, who reported in favor of the order, and proposed amendments to the Rules to carry their recommendations into effect. The School Committee of 1877 referred the subject to the School Board of 1878, which early in the year took the necessary steps, and appointed the Committee on Supplies, to take charge of the work May 1, 1878.

When this committee was appointed more or less criticism existed regarding school expenditures, and the first subject to engage the attention of the newly appointed committee was to determine whether or not more economical methods

could be adopted for supplying the schools; to do which, a certain amount of experimenting was necessary. Since the reorganization of the School Committee in 1876, which was two years prior to the appointment of the Committee on Supplies, three different plans, not counting modifications, have been tried for furnishing books and supplies to pupils.

The first covered a period of three years (1876 to 1879); the second during the five years following (1879 to 1884); and the third has been in operation the past four years (1884 to 1888), and is known as the free text-book law.

The results of the different plans, covering a period of twelve years, were as follows:—

Under the first plan pupils were requested to supply themselves with books, and those who could not or neglected to do so, were furnished by the city.

The average net cost per annum for books, drawing materials, and stationery from May 1, 1876, to May 1, 1878, a period of two years, prior to the appointment of the Committee on Supplies, was	\$68,343 45
The following year, under the same plan, in charge of the Committee on Supplies the net cost was	\$63,473 78

Under the second plan the city sold books and supplies, it being optional with the parents to pay cash or to be charged for the same on the tax-bills.

The average annual cost for the five years this plan was in operation was	\$26,922 40
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Under the third plan, the free text-book law, by which all books are loaned, and stationery and drawing materials supplied free,

The average cost per annum for the past four years was	\$56,538 01
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The above figures show the net cost to the tax-payers for books, drawing materials, and stationery required for the

schools under different plans for the past twelve years. In making comparisons regarding the financial success of the different methods, it should be understood as in favor of the later plans compared with the former, that the pupils increased on an average about 1,000 per annum. Another thing to be considered is the saving to parents during the past four years, under the operations of the free text-book law, which can only be estimated, but which must be very great.

The amount of work required in changing and systematizing the different plans and issuing instructions to teachers in order that they might cooperate with the committee, has been very great; but the results secured have amply repaid them for the time and attention given to the work.

The City Treasurer received during the past ten years the sum of \$220,077.17, collected under the direction of this committee, for books and supplies sold pupils.

The free text-book law has been successfully carried out for the past four years; and whatever honest differences of opinion existed at the outset in regard to the expediency of legislation looking to the enactment of the law, all must admit it has many advantages. In Boston it saves parents at least \$60,000 yearly, at an expense to tax-payers of about \$30,000. Experience with former plans has clearly shown that at least one week each year was lost by the delay in waiting for parents to supply their children with books. No time is lost under the present system, as by the provisions of the free text-book act all can be immediately supplied.

It costs the city of Boston daily for the salaries of teachers over \$6,000 for each school-day; and if five days on an average were lost each year under former plans waiting for pupils to be supplied with books, then the \$30,000 increase in expense to tax-payers is offset by the additional amount of instruction given.

This committee during the ten years of its existence have approved bills less income received, to the amount of .	\$1,349,305 52
Deduct from this amount the expense for fuel, gas, and water, for which the City Council contracted or fixed prices	578,616 02
It leaves	<u>\$770,689 50</u>

as the total net amount expended under the direct control of this committee, which makes an average net cost each year of \$77,068.95. The average number of pupils for the past ten years was 57,938, making the average net expense per pupil, exclusive of salaries and fuel, gas, and water, \$1.33. When it is remembered that this includes not only supplies furnished to pupils, but also other permanent supplies furnished the schools, expenses for printing and miscellaneous items, and in addition \$60,000 paid under a five years' contract for delivering supplies, etc., it can readily be understood why criticism of the expenditures of the School Committee is a thing of the past.

The number of text-books charged April 1, 1888, to the different High Schools was 41,307, an average of more than thirteen books for each pupil. These books were ordered by the principals and sent to the schools to be loaned to pupils, having been purchased at an average cost of about seventy-eight cents per copy.

The number used during the past year, as compared with that of the previous year, shows an increase of 5,543 books.

The High Schools are charged with books as follows:—

Normal School	943	Increase for the year,	105
Latin School	7,431	“	1,445
Girls' Latin School	3,070	“	588
English High School	7,525	“	436
Girls' High School	9,950	“	1,345
Roxbury High School	3,862	“	749
Charlestown High School	2,592	“	107
East Boston High School	1,830	“	263

Dorchester High School . . .	1,904	Increase for the year,	273
West Roxbury High School . . .	1,233	“	160
Brighton High School . . .	967	“	72
Total number in High Schools .	41,307	Total increase .	5,543

The schools are furnished with text-books as ordered by the principals, who are responsible for the number sent to their respective schools.

Some of the High Schools have ordered books which amount on an average to nearly eighteen for each pupil, with the tendency increasing. It does seem that this number, together with the use of the reference-books furnished, ought to be sufficient for the average pupil.

The following text-books were charged to the Grammar Schools, April 1, 1888, having been ordered during the past four years for the use of the pupils:—

	Increase for year.	Total.	Cost.
Franklin Adv. Third Reader . . .	511	8,513	\$3,575 46
“ Fourth Reader . . .	1,260	7,211	3,389 17
“ Inter. Reader . . .	141	6,688	3,143 36
“ Fifth Reader . . .	1,485	8,378	6,283 50
“ Sixth Reader . . .	252	2,629	2,190 83
Worcester's Dictionary . . .	1,319	9,729	8,756 10
Higginson's History . . .	797	8,834	7,950 60
Stone's History of England . . .	179	2,471	1,729 70
Franklin Written Arithmetic . . .	2,955	14,400	9,000 00
“ Elem. Arithmetic . . .	640	13,505	3,038 63
Small Geography . . .	1,303	14,741	5,929 42
Large Geography . . .	2,548	16,760	14,976 55
Swinton's Lang. Lessons . . .	1,341	9,877	2,765 56
Cooley's Philosophy . . .	187	2,371	1,422 60
Inter. Music Reader . . .	2,372	21,010	6,723 20
Meservey's Book-keeping . . .	238	2,006	1,003 00
Fourth Music Reader . . .	1,317	9,510	5,706 00
Worcester's Spelling-book . . .	2,103	19,965	3,593 70
First Lessons in Nat. Hist. . . .	56	3,893	272 51
Smith's Physiology . . .	258	3,928	1,649 76
	<u>21,262</u>	<u>186,419</u>	<u>\$93,099 65</u>

The increase in the number of text-books required for Grammar pupils the past year as compared with the year previous was 21,262. The books now in the Grammar Schools were purchased at an average cost of about 50 cents each, and permit the use of six books to each pupil. The average number of text-books charged to each of the fifty-four Grammar Schools is 3,452, furnished at a cost to each school of \$1,724.07.

The text-books charged April 1, 1888, to the several Primary teachers were as follows:—

	Increase for year.	Total.	Cost.
Franklin Adv. First Reader	237	11,152	\$1,858 67
“ Second Reader	164	8,543	2,135 75
“ Adv. Second Reader	542	7,217	2,165 10
“ Third Reader	456	8,419	3,136 08
First Music Reader	241	14,960	2,154 24
First Lessons in Nat. Hist.	597	6,180	432 60
	<u>2,237</u>	<u>56,471</u>	<u>\$11,882 44</u>

The number of text-books required in the Primary Schools is equal to about two and one-quarter for each pupil, the average cost of the books when purchased being about 21 cents. The number of text-books sent to the Primary Schools averages 122 to each teacher, which were furnished at a cost of \$25.55.

The number of books required for use in the Evening High and Elementary Schools the past year was 8,090, the original cost of which was about \$3,200, or about 40 cents per book.

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

High Schools,	41,307 books, at a cost of	\$32,289 55
Grammar Schools,	186,419 “ “ “	93,099 65
Primary Schools,	56,471 “ “ “	11,882 44
Evening Schools,	8,090 “ “ “ :	3,200 00
Total number,	292,287 “ costing	<u>\$140,471 64</u>

From the above it will be seen that the original cost of the text-books now in use and charged to the various schools was \$140,471.64.

The number of pupils owning books and using them in school is very small and gradually diminishing. The number now purchasing books as needed, in preference to accepting them as a loan from the city, is hardly more than one or two per cent.

The number of books reported lost during the year was as follows:—

High Schools	30
Grammar Schools	175
Primary Schools	224
Evening Schools	233
Total number reported lost	<u>662</u>

The reason assigned in many cases for the loss of books is, that owing to the absence of the regular teacher the substitute employed did not exercise the same care in looking after them.

The total number reported lost in three years under the free text-book law was 2,057, — less than one-third of one per cent. per annum of the books loaned.

The number of books returned from the schools as worn out during the year was as follows:—

High Schools	128
Grammar Schools	6,743
Primary Schools	7,528
Total number returned as worn out	<u>14,399</u>
In 1886-87 the number was	6,398
“ 1885-86 “ “ “	3,582
Total number of worn-out books in three years	<u>24,379</u>

The above statement is a sufficient argument to show that

the text-books loaned pupils are receiving good care, as thus far an average of about three per cent. only of the books used were returned as worn out each year during the past three years.

When the free text-book law went into effect, 50,000 second-hand text-books were sent to the schools, and since that time about 250,000 new ones have been added.

The number returned as worn out the past three years indicates that the books will last much longer than was expected. It was thought that four years would be the average life of a book; but with equal care taken in the future, it can be confidently expected that books on an average will last a much longer period. If such prove to be the case, the success of the free text-book law is assured; and the teachers of Boston are largely entitled to the credit by the care and interest they have taken in the custody of the city's property.

The total amount expended for text-books the past year, exclusive of writing-books and drawing-books, was \$20,498.92 as compared with \$21,121.46 the previous year. This amount not only kept good the wear and tear of the books previously loaned, but also supplied incoming pupils who took the place of those leaving school who, to some extent, owned their books.

In accordance with the action of the Board, 5,950 copies of the new Franklin Fourth and Fifth Readers were purchased from the publishers at less than half price in exchange for used copies of the old edition. The reduced cost for books the past few years is largely due to the conservative action of the Committee on Text-books in refusing to recommend changes, excepting where it was clearly shown that positive benefits would be derived; and, also, in making conditions that the prices of the books introduced would be satisfactory to this committee.

Supplementary reading-books cost during the year \$2,170.28, and \$16.82 were expended for boxes, making the total cost \$2,187.10. The recommendations of the Board of Supervisors regarding this work are carried out as far as possible. Many of the instructors are anxious to secure all the supplementary reading possible; but the experience of the past few years has shown that while a limited amount of such reading is beneficial to the pupils, certain restrictions are necessary to prevent a possible neglect of study through the ordinary channels of the text-books. By use of supplementary reading the pupil educates himself to some extent; and if in school a taste for good reading is established it will be of pleasure and profit to him in after life.

The cost for the stationery and drawing materials purchased during the year amounted to \$9,992.18, an increase as compared with the previous year of \$1,019.74. The average price paid for the different articles the past year was less than in former years, but the amount used by the schools was much larger.

Early in the year bids were requested from a number of paper manufacturers asking them to submit bids at which they would furnish the following-named materials:—

- 2,850 reams Note, Letter, and Cap Paper.
- 1,500 reams Ruled Paper, for use in Primary Schools.
- 75,000 Composition and Blank Writing Books.
- 3,000 Book-keeping Blanks for use in High Schools.
- 6,000 packages Commercial Blotting Paper.
- 150 reams Map Drawing Paper.
- 25,000 Spelling Blanks.

The lowest bid received amounted to \$5,181.53, and the contract was thus awarded.

The net cost of the books, drawing materials, and stationery sent to the schools was \$43,875.98, a slight decrease

as compared with the year previous. The average cost for supplying each pupil during the year, in accordance with the free text-book law, was between 70 and 71 cents, a variation as compared with the cost in 1886-87 of only a fraction of a cent.

The cost per scholar each year since the free text-book act went into operation was as follows: —

1884-85	\$73,682 46,	average cost,	. . . .	\$1 23
1885-86	59,867 12,	“ “	. . . .	98
1886-87	43,884 73,	“ “	. . . .	70
1887-88	43,875 98,	“ “	. . . .	71

During the past year the schools used 11,193 tons of coal, as compared with 10,559 used the previous year, and 185 cords of wood. The cost of these items and that for the water and gas consumed was \$71,133.28. This was the largest amount paid for these items for many years, and was more than one-half of the expenses of the School Committee outside of salaries. As compared with last year, the increased cost was \$13,746.23, which was owing to an increase of about twenty per cent. in the price of coal, and of six per cent. in the amount consumed. It has been the custom for the City Council to contract annually with dealers to furnish the coal as required, for one year, commencing July 1; but this year the coal dealers, by combined action, refused to bid for a longer period than sixty days. The result has been a number of contracts at different prices. During the financial year the prices paid ranged from \$4.17 to \$7.10 per ton, the average being \$5.32 per ton. Many of the school-houses were not provided with accommodations to hold the year's supply, and consequently only about two-thirds of the entire amount used could be put in during the summer, the balance being ordered as needed. It is hoped that during the coming year this defect will be remedied as far as possible; so that a larger percentage of the coal can be purchased during the

summer, when prices, as a general rule, are lower than at other seasons of the year.

During the past year, while some of the school-houses did not increase their average consumption of coal, others exceeded it by ten, and in some cases twenty per cent., so that in many instances the orders prepared during the summer, which were thought to be enough for the year's supply, proved insufficient. Changes in the heating apparatus, poor quality of coal, and additional requirements of the instructors who desire more heat as an aid in securing better ventilation, were the reasons given by the janitors, when questioned in reference to the matter. No doubt the janitors as a rule practise as much economy in the use of coal as the circumstances under which they labor will permit.

It required 885 tons of coal to heat the Latin and English High School building the past year, as compared with 763 tons used the previous year; and the total cost for the fuel, gas, and water consumed in this building alone amounted to \$6,588.04, or between nine and ten per cent. of the total cost for this item.

Within the past few years much attention has been paid to the comfort and health of the pupils. Fuel, gas, and water are important factors in securing the best results; and, if by their judicious use better sanitary conditions are attained, no part of the money expended for educational purposes is more wisely spent.

The expenses of the Annual Festival the past year were as follows:—

Rent of Mechanics' Hall, including door-keepers	\$159 00
Band	110 00
Bouquets	960 00
Collation	561 50
Transportation	103 87
Sundry items	12 30
Total cost of Annual Festival	<u>\$1,906 67</u>

PIANOS.

During the year a grand piano was purchased from the Henry F. Miller & Sons' Piano Co. at a cost of \$365, less \$100 allowed for the very badly damaged piano from the Gaston School fire, and was placed in the Hugh O'Brien School.

Owing to the crowded condition of the Roxbury High School, it was necessary to remove the piano, and it was sent to the Gaston School, to replace the one damaged by fire.

The number of pianos owned by the city and used in the schools is 137, nearly all of which are in good or fair condition. The Perkins Institution for the Blind have in charge the care and tuning of the pianos, for which they receive \$1,200 per annum.

The pianos owned by the city represent a cost of about \$46,000, and are distributed among the various grades of schools as follows:—

High School	15
Grammar Schools	54
Primary Schools	68
Total	<u>137</u>

The cost for items under the head of janitors' and other supplies amounted to \$3,364.25, a slight increase over the amount thought to be sufficient when the estimates were prepared. In previous years, many articles, such as wheelbarrows, ash-barrels, hose, and ladders were furnished to some extent by the Superintendent of Public Buildings out of that part of the school appropriation under his charge; but during the past year this committee was called upon to supply nearly all of these articles, which, together with the introduction of wire mats to a limited extent, increased the expense, and made necessary the action of the Board in approving the expenditures in excess of the amount specified in the estimates.

The amount paid for horse and carriage expenses the past year amounted to \$726. The only horse owned by the School Committee is that used by the Superintendent. The expense of this item was largely increased this year by the exchange of an old buggy for a new one, at a cost of \$225.

The truant officer at West Roxbury was allowed \$108 during the year for the board of a horse used in the discharge of his duties, which amount is included in this item of the appropriation.

Carriage-hire is charged to this account, and amounted during the year to \$35.50, the larger part of which was occasioned by the death of the late President of the School Board.

The cost for supplying the Manual Training Schools, consisting of one carpenter shop and two cooking schools, with lumber, hardware, and kitchen materials required during the year, amounted to \$641.26.

Early in the year the Gaston School suffered seriously from a fire. The expense to the School Board in replacing books, the piano, and philosophical apparatus, badly damaged or consumed, will be in the neighborhood of \$600.

The work of delivering supplies to the schools is being performed in a manner satisfactory to the instructors. The cost during the year, together with that for repairing apparatus, amounted to \$4,852.89. Regular deliveries are made to all the schools twice in each month; but a great many schools will average a visit from the supply team at least once a week during the term.

The following expenditures were made for objects not chargeable to any particular school, but each grade is charged with its proportional part: —

Annual Festival	\$1,906 67
Horses and carriages, including repairs and carriage-hire,	726 00
Advertising	172 37
Expenses delivering supplies, etc.	4,852 89
Printing, printing-stock, binding, and postage	4,964 76
Car and ferry tickets, including steam-car fares for mes- sengers	571 13
Telephone and District Telegraph	126 32
Transportation, Instructor of Military Drill, etc.	260 88
Tuning and repairing pianos	1,229 50
Diplomas	1,307 85
Express and carting, including fares	118 81
Census, including books for same	1,024 50
Wrapping paper and twine	36 85
Extra clerk-hire	96 00
Refreshments	29 00
Flowers, funeral Hon. T. J. Dacey	78 46
Subscriptions for newspapers	21 00
Rent of halls for exhibitions	25 00
Sundry items	22 20
Total	<u>\$17,570 19</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	\$7,269 92
Apparatus and chemical supplies	1,539 56
Fuel, gas, and water	9,593 20
Janitors' supplies	307 24
Miscellaneous items	212 53
Proportion of expenses not chargeable to any particular school	2,727 80
	<u>\$21,650 25</u>
Income from sale of books to pupils	55 68
Net cost for High Schools	<u>\$21,594 57</u>

Average number of pupils belonging, 3,099. Average cost per pupil, \$6.97.

GRAMMAR SCHOOLS.

Books, drawing materials, and stationery		\$30,347	33
Apparatus		210	59
Fuel, gas, and water		32,943	58
Janitors' supplies		1,690	82
Piano		265	00
Miscellaneous items		1,007	28
Proportion of expenses not chargeable to any particular school		9,581	32
		<u>\$76,045</u>	<u>97</u>
Income from sale of books to pupils	\$23	50	
Rebate Boston Gas-Light Co.	84	52	
		<u>108</u>	<u>02</u>
Net cost for Grammar Schools	\$75,937	95	

Average number of pupils belonging, 30,840. Average cost per pupil, \$2.46.

PRIMARY SCHOOLS.

Books, drawing materials, and stationery		\$4,674	17
Apparatus		22	15
Fuel, gas, and water		24,679	48
Janitors' supplies		1,186	27
Miscellaneous items		1,102	68
Proportion of expenses not chargeable to any particular school		4,564	68
		<u>\$36,229</u>	<u>43</u>
Income from sale of books to pupils		20	95
Net cost for Primary Schools	\$36,208	48	

Average number of pupils belonging, 24,284. Average cost per pupil, \$1.49.

EVENING HIGH AND ELEMENTARY SCHOOLS.

Books and stationery		\$749	50
Fuel and gas		2,097	98
Janitors' supplies		39	74
Miscellaneous items		13	44
Proportion of expenses not chargeable to any particular school		418	15
		<u>\$3,318</u>	<u>81</u>
Income from sale of books to pupils		5	28
Net cost for Evening Schools	\$3,313	53	

Average number of pupils belonging, 3,359. Average cost per pupil, \$0.99.

EVENING DRAWING SCHOOLS.

Drawing materials and stationery	\$503 80
Gas	980 03
Janitors' supplies	12 25
Miscellaneous items	20 80
Proportion of expenses not chargeable to any particular school	218 67
	<hr/>
Net cost for Evening Drawing Schools	<u>\$1,735 55</u>

Average number of pupils belonging, 557. Average cost per pupil, \$3.12.

HORACE MANN SCHOOL.

Books, drawing materials, and stationery	\$123 20
Apparatus	3 06
Fuel, gas, and water	263 77
Janitors' supplies	6 57
Miscellaneous items	16 60
Proportion of expenses not chargeable to any particular school	59 57
	<hr/>
Net cost for Horace Mann School	<u>\$472 77</u>

Average number of pupils belonging, 72. Average cost per pupil, \$6.57.

MANUAL TRAINING SCHOOLS.

Lumber	\$391 78
Hardware	32 37
Books and stationery	56 42
Crockery, groceries, and kitchen materials	198 11
Miscellaneous	19 00
Janitors' supplies	4 89
Fuel	41 02
	<hr/>
	<u>\$743 59</u>

The pupils attending these schools belong to and are included in the number belonging to the other grades of schools.

SCHOOL COMMITTEE AND OFFICERS.

Books and stationery	\$257 00
Apparatus	10 80
Fuel, gas, and water	534 22
Janitor's supplies	90 67
Miscellaneous items	36 28
Net cost for School Committee and Officers	<u>\$928 97</u>

RECAPITULATION.

Net cost for supplies properly chargeable to:—

High Schools	\$21,594 57
Grammar Schools	75,937 95
Primary Schools	36,208 48
Evening High and Elementary Schools	3,313 53
Evening Drawing Schools	1,735 55
Horace Mann School	472 77
Manual Training Schools	743 59
School Committee and Officers	928 97
	<u>\$140,935 41</u>
Stock on hand April 1, 1887	\$24,073 06
Stock on hand April 1, 1888	23,357 28
	<u>Stock delivered, purchased previous to April 1, 1887</u>
	<u>\$715 78</u>
Total amount expended	<u>\$140,219 63</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 four years with text-books and supplies required for school use, and furnished in accordance with the law, was as follows:—

1884-85.

High Schools	\$6 09 per pupil.
Grammar Schools	1 57 "
Primary Schools	36 "

1885-86.

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

1886-87.

High Schools	\$2 68 per pupil.
Grammar Schools	98 "
Primary Schools	17 "

1887-88.

High Schools	\$2 33 per pupil.
Grammar Schools	98 "
Primary Schools	19 "

The average cost per pupil for the various grades each year for the past four years was as follows:—

High Schools	\$3 79 per pupil.
Grammar Schools	1 22 "
Primary Schools	24 "

Under the head of books, drawing material, and stationery there has been expended during the year \$43,826.70.

In addition the schools were furnished with books, drawing material, and stationery from the stock on hand of the previous year to the amount of \$154.69, — making the total cost of the books, drawing material, and stationery sent to the schools during the past year \$43,981.39, a decrease, as compared with that of the previous year, of \$4.47.

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

1875-76	\$23,652 17	1882-83	\$26,125 89
1876-77	29,982 35	1883-84	19,608 54
1877-78	31,884 22	1884-85	26,710 93
1878-79	33,717 05	1885-86	25,476 46
1879-80	35,650 79	1886-87	24,073 06
1880-81	40,639 78	1887-88	23,357 28
1881-82	31,117 10		

It will be noticed that the stock on hand at the close of the year was \$715.78 less than the year previous, so that the cost of the materials sent to the schools was slightly in excess of the expenditure.

On the following page of this report a statement of the expenditures in detail is given. This statement shows a marked reduction in the incidental expenses of the School Committee since this committee was appointed. It shows that in 1876-77, outside of salaries and fuel, gas and water, the net expenditure was \$122,673.25, an average of \$2.44 per pupil; and that during the past year, with 11,918 more pupils, under a law obliging the School Committee to loan books and furnish all school materials free, the cost was but \$69,170.87, an average cost per pupil of \$1.11, — less than one-half.

Respectfully submitted,

NAHUM CHAPIN, *Chairman.*
 RUSSELL D. ELLIOTT,
 JAMES S. MURPHY,
 GEORGE B. HYDE,
 EDWARD C. CARRIGAN,
Committee on Supplies.

Net Expenditures of the School Committee for the past Twelve 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.	1886-87.	1887-88.
Books, Stat., Draw. Matl.	\$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	\$42,890 13	\$43,721 29
Printing	10,436 17	14,327 71	11,731 19	8,292 03	7,401 84	7,403 57	4,885 23	5,471 94	5,614 66	5,319 25	4,620 81	4,775 89
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	1,035 15	1,356 27
Slates, etc. . . .	4,616 58	2,658 41	6,240 50	882 77	3,329 37	1,508 46	992 76	2,008 12	1,706 08	2,142 32	1,818 95	1,647 41
Pianos, etc. . . .	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	1,597 50	1,503 50
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	1,821 18	1,906 67
Janitors' Sup. . .	2,683 67	3,928 30	2,087 52	1,822 63	6,490 63	3,038 91	2,906 65	3,037 15	3,138 63	3,406 21	3,115 70	3,364 25
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	999 50	1,024 50
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	48 55	118 81
Advertising . . .	1,444 48	1,311 86	917 31	821 42	617 29	442 93	202 05	222 48	265 69	245 88	720 09	172 37
Maps, etc.	520 57	1,438 93	577 31	110 50	637 10	746 43	662 26	836 14	716 03	639 30	238 47	592 10
Deliveries . . . .	.....	.....	.....	9,000 00	12,000 00	12,000 00	12,000 00	12,000 00	7,040 83	5,160 00	4,820 01	4,852 89
Guns, etc. . . . .	.....	.....	.....	.....	.....	.....	.....	.....	9,402 00	.....	.....	.....
Manual Tr'g . . .	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,711 53	515 35	641 26
Miscellaneous . .	7,616 38	6,625 30	7,043 39	4,875 58	4,988 72	4,015 27	3,900 87	3,191 00	3,379 29	3,156 00	2,862 15	3,493 66
Fuel, Gas, and Water	\$122,673 25	\$110,680 46	\$111,343 68	\$113,243 02	\$65,562 83	\$44,788 33	\$46,858 31	\$46,966 55	\$118,123 97	\$87,528 30	\$67,103 54	\$69,170 87
Total net expenditure	55,490 16	53,821 70	47,678 94	40,920 22	57,483 62	57,593 17	60,863 11	66,008 59	61,325 41	58,417 53	57,216 67	71,048 76
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 83	\$124,320 21	\$140,219 63

The total amount expended during the year was \$140,-
409.56, and was paid to the following parties: —

L. G. Burnham & Co.,	\$36,488 20	<i>Am't brought for'd,</i>	\$121,529 74
H. G. Jordan & Co. . .	12,663 93	J. B. Lippincott Co., . .	675 00
Carter, Rice, & Co. . .	6,516 72	Wakefield Rattan Co. . .	667 87
The Prang Educational		William Tufts	561 50
Co.	5,243 24	Harper & Brothers . . .	560 14
City of Boston	4,989 09	Charlestown Gas Co. . .	550 08
Services in Store-room,	4,852 89	Carl Schoenhof	544 05
Taintor Bros. & Co. . .	4,654 58	South Boston Gas-Light	
Lee & Shepard	4,643 66	Co.	520 02
Edmund Keyes	3,713 49	Roxbury Gas-Light Co.,	518 93
J. Robbins & Co. . . .	3,602 99	Rice, Kendall, & Co. . .	487 30
Rockwell & Churchill .	3,099 37	A. R. Dunton	437 90
William Ware & Co. . .	2,759 00	Frost & Adams	430 92
George S. Perry	2,621 77	Charles F. Shourds &	
Cowperthwait & Co. . .	2,574 50	Co.	425 52
Boston Gas-Light Co. . .	2,493 52	Proctor & Drummey . .	391 78
Ginn & Co.	2,178 53	East Boston Gas Co. . .	372 68
Gillespie & Pierce . . .	2,175 30	Emery & Greenwood . .	319 00
Overseers of the Poor .	1,863 68	Samuel Hobbs & Co. . .	310 30
Boston School Supply		Carter, Dinsmore, & Co.	295 79
Co.	1,605 73	Leach, Shewell, & San-	
Harrison Hume	1,362 36	born	277 00
Perkins Institution . . .	1,200 00	Cutter, Tower Co. . . .	275 98
Eagle Pencil Co. . . .	1,132 52	Henry F. Miller & Sons	
F. M. Ambrose	1,120 42	Piano Co.	265 00
Joseph Dixon Crucible		Wadsworth, Howland,	
Co.	1,089 07	& Co.	264 85
John P. Dale & Co. . . .	1,076 52	Clark & Maynard	248 64
John W. Slavin	1,000 00	E. S. Ritchie & Sons . .	245 75
Murphy, Leavens, &		B. F. Wild & Co.	245 69
Co.	992 66	The Educational Sup-	
D. Appleton & Co. . . .	949 08	ply Co.	243 09
Dean & Co.	780 78	Willard Small	226 54
Thompson, Brown, &		Francis Sargent & Co.,	225 00
Co.	699 76	E. E. Babb & Co.	212 44
American Bank Note		Johnson & Morrison . .	197 78
Co.	695 58	Baldwin's Boston Cadet	
Charles H. Whiting . . .	690 80	Band	190 00
<i>Am't carried for'd,</i>	\$121,529 74	<i>Am't carried for'd,</i>	\$132,716 28

<i>Am't brought for'd,</i>	\$132,716 28	<i>Am't brought for'd,</i>	\$136,563 57
Norton Brothers . . .	180 00	Lalace & Grosjean	
Hobart Moore . . .	172 00	Mfg. Co.	85 68
J. Fred. Sayer, Jr. . .	171 32	O. Lappen & Co. . . .	83 50
James Delay	168 00	Thomas H. Meade . . .	80 00
Cutler Brothers & Co.,	167 35	Pulsifer, Jordan, &	
Brooks, Baldwin, &		Pfaff	72 51
Robbins	164 02	Wheeler, Conant, &	
Marston B. Bunker . .	160 00	Blodgett	68 80
Houghton, Mifflin, &		William Read & Sons .	68 38
Co.	158 66	Oscar F. Howe	66 50
Mass. Char. Mech. As-		Walter R. Wightman .	64 50
sociation	150 00	A. P. Gage	60 93
J. P. Clark	140 00	Lasker Brothers . . .	60 27
Mrs. C. N. S. Horner . .	140 00	John Gornley & Son . .	60 00
L. Sauveur	140 00	J. Newman & Sons . . .	60 00
Charles C. Gerry	132 50	A. M. Porée	60 00
United States	132 00	S. W. Twombly & Sons,	60 00
American Lead Pencil		Althea W. Somes . . .	59 55
Co.	125 55	Winkley, Dresser, &	
South Boston Savings		Co.	58 00
Bank	123 22	Dover Stamping Co. . .	56 90
N. E. Telephone & Tel-		Ames Plow Co.	55 50
egraph Co.	120 00	C. H. Codman & Co. . .	53 35
Potter, Knight, Ains-		Roberts Brothers . . .	53 01
worth, & Co.	120 00	E. E. Torrey	53 00
Boston Consol. Street		Warren P. Adams . . .	52 77
Railway Co.	118 63	Townsend MacCoun . .	52 50
W. J. Stokes	108 00	Metropolitan R.R. Co. .	52 11
West End Street Rail-		Charles Stephan	52 10
way Co.	105 43	Estes & Lauriat	51 16
Warren-st. Chapel . . .	100 00	William E. Doyle . . .	50 00
B. Westermann & Co. . .	99 00	Sarah Fuller	49 84
Boston Woven Hose		J. L. Hammett	48 50
Co.	97 95	C. F. Jewett Publishing	
Lizzie B. Tivnin	96 00	Co.	48 00
Davidson Rubber Co. . .	95 87	George A. Smith	46 67
N. E. Mat & Brush Fac-		Amos M. Keirstead . . .	45 00
tory	92 02	Whitall, Tatum, & Co.	43 82
D. C. Heath & Co. . . .	90 74	DeWolfe, Fiske, & Co.	40 76
Shepard, Norwell, &		W. B. & J. Foster . . .	39 66
Co.	89 70	Mrs. C. E. Kingsbury . .	39 12
George F. H. Markoe . .	89 33	Eberhard Faber	38 10
<i>Am't carried for'd,</i>	\$136,563 57	<i>Am't carried for'd,</i>	\$138,654 06

<i>Am't brought for'd,</i>	\$138,654 06	<i>Am't brought for'd,</i>	\$139,589 60
Dorchester Gas-Light		William F. Chester . . .	16 82
Co.	36 52	Lappen Brothers . . .	16 62
Boston Ice Co. . . .	34 00	Leonard & Ellis . . .	16 50
Mass. Bible Soc. . .	33 60	Porter & Coates . . .	16 34
M. Lewis Crosby . .	33 53	J. M. Russell	16 00
Owners S. S. "Saxon"	33 43	Jamaica Plain Gas-	
Journal Newspaper Co.	29 75	Light Co.	15 20
John Graham	29 50	First Cong'l Soc. of	
A. J. Wilkinson & Co.	29 37	Jam. Plain	15 00
J. R. Whipple	29 00	Jam. Pl. Aqueduct Corp.	15 00
Paul A. Garey & Co. .	28 25	Brookline Gas-Light Co.	14 96
Tobias & Wall	27 50	Adeline L. Sylvester . .	14 70
Thomas Groom & Co. .	26 67	South Boston R.R. Co. .	14 22
Forbes Lithograph Mfg.		H. C. Hardon	14 21
Co.	26 60	Sarah C. Woodward . . .	14 00
Charles C. Cushing . .	25 00	Boston Daily Advertiser	13 77
Alex. L. Goode	25 00	J. H. Bronson & Co. . .	13 43
George H. Munroe . . .	25 00	Jordan, Marsh, & Co. . .	13 41
A. E. Norris	25 00	Otis Clapp & Son	13 37
Van Antwerp, Bragg, &		Chickering & Sons . . .	13 25
Co.	24 88	R. Beeching & Co. . . .	12 51
T. D. Whitney & Co. . .	24 50	John C. Haynes & Co. . .	12 00
Boston Transcript Co. .	24 13	L. H. Wood & Co.	12 00
A. C. Stockin	24 00	The Cyclostyle Co. of	
H. C. Kendall	23 40	N. E.	11 80
Wm. H. Murphy	23 25	A. G. Cheever	11 75
R. M. Pulsifer & Co. . .	23 12	Frank F. Lovell & Co. . .	10 71
Cashman, Keating, & Co.	22 50	Albert Snow	10 55
Ticknor & Co.	22 26	Frederick Alford	10 50
The Bufford's Sons Lith.		Cobb, Bates, & Yerxa . .	10 15
Co.	22 00	Dorchester Lodge 158,	
Globe Newspaper Co. . .	21 60	I O.O.F.	10 00
Kate W. Cushing	20 00	Katherine Knapp	10 00
Edward G. Thomas . . .	19 00	George C. Mann	10 00
Traveller Newspaper		Peter Morrison	10 00
Co.	18 83	Reynolds & Connell . . .	10 00
Francis A. Waterhouse	18 80	Sampson, Murdock, &	
George Jepson	18 37	Co.	10 00
Little, Brown, & Co. . .	18 00	John Tetlow	10 00
T. H. Reynolds & Co. . .	17 98	J. T. Wogan & Co. . . .	10 00
Post Publishing Co. . . .	17 15	Sundry bills less than	
Fred W. Barry	17 05	\$10	371 19
Fairbanks, Brown, & Co.	17 00		
<i>Am't carried for'd,</i>	\$139,589 60	<i>Total expenditure,</i>	\$140,409 56

TARIFF OF SUPPLIES.

Under date of May 9, 1887, 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 for the coming school year, and to state what kind of pens and pencils they preferred.

The requests varied so materially that it was decided the schools would be properly supplied, and, at the same time waste prevented, if the average amount desired of each article were adopted as the tariff for that article.

To make allowances for some schools that require more of certain kinds of material and less of other kinds, a margin of twenty-five per cent. in excess of the tariff was allowed in adjusting differences.

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.	15 Pens to each teacher.
1 small bottle Mucilage.	1 qt.-bottle Ink to each building.

SCHOOLS.

Chalk	3 gross to each 100 pupils.
Slates	50 to each 100 pupils.
Inkstands and Racks, Record Books, Primary-school Paper, Charts, Blackboard Erasers, etc., as voted by the committee.	

The following tariffs for High and Grammar Schools show the average amount of each article requested, according to the estimates submitted by the principals : —

HIGH SCHOOLS.

PUPILS.

Examination Paper	11 reams to each 100 pupils.
Letter Paper	12 reams to each 100 pupils.
Note Paper	2½ reams to each 100 pupils.
Composition Books	6 to each pupil.
Pens	10 gross to each 100 pupil.
Penholders	1¾ gross to each 100 pupils.
Drawing Pencils	4 to each pupil.
Common Pencils	5 to each pupil.
Rubber	3½ pieces to each pupil.
Blotters	350 to each 100 pupils.

TEACHERS.

Letter Paper	2¼ quires to each teacher.
Note Paper	6 quires to each teacher.
Note Envelopes	6 packages to each teacher.
Pens	1¼ gross to each 10 teachers.
Mucilage	1 bottle to each teacher.
Blotters	1¾ package to each teacher.
Penholders	2 to each teacher.
Drawing Pencils	3 to each teacher.
Common Pencils	5 to each teacher.
Rubber	2 pieces to each teacher.

Each principal equivalent to two teachers.

SCHOOLS.

Ink	5 gallons to each 100 pupils.
Chalk	10 boxes to each 100 pupils.
Blackboard Erasers	21 to each 100 pupils.
Recitation Cards	300 to each 100 pupils.
Mucilage	2 quarts to each building.
Government Envelopes	150 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	28 quires to each 100 pupils.
Composition Books	2½ to each pupil.
Pens	9 gross to each 100 pupils.
Penholders	1¼ gross to each 100 pupils.
Drawing Pencils	2½ to each pupil.
Common Pencils	2½ to each pupil.
Rubber	2½ pieces to each pupil.
Drawing Paper for Maps, etc.	2½ reams to each 300 pupils.
Blank Books for Spelling	160 to each 100 pupils.
Blotters	2¼ to each pupil.
Slate Pencils	8 to each pupil.

TEACHERS.

Letter Paper	2½ 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 two teachers.

SCHOOLS.

Ink	3 gallons to each 100 pupils.
Chalk	4½ gross to each 100 pupils.
Blackboard Erasers	12 to each 100 pupils.
Slates	35 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 TWELVE YEARS.

Year.	Amounts.	Average No. of Pupils.	Average Cost per Pupil.
1876-77.....	\$178,940 87		
Less repaid to city..	777 46		
	<hr/> \$178,163 41	50,308	\$3 54
1877-78.....	\$164,795 78		
Less repaid to city..	793 62		
	<hr/> 164,002 16	51,759	3 17
1878-79.....	\$159,428 97		
Less repaid to city..	406 35		
	<hr/> 159,022 62	53,262	2 99
1879-80.....	\$179,998 99		
Less repaid to city..	25,835 75		
	<hr/> 154,163 24	53,981	2 86
1880-81.....	\$170,910 95		
Less repaid to city..	47,864 40		
	<hr/> 123,046 55	54,712	2 25
1881-82.....	\$146,171 02		
Less repaid to city..	43,789 57		
	<hr/> 102,381 50	55,638	1 84
1882-83.....	\$151,791 02		
Less repaid to city..	44,069 60		
	<hr/> 107,721 42	57,554	1 87
1883-84.....	\$161,987 58		
Less repaid to city..	48,952 44		
	<hr/> 113,035 14	58,788	1 92
1884-85.....	\$188,154 07		
Less repaid to city..	8,704 69		
	<hr/> 179,449 38	59,706	3 01
1885-86.....	\$146,321 82		
Less repaid to city..	375 99		
	<hr/> 145,945 83	61,259	2 38
1886-87.....	\$124,591 72		
Less repaid to city..	271 51		
	<hr/> 124,320 21	62,259	2 00
1887-88.....	\$140,409 56		
Less repaid to city..	189 93		
	<hr/> 140,219 63	62,226	2 25

SCHOOL DOCUMENT' NO. 8--1888.

EXPENDITURES FOR THE PUBLIC SCHOOLS.

REPORT

OF THE

COMMITTEE ON ACCOUNTS.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1888.

IN SCHOOL COMMITTEE,
BOSTON, May 22, 1888.

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

Attest :

PHINEAS BATES,
Secretary.

TWENTIETH ANNUAL REPORT.

BOSTON, June 1, 1888.

To the School Committee: —

In accordance with the Rules of the Board, the Committee on Accounts herewith present their annual report for the financial year 1887-88, including a detailed account of the expenditures required by the Regulations from the Auditing Clerk.

This report includes as usual a statement of the expenditures made under the direction of the Public Building Department, for furniture required and repairs needed in the various school-houses. The combined expenditures show the running expenses of the schools and form the basis for computing the average cost per scholar.

Under date of Feb. 8, 1887, this committee presented to the Board the estimated amount required for the schools exclusive of the amounts needed by the Public Building and City Architect's Departments for furniture, repairs, alterations, and the erection of new school-houses; and the estimates after receiving the unanimous approval of the School Committee were transmitted to the City Council.

The estimates transmitted were as follows: —

Salaries of instructors	\$1,242,088
Salaries of officers	57,760
School expenses	267,000
	<hr/>
	\$1,566,848

The City Council reduced the estimates \$27,000, and granted the following:—

Salaries of instructors	\$1,242,088
Salaries of officers	57,760
School expenses	240,000
	<hr/>
	\$1,539,848
	<hr/>

The reduction made by the City Council was less than two per cent. and to offset it, it was necessary to omit some and curtail other items of expense contemplated when the estimates were prepared. By so doing the School Committee was able to carry on the schools within the appropriation granted. It is very difficult for a department spending \$1,500,000 per annum, to estimate in February precisely the amount needed for the year beginning the May following. Many contingencies may arise not contemplated when the estimates were prepared. A gain of pupils in one locality, although offset by a loss in another, adds to expenses. The increase of pupils in the higher grades adds to salaries even though the total number of pupils does not increase. It requires a loss of about 1,000 pupils in the Primary Schools to offset a gain of 250 pupils in the High Schools as far as expense is concerned. If the 62,226 pupils attending school the past year all belonged to the Primary grade, the cost for salaries of instructors based on the average cost now paid would have been \$837,561.96. If, on the other hand, they had attended the High Schools, the cost would have been \$3,583,595.34; therefore, not only the number of pupils but the grade attended must be considered in preparing the estimates. Another element to contend with is the price of coal, as an increase of one dollar per ton adds about \$12,000 to expenses.

These few instances will show how difficult it is to estimate just how much money will be required. The rule is to estimate as closely as possible, and to confine expenses to what is absolutely required.

The expenditures the past year were as follows : —

School Committee.

Salaries of instructors	\$1,238,584 42
Salaries of officers	57,608 00
School expenses : —	
Salaries of janitors . . . \$98,947 00	
Fuel, gas, and water . . . 71,133 28	
Books 33,834 52	
Printing 4,775 89	
Stationery and drawing ma- terials 9,992 18	
Miscellaneous items . . . 20,673 69	
	<hr/>
	239,356 56
Expended from the appropriation . . .	\$1,535,548 98
Expended from income of Gibson Fund . .	1,004 01
	<hr/>
Total expenditure	\$1,536,552 99
Total income	37,092 81
	<hr/>
Net expenditure, School Committee . . .	\$1,499,460 18

Public Building Department.

Furniture, masonry, carpentry, roofing, heating-apparatus, etc.	\$243,107 89
Income	221 00
	<hr/>
Net expenditure, Public Building Department	242,886 89
	<hr/>
Total net expenditure for the year (ex- clusive of new school-houses)	\$1,742,347 07
	<hr/> <hr/>

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	14,000 00
	<hr/>
Total estimated income	\$27,000 00
	<hr/> <hr/>

The income collected was as follows: —

Non-residents, State and City	\$13,655 88
Trust-funds and other sources	23,247 00
Sale of books	105 41
Rebate Boston Gas-Light Co.	84 52
	<hr/>
Total income	<u>\$37,092 81</u>

The expenses of the School Committee as compared with the year previous, present an increase of \$47,505.17. The expenses incurred by the Public Building Department for furniture, repairs, etc., of school-houses, were increased \$72,150.10, thereby increasing the net expenditure of both departments \$119,655.27.

The average number of pupils belonging to all the schools was 62,226. The average cost per pupil incurred by the School Committee was \$24.10, by the Public Building Department, \$3.90, — making the total average cost per pupil, \$28.

The cost per pupil the past year was about 4 per cent. less than the average cost for the past twenty years; but, as compared with the previous year (1886-87), it shows an increase of \$1.94 per pupil. The expenditures controlled by the School Committee increased 78 cents per pupil and those under the direction of the Public Building Department increased \$1.16. About two-fifths of the increase in the rate per pupil was caused by a serious fire in the Gaston school-house, which occurred early in the year, the City Auditor charging the cost for repairs (\$44,276.42) to running expenses. Owing to this fire non-resident pupils attending the Grammar Schools the present year will each be required to pay about \$1.50 more for their tuition.

About 94 per cent. of the running expenses of the schools is directly chargeable to the different grades, and the remaining 6 per cent. is incurred for the schools in general. Later on in this report, under the headings of expenditures for the

different grades of schools, only that portion directly incurred is charged.

The following shows the total net cost for carrying on the several grades of schools, including not only direct charges but also the just proportion of \$97,467.16 for general expenses incurred and a proper allowance to each grade of \$23,247.00, the general income collected.

NORMAL, LATIN, AND HIGH SCHOOLS.

Salaries of instructors	\$178,479 77
Salaries of janitors	11,414 79
Books, drawing materials, and stationery	7,269 92
Other supplies and miscellaneous items	2,059 33
Fuel, gas, and water	9,593 20
Proportion of general expenses	14,175 95
	<hr/>
Total cost School Committee	\$222,992 96
Income from sale of books	\$55 68
Proportion of general income	3,381 12
	<hr/>
	3,436 80
	<hr/>
Net cost School Committee	\$219,556 16
Net expenses, Public Building Department	15,010 95
	<hr/>
Total net cost	<u>\$234,567 11</u>
Average number of pupils, 3,099 ; cost per pupil, \$75.69.	
Cost for educating 3,099 pupils	\$234,567.11
Tuition paid by 87 non-resident pupils	6,141 00
	<hr/>
Net cost for educating 3,012 resident pupils	<u>\$228,426 11</u>
Average cost for each resident pupil \$75 84	

GRAMMAR SCHOOLS.

Salaries of instructors		\$664,004 51
Salaries of janitors		48,151 90
Books, drawing materials, and stationery		30,347 38
Other supplies and miscellaneous items		3,173 69
Fuel, gas, and water		32,943 58
Proportion of general expenses		52,858 20
		<hr/>
Total cost, School Committee		\$831,479 26
Income from sale of books	\$23 50	
Income from non-resident tuition	578 58	
Rebate, Boston Gas-Light Co.	84 52	
Proportion of general income	12,607 27	
		<hr/>
		13,293 87
		<hr/>
Net cost, School Committee		\$818,185 39
Net expenses, Public Building Department		139,146 51
		<hr/>
Total net cost		<u>\$957,331 90</u>

Average number of pupils, 30,840; average cost per pupil, \$31.04.

PRIMARY SCHOOLS.

Salaries of instructors		\$326,981 56
Salaries of janitors		37,136 54
Books, drawing materials, and stationery		4,674 17
Other supplies and miscellaneous items		2,311 10
Fuel, gas, and water		24,679 48
Proportion of general expenses		26,868 49
		<hr/>
Total cost, School Committee		\$422,651 34
Income from sale of books	\$20 95	
Income from non-resident tuition	19 37	
Proportion of general income	6,408 43	
		<hr/>
		6,448 75
		<hr/>
Net cost, School Committee		\$416,202 59
Net expenses, Public Building Department		85,635 71
		<hr/>
Total net cost		<u>\$501,838 30</u>

Average number of pupils, 24,284; average cost per pupil, \$20.67.

HORACE MANN SCHOOL.

Salaries of instructors	\$8,117 75
Salary of janitor	449 00
Books, drawing materials, and stationery	123 20
Other supplies and miscellaneous items	26 23
Fuel, gas, and water	263 77
Proportion of general expenses	609 62
Total cost, School Committee	<u>\$9,589 57</u>
Proportion of general income	145 40
	<u>\$9,444 17</u>
Net expenses, Public Building Department	495 44
	<u><u>\$9,939 61</u></u>

Average number of pupils, 72; cost per pupil, \$138.05.

Total cost for educating 72 pupils	\$9,939 61
Received from the State, etc., for tuition	6,847 16
Net cost for educating 72 pupils	<u>\$3,092 45</u>
Net average cost for each pupil	\$42 95

EVENING HIGH AND ELEMENTARY SCHOOLS.

Salaries of instructors	\$28,211 50
Salaries of janitors	1,532 27
Books, drawing materials, and stationery	749 50
Other supplies and miscellaneous items	53 18
Fuel, gas, and water	2,097 98
Proportion of general expenses	2,216 13
Total cost, School Committee	<u>\$34,860 56</u>
Income from sale of books	\$5 28
Income from non-resident tuition	12 97
Proportion of general income	528 57
	<u>546 82</u>
Net cost, School Committee	<u>\$34,313 74</u>
Net expenses, Public Building Department	816 92
Total net cost	<u><u>\$35,130 66</u></u>

Average number of pupils, 3,359; average cost per pupil, \$10.46.

EVENING DRAWING SCHOOLS.

Salaries of instructors		\$9,103 00
Salaries of janitors		262 50
Drawing materials and stationery		503 80
Other supplies and miscellaneous items		33 05
Fuel, gas, and water		980 03
Proportion of general expenses		738 77
		<hr/>
Total cost, School Committee		\$11,621 15
Income from non-resident tuition	\$56 80	
Proportion of general income	176 21	
		<hr/>
		233 01
		<hr/>
Net cost, School Committee		\$11,388 14
Net expenses, Public Building Department		1,425 24
		<hr/>
Total net cost		<u>\$12,813 38</u>

Average number of pupils, 557 ; average cost per pupil, \$23.

MANUAL TRAINING SCHOOLS.

Salaries of instructors		\$2,326 33
Books and stationery		56 42
Lumber and hardware		424 15
Crockery, groceries, and kitchen materials		198 11
Other supplies and miscellaneous items		23 89
Fuel, gas, and water		41 02
		<hr/>
		\$3,069 92
Net expenses, Public Building Department		356 12
		<hr/>
Total net cost		<u>\$3,426 04</u>

The pupils attending the Manual Training Schools belong to and are included in the number belonging to the other grades of schools.

The average number of pupils belonging to the day schools the past year was 58,310. The High schools show an increase of 155, the Grammar schools, 151 ; while the Primary, Horace Mann, and Spectacle Island schools together show a decrease amounting to 262 pupils, making a net gain in day school pupils of 44. The evening schools show a falling off

of 77 pupils, so that the number of pupils belonging to all the schools shows a loss as compared with the year previous, of 33 pupils.

The number of regular instructors on the pay-rolls, April 1, 1887, was 1,213. During the year 66 resigned and 9 died. Of the 66 instructors who resigned, 23 were appointed to higher positions, making the actual reduction 52, and leaving 1,161 of the original number. During the year there were, in addition, 70 new appointments, making the total of regular instructors, April 1, 1888, 1,231, — an increase of 18 for the year. In addition there have been 74 temporary teachers and 37 special assistants employed in the day schools; an average of 137 instructors in the Evening and Evening Drawing schools, and 48 special teachers, — making a total of 1,527 instructors on the pay-rolls during the year.

Under the head of manual training two cooking-schools for girls and a school to teach carpentry to boys have been in successful operation during the year. These schools were supported by the city at an expense of \$3,426.04, the pupils attending coming from the regular day schools. In addition, three schools were carried on by private parties, which have been more or less under the supervision of the School Committee.

When the estimates were prepared (Feb. 8, 1887), the Committee on Manual Training requested \$8,000 to carry on the schools the past year; but not as many new schools were opened as was anticipated, and the amount expended was less than one-half of that estimated. During the year over 1,000 pupils received instruction in these schools; and it is expected that twice this number will enjoy the advantages the coming year.

The School Committee included in their estimates \$20,000 for the support of Kindergartens during the present year,

which amount was granted by the City Council. The citizens of Boston have had for many years the advantages of a large number of these schools supported at private expense, which have been carried on very successfully; and it seemed to be the general opinion that they should become a part of our school system. It is estimated that the money granted will enable the School Committee to carry on at least fifteen of these schools.

In the following pages of this report will be found a list of the buildings occupied by the High, Grammar, Primary, and Special schools, their location, number of rooms in each, and the number of instructors employed. The valuation of each building is also given, as appraised by the assessors, May 1, 1887.

The total valuation of the buildings and land used for each of the different grades of schools was as follows:—

High Schools	\$1,260,000
Grammar Schools	4,340,000
Primary Schools	2,888,500
Special Schools	30,000
Total valuation, May 1, 1887	<u>\$8,518,500</u>

The original cost of the above to May 1, 1887, was about \$7,609,800.

The following table shows the expenditures made by the School Committee, the number of pupils, and the average cost per pupil as incurred by them for the past twelve 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	50,305	\$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 . .	1,413,768 96	73,871 08	1,339,897 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
1886-87 . .	1,455,343 29	33,388 23	1,451,955 01	62,259	23 32
1887-88 . .	1,536,552 99	37,092 81	1,499,460 18	62,226	24 10

The following table shows the amount expended under the direction of the Public Building Department for repairs needed and furniture furnished the schools for the past twelve years:—

Year.	Expenditures. Pub. B'lding Com.	Income.	Net Expenditures. Pub. B'lding Com.	No. of pupils.	Rate per pupil.
1876-77 . .	\$165,876 72	. . . . .	\$165,876 72	50,308	\$3 30
1877-78 . .	126,428 35	. . . . .	126,428 35	51,759	2 45
1878-79 . .	114,015 32	. . . . .	114,015 32	53,262	2 14
1879-80 . .	98,514 84	. . . . .	98,514 84	53,981	1 82
1880-81 . .	145,913 55	\$205 00	145,708 55	54,712	2 66
1881-82 . .	178,008 88	247 50	177,761 38	55,638	3 19
1882-83 . .	189,350 83	231 00	189,119 83	57,554	3 29
1883-84 . .	186,852 18	300 00	186,552 18	58,788	3 17
1884-85 . .	198,059 11	526 50	197,532 61	59,706	3 31
1885-86 . .	188,435 63	137 50	188,298 13	61,259	3 07
1886-87 . .	171,032 71	295 92	170,736 79	62,259	2 74
1887-88 . .	243,107 89	221 00	242,886 89	62,226	3 90

¹This amount includes \$7,921.33 (expense for heating apparatus, Hancock School) charged by mistake last year to new school-houses, but corrected in the tables of this year.

The foregoing tables represent the combined expenses incurred in carrying on the schools for the past twelve years, exclusive of the cost for new school-houses.

Of the net expenditures of the School Committee the past year,

80.21 per cent. was paid to instructors.

3.84 per cent. was paid to officers.

6.60 per cent. was paid to janitors.

4.74 per cent. was paid for fuel, gas, and water.

2.91 per cent. was paid for supplies to pupils.

1.70 per cent. was paid for miscellaneous expenses.

100.00 per cent. total.

The amount paid for salaries of instructors the past year was \$1,238,584.42, the largest amount ever paid for this item; and shows an increase of \$24,778.18, as compared with the previous year. The opening of the Hugh O'Brien School, and the establishment of the new Pierce District partly caused this increase.

Although the average number of pupils belonging to the schools was about the same as for the previous year, still it was found necessary, owing to the increase in some localities, and in the higher grades of schools, though offset by a corresponding decrease in other places and in the lower grades, to elect eighteen additional instructors during the year, the cost for instruction in the High Schools, and in the upper classes of the Grammar Schools being more than double as much as in the lower Grammar and Primary classes.

The following shows the relative increase in the number of pupils in the Primary Schools, the two lower, the two middle, and the two upper classes of the Grammar Schools, and in the High Schools, as compared with 1883, five years ago:—

Primary Schools increased 1 per cent.

Grammar Schools:—

Two lower classes increased 1 per cent.

Two middle classes increased 11 per cent.

Two upper classes increased 20 per cent.

High Schools increased 44 per cent.

The above shows the changes in the distribution of pupils which have taken place within five years, and accounts to some extent for the increased amount paid for salaries, from the fact that nearly all the increase in pupils during that time is found in the upper grades where the cost for instruction is greater.

The variation in the amount paid for salaries in the differ-

ent grades of schools the past year, as compared with the year previous was as follows:—

High Schools increased	\$7,204 81
Grammar Schools increased	12,871 36
Primary Schools increased	1,873 36
Evening Schools increased	1,950 50
Evening Drawing Schools increased	34 00
Manual Training Schools increased	878 33
Total increase	<u>\$24,812 36</u>

The Horace Mann School shows a decrease of \$34.18, which deducted from the above leaves \$24,778.18, the net increase in this item.

The average salary paid during the year to each regular—

High School instructor was	\$1,678 64
Grammar School instructor was	980 69
Primary School instructor was	691 36

The average salary paid each regular teacher in the service during the year was \$927.52.

The cost per pupil for salaries paid instructors in the Normal, Latin, and High Schools the past year, was as follows:—

Normal School	\$71 13
Latin School	79 27
Girls' Latin School	58 24
English High School	65 38
Girls' High School	42 79
Roxbury High School	40 98
Charlestown High School	52 07
Dorchester High School	53 22
Brighton High School	85 98
West Roxbury High School	71 25
East Boston High School	49 19

The location of the different schools and the rules regarding the employment of instructors are the principal causes for the large differences in the rate for instruction.

In the Grammar and Primary Schools, the cost is more uniform, although some Grammar Schools would show a marked difference from others if comparisons were made.

During the past five years the number of regular instructors appointed (including 91 who resigned a lower position to accept a higher one) was 480 of which

388 were placed on the first year or minimum salary.

19 on the second year.

18 on the third year.

17 on the fourth year.

4 on the fifth year.

13 on the sixth year.

17 on the seventh year.

2 on the tenth year.

2 on the fourteenth year.

The Rules provide that when teachers are proposed for nomination, committees in charge may recommend, if they deem it advisable, that such teachers be placed on an advanced year of service. The statement above shows that 81 per cent. of the teachers elected the past five years are working up from the minimum salary, — a sufficient proof of the conservative policy of the School Board regarding expenses.

The following information was returned by the principals with the monthly pay-rolls: —

Number of days teachers were absent	10,743
Number of days substitutes were employed	9,926
Number of days teachers were absent without employing substitutes	817

The amount required to pay substitutes for the 817 days teachers were absent was \$2,256.97, which was saved to the absent teachers by reason of no substitutes being furnished.

During the year \$47,375.68 were paid for instruction by special teachers, as follows:— Sewing, 30 teachers, in 219 divisions, \$16,121.07; Music, 5 teachers, \$13,200; Drawing, 1 teacher, \$3,000; Modern Languages, Director, \$3,000; 2 assistants, \$2,000; Hygiene, 1 teacher, \$3,000; Calisthenics and Elocution, 2 teachers, \$1,452; Physics in Boys' Latin School, 1 teacher, \$716.28 (service commenced Oct. 12, 1887); Military Drill, 1 teacher and 1 armorer, \$2,160; Manual Training, 1 teacher of carpentry, \$1,200; 1 teacher of Boston School Kitchen No. 2, \$744; 1 teacher of Boston School Kitchen No. 4, \$382.33 (service commenced Sept. 26, 1887); school on Spectacle Island, 1 teacher, \$400.

The number of special assistants employed during the year, under Section 217 of the Regulations, to assist teachers of the lowest primary classes was 37, and the salaries paid the same amounted to \$2,489.

The number of temporary teachers employed during the year was 74, and the amount paid them was \$10,026.74, of which \$3,447.38 were expended for services in the High Schools; \$3,569.88 in the Grammar Schools; and \$3,009.48 in the Primary Schools.

The Evening High and thirteen Elementary schools opened Sept. 26, and were in session twenty-two weeks. The location of the school, which for many years occupied the ward-room in Anderson street, was changed at the beginning of the term to the Phillips Grammar School. All the Elementary schools now occupy Grammar School buildings, with the exception of the one in the Warren-street chapel. This school differs from the others inasmuch as it only holds sessions three evenings each week (Wednesday, Thursday, and Friday), and teachers who are connected with the chapel hold certificates of special grade, limiting them to teach in that particular school.

The cost for salaries paid instructors, the past year, in the

Evening High school, was \$9,356, and the Evening Elementary schools, \$18,855.50, as compared with \$8,616, and \$17,645 paid respectively the previous year.

The salaries paid teachers in the five Evening Drawing schools, for the twenty-two weeks the schools were in session the past year, amounted to \$9,103.00, as compared with the \$9,069 paid the year previous.

Under the head "Salaries of Officers" are included the Superintendent, six Supervisors, Secretary, Auditing Clerk, and their assistants, four messengers, and sixteen truant officers. — in all a force of thirty-three persons, to whom were paid during the year \$57,608, as compared with \$55,739.67 paid the year previous.

The appropriation granted each year under the head of "School Expenses" includes salaries paid janitors, and all items under the control of the Committee on Supplies.

The number of janitors employed the past year was one hundred and fifty-seven, including one engineer. The salaries paid amounted to \$98,947 (an increase, as compared with the previous year, of \$9,144.05), and range from \$144 to \$2,640 per annum, the average salary being \$630.24. Very few, if any, of the janitors of the larger buildings are able to do all the work themselves, as the time allowed for certain parts of it is too short to admit of it being done by one person, and many of them pay out quite a percentage of their salaries for assistance.

At the commencement of the year, and for some time prior to it, the janitors complained that in the matter of salary they did not receive the same consideration as was shown to similar employees in other city departments, whose salaries had been increased. This committee, being of the opinion that a slight increase in salaries should be made, included in the estimates \$4,500 for this purpose, which was approved by the School Committee; and at the beginning of the year this amount (about five per cent.) was added to the salaries.

Until the beginning of the past year janitors were paid the first of each month for services rendered to the twenty-first of the month preceding. Your committee felt that, as it was deemed advisable to continue paying salaries monthly, no part of the amount due should be held back, and they voted that payments be computed to the first of each month, to correspond with other employees of the School Board; this resulted in salaries for twelve and one-third months being paid within the past financial year, thereby increasing the expenses about \$2,500.

The increase in janitors' salaries beyond the two items mentioned was caused by the occupancy of additional buildings for school purposes and of extra rooms being used in others.

The janitors have performed their work during the year in a manner that called forth very few complaints; and in no instance was the dismissal of school reported owing to the negligence of the janitor. For the first time in a report of this committee a list is given of the salaries paid janitors who receive \$300 or more per annum, which can be found on pages 31, 32, and 33 of this report.

During the year very little expense was incurred in removing snow from the school-house yards. In only a few instances did the principals request that the work be done; and the entire cost, which was less than \$100, was charged under the head of salaries of janitors.

The Committee on Supplies presented to this committee during the year bills for approval to the amount of \$140,409.56 which represented the total expenditure of the School Committee outside of salaries. The income was \$189.93 which deducted from the gross expenditures leaves the sum of \$140,219.63 as the net amount expended under their direction.

The supplying of the schools under the free text-book law

continues to give satisfaction. The cost per pupil the past year was 71 cents. The financial result as compared with the former plan shows a saving to parents of \$60,000 annually at an expense to the tax-payers of about \$30,000. This reduction is brought about from the fact that, under the law, text-books are loaned to pupils and are now being used until worn out.

Nearly five per cent. of the expenses of the School Committee the past year was incurred for fuel, gas, and water, the cost of which was \$71,133 28, — an increase over the previous year of \$13,746.23. Bills were approved during the year for 11,193 tons of coal purchased at the following prices : —

57 tons at . . . \$4 17	44 tons at . . . \$5 60
152 “ . . . 4 27	2 “ . . . 5 74
182 “ . . . 4 29	907 “ . . . 5 90
58 “ . . . 4 33	12 “ . . . 6 15
236 “ . . . 4 52	2 “ . . . 6 40
20 “ . . . 4 73	207 “ . . . 6 60
5,587 “ . . . 5 10	554 “ . . . 6 63
370 “ . . . 5 24	2 “ . . . 6 85
390 “ . . . 5 28	5 “ . . . 6 88
2,162 “ . . . 5 35	230 “ . . . 7 10
14 “ . . . 5 49	

The average price paid was \$5.32 per ton.

In previous years the Superintendent of Public Buildings contracted in May for the year's supply ; but during the past year contractors would only submit bids for a term of sixty days from the date of the contract. This resulted in a great many different prices ; but the average price paid, \$5.32, was reasonable considering the state of the coal market during the year.

In the building of the new school-houses lately acquired, much attention has been paid to the heating and sanitary arrangements, thereby protecting the health of the children ; and no expense has been spared that would accomplish the

best results. The running expenses that will be incurred each year for care and fuel needed to utilize the advantages of our spacious school-houses will be large. It is necessary in order to keep the buildings in good condition and prevent damage to the heating apparatus, that fires be kept running continuously throughout the cold season whether schools keep or not.

The number of non-resident pupils reported by the principals as attending the public schools the past year was 162, of which 118 paid tuition for the whole or a portion of the year. Of the number who paid tuition 7 attended the Normal School, 44 the Latin School, 1 the Girls' Latin School, 23 the English High School, 12 the Girls' High School, 25 the Grammar schools, 1 a Primary school, 2 the Evening High School, and 3 the Evening Drawing Schools. Of the number reported, 44 either left school or presented such reasons as justified the committee in exempting them from payment. Parents doing business in Boston, or belonging to firms paying taxes to the city, although residing elsewhere, feel that, as they contribute to the support of the schools, they should have the right to send their children; but the Statutes regulate this matter by depriving any child from having a right to attend school in two places. If a parent who has no legal right elects to have his children educated in our schools, he should be willing to pay the cost, particularly if he is abundantly able to do so.

The amount collected during the year for the tuition of non-resident pupils was \$6,808.72 —, a decrease, as compared with the previous year, of \$1,041.40. This reduction was largely brought about by a reduction in the rate charged, which, in the High schools the past year, was \$76.11 as compared with \$84.26 the year previous.

An act was passed and approved April 14, 1887, providing, among other things, for the admission and discharge of

pupils to certain institutions or schools for deaf-mute pupils ; and also providing that the sums necessary for the instruction and support of said pupils be paid by the Commonwealth. It was thought that, after the enactment of this law, the State would bear the entire expense of this school. It is optional with the State as to which school a pupil is sent ; and the State Board of Education claims that the amount now being paid Boston is more in proportion than what is paid for tuition in other schools. This committee, not having any special direction of the regulations pertaining to this school, presented the case, but did not deem it advisable to press the matter, and have simply made out bills as usual at the rate of \$100 for each Boston pupil, and \$105 for each out-of-town pupil, which bills have been paid by the State. The amount received on account of tuition for pupils attending this school the past year was \$6,847.16.

The total expenditure for the public schools, including new school-houses, for the past year, was as follows : —

School Committee	\$1,536,552	99
Public Building Department (ordinary)	248,107	89
Public Building and City Architect's Departments new school-houses (special)	127,875	90
Total gross expenditure	\$1,907,536	78
Income for the year was as follows : —		
School Committee	\$37,092	81
Public Building Department (ordinary),	221	00
Sale of old buildings (special),	10,773	25
Total net expenditure	\$1,859,449	72

Your committee have added to this report the estimates for the present financial year as prepared, approved, and presented to the City Auditor in February last : —

The amount asked for was as follows : —

Salaries of instructors	\$1,269,678 00
Salaries of officers	58,180 00
School expenses	268,000 00
Kindergarten Schools	20,000 00
	<hr/>
	<u>\$1,615,858 00</u>

The City Council reduced

School expenses	<u>\$57,678 00</u>
---------------------------	--------------------

Ten years ago the City Council granted the appropriation "School Expenses" \$251,500, and this year the amount granted is \$210,322, a reduction of \$41,178. During the past ten years the pupils have increased 10,467, the amount required for janitors' salaries has increased more than 30 per cent., and the School Board is supplying pupils under a law requiring all books and supplies to be furnished free. Under these circumstances your committee cannot understand why the City Council reduced the appropriation "School Expenses" over 16 per cent. from what was granted ten years ago; and it is difficult to see how the necessary expenses can be met with the money granted.

The School Committee, like the Police and Fire Departments, expends the greater part of the appropriation granted them, for salaries. The following comparisons show, to some extent, the drift of city expenditures for the past ten years:—

For 1878-79 the amount of money granted the

School Committee was	\$1,419,500 00
Police Department was	823,000 00
Fire Department was	586,249 00

For 1888-89 the amount of money granted the

School Committee was	\$1,558,180 00
Police Department was	1,181,972 00
Fire Department was	849,640 00

The increase in ten years was:—

School Committee	9.8 per cent.
Police Department	43.6 "
Fire Department	44.9 "

The appropriation requested by the School Committee the present year was reduced 3.6 per cent., while the amount requested by the Police and Fire Departments for ordinary expenses, each suffered a reduction of only 1.7 per cent.

If the expenditures of the School Committee and the Police Department continue to increase in the same ratio as they have during the past ten years, it will only be a question of time when Boston will be paying more for police work than for education.

In conclusion your committee would call the attention of the Board to the fact, that in the opinion of this committee, the appropriation granted by the City Council to the School Committee will prove insufficient to carry on the schools as they exist at present.

Believing that the citizens of Boston do not desire any reduction in school expenses, which would in the slightest degree impair the usefulness of the schools, no action has been taken by the School Board towards reducing salaries or discharging any of the employees. It is probable, that towards the end of the year the City Council will be obliged to provide more money, or be responsible for closing the schools.

The attention of the School Board is called to the limited appropriation granted; and any orders passed requiring additional expenditure will increase the amount that it will in all probability be necessary to request from the City Council to carry on the schools to the end of the financial year.

Respectfully submitted,

EDWIN H. DARLING,

Chairman.

HENRY CANNING,

GERALD GRIFFIN,

WM. C. WILLIAMSON,

GEORGE R. SWASEY.

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. Annexures 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.
1858-59	25,453	..	25,453	\$275,784 03	89,548 73	\$355,697 76	\$7,027 04	\$348,580 72	\$13 70	\$105,186 62	\$460,764 18
1859-60	25,328	..	25,328	284,920 46	89,548 60	371,466 06	6,906 35	367,563 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	223,833 28	622,385 01
1861-62	27,081	..	27,081	308,348 28	110,427 06	418,775 34	6,865 50	411,970 28	15 21	155,362 40	574,167 74
1862-63	27,051	..	27,051	319,066 22	113,847 17	432,913 39	6,865 50	426,027 89	15 75	101,963 62	534,867 61
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	380,833 96	172,331 78	553,164 84	7,927 56	545,237 28	20 12	90,609 84	643,774 68
1865-66	27,204	..	27,204	412,550 82	163,270 76	575,821 58	8,574 22	567,247 36	20 85	200,563 64	776,375 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 63
1867-68	27,982	..	27,982	561,169 98	211,536 43	772,706 41	10,467 05	762,239 36	27 24	187,990 80	961,447 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	739,345 65	248,066 95	987,412 60	14,661 16	972,751 44	27 45	612,337 86	1,599,750 46
1870-71	36,758	..	36,758	838,366 77	293,232 59	1,131,609 36	23,806 35	1,107,793 01	30 11	443,670 71	1,573,760 07
1871-72	36,650	5,128	41,778	836,940 47	329,639 18	1,216,579 65	26,899 98	1,184,679 67	28 47	97,800 63	1,314,380 33
1872-73	35,624	2,121	37,745	933,502 06	338,970 85	1,292,472 91	28,113 93	1,264,358 98	33 50	464,230 34	1,865,720 29
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	2,081,043 35
1874-75	44,942	1,522	46,464	1,249,498 93	474,874 68	1,724,373 61	26,220 82	1,698,152 79	36 54	356,669 74	2,015,380 84
1875-76	45,924	3,393	49,317	1,206,803 59	470,830 68	1,737,634 27	20,635 72	1,716,998 55	34 82	277,446 57	2,015,380 84
1876-77	46,581	3,727	50,308	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	1,215,782 03	366,334 06	1,582,116 09	30,109 31	1,552,005 78	29 99	174,324 75	1,726,330 53
1878-79	49,700	3,562	53,262	1,172,489 69	347,173 23	1,519,662 92	32,145 54	1,487,517 38	27 96	240,222 98	1,726,330 53
1879-80	50,851	3,130	53,981	1,162,258 61	353,108 23	1,515,366 84	49,000 28	1,466,376 56	27 16	136,878 45	1,602,245 29
1880-81	51,542	3,170	54,712	1,165,402 69	394,274 82	1,559,677 51	74,076 08	1,485,601 43	27 15	205,359 64	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	180,196 88	1,710,105 95
1882-83	54,390	2,964	57,354	1,180,163 73	422,908 76	1,603,072 49	73,509 56	1,529,562 93	26 58	77,628 73	1,680,191 22
1883-84	55,640	3,148	58,788	1,206,683 23	433,023 33	1,639,706 56	79,364 66	1,560,341 90	26 54	268,879 72	1,908,586 23
1884-85	55,888	3,818	59,706	1,230,771 71	474,681 43	1,705,453 14	39,574 76	1,665,878 38	27 90	278,114 05	1,983,567 19
1885-86	57,180	4,079	61,259	1,251,403 29	467,372 83	1,678,676 22	31,350 84	1,647,325 99	26 81	362,796 15	2,036,463 98
1886-87	58,266	3,983	62,259	1,269,545 91	386,830 09	1,656,376 00	33,684 20	1,622,691 80	26 06	125,687 45	1,782,063 45
1887-88	58,310	3,916	62,226	1,296,102 42	483,468 46	1,779,660 88	37,313 81	1,742,347 07	28 00	127,875 90	1,907,536 78

(From Report of James H. Dodge, Esq., City Auditor.)

CALENDAR FOR SCHOOL YEAR 1888-89.

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	4	5	6	7	..	..	..	1	2	3	4	..	..	..	..	..	..	1
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	..	..	..	..	..	26	27	28	29	30	31	..	23	24	25	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	2	3	4	5	..	..	..	..	..	..	1	..	..	1	2	3	4	5
6	7	8	9	10	11	12	2	3	4	5	6	7	8	6	7	8	9	10	11	12
13	14	15	16	17	18	19	9	10	11	12	13	14	15	13	14	15	16	17	18	19
20	21	22	23	24	25	26	16	17	18	19	20	21	22	20	21	22	23	24	25	26
27	28	29	30	31	..	..	23	24	25	26	27	28	29	27	28	29	30	31	..	..
..	..	..	..	..	..	..	30	..	..	..	..	..	..	..	..	..	..	..	..	..
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	..	1	2	3	4	5	6	..	..	..	..	..	1	2
3	4	5	6	7	8	9	7	8	9	10	11	12	13	3	4	5	6	7	8	9
10	11	12	13	14	15	16	14	15	16	17	18	19	20	10	11	12	13	14	15	16
17	18	19	20	21	22	23	21	22	23	24	25	26	27	17	18	19	20	21	22	23
24	25	26	27	28	29	30	28	29	30	31	..	..	..	24	25	26	27	28	..	..
..
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	4	5	6	7	..	..	..	..	1	2	3	..	..	..	..	..	1	2
8	9	10	11	12	13	14	4	5	6	7	8	9	10	3	4	5	6	7	8	9
15	16	17	18	19	20	21	11	12	13	14	15	16	17	10	11	12	13	14	15	16
22	23	24	25	26	27	28	18	19	20	21	22	23	24	17	18	19	20	21	22	23
29	30	31	..	..	..	..	25	26	27	28	29	30	..	24	25	26	27	28	29	30
..	..	..	..	..	..	..	..	..	..	..	..	..	..	31	..	..	..	..	..	..

Figures in black indicate days on which schools are in session; in red, days on which they are closed.

Besides these, Thanksgiving and the Friday following, 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, according to the time the rolls are received by the Treasurer:—

Last or first Monday: Bowdoin, Comins, Hyde, Phillips, Sherwin, and Wells.

Last or first Tuesday: Dorchester High, West Roxbury High, Charles Sumner, Eliot, Hancock, Harris, Lowell, Minot, Mt. Vernon, and Stoughton.

Last or first Wednesday: Brighton High, East Boston High, Adams, Allston, Bennett, Chapman, Emerson, and Lyman.

Last or first Thursday: Normal, Latin, Charlestown High, English High, Agassiz, Brimmer, Bunker Hill, Dorchester-Everett, Frothingham, George Putnam, Gibson, Harvard, Hillside, Hugh O'Brien, Mather, Pierce, Prescott, Prince, Rice, Tileston, Warren, Winthrop, and Horace Mann.

Last or first Friday: Girls' Latin, Girls' High, Roxbury High, Andrew, Bigelow, Dearborn, Dillaway, Dudley, Dwight, Everett, Franklin, Gaston, Lawrence, Lewis, Lincoln, Martin, Norcross, Quincy, and Shurtleff.

The schools in East Boston, Charlestown, North End, and West End, are paid by Mr. Gibson; the remainder of the schools in the city proper by Mr. Carty; those in Roxbury, West Roxbury, and Brighton by Mr. Gibbons; and those in South Boston and Dorchester by Mr. Vaughn.

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., any day after the paymaster has visited the school.

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 but one of each month, between 9 A.M. and 2 P.M., at the City Treasurer's office. City Hall.

SALARIES OF OFFICERS AND TEACHERS OF
THE PUBLIC SCHOOLS, 1888-89.

Superintendent	\$4,200 00
Supervisors (each)	3,780 00
Secretary	2,880 00
Auditing Clerk	2,880 00

Normal School.

Head-Master	\$3,780 00
First Assistant, first year, \$1,440; annual increase, \$36; maximum	1,620 00
Second Assistants, first year, \$1,140; annual increase, \$48; maximum	1,380 00

FIRST GRADE.

High Schools.

Head-Masters	\$3,780 00
Masters	2,880 00
Junior-Masters, first year, \$1,008; annual increase, \$144; maximum (with rank of master),	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	1,620 00

¹It has been voted to abolish this grade when the two present incumbents retire from service.

Assistants, first year, \$756; annual increase,
\$48; maximum \$1,380 00

FOURTH GRADE.

Grammar and Primary Schools.

First Assistants, first year, \$900; annual in-
crease, \$36; maximum \$1,080 00
Second Assistants, first year, \$756; annual in-
crease, \$12; maximum 816 00
Third Assistants, first year, \$456; annual in-
crease, \$48; maximum 744 00
Fourth Assistants, first year, \$456; annual in-
crease, \$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, Girls' High School 744 00
Teacher of Physical Culture, Girls' High School, 960 00
Teacher of Physical Culture, Girls' Latin School, 492 00
Teacher of Drawing, Penmanship, etc., Normal
School 828 00
Teacher of Physics, Boys' Latin School 1,584 00
Director of French and German 3,000 00
Assistants in French and German (each) 1,500 00
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 in Manual Training School 1,200 00
Instructors in Schools of Cookery, first year,
\$456; annual increase, \$48; maximum 744 00
Instructor Military Drill 2,000 00
Armorer 800 00

Sewing, one division	\$108 00
“ two divisions	192 00
“ three “	276 00
“ four “	348 00
“ five “	420 00
“ six “	492 00
“ seven “	540 00
“ eight “	588 00
“ nine “	636 00
“ ten “	684 00
“ eleven “	732 00
“ all over eleven divisions	744 00
Principal, Evening High School (per week), 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 even- ing), 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 even- ing)	5 00
Special Assistant Teachers, lowest classes, Pri- mary 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.

SALARIES OF JANITORS.

April 1, 1888.

HIGH SCHOOLS.

The salaries paid janitors per annum, for taking care of the various High School buildings are as follows:—

Latin and English High School:—

Engineer	\$2,640 00	
Janitor of Latin School	1,200 00	
Janitor of English High School	1,500 00	
	<hr/>	\$5,340 00

Girls' High School:—

Janitor	\$1,440 00	
Assistant janitor	720 00	
	<hr/>	2,160 00
Dorchester High School		780 00
Charlestown "		768 00
East Boston "		552 00
Roxbury "		528 00
Brighton "		444 00
West Roxbury "		432 00
		<hr/>
Total for High Schools		\$11,004 00

The salaries paid for taking care of the Rooms of the School Committee per annum are as follows:—

Janitor	\$1,356 00
Assistant janitor	696 00
	<hr/>
Total	\$2,052 00

The janitor of the Rooms of the School Committee, in addition to his regular work, performs such other duties as may be required of him by this committee.

SPECIAL SCHOOLS.

The salaries paid janitors for taking care of the rooms occupied for Evening Schools are based upon the number of rooms occupied, \$12.00 per month being allowed for the first room and \$2.00 for each additional room while the schools are in session. The janitor of the Evening High School receives \$50.00 per month, and \$100.00 additional for the term for the services of a door-keeper.

The salaries paid the past year for the Special Schools were as follows:—

Horace Mann School	\$449 00
Evening Schools	1,532 27
Evening Drawing Schools	262 50
Total for Special Schools	<u>\$2,243 77</u>

GRAMMAR SCHOOLS.

The salaries paid janitors, per annum for taking care of the various Grammar School buildings are as follows:—

Hugh O'Brien	\$1,284	Warren	\$900
Martin	1,200	Norcross	888
Andrew	1,140	Lewis	876
Rice	1,128	Comins	864
Bennett and Branch	1,116	Bunker Hill	852
Emerson	1,116	Dwight	852
Sherwin	1,116	Everett	852
Lowell	1,104	Phillips	852
Hyde	1,092	Hancock	840
Dudley	1,080	Lincoln	840
Gaston	1,080	Bigelow	828
Lyman	1,044	Franklin	828
Shurtleff	1,044	Brimmer	816
Frothingham	1,008	Eliot	792
Dearborn	936	Ware (Branch of Eliot)	324
Dillaway	924	George Putnam	792
Prince	924	Quincy	792
Chapman	912	Allston	756
Adams	900	Charles Sumner	756
Harvard	900	Dorchester Everett	756
Lawrence	900	Wells	744

Winthrop	\$732	Pierce	\$468
Mather	708	Tileston	468
Minot	696	Stoughton	432
Prescott	648	Agassiz	396
Harris	636	Hillside	372
Bowdoin	576	Mount Vernon	312
Gibson	528		
Total for Grammar Schools			\$45,720

PRIMARY SCHOOLS.

The salaries amounting to three hundred dollars and over per annum, paid janitors for taking care of the various primary school buildings are as follows: —

Winchell	\$840	Webster	\$420
Cushman	780	Winship	420
Yeoman-st.	744	George-st.	408
Appleton-st.	720	Sharp	396
Lucretia Crocker	696	Bailey-st.	384
Howe	648	North Harvard-st.	384
Joshua Bates	624	Walnut-st. (Dor.)	384
Roxbury-st.	624	Drake	372
Weston-st.	624	School-st. (Dor.)	372
Starr King	612	Pormort	360
Benjamin Pope	600	Skinner	360
Mather (S.B.)	600	Bartlett-st.	336
Cyrus Alger	588	Parkman	336
Princeton-st.	564	Austin	324
Hawes and Simonds	552	Baldwin	324
Quincy-st. (Rox.)	552	Cook	324
Ticknor	552	Freeman	324
Clinch	540	Rutland-st.	324
Concord-st.	540	Sumner-st.	324
Howard-ave.	540	Tuckerman	324
Tappan	540	Webster-st.	324
East-st.	504	Poplar-st.	312
Capen	480	Tyler-st.	312
Francis-st.	480	Common-st.	300
Phillips-st. (Rox.)	480	Dorchester-ave.	300
Polk-st.	480	Old Mather	300
Wait	456	Webb	300
Bunker Hill-st.	432		
Harvard Hill	420		
Old Dorchester High	420		
			\$26,580

In addition to the above, the care of fifty-one school-houses, each at a salary of less than three hundred dollars per annum, amounts to 9,984

Total for Primary Schools \$36,564

APPROPRIATIONS AND EXPENDITURES.

FOR

PUBLIC SCHOOLS.

APPROPRIATIONS.

Salaries of instructors . . .	\$1,242,088	00	
Salaries of officers . . .	57,760	00	
School expenses . . .	240,000	00	
			\$1,539,848 00

EXPENDITURES.

1887. *Requisitions in accordance with the same, for May.*

Salaries of instructors . . .	\$99,587	19	
Salaries of officers . . .	4,718	33	
School expenses, . . .	13,119	56	
			\$117,425 08

Requisitions for June.

Salaries of instructors . . .	\$99,675	30	
Salaries of officers . . .	4,748	33	
School expenses, . . .	19,829	76	
			124,253 39

<i>Carried forward,</i>	\$241,678 47		\$1,539,848 00
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<i>Brought forward,</i>	\$241,678 47	\$1,539,848 00
<i>Requisitions for July.</i>		
Salaries of in- structors .	\$197,781 79	
Salaries of offi- cers . . .	9,484 67	
School expenses,	12,592 12	
	<u> </u>	219,858 58
<i>Requisitions for August.</i>		
School expenses,	\$23,300 63	23,300 63
<i>Requisitions for September.</i>		
Salaries of in- structors .	\$98,892 56	
Salaries of offi- cers . . .	4,748 33	
School expenses,	43,911 42	
	<u> </u>	147,552 31
<i>Requisitions for October.</i>		
Salaries of in- structors .	\$97,963 12	
Salaries of offi- cers . . .	4,818 34	
School expenses,	34,779 22	
	<u> </u>	137,560 68
<i>Requisitions for November.</i>		
Salaries of in- structors .	\$103,853 67	
Salaries of offi- cers . . .	4,848 33	
School expenses,	12,739 35	
	<u> </u>	121,441 35
<i>Carried forward,</i>	<u> </u>	<u> </u>
	\$891,392 02	\$1,539,848 00

<i>Brought forward,</i>	\$891,392 02	\$1,539,848 00
<i>Requisitions for December.</i>		
Salaries of in-		
structors .	\$109,826 60	
Salaries of offi-		
cers . . .	4,848 33	
School expenses,	13,190 65	
	—————	127,865 58

1888. *Requisitions for January.*

Salaries of in-		
structors .	\$109,016 82	
Salaries of offi-		
cers . . .	4,848 34	
School expenses,	11,165 90	
	—————	125,031 06

Requisitions for February.

Salaries of in-		
structors .	\$106,692 49	
Salaries of offi-		
cers . . .	4,848 33	
School expenses,	15,262 94	
	—————	126,803 76

Requisitions for March.

Salaries of in-		
structors .	\$108,508 01	
Salaries of offi-		
cers . . .	4,848 33	
School expenses,	20,354 77	
	—————	133,711 11

<i>Carried forward,</i>	\$1,404,803 53	\$1,539,848 00
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Brought forward, \$1,404,803 53 \$1,539,848 00

Requisitions for April.

Salaries of in-		
structors	. \$106,786	87
Salaries of offi-		
cers	. . . . . 4,848	34
School expenses,	19,110	24
	—————	130,745 45
Balance unexpended, returned		
to the City Treasurer	.	4,299 02
		—————
		<u>\$1,535,548 98</u> <u>\$1,535,548 98</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
Messenger	840 00
“	420 00
“	288 00
“	200 00
Truant officer, Chief	1,800 00
Truant officers (fifteen)	17,500 00
	—————
Total for officers	<u>\$57,608 00</u>

SALARIES OF INSTRUCTORS.

High Schools.

Normal	\$8,820 00
Latin	35,194 69
Girls' Latin	9,202 35
English High	42,761 62
Girls' High	32,399 47
Roxbury High	12,539 92
Charlestown High	10,831 29
Dorchester High	8,567 76
Brighton High	5,072 56
West Roxbury High	6,056 08
East Boston High	7,034 03

Total for High Schools		\$178,479 77
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Grammar Schools.

Adams	\$11,527 70
Agassiz	7,614 67
Allston	11,237 59
Andrew	14,892 94
Bennett	10,076 52
Bigelow	15,771 34
Bowdoin	10,642 17
Brimmer	15,479 13
Bunker Hill	14,690 01
Chapman	14,325 96
Charles Sumner	8,860 10
Comins	13,227 06
Dearborn	15,995 98
Dillaway	12,961 02
Dorchester-Everett	13,125 54
Dudley	15,155 64
Dwight	13,995 27

<i>Carried forward</i>	\$219,578 64	\$178,479 77
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<i>Brought forward</i>	\$219,578 64	\$178,479 77
Eliot	21,266 67	
Emerson	14,796 95	
Everett	14,265 92	
Franklin	13,934 94	
Frothingham	14,006 67	
Gaston	12,134 89	
George Putnam	7,267 80	
Gibson	11,089 00	
Hancock	12,433 00	
Harris	6,377 37	
Harvard	13,506 99	
Hillside	8,383 73	
Hugh O'Brien	7,517 56	
Hyde	12,226 30	
Lawrence	19,101 26	
Lewis	13,885 47	
Lincoln	17,460 32	
Lowell	13,848 66	
Lyman	14,357 60	
Martin	12,687 80	
Mather	10,800 33	
Minot	7,705 53	
Mt. Vernon	5,895 07	
Norcross	15,050 20	
Phillips	16,041 44	
Pierce	1,528 73	
Prescott	10,639 56	
Prince	11,309 63	
Quincy	13,584 21	
Rice	13,867 71	
Sherwin	10,760 89	
Shurtleff	14,013 47	
Stoughton	8,137 31	
<i>Carried forward,</i>	<u>\$619,461 62</u>	<u>\$178,479 77</u>

<i>Brought forward,</i>	\$619,461 62	\$178,479 77
Tileston	2,193 67	
Warren	14,121 24	
Wells	10,927 00	
Winthrop	17,300 98	
	<hr/>	
Total for Grammar Schools		664,004 51

Primary Schools by Districts.

Adams District	\$6,096 86	
Agassiz "	2,391 47	
Allston "	5,569 53	
Andrew "	6,762 63	
Bennett "	4,824 22	
Bigelow "	9,455 37	
Bowdoin "	5,530 77	
Brimmer "	6,232 86	
Bunker Hill District	8,815 00	
Chapman "	4,336 40	
Charles Sumner District	4,847 59	
Comins "	5,743 70	
Dearborn "	11,087 91	
Dillaway "	5,202 16	
Dorchester-Everett District	6,201 77	
Dudley "	8,340 06	
Dwight "	6,697 53	
Eliot "	7,208 61	
Emerson "	7,673 25	
Everett "	7,044 95	
Franklin "	9,104 00	
Frothingham "	6,601 47	
Gaston "	10,443 55	
George Putnam "	2,869 60	
Gibson "	4,113 64	
Hancock "	10,445 98	
	<hr/>	
<i>Carried forward,</i>	\$173,640 88	\$842,484 28

<i>Brought forward,</i>	\$173,640 88	\$842,484 28
Harris District	3,356 54	
Harvard "	8,514 47	
Hillside "	3,186 76	
Hugh O'Brien District . .	4,685 42	
Hyde "	4,875 63	
Lawrence "	13,428 92	
Lewis "	7,470 26	
Lincoln "	4,543 73	
Lowell "	8,724 89	
Lyman "	7,351 16	
Martin "	4,134 14	
Mather "	5,050 16	
Minot "	3,602 53	
Mt. Vernon "	1,696 02	
Norcross "	9,596 50	
Phillips "	4,284 34	
Pierce "	352 00	
Prescott "	5,645 27	
Prince "	2,132 27	
Quincy "	9,423 13	
Rice "	5,844 07	
Sherwin "	6,301 84	
Shurtleff "	4,554 20	
Stoughton "	2,503 30	
Tileston "	1,244 67	
Warren "	4,782 40	
Wells "	11,652 68	
Winthrop "	4,403 38	
	<hr/>	
Total for Primary Schools		326,981 56
<i>Special Schools.</i>		
Horace Mann	\$8,117 75	
Manual Training	2,326 33	
	<hr/>	
	\$10,444 08	
		<hr/>
<i>Carried forward,</i>	\$10,444 08	\$1,169,465 84

<i>Brought forward,</i>	\$10,444 08	\$1,169,465 84
<i>Evening Schools.</i>		
Evening High		
School . . .	\$9,356 00	
Bigelow . . .	1,637 00	
Comins . . .	1,499 00	
Dearborn . . .	1,098 50	
Eliot . . .	1,889 00	
Franklin . . .	2,283 50	
Lincoln . . .	1,317 50	
Lyman . . .	1,625 00	
Phillips . . .	1,019 00	
Quincy . . .	1,412 50	
Sherwin . . .	897 50	
Warren . . .	1,799 00	
Warren-st. Chapel	672 00	
Wells . . .	1,706 00	
	<hr/>	28,211 50
<i>Evening Drawing Schools.</i>		
Warren ave. . .	\$2,077 00	
Tennyson st. . .	2,178 00	
Charlestown . . .	1,818 00	
Roxbury . . .	1,518 00	
East Boston . . .	1,512 00	
	<hr/>	9,103 00
<i>Special Instructors.</i>		
Music . . .	\$13,200 00	
Drawing . . .	3,000 00	
Military Drill		
and Armorer,	2,160 00	
Hygiene . . .	3,000 00	
	<hr/>	21,360 00
Total for Special Schools and	<hr/>	
Special Instructors		69,118 58
Total for School Instructors		<hr/>
		\$1,238,584 42

SCHOOL EXPENSES.

Books	\$33,834 52
Phil. Apparatus and Supplies,	1,356 27
Slates, Erasers, etc.	1,647 41
Pianos; tuning, repairs, etc.	1,503 50
Expressage	118 81
Extra Labor and Clerk-hire . .	96 00
Printing	4,775 89
Diplomas	1,321 85
Maps and Globes	592 10
Car and Ferry Tickets	571 13
Stationery, Drawing Mate- rials, and Postage	9,992 18
Advertising	172 37
Annual Festival	1,906 67
Fuel, Gas, and Water	71,133 28
Delivering Supplies	4,852 89
Janitors' Supplies	3,364 25
Horse and Carriage Expenses and Carriage-Hire	726 00
Census, including Books	1,024 50
Military Drill; arms and re- pairs	337 73
Manual Training Supplies	641 26
District Telegraph and Rent of Telephone	126 32
Sundries	314 63

Gross amount expended under the direc- tion of the Committee on Supplies	\$140,409 56
Salaries paid Janitors	98,947 00
Total for School Expenses	<u>\$239,356 56</u>

TOTAL AMOUNT EXPENDED BY THE SCHOOL COMMITTEE.

Salaries of officers	\$57,608 00
Salaries of instructors	1,238,584 42
School expenses	239,356 56
	<hr/>
Total expenditure from the appropriation,	\$1,535,548 98
Expended for Dorchester Schools, from in-	
come of the Gibson fund	1,004 01
	<hr/>
Gross expenditure	\$1,536,552 99
Less income	37,092 81
	<hr/>
Net expenditure for the year	<u>\$1,499,460 18</u>

APPROPRIATIONS EXPENDED BY PUBLIC BUILD-
ING DEPARTMENT.

High, Grammar, and Primary School-houses,	\$175,000 00
<i>Requisitions in accordance.</i>	
1887. May	\$5,905 80
“ June	7,539 87
“ July	10,478 71
“ August	13,924 58
“ September	48,095 95
“ October	72,586 55
“ November	40,532 91
“ December	20,372 53
1888. January	9,515 29
“ February	6,624 35
“ March	4,076 26
“ April	3,455 09
“ Appropriation(Special)	22,920 09
1887. August. Transferred	
from Reserved Fund,	35,000 00
1888. Other transfers	10,187 80
	<hr/>
Total expenditure	<u>\$243,107 89</u>
	<u>\$243,107 89</u>

PUBLIC BUILDING DEPARTMENT.

Furniture	\$17,730 18
Carpentry, lumber, and hardware	46,577 04
Heating-apparatus	27,214 10
Masonry, paving, drains, etc.	30,738 61
Rents and taxes : —	
Primary Schools	\$2,746 33
Grammar Schools	807 50
Evening Drawing School, E.B.,	940 00
Drill Hall, Rox. High	700 00
	5,193 83
Painting and glazing	22,435 52
Whitening and plastering	12,577 50
Gas-fitting, plumbing, and ventilation	18,260 92
Blackboards	2,165 62
Locks, keys, and electric bells	1,209 43
Roofing, gutters, and conductors	15,175 48
Iron and wire work	1,610 11
Watering, and care of grounds	2,083 87
Sash-elevators and weather-strips	602 34
Cleaning vaults	1,141 60
Teaming and supplies	1,290 87
Asphalt in cellars and yards	5,439 68
Cleaning buildings	313 70
Miscellaneous, including : —	
Horse-shoeing and care of horses	1,377 12
Salaries	4,400 00
Advertising, printing and stationery	499 48
Fire-proof material and alarm attachments,	2,150 80
Heating Cushman School, special	7,980 73
Heating Everett School, special	7,993 12
Water-closets, Franklin School, special	2,968 33
Water-closets, Rice School, special	3,977 91
Gross expenditure	\$243,107 89
Less income	221 00
Net expenditure, Public Building Department,	<u>\$242,886 89</u>

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-four Grammar Schools. Each Grammar School represents a district, in which are located Primary Schools, occupying in total ninety-nine Primary buildings, forty-one rooms in various Grammar School-houses, and eleven hired rooms in ten different buildings. A hired room in one of these buildings is also occupied by a Grammar class and twenty-one rooms in Primary school buildings are occupied by Grammar classes.

NORMAL, LATIN, AND HIGH SCHOOLS.

Name.	Location.	No. of feet in lot.	When built.	Valuation May, 1887.	No. of rooms.	No. of regular instructors.	Remarks.
Normal	Dartmouth street . . . . .	. . . . .	. . . . .	. . . . .	2 and hall	5	Occupies the upper story of the Rice school-house.
{ Latin	Dartmouth and Montgomery sts. and Warren ave.	85,560	1830	\$629,000	78 and halls	14	(78) Including rooms for recitation and apparatus.
{ *English High .						19	(66) Including rooms for recitation and apparatus.
{ Girls' High . .	W. Newton street	30,454	1870	273,400	66 and hall	23	
{ Girls' Latin . .						6	Occupies 6 rooms including two class rooms, in Girls' High School building.
*Roxbury High .	Kenilworth street.	6,990	1861	46,000	10	9	
Dorchester High .	Dorchester ave. .	59,340	1870	70,100	6 and hall	6	
Charlestown High	Monument sq. . .	10,247	1848	93,000	10 and hall	7	Remodeled in 1870.
*W. Roxbury High	Elm street, J.P. .	32,262	1867	50,600	5	3	
Brighton High . .	Academy Hill . .	54,448	1841	25,400	5 and hall	3	
E. Boston High .	Meridian street .	13,616	1884	72,500	6 and hall	5	Library and Court-rooms attached to this building.
Total valuation	of High Schools . . . . .	. . . . .	. . . . .	\$1,260,000			

*One additional temporary teacher employed in this school.

EXPENDITURES FOR THE NORMAL, LATIN, AND HIGH SCHOOLS.

Aggregate expenditures made by the Board of School Committee and the Public Building Department of the City Council for the High Schools of the city, during the financial year 1887-8:—

Salaries of Instructors	\$178,479 77
Expenditures for Text-books, Maps, Globes, Drawing Materials, Stationery, etc.	9,329 25
Janitors	11,414 79
Fuel, Gas, and Water	9,593 20
	<hr/>
	\$208,817 01

Public Building Department.

Furniture, Repairs, etc.	14,061 71
	<hr/>
Total expense for High Schools	<u>\$222,878 72</u>

No. of instructors in High Schools, exclusive of temporary teachers, and special instruc- tors in French, German, Physics, Calis- thenics, Drawing, Music, and Military Drill,	100
Salaries paid the same	\$167,864 11
Average amount paid each instructor	\$1,678 64
Temporary teachers employed during the year	13
Salaries paid the same	\$3,447 38
Average number of pupils belonging	3,099
Salaries paid to special instructors in French, German, Physics, and Calisthenics	\$7,168 28
Average cost of each pupil	\$71 92
Average number of pupils to a regular in- structor, including principal	31

¹The original cost of the buildings and land for the various High Schools amounted in the aggregate to about \$1,247,000 the assessed value is \$1,260,000, an increase of about \$13,000.

GRAMMAR SCHOOLS.

Name.	Location.	No. of feet in lot	When built.	Valuation, May, 1887.	No. of rooms.	No. of instructors.	Remarks.
Adams	Belmont sq., E.B. .	21,000	1856	\$78,400	13 and hall.	11	Three primary classes in this building.
Agassiz	Brewer st., J. P. . .	33,518	1849	41,200	6	7	Remodeled in 1871.
Allston	Cambridge st., All.	22,000	1878	55,500	10	"	12 Including one in Auburn School. Occupied March 27, 1879.
Andrew	Dorchester st., S.B.,	24,889	1876	75,000	16	"	15
{ Bennett	Chestn't Hill av., Br.	26,648	1874	67,000	7	"	7
{ Bennett B'ch.	Winship pl., Br. . .	9,605	1886	21,900	6	"	5
Bigelow	Fourth st., S.B. . .	12,660	1850	75,800	14	"	16 Inc. one in Hawes Hall School.
Bowdoin	Myrtle street	4,892	1848	70,700	12	"	10
Brimmer	Common street . . .	11,081	1843	96,000	14	"	15
Bunker Hill . . .	Baldwin st., Ch'n. .	19,660	1866	91,000	14	"	14 Primary School- house on this lot. One primary class.
Chapman	Eutaw st., E.B. . . .	20,500	1850	71,800	13	"	13
Chas. Sumner . . .	Ashland st., W.R. . .	30,000	1877	43,600	10	"	10 One primary class.
Comins	Tremont st., Rox. . .	22,169	1856	80,200	13	"	13
*Dearborn	Dearborn pl., Rox. . .	36,926	1852	54,200	14	"	13
Dillaway	Kenilworth st., Rox.	21,220	1882	100,700	12	"	13
Dor.-Everett . . .	Sumner st., Dor. . . .	43,738	1876	47,300	10	"	11 Old Dor.-Everett School-house on this lot.
Dudley	Dudley st., Rox. . . .	26,339	1874	126,900	14	"	15
Dwight	W. Springfield st. . .	19,125	1857	98,700	14	"	14
{ Eliot	North Bennet st. . . .	11,077	1838	93,000	14	"	21 Inc. two in Pormort School.
{ *Ware	North Bennet st. . . .	6,439	1852	38,000	4 and ward- room.	"	14
Emerson	Prescott st., E.B. . . .	39,952	1865	120,000	16 and hall.	"	14 Inc. one at *Orient Heights. Two pri- mary classes.
Everett	W. Northampton st.	32,409	1860	110,500	14	"	15
Franklin	Ringgold st.	16,439	1859	111,100	14	"	14
Frothingham . . .	Prospect st., Ch'n . . .	22,079	1874	97,600	16	"	13 Four primary classes.
Gaston	East Fifth st., S.B.,	35,353	1872	54,400	14	"	12 Two primary classes.
*George Putnam	Seaver st., Rox.	33,750	1880	37,000	10	"	6 Four primary classes.
Valuation carried forward				\$1,957,500			

* One additional temporary teacher employed in this school.

Grammar Schools. — *Continued.*

Name.	Location.	No. of feet in lot.	When built.	Valuation, May, 1887.	No. of rooms.	No. of instructors.	Remarks.	
<i>Valuation brought forward</i>				\$1,957,500				
Gibson	Columbia, st., Dor.	25,087	1872	53,000	8	8	Inc. one in old Gibson School. Occupies Atherton School-house. Two primary classes.	
*Hancock	Parmenter st.	28,197	1847	85,000	14 and hall.	12	Cushman School-house on this lot.	
Harris	Adams st., Dor.	37,150	1861	35,000	8	“	Two prim'y classes.	
*Harvard	Devens st., Ch'n	16,306	1871	112,400	14	“	One primary class.	
Hillside	Elm st., J.P.	18,613	1858	37,800	6	8	Incl'd'g one in Child-street school. Remodeled in 1870.	
Hugh O'Brien	Dudley st., Rox.	36,954	1887	58,500	14	“	Occupied Sept., 1887.	
Hyde	Hammond street	20,754	1884	80,800	14	“		
Lawrence	B and Third streets, S.B.	14,343	1856	74,300	14	“	Inc. four in Mather.	
Lewis	Sherman st., Rox.	27,850	1868	83,900	12	“		
Lincoln	Broadway, S.B.	24,560	1859	45,300	14	“	Inc. one in Hawes-place Church and two in Benjamin Pope School.	
*Lowell	Centre st., Rox.	35,241	1874	62,400	14	“	One primary class.	
Lyman	Paris st., E.B.	26,200	1870	117,000	14	“	One primary class.	
Martin	Huntington avenue, Rox.	26,800	1885	66,500	14	“	One primary class.	
Mather	Meeting-house Hill, Dorchester	132,500	1872	90,400	10	“	One primary class. Primary School and engine-house on this lot.	
Minot	Neponset avenue, Neponset	31,500	1855	66,300	7	“	8	
Mt. Vernon	Mt. Vernon st., W.R.	22,744	1862	13,100	4	“	6	Including one in Washington-street School.
Norcross	D street, S.B.	12,075	1868	79,700	14	“	15	
Phillips	Phillips street	11,190	1862	100,800	14	“	15	
Pierce	Thetford avenue, Dorchester	29,879	1875	17,400	4	5	Including one in Bailey-street School. One primary class.	
<i>Valuation carried forward</i>				\$3,237,100				

*One additional temporary teacher employed in this school.

Grammar Schools. — *Concluded.*

Name.	Location.	No. of feet. in lot.	When built.	Valuation, May, 1887.	Number of rooms.	Number of instructors.	Remarks.
<i>Valuation</i>	<i>brought forward</i>			\$3,237,100			
*Prescott	Elm street, Ch'n . .	16,269	. .	47,100	10 and hall	10	
Prince	Exeter street . . .	22,960	1875	143,500	12 "	10	Three primary classes.
Quincy	Tyler street	12,413	1847	99,700	14 "	12	One primary class.
*Rice	Dartmouth street .	27,125	1869	145,500	14 "	12	Upper story occu- pied by Normal School.
Sherwin	Madison sq., Rox. .	32,040	1870	104,200	16 "	12	Five prim'y classes.
Shurtleff	Dorchester st., S.B.	40,553	1869	131,500	14 "	15	
Stoughton	River st., Dor. . .	29,725	1856	23,600	8	8	Inc. one in *Bailey- st. School. Two primary classes.
Tileston	Norfolk st., Dor. .	83,640	1868	40,000	8 "	3	Two prim'y classes.
Warren	Summer st., Ch'n .	14,322	1867	80,000	14 "	14	One primary class.
Wells	Blossom street . . .	10,770	1868	97,000	10 "	10	Inc. one in Blossom- street School.
Winthrop	Tremont street . . .	16,100	1855	190,806	14 "	19	Inc. two in Starr- King and one in East-st. School.
Total valuation	of Grammar Schools			\$4,340,000			

*One additional temporary teacher employed in this school.
[One of the Grammar instructors now teaches in a hired room.]

EXPENDITURES FOR THE GRAMMAR SCHOOLS.

Aggregate expenditures made by the Board of School Committee and the Public Building Department of the City Council, for the Grammar Schools of the city, for the financial year 1887-8:—

Salaries of instructors	\$664,004 51
Expenditures for Text-books, Maps, Globes, Writing and Drawing Materials, Station- ery, etc.	33,521 07
Janitors	48,151 90
Fuel, Gas, and Water	32,943 58
	<hr/>
	\$778,621 06

Public Building Department.

Rent, Furniture, Repairs, etc.	135,607 07
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Total expense for Grammar Schools	<u>\$914,228 13</u>
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Number of instructors in Grammar Schools, exclusive of temporary teachers, Sewing instructors, and special instructors in Drawing and Music	657
Salaries paid the same	\$644,313 56
Average amount paid each instructor	\$980 69
Temporary teachers employed during the year.	34
Salaries paid the same	\$3,569 88
Average number of pupils belonging	30,840
Average cost of each pupil	\$29 64
Average number of pupils to an instructor, including principal, and exclusive of spe- cial instructors above mentioned	47

Thirty instructors in Sewing were employed, who taught 219 divisions. The salary paid varies according to the number of divisions taught. Total amount paid to Sewing instructors, \$16,121.07; average amount paid to each instructor, \$537.37.

PRIMARY SCHOOLS.

Name.	Location.	No. of feet in lot.	When built.	Valuation, May, 1887.	No. of rooms.	No. of instructors.
* Adams	Belmont sq., E. B.					3
Adams street	Dorchester	44,555	1861	\$5,600	2	1
Andrews	Genesee st.	5,393	1848	24,000	3	3
Appleton street		18,454	1870	84,300	12	8
*Atherton	Columbia st., Dor.				8	2
Auburn	School st., Br.	12,340		11,500	4	3
Austin	Paris st., E. B.	5,360	1849	24,800	6	5
Avon place	Roxbury	10,057	1851	16,000	4	4
Bailey street	Dorchester	21,838	1880	5,200	4	1
Baker street	West Roxbury	10,464		2,500	1	1
Baldwin	Chardon court	6,139	1864	39,000	6	3
Bartlett street	Roxbury	7,627	1846	30,600	6	5
Benjamin Pope	O st., S. B.	20,000	1883	52,000	8	6
*Bunker Hill	Baldwin st., Ch'n					1
Bunker Hill Pr.	Charles st., Ch'n			15,000	8	8
|| " " street	Cor. Tufts st., Ch'n	2,127		5,600	2	
Canterbury street	West Roxbury	20,121		4,800	2	2
Capen	Sixth st., S. B.	12,354	1871	36,200	6	6
† Centre street	West Roxbury	5,644		5,500	2	1
*Charles Sumner	Ashland st., W. R.					1
Chestnut avenue	Jamaica Plain	13,733		6,400	2	2
Child street	Jamaica Plain	26,374		12,600	2	†
Clinch	F street, S. B.	13,492	1871	40,800	6	6
Common street	Charlestown	7,001		20,400	6	3
Concord street	W. Concord st.	10,756	1845	76,100	10	10
Cook	Groton street	8,177	1852	25,000	6	5
Cross street	Charlestown	1,708		6,400	2	2
Cushman	Parmenter street		1867	97,000	16	14
Cyrus Alger	Seventh st., S. B.	16,560	1880	66,600	8	8
Dorchester ave.	Dorchester	27,808	1883	20,000	4	2
Drake	C street, S. B.	10,260	1869	40,300	6	5

* In Grammar building.

† One additional temporary teacher employed in this school.

‡ Occupied by a grammar class and private cooking-school.

|| Unoccupied since Dec. 1, 1887.

Primary Schools. — *Continued.*

Name.	Location.	No. of feet in lot.	When built.	Valuation, May, 1887.	No. of rooms.	No. of instructors.
†East street		7,140	1866	\$61,000	9	5
*Emerson	Prescott st., E. B.					2
Emerson	Poplar street	5,924	1861	35,700	6	6
Eustis st.	Roxbury	13,534	1848	22,000	4	3
†Everett	Pearl st., Bri.	44,237		7,500	2	0
‡Florence street	Roslindale	25,030		6,800	2	1
Fourth street	Cor. Dorch'r st.				2	2
Francis street	Roxbury	12,074	1853	24,200	6	3
Freeman	Charter street	5,247	1868	39,000	6	6
Fremont place	Charlestown	7,410		6,700	1	1
*Frothingham	Prescott st., Ch'n					4
*Gaston	L, cor. Fifth } st., S.B. }					2
*George Putnam	Seaver st., Rox.					4
George street	Roxbury	18,894	1861	51,200	6	5
Gibson	School st., Dor.	44,800	1857	25,600	6	2
Glen Road	Dorchester	25,827	1880	6,500	2	1
Grant	Phillips st.	3,744	1852	26,500	4	3
Green street	Jamaica Plain	11,627		8,600	2	2
*Harris	Adams st., Dor.					2
*Harvard	Deves st., Ch'n					1
Harvard Hill	Harvard st., Ch'n	4,645		22,400	8	8
Haverhill street	Charlestown	5,399		5,900	2	2
Hawes Hall	Broadway S.B.	16,647	1823	55,500	8	7
Heath street	Roxbury	10,669	1857	6,200	2	2
Hobart street	Faneuil	10,000	1884	6,800	2	1
Howard ave.	Dorchester	29,090	1882	60,000	6	4
Howe	Fifth st., S.B.	12,494	1874	48,700	8	7
Ingraham	Sheafe st.	2,354	1843	16,000	3	2
Joshua Bates	Harrison ave.	19,977	1884	60,000	8	6
*Lowell	Centre st., Rox.		1884			1
Lucretia Crocker	Parker st., Rox.	30,000	1884	63,500	8	8
*Lyman	Paris st., E.B.					1
*Martin	Huntington } ave., Rox. }					1

* In Grammar building.

† Unoccupied since October, 1887.

‡ One additional temporary teacher employed in this school.

Primary Schools. — *Continued.*

Name.	Location.	No. of feet in lot.	When built.	Valuation, May, 1887.	No. of rooms.	No. of instructors.
Mather	Broadway, S. B. .	10,160	1842	\$55,800	12	7
*Mather	Meet'g house Hill,					1
Mead street	Charlestown	5,857	1847	18,500	4	4
Medford street . .	"	12,200	1886	24,400	4	3
Moulton street . .	"	8,130		23,300	4	4
Mt. Pleasant av. .	Roxbury	9,510	1847	9,300	2	2
Munroe street . . .	"	11,910	1854	10,800	2	2
North Harvard st.	Brighton	20,750		17,100	4	2
Oak square	"	9,796		5,200	2	1
Old Dor.-Everett.	Sumner st., Dor.,		1855	11,500	7	4
Old Dor. High. . .	Dorch'ter ave. "	34,460		5,700	4	3
Old Mather	Meet'g-house Hill,		1856	11,600	6	5
Orient Heights. . .	East Boston	24,000	1883	10,400	3	1
Parkman	Silver st., S. B. . . .	5,306	1848	23,200	6	5
Phillips street . .	Roxbury	20,595	1867	60,300	8	8
*Pierce	Thetf 'd ave., Dor.					1
Polk street	Charlestown	12,143	1878	32,800	6	6
Poplar street . . .	Roslindale	7,842	1852	2,200	2	1
Pormort	Snelling place	4,373	1855	19,400	6	4
*Prince	Exeter street					3
Princeton street .	East Boston	17,500	1874	55,300	8	7
*Quincy	Tyler street.					1
Quincy street . . .	Dorchester	20,000	1882	6,000	2	2
Quincy street . . .	Roxbury	23,453	1875	31,400	8	4
Roxbury street. . .	"	14,147	1874	49,100	8	8
Rutland street . . .	. . . . .	7,850	1851	36,800	6	4
Savin Hill	Dorchester	20,060	1884	10,000	2	2
Sharp	Anderson street	5,611	1824	43,300	6	5
*Sherwin	Madison sq., Rox.					5
Simonds	Broadway, S. B.		1840	18,500	3	3
Skinner	Fayette street	5,238	1870	45,700	6	6
Smith street	Roxbury	6,952	1849	5,800	2	2
Somerset street . .	. . . . .	6,300	1824	53,500	4	3
Starr King	Tennyson street. . . .	11,095	1870	102,700	10 and hall	3

* In Grammar building.

Primary Schools. — *Concluded.*

Name.	Location.	No. of feet in lot.	When built.	Valuation, May, 1857.	No. of rooms.	No. of instructors.
*Stoughton	River st., Dor.					2
Tappan	Lexington street, E. B.	11,500		\$50,400	8	6
Thomas street . . .	Jamaica Plain	10,754		8,200	3	3
Thornton street . .	Roxbury	6,640	1847	6,500	2	2
Ticknor	Washington Vil. . . .	11,486	1865	50,700	12	10
*Tileston	Norfolk st., Dor. . . .					2
Tuckerman	City Point, S.B. . . .	11,655	1850	15,500	6	6
Tyler street		3,900	1855	40,200	6	6
Union street	Brighton	67,280		10,000	2	1
Vernon street . . .	Roxbury	7,675	1849	10,900	4	4
Wait	Shawmut ave.	16,341	1860	98,100	8	7
Walnut street . . .	Neponset	22,790	1856	22,500	7	4
*Warren	Summer st., Ch'n. . . .					1
Washington street	Forest Hills	27,450		5,900	2	1
† Wash'gton street	Germantown	13,159		4,300	2	0
Washington st., near Green	Jamaica Plain	12,491		5,500	2	2
Way street		2,508	1850	17,500	3	3
Webb	Porter st., E.B. . . .	7,492	1853	23,700	6	5
Webster	Webster pl., Bri. . . .	19,761		11,500	4	3
Webster street . .	East Boston	5,036	1852	22,500	6	6
Weston street . . .	Roxbury	14,973	1877	55,000	8	8
Winchell	Blossom street	13,540	1885	102,000	12	10
Winship	Winslip pl., Bri. . . .	24,259	1861	13,000	4	4
Winthrop street . .	Roxbury	9,775	1857	10,900	4	4
† Yeoman street . .	Roxbury	18,200	1870	63,600	12	9
Total valuation of Primary Schools				\$2,888,500		

* In Grammar building.

† One additional temporary teacher employed in this school.

In addition to the foregoing the following rooms have been hired for the use of eleven Primary classes and one Grammar class. Rent and taxes paid for the same and also for the rooms occupied by the East Boston Evening Drawing School and for military drill during the year amounted to \$5,193.83 : —

Name.	Location.	No. of rooms.	No. of instructors.	Remarks.
Bank Building . .	E street, corner Broadway, S.B.	1	1	Rent \$500 per annum and taxes.
Murray Chapel . .	400 Bunker Hill st., Charlestown . .	1	1	Rent \$350 per annum.
Carey Hall	Clarendon Hills . .	1	1	Rent \$300 per annum.
*Gaston Branch . .	L and Emerson sts.	1	. . . . .	Rent \$400 per annum.
Hillside " . .	203 & 205 Green st.	1	1	Rent \$250 per annum.
Lincoln " . .	Hawes place . . .	2	2	Rent \$360 per annum and water tax.
Boylston Chapel . .	Danforth st., J.P. .	1	1	Rent \$200 per annum.
*Pierce Branch . .	Armandine st., Dor.	2	2	Rent \$300 per annum.
*Day's Chapel . . .	Parker st., Rox. . .	1	. . . . .	Rent \$350 per annum.
Stoughton Branch .	I.O.O.F. Building,	1	1	Rent \$400 per annum.
" " . .	Fuller st.	2	. . . . .	Rent \$600 per annum. Unoccupied since June 1887.
East Boston Evening Drawing School	Stevenson's Block.	5	4	Rent \$940 per annum.
Drill Hall, Roxbury High School . . .	Bacon's Hall . . .	1	. . . . .	Rent \$350 per annum.

* One additional temporary teacher employed in this school.

EXPENDITURES FOR THE PRIMARY SCHOOLS.

Aggregate expenditures made by the Board of School Committee, and the Public Building Department of the City Council, for the Primary Schools of the city for the financial year 1887-8 :—

Salaries of instructors	\$326,981 56
Expenditures for Text-books, Charts, Writing and Drawing Materials, Stationery, etc.	6,985 27
Janitors	37,136 54
Fuel, Gas, and Water	24,679 48
	<hr/>
	\$395,782 85

Public Building Department.

Rent, Furniture, Repairs, etc.	83,836 57
	<hr/>
Total expense for Primary Schools	\$479,619 42
	<hr/> <hr/>

Number of instructors in Primary Schools, exclusive of temporary teachers and special assistants	465
Salaries paid the same	\$321,483 08
Average amount paid to each instructor	\$691 36
Temporary teachers employed during the year	27
Salaries paid the same	\$3,009 48
Special assistants employed during the year	37
Salaries paid the same	\$2,489 00
Average number of pupils belonging	24,284
Average cost of each pupil	\$19 75
Average number of pupils to an instructor	52

The original cost of the various buildings, with the land, used for Grammar and Primary Schools, to May 1, 1887, amounted in the aggregate to about \$6,332,800; the assessed value May 1, 1887, was \$7,228,500, — an increase of about \$895,700.

SPECIAL SCHOOLS.

HORACE MANN SCHOOL FOR THE DEAF.

Name.	Location.	No. feet in lot.	When built.	Valuation May, 1887.	No. rooms.	No. instructors.
Horace Mann .	Warrenton street . . .	3,078	1854	\$30,000	*6	9

* Occupies two rooms in Appleton-street school-house.

The expenses of the school were as follows : —

Salaries of instructors	\$8,117 75
Expenses for books, stationery, etc.	149 43
Janitor	449 00
Fuel, water, and gas	263 77
	<u>\$8,979 95</u>

Public Building Department.

Furniture, repairs, etc.	454 62
Total expense for the school	<u>\$9,434 57</u>

Average number of pupils belonging	72
Average number of pupils to an instructor	8
Average cost of each pupil	\$131 04

The city receives from the State \$100 for each city pupil, and \$105 from each out-of-town pupil. The amount received from this source, the past year, was \$6,847.16.

MANUAL TRAINING SCHOOLS.

The expenses of these schools were as follows : —

Salaries of instructors	\$2,326 33
Fuel, gas, and water	41 02
Lumber, hardware, kitchen materials, etc.	702 57
	<u>\$3,069 92</u>
Public Building Department, repairs, etc.	356 12
Total expense for these schools	<u>\$3,426 04</u>

EVENING SCHOOLS.

Name.	Location.	Av. No. of instructors.	Remarks.	
High	Montgomery street.	21	In High School building.	
Bigelow School-house .	Fourth street, South Boston	8		
Comins "	Tremont street, Roxbury	7		
Dearborn "	Dearborn place, Roxbury	5		
Eliot "	North Bennet street	10		
Franklin "	Ringgold street	12		
Lincoln "	Broadway, South Boston	6		
Lyman "	Paris street, East Roston	8		
Phillips "	Phillips street	4		
Quincy "	Tyler street	7		
Sherwin "	Madison square, Roxbury	4		Established for instruction in English to German pu- pils.
Warren "	Summer street, Charlestown	10		
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	5	Hired at an ex- pense of \$940 per annum.
East Boston	Stevenson's Block, Central square	4	
Roxbury	Municipal Court building	4	
Tennyson street	Starr King School-house	5	
Warren avenue	Latin School-house	5	

EVENING SCHOOLS.

Salaries of instructors	\$28,211 50
Expenses for Books, Stationery, etc. .	802 68
Janitors	1,532 27
Fuel and Gas	2,097 98
	<hr/>
	\$32,644 43

Public Building Department.

Repairs, Furniture, etc.	668 52
	<hr/>
Total expense for Evening Schools .	\$33,312 95

Average number belonging, including the High School, 3,359.

Average number of instructors, 114.

Average cost of each pupil for the time, \$9.92.

EVENING DRAWING SCHOOLS.

Salaries of instructors	\$9,103 00
Drawing Materials, Stationery, Models, Boards, etc.	536 85
Janitors	262 50
Fuel and Gas	980 03
	<hr/>
	\$10,882 38

Public Building Department.

Repairs, Furniture, etc.	1,375 77
	<hr/>

Total expense for Evening Drawing Schools	12,258 15
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Number of instructors, 23.

Average number belonging, 557.

Average cost of each pupil for the time, \$22.01.

Aggregate expense for all Evening Schools,	<hr/> <hr/>
	\$45,571 10

EXPENDITURES FOR OFFICERS AND SPECIAL INSTRUCTORS.

Salaries paid Superintendent, Supervisors, Secretary, Auditing Clerk, Assistant Clerks, and Messengers	\$38,308 00
Salaries paid sixteen Truant-officers	19,300 00
“ “ five Music Instructors	13,200 00
Salary paid Drawing Director	3,000 00
“ “ Instructor in Hygiene	3,000 00
Salaries paid Military Instructor and Armorer, Stationery and Record-Books for School Committee and Officers, and office ex- penses	2,160 00 394 75
Fuel, Gas, and Water	534 22
Total	<u>\$79,896 97</u>

INCIDENTAL EXPENSES.

These expenditures are made for objects not chargeable to any particular school, and consist chiefly of expenses for delivering supplies, printing, advertising, festival, board of horse, carriage-hire, tuning of pianos, and other small items; —

Annual Festival	\$1,906 67
Board of horse, with shoeing expenses and sundry repairs of vehicles and harness	690 50
Carriage-hire	35 50
Advertising	172 37
Census of School Children	1,000 00
Printing Census-Books	24 50
Printing, Printing-Stock, Binding, and Postage	4,964 76
Diplomas	1,307 85
Extra Labor and Clerk-hire	96 00
Military Drill, Sundry Repairs, and Trans- portation Expenses of Instructor	260 88
Teaming and Expressage, including fares	118 81

Tuning and repairing pianos	\$1,229 50
Expenses, delivering supplies for the year	4,852 89
Subscriptions to newspapers	21 00
District Telegraph, rent of Telephone	126 32
Rent of halls for Exhibitions	25 00
Messenger expenses, Car and Ferry tickets,	571 13
Refreshments, School Committee	29 00
Flowers, funeral Hon. T. J. Dacey	78 46
Twine, Frames, sundry small repairs, etc.	36 85
Sundry small items	22 20
	<hr/>
Total	<u>\$17,570 19</u>

SPECIAL EXPENDITURES BY PUBLIC BUILDING AND CITY
ARCHITECT'S DEPARTMENTS.

Bennett Branch Grammar School-house, furnishing	\$1,243 09
Martin Grammar School-house	8,338 52
Hugh O'Brien Grammar School-house	16,126 31
Hugh O'Brien Grammar School-house, furnishing	6,850 91
New Grammar School-house, South Boston,	30,000 00
New High School-house, Roxbury	45,849 86
New Horace Mann School-house	12,798 43
New Primary School-house, Ashmont District	4,970 69
Joshua Bates Primary School-house	500 00
Medford-street Primary School-house	1,198 09
	<hr/>
Total special expenditures	\$127,875 90
Income, account special expenditures	10,773 25
	<hr/>
Net special expenditures, Public Building and City Architect's Departments,	<u>\$117,102 65</u>

RECAPITULATION.

TOTAL EXPENDITURES.

School Committee.

High Schools,	per detailed statement,	\$208,817 01
Grammar Schools,	“ “	778,621 06
Primary Schools,	“ “	395,782 85
Horace Mann School	“ “	8,979 95
Manual Training Schools	“ “	3,069 92
Evening Schools,	“ “	32,644 43
Evening Drawing Schools,	“ “	10,882 38
Officers and Special Instructors,	per detailed statement	79,896 97
Incidentals,	per detailed statement	17,570 19
		<hr/>
		\$1,536,264 76
Less stock delivered during the year to schools, purchased previous to April 1, 1887		715 78
		<hr/>
		\$1,535,548 98
From Income Gibson Fund, expended for Dorchester Schools		1,004 01
		<hr/>
Gross expenditure		\$1,536,552 99
Less income		37,092 81
		<hr/>
Net Expenditure, School Committee		\$1,499,460 18

Public Building Department.

High Schools	\$14,061 71
Grammar Schools	135,607 07
Primary “	83,836 57
Horace Mann School	454 62
Manual Training Schools	356 12
Evening Schools	668 52
Evening Drawing Schools,	1,375 77
	<hr/>
<i>Carried forward,</i>	\$236,360 38
	<hr/>
	\$1,499,460 18

<i>Brought forward,</i>	\$236,360 38	\$1,499,460 18
Expenses not chargeable to any particular school	6,747 51	
Gross expenditure	\$243,107 89	
Less income	221 00	
Net expenditure, Building Department,		242,886 89
Total ordinary expenditure		\$1,742,347 07

SPECIAL EXPENDITURES.

*Public Building and City Architect's
Departments.*

High School, new building,	\$45,849 86	
Grammar Schools, new buildings	62,558 83	
Primary Schools, new buildings	6,668 78	
Horace Mann School, new building	12,798 43	
Total	\$127,875 90	
Less income	10,773 25	
Net special expenditure		117,102 65
Net expenditure for the Public Schools,		<u>\$1,859,449 72</u>

INCOME.

School Committee.

From State, for Deaf-Mute Scholars	\$6,847 16
non-residents	6,808 72
Gibson Fund	1,015 25
Smith "	386 00
Stoughton Fund	212 00
other sources	21,633 75
Sale of books	105 41
rebate, Boston Gas-Light Company	84 52
Total income School Committee	<u>\$37,092 81</u>

Public Building Department.

Amount received from rents collected	\$101 00	
Amount received from miscel- laneous sources	120 00	
	<hr/>	\$221 00
		<hr/> <hr/>

Received on Special Expenditures.

Interest	\$537 25	
Revenue derived from sale of school-houses	10,236 00	
	<hr/>	\$10,773 25
		<hr/> <hr/>

SCHOOLS. — ESTIMATES, 1888-89.

SCHOOL COMMITTEE,
OFFICE OF ACCOUNTS, February 14, 1888.

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, 1888, and ending April 30, 1889, exclusive of the expenses for furniture, repairs, alterations, and the building of school-houses.

Very respectfully yours,

EDWIN H. DARLING,
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
21 "	" 2,880	60,480
2 Junior Masters	" 2,016	4,032
3 " "	" 1,728	5,184
1 " Master	" 1,584	1,584
4 " Masters	" 1,440	5,760
2 " "	" 1,296	2,592
3 " "	" 1,152	3,456
1 " Master	" 1,008	1,008

 \$113,112
Second Grade.

38 Masters	at \$2,880	\$109,440
4 "	" 2,820	11,280
2 "	" 2,760	5,520
4 "	" 2,700	10,800
3 "	" 2,640	7,920
1 Sub-Master	" 2,496	2,496
1 " "	" 2,436	2,436
11 " Masters	" 2,280	25,080
5 " "	" 2,220	11,100
1 " Master	" 2,160	2,160
2 " Masters	" 2,040	4,080
2 " "	" 1,980	3,960
1 " Master	" 1,920	1,920
4 " Masters	" 1,860	7,440
4 " "	" 1,800	7,200
4 " "	" 1,740	6,960
1 " Master	" 1,680	1,680
3 " Masters	" 1,620	4,860
4 " "	" 1,560	6,240

 232,572
Third Grade.

1 Assistant Principal	at \$1,800	\$1,800
3 First Assistants	" 1,620	4,860
1 Second Assistant	" 1,380	1,380
1 " "	" 1,284	1,284

 Carried forward \$9,324

 \$345,684

<i>Brought forward</i>	.	.	.	.	.	\$9,324	\$345,684
8 Assistants	.	.	.	.	at \$1,380	11,040	
1 Assistant	.	.	.	.	" 1,332	1,332	
2 Assistants	.	.	.	.	" 1,284	2,568	
11 "	.	.	.	.	" 1,236	13,596	
3 "	.	.	.	.	" 1,140	3,420	
1 Assistant	.	.	.	.	" 1,092	1,092	
4 Assistants	.	.	.	.	" 1,044	4,176	
3 "	.	.	.	.	" 996	2,988	
2 "	.	.	.	.	" 948	1,896	
5 "	.	.	.	.	" 900	4,500	
4 "	.	.	.	.	" 852	3,408	
4 "	.	.	.	.	" 804	3,216	
3 "	.	.	.	.	" 756	2,268	

64,824

Fourth Grade.

1 First Assistant	.	.	.	.	at \$1,380	\$1,380	
59 " Assistants	.	.	.	.	" 1,080	63,720	
3 " "	.	.	.	.	" 1,044	3,132	
5 " "	.	.	.	.	" 1,008	5,040	
3 " "	.	.	.	.	" 972	2,916	
3 " "	.	.	.	.	" 936	2,808	
84 Second	"	.	.	.	" 816	68,544	
9 " "	.	.	.	.	" 804	7,236	
10 " "	.	.	.	.	" 792	7,920	
16 " "	.	.	.	.	" 780	12,480	
9 " "	.	.	.	.	" 768	6,912	
271 Third	"	.	.	.	" 744	201,624	
27 " "	.	.	.	.	" 696	18,792	
22 " "	.	.	.	.	" 648	14,256	
23 " "	.	.	.	.	" 600	13,800	
24 " "	.	.	.	.	" 552	13,248	
20 " "	.	.	.	.	" 504	10,080	
15 " "	.	.	.	.	" 456	6,840	
289 Fourth	"	.	.	.	" 744	215,016	
28 " "	.	.	.	.	" 696	19,488	
23 " "	.	.	.	.	" 648	14,904	
21 " "	.	.	.	.	" 600	12,600	
24 " "	.	.	.	.	" 552	13,248	
24 " "	.	.	.	.	" 504	12,096	

Carried forward \$748,080

\$410,508

<i>Brought forward</i>	\$748,080	\$410,508
17 Fourth Assistants at \$456	7,752	
25 Temporary Teachers, 50 days	2,325	
30 Special Assistants, 50 days	1,500	
	<hr/>	759,657

Special Grade.

School on Spectacle Island: —

Instructor		400
Special Teacher of Illustrative Drawing, Penmanship, etc., Normal School		828

Sewing: —

30 Instructors; 222 Divisions		16,380
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High Schools: —

Director of Modern Languages	\$3,000	
2 Assistants	2,000	
	<hr/>	5,000

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
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Hygiene: —

1 Instructor		3,000
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Chemistry: —

Girls' High, 1 Instructor	\$1,380	
Girls' High, 1 Laboratory Assistant	744	
	<hr/>	2,124

<i>Carried forward</i>		<hr/> <hr/> \$1,222,397
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<i>Brought forward</i>		\$1,222,397	
Physical Culture:—			
Girls' High, 1 Instructor	\$960		
Girls' Latin, 1 Instructor	492		
		<u>1,452</u>	
Military Drill:—			
Instructor	\$1,500		
Armorer	660		
		<u>2,160</u>	
Manual Training Schools:—			
Instructors			4,300
Evening High School:—			
Head-master, 22 weeks	\$1,100		
21 Assistants, 22 weeks	9,240		
Clerk	440		
		<u>10,780</u>	
Evening Elementary Schools:—			
13 Principals, 22 weeks	\$5,720		
83 Assistants, 22 weeks	13,695		
		<u>19,415</u>	
Evening Drawing Schools:—			
2 Masters, 66 evenings	\$1,320		
4 Head Assistants, 66 evenings	1,584		
17 Assistants, 66 evenings	5,610		
5 Curators	660		
		<u>9,174</u>	
Total for Instructors			<u>\$1,269,678</u>

SALARIES OF OFFICERS.

Superintendent	\$4,200
6 Supervisors at \$3,780	22,680
Secretary	2,880
Auditing Clerk	2,880
Assistants	2,320
Copyist	1,000
Assistant in offices, School Department	600
Messengers	1,820
16 Truant-Officers	19,800
Total for Officers	<u>\$58,180</u>

INCIDENTALS.

Text-books,	}	. . . . .	\$44,000
Reference books,			
Exchange of Books			
Books for Supplementary Reading			2,500
Annual Festival			2,000
Globes, Maps, and Charts			750
Musical Expenses : —	}	. . . . .	1,800
Instruments,			
Repairs and Covers			
Printing and Stock used for same			5,600
Philosophical, Chemical, and Mathematical Apparatus and Supplies			2,100
School Census			1,100
Stationery, Drawing-Materials, and Record-Books			12,000
Slates, Diplomas, Racks, Pencils, Erasers, etc.			3,400
Advertising			250
Military Drill : —			
Arms, Repairs, etc.			400
Fuel, Gas, and Water			77,000
Removing snow and fumigating school-houses			3,000
Salaries of Janitors			99,500
Janitors', and other supplies			3,500
Cost of work for delivering supplies, including salaries, expenses of teaming, repairs, repairing apparatus, etc.,			5,200
Cost of supplies for Manual Training Schools			1,500
Miscellaneous, including sewing-materials, teaming, extra labor, horse and carriage expenses, postage, car and ferry tickets, receiving coal, and sundry items			2,400
			<hr/>
Total for Incidentals			\$268,000
			<hr/> <hr/>

In addition to the usual items asked for, an appropriation of \$20,000 is requested for the support of public Kindergartens during the year. The School Committee of 1887 carefully considered this subject, and, being of the opinion that the Kindergarten system of instruction should be incorporated as a part of the public school system, requested the committee having charge of the preparation of these estimates to include the sum stated in the estimates for the financial year 1888-89

\$20,000

RECAPITULATION.

Salaries of Instructors	\$1,269,678
Salaries of Officers	58,180
Incidentals	268,000
Kindergartens	20,000
	<hr/>
	\$1,615,858
	<hr/>

INCOME.

Non-residents, State and City	\$13,000
Trust Funds, and other sources	15,000
	<hr/>
	\$28,000
	<hr/>

The estimated amount required for salaries of instructors the coming year is \$1,269,678, — an increase, as compared with the amount granted for the present year, of \$27,590.

The amount required to pay the salaries of instructors the present year will be about \$26,000 in excess of what it was in 1886-87. It is expected that the increase for the coming year over the present, will equal if not exceed this amount. This increase comes from the growth of the schools, and not from any increase in salaries.

For the past few years the large increase in the number of pupils attending the various High Schools has been an important factor in increasing the amount required for salaries of instructors. Five years ago 2,044 pupils were in attendance; while last year 2,944 attended, — an increase of nearly forty-five per cent. or an average increase of about nine per cent. per annum.

The ratio of increase in the number of High-school pupils the past five years is about five times as great as is recorded in the Grammar and and Primary grades.

The amount required for salaries of officers (\$58,180) is just the amount paid to the persons now employed.

The expense for text-books under the free text-book law is not so great as was expected, less than \$34,000 being sufficient for this purpose for each of the past two years.

The estimated cost for text-books and reference-books during the coming year is \$44,000, it being expected that a very much larger number of books worn out will have to be replaced than was the case during either of the past two years.

The sum of \$77,000 is asked for fuel, gas, and water

About twelve thousand tons of coal and two hundred cords of wood will be required. The estimated price of the coal is \$5.50 per ton, which is about the average contract price the present year. The wood will cost about \$1,500, and gas and water about \$9,500, making the \$77,000 asked for.

The amount required for salaries of janitors is \$99,500, which is about \$500 more than the cost of this item the present year.

A careful examination of the other items under the head of school expenses would seem to be alone sufficient to guarantee the granting of the full amounts requested.

The committee having charge of the preparation of these estimates have considered all the items carefully, and are of the opinion that the total sum asked for is needed and should be granted.

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; with this exception, viz., that the amount granted for establishing and carrying on the Kindergarten system of instruction shall not be used for any other purpose.

For the Committee on Accounts,

EDWIN H. DARLING,
Chairman.

For the Committee on Supplies,

NAHUM CHAPIN,
Chairman.

His Honor the Mayor, under date of February 28, 1888, approved the estimates to the extent of \$1,548,180.

The Committee on Schools and School-houses received the estimates with the Mayor's approval, and recommended that the sum of \$1,568,180 be allowed, under date of March 23, 1888.

The final committee on the appropriations recommended that the following sums be granted:—

Salaries of instructors	\$1,269,678
Salaries of officers	58,180
School expenses	210,322
Kindergartens	20,000
	\$1,558,180

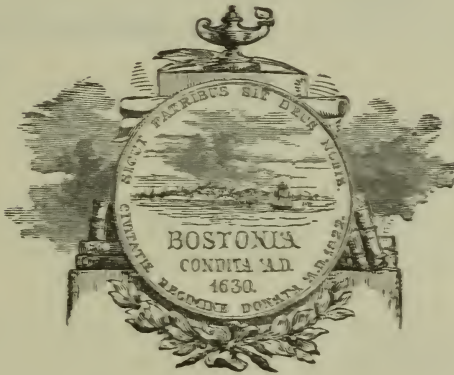
The above amount included in the appropriation bill was voted by both branches of the City Council, and signed by the Mayor, June 2, 1888, with authority to transfer limited to that of salaries of officers to school expenses.

SCHOOL DOCUMENT NO. 9 — 1888.

ANNUAL REPORT

OF THE

COMMITTEE ON TEXT-BOOKS.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1888.

IN SCHOOL COMMITTEE,
BOSTON, May 22, 1888.

Ordered to be printed.

Attest :

PHINEAS BATES,
Secretary.

REPORT.

IN SCHOOL COMMITTEE,
BOSTON, May 22, 1888.

The Committee on Text-Books, in accordance with the Rules, submit their annual report.

In deciding the question of changes in text-books they have given due consideration to the important item of expense. They recognize fully the necessity for practising a wise economy in all departments of the school-service. The changes recommended are such only as, in the opinion of the committee, the best interests of the schools seem to require. The committee ask for further time in which to present their recommendations on supplementary reading, and on a text-book in history for the High Schools.

The committee recommend the passage of the following orders.

For the Committee,

JOHN G. BLAKE,
Chairman.

1. *Ordered*, That Meiklejohn's Rhetoric be authorized for use as a text-book in the High Schools in place of Hill's Rhetoric.

2. *Ordered*, That Sharpless and Phillips's Astronomy be authorized for use as a text-book in the High Schools in place of Kiddle's Astronomy.

3. *Ordered*, That Wells's Geometry be authorized for use as a text-book in the High Schools in place of Bradbury's Elementary Geometry.

4. *Ordered*, That Bradbury's Elementary Geometry be authorized for use as a text-book in the Evening High School.

5. *Ordered*, That Swinton's Outlines of the World's History be dropped from the list of authorized text-books in the High Schools.

6. *Ordered*, That the use of Sauveur's Petites Causeries be authorized for use the present year in the English High School in addition to the High Schools in which it is now authorized.

7. *Ordered*, That About's La Mère de la Marquise, Daudet's Le Siège de Berlin, Goethe's Prose, Schiller's Prose, and Stein's German Exercises be authorized for use as text-books in the Latin and High Schools.

8. *Ordered*, That Bultfinch's Age of Fable be authorized for use as a text-book in the Latin Schools in place of Beren's Handbook of Mythology.

9. *Ordered*, That Swinton's Geographies be authorized for use as text-books in the schools of Charlestown in place of Guyot's Geographies.

10. *Ordered*, That Tweed's Grammar for Common Schools be authorized for use as a text-book in the first and second classes of the Grammar Schools in place of Swinton's New Language Lessons.

11. *Ordered*, That authorized supplementary reading-books of similar grades may be used in place of the regular text-books in reading in the first and second classes of the Grammar Schools.

12. *Ordered*, That Harper's Copy-books and Appleton's Writing-books be authorized for use as text-books in the Grammar Schools.

13. *Ordered*, That Yaggy's Anatomical Chart be authorized for use in the public schools, and that not more than thirty-seven copies of the chart be purchased this year.

14. *Ordered*, That Section 295 of the Regulations be amended by inserting after the words "as are needed" in the third line, the words "in the opinion of the Committee on Normal School."

15. *Ordered*, That the Committee on Text-books be granted further time to present their report on supplementary reading, and their recommendation of a text-book in history for the High Schools.

SCHOOL DOCUMENT NO. 10 — 1888.

RULES

OF THE

SCHOOL COMMITTEE

AND

REGULATIONS OF THE PUBLIC SCHOOLS

OF THE

CITY OF BOSTON.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1888.

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TERMS USED IN THE RULES AND REGULATIONS.

Board. — This word, used alone, applies only to the School Committee as a body.

Board of Supervisors. — This term is always printed in full, and is applied to the Superintendent and the Supervisors when acting as an organized body.

Supervisor. — One of the Board of Supervisors acting as an individual. The Superintendent is not a Supervisor; but he is a member and the chairman of the Board of Supervisors.

Principal. — A Head-master, Master, Sub-master, or First Assistant in charge of a school or district.

High Schools. — This term includes the Public Latin Schools, as well as all the other High Schools, except the Normal.

Division. — Several districts grouped together in charge of a committee of the Board.

Division Committee. — Three or five members of the Board in charge of a division.

Committee in Charge. — Applied in a general sense to the Committee on the Normal School, the Committee on High Schools, a Division Committee, or to any other committee in charge of one or more schools.

District. — A Grammar School, with the Primary Schools attached to it. The word is used in no other sense in the Rules and Regulations.

School Officers. — Applied to the Superintendent, Supervisors, Secretary, and Auditing Clerk.

Rules. — Applied only to the duties of the members of the Board.

Regulations. — Applied to the duties of all school officers, instructors, and other persons in the service of the Board.

RULES

OF THE

BOARD OF SCHOOL COMMITTEE.

CHAPTER I.

Organization.

SECTION 1. At the meeting for organization the senior member present shall call the Board to order, and shall preside until a president is chosen. A president shall be elected, by ballot, at the meeting for organization. When a vacancy in the office of president occurs the Board shall order such vacancy to be filled at the next regular meeting; a week at least shall intervene between such order and election. When the president is not present the Board shall choose a president *pro tempore* by ballot.

President.

Vacancy in office of president.

President *pro tempore*.

SECT. 2. At the meeting for organization, each year, the Board shall elect, by ballot, a secretary, an auditing clerk, and a messenger, each of whom may be removed at the pleasure of the Board. The President shall appoint, subject to the approval of the Board, the following standing committees, each consisting of five members: On Accounts; Drawing; Evening Schools; Examinations; Music; Nominations; Rules and Regulations; Salaries; School-Houses; Sewing; Supplies; Text-Books; Truant Officers; and the following standing committees, each consisting of three members: On Annual Report; Elections; Horace Mann School for the Deaf; Hygiene; Kindergartens; Legislative Matters; Manual Training Schools. The President shall be included as a member of three of the committees referred to in this section.

Secretary.

Standing committees.

President member of committees.

Districts.

SECT. 3. The city shall be divided into districts, comprising a Grammar School and a certain number of Primary Schools, as the Board shall designate, each district taking the name of the Grammar School. The several districts shall be grouped in divisions, as follows: No. 1, the schools of East Boston; No. 2, of Charlestown; No. 3, Bowdoin, Eliot, Hancock, Phillips, and Wells districts;

Divisions.

No. 4, Brimmer, Prince, Quincy, and Winthrop districts; No. 5, Dwight, Everett, Franklin, Hyde, and Sherwin districts; No. 6, the schools of South Boston; No. 7, of Roxbury; No. 8, of West Roxbury and Brighton; No. 9, of Dorchester.

Committees in charge.

SECT. 4. The President shall appoint, each year, subject to the approval of the Board, a committee for each division, of three or five members. At the same meeting he shall also appoint a Committee on the Normal School, and a Committee on High Schools, each committee consisting of five members. The President shall be included, *ex officio*, as a member of the Committee on Normal School or of the Committee on High Schools, and of the committee of the Division in which he resides.

President member of committees.

Chairman.

SECT. 5. The member first named on any committee shall be the chairman thereof; except that the Committee on the Normal School, on High Schools, and each Division Committee, shall elect its own chairman. The President shall, subject to the approval of the Board, fill vacancies on committees when they occur. The President shall not be chairman of any standing committee.

Vacancies on committees, how filled.

Meetings.

SECT. 6. The regular meetings of the Board shall be held on the evenings of the second and fourth Tuesdays in each month, except July and August; and special meetings may be called whenever they are necessary. All sessions of the Board shall be held with open doors, unless the Board, by a vote of a majority of those present, shall otherwise order.

Special meetings.
See Sect. 19.

Quorum.

SECT. 7. A majority of the Board shall constitute a quorum; but a less number may vote to send for absent members, to call the roll and record the names of absentees, or to adjourn.

No quorum.

Vacancy in School Board.

SECT. 8. Whenever a vacancy occurs in the Board, the Committee on Elections shall consult with the Chairman of the Board of Aldermen, and report to the convention of the Board of Aldermen and the School Committee, on the day of election, one or more suitable candidates to fill said vacancy.

Candidates.

CHAPTER II.

Powers and Duties of the Presiding Officer.

Opening of meetings.

SECTION 10. The presiding officer shall call the Board to order at the hour appointed for meeting, and cause the records of the last meeting to be read as soon as a quorum is present. Business shall proceed in the following order, unless the Board otherwise direct: —

1. Papers from the City Council.
2. Unfinished business of the preceding meeting.
3. Reports of the Committee on Nominations on the resignation, nomination, and confirmation of teachers.
4. Motions, Orders, Resolutions, Petitions, etc.
5. Report of other committees.
6. Reports from the Superintendent and Board of Supervisors.

Order of business.

SECT. 11. The presiding officer shall preserve order in the meetings; he shall decide all questions of order, subject to an appeal to the Board by any member, which appeal shall be decided forthwith; and on points of order he may speak in preference to any other member.

Duties of the presiding officer.

SECT. 12. The presiding officer shall, when two or more members claim the floor, name the member entitled to it.

Same.

SECT. 13. The presiding officer shall state to the Board, in their order, all motions when seconded, and they shall be acted upon, unless withdrawn by the mover previous to an amendment; he shall declare the result of each vote, and in case of doubt shall, without debate, require the members to stand and be counted.

Same.

SECT. 14. The presiding officer shall appoint the chairman of the Committee of the Whole, and may, at any time, call a member to the chair, but for not more than one meeting. He may take part in debate, but shall leave the chair and not resume it until the question is decided. On questions of order he may state facts and give his opinions without leaving his place.

Chairman of Committee of the Whole.

Presiding officer may debate a question.

SECT. 15. The presiding officer shall order the yeas and nays on any question whenever one-fifth of the members present require it.

Yeas and nays.

SECT. 16. The presiding officer shall, when motions are made naming sums or fixing times, first put to vote the largest sum, or the longest time. When a question is under debate, he shall entertain no motion but ¹to adjourn, ²to lay on the table, ³for the previous question, ⁴to postpone to a day certain, ⁵to commit or recommit, ⁶to amend, or ⁷to postpone indefinitely, which motions shall have precedence in the above order.

Order of motions.

SECT. 17. The presiding officer shall consider a motion to adjourn to be always in order, except when a member has the floor, or a question has been put and not decided. Motions to adjourn, to lay on the table, to take from the table, and for the previous question, shall be decided without debate. Any member who moves to adjourn to a day certain shall assign his reasons therefor.

Motions to adjourn.

Motions not debatable.

SECT. 18. The presiding officer shall put the previous question in this form: "Shall the main question be now

Previous question.

put?" And its adoption shall end all debate, and bring the Board to a vote upon pending amendments, if there are any; and then upon the main question.

Special meet-
ings.
See Sect. 6.

SECT. 19. A special meeting of the Board may be called by the President; and upon the written request of three members of the Board, a special meeting shall be called, but on not less than twenty-four hours' notice.

Appointment
of committees.

SECT. 20. Special Committees shall be nominated by the presiding officer, unless otherwise ordered by the Board.

CHAPTER III.

Rights and Duties of Members.

Duties of mem-
bers in debate.

SECTION 25. A member desiring to present any matter for the consideration of the Board, or to speak upon any question, shall rise and address the presiding officer, and, when recognized by him, shall be at liberty to proceed; he shall avoid personality, and when referring to any member shall designate him by the ward in which he resides, or in some other appropriate and respectful manner.

Call to order.

SECT. 26. No member while speaking shall be interrupted by another, except by a call to order, or to correct a mistake; if called to order he shall immediately sit down, unless permitted to explain; and the Board, if appealed to, shall decide the case without debate.

Violation of
rules.

SECT. 27. If the Board decide that a member has violated any of its rules, he shall not be allowed to speak, unless by way of excuse for the same, until he has apologized therefor.

Rules of debate.

SECT. 28. No member shall speak on a question more than once until all others have had an opportunity, nor more than twice without permission from the Board, when objection is made.

Motions.

SECT. 29. Motions shall be submitted in writing, if the presiding officer or any member of the Board request it.

Motions to
reconsider.

SECT. 30. The action of the Board on any question may be reconsidered at the same meeting by a majority of the members present; or, if a member voting with the majority shall give notice to the Secretary of the Board within one week after the adjournment of any meeting of his intention so to do, he may move a reconsideration at the next regular meeting of the Board. Only one motion for this purpose shall be in order.

Members to
vote.

SECT. 31. Every member present shall vote unless excused by the Board.

Motions, etc.,
may be com-
mitted

SECT. 32. Motions and reports may, at the pleasure of the Board, be committed and recommitted.

SECT. 33. Any member may require the division of a question, when it is susceptible of division. Division of a question.

SECT. 34. If objection be made to the reading of any paper, the question shall be decided by a vote of the Board. Reading of a paper objected to.

SECT. 35. No rule or regulation of the Board shall be suspended except by vote of three-fourths of the members present, unless the motion therefor has lain on the table at least one week. Suspension of rules.

CHAPTER IV.

Duties of Standing Committees.

SECTION 40. The Committee on Elections shall, whenever any person is elected to fill a vacancy in the Board, examine his certificate of election, and report to the Board. All cases of contested election shall be heard and reported upon by this committee. Committee on Elections.
Certificates of elections.
See Sect. 8.
Contested elections.

SECT. 41. The Committee on Rules and Regulations shall take into careful consideration every proposition to establish, to repeal, or to amend any rule or regulation which is referred to them by the Board, and shall report in writing, stating their reasons for or against such rule, regulation, or proposed alteration; and no such proposition shall be acted upon by the Board until after it has been referred to this committee and reported upon. Amendments to the rules or regulations shall be read at two different meetings of the Board before they are finally acted upon. Committee on Rules and Regulations.
Amendments.

SECT. 42. The Committee on Accounts shall consider and report upon all propositions requiring the expenditure of money, before the final action of the Board, except such as may be submitted by the Committees on Salaries and on Text-Books, and such as relate to the duties of the Committee on Supplies. Committee on Accounts.

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

They shall, after conference with the Committee on Supplies, annually, before the fifteenth day of February, prepare and present to the Board an estimate of the expenses of the public schools for the next financial year. This estimate, after approval by a two-thirds ye and nay vote of the Board, shall be sent to the City Auditor. Estimate of expenses.

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

The Auditing Clerk shall be present at all meetings of the committee, certify to the correctness of the accounts, Auditing clerk.

and render such clerical assistance as may be required. Annually, at the close of the financial year, he shall submit, in detail, an account of the expenditures for the preceding year, and this committee shall include the same in a report to the Board in June of each year.

Janitors.

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

Committee on School-Houses.

SECT. 43. The Committee on School-Houses shall consider all applications for the erection or alteration of school-houses; and they shall report to the Board, in writing, before any action thereon is taken. They shall have the general supervision of the warming and ventilation of the several school-houses. All applications for changes of district lines shall be referred to this committee, who shall report upon them, in writing, before they are acted upon by the Board.

Warming and ventilation.

Changes of district lines.

Erection of school-houses.

This committee shall consider the fitness of any location, and suitableness of any plans, for any school-house to be erected; or the plans for any addition to, or alteration of, any building to be used for school purposes, which may be submitted to the Board for approval by the City Council, or any committee thereof. And this committee, after having obtained the opinion thereon, in writing, of the Superintendent of Schools, and after reporting to the Board, is then authorized, unless otherwise ordered, to approve or disapprove any such location or plans.

Committee on Salaries.

SECT. 44. The Committee on Salaries shall consider all propositions to establish or to change the salaries of all persons, except janitors and messengers, in the service of the Board; or to pay for extra services in teaching; and shall report upon them, in writing, with their reasons for or against such propositions, before they are acted upon by the Board. At the last meeting in February, of each year, they shall report to the Board, in print, a full schedule of salaries of the instructors, as herein provided, for the ensuing school year.

Schedule of salaries.

Committee on Supplies.

SECT. 45. The Committee on Supplies shall have exclusive authority in furnishing all materials used by the Board, its officers, or the public schools. They shall have exclusive power to authorize such expenditures, except it be for salaries, as may be required in teaching such branches of study as have been adopted by the Board. They, and other committees having charge of appropriations, shall not exceed any of the amounts, as specified in the estimates, unless authorized to do so by the Board.

Excess of appropriations.

They shall, if it be deemed expedient, annually advertise Text-books. for proposals, and contract with responsible parties, to furnish the text-books necessary to carry out the provisions of the Public Statutes, Chap. 44, Sects. 36 and 37, and shall see that the same are fully complied with.

They shall have the supervision of all printing, and shall Printing. furnish such as may be required by the Board, its officers, or the public schools, unless otherwise provided for; and all documents and reports not otherwise ordered shall be limited to four hundred copies.

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

They shall employ and fix the compensation of as many Messengers. messengers as may be necessary for the prompt delivery of all notices, circulars, reports, small packages, and other matter required to be transmitted by the School Committee and its officers.

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

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

SECT. 46. The Committee on Text-Books shall annually Committee on Text-Books. examine the courses of study prescribed for the schools, and recommend to the Board, at the first meeting in April, such changes in the text-books as they may deem expedient. Every proposition for the introduction of a text-book, book of reference, globe, map, or chart, must come from or be referred to this committee; and no new text-book or book of reference shall be used in any school until it has been recommended by this committee and approved by the Board.

SECT. 47. No new text-books shall be adopted, except on Introduction of new text-books. condition that the pupils of the public schools be furnished at such a reduction from the wholesale price as shall be agreed to by the Committee on Supplies, who shall see that this condition is complied with, and that the book is introduced only at the beginning of the first term.¹

¹ Public Statutes, Chapter 44, Sect. 34. A change may be made in the school books used in the public schools in a town by a vote of two-thirds of the whole School Committee thereof, at a meeting of said committee, notice of such intended change having been given at a previous meeting.

Committee on
Drawing.

SECT. 48. The Committee on Drawing shall have the general supervision of this branch of instruction in all the schools. They shall make a written report to the Board in September.

Committee on
Music.

SECT. 49. The Committee on Music shall have the general supervision of this branch of instruction in all the schools. They shall make a written report to the Board in September.

Committee on
Sewing.

SECT. 50. The Committee on Sewing shall have the general supervision of the instruction in sewing in all the schools where it is taught; they shall examine the pupils, as far as practicable, in this branch; and they shall make a written report to the Board in September.

Committee on
Horace Mann
School for the
Deaf.

SECT. 51. The Committee on the Horace Mann School for the Deaf shall have the care and management of the institution of this name. Annually, in the month of September, they shall submit to the Board a written report of the condition of the school.

Committee on
Evening
Schools.

SECT. 52. The Committee on Evening Schools shall have the general supervision of the Evening Schools; and in the month of April they shall make a written report to the Board of the condition of the schools under their charge.

Committee on
Hygiene.

SECT. 53. The Committee on Hygiene shall have the general supervision and control of the instruction in hygiene in all the schools. They shall make a written report to the Board in September.

Committee on
Truant Officers.

SECT. 54. The Committee on Truant Officers shall have the general supervision and control of the truant officers employed in connection with the public schools; they shall make such regulations for the government of the officers in the discharge of their duties as may be necessary, and assign them to the several school districts as they shall deem expedient. When vacancies occur, or as otherwise ordered by the Board, this committee shall nominate, through the Committee on Nominations, suitable persons for truant officers; when confirmed, such officers shall hold their office during the pleasure of the Board. This committee shall appoint, subject to the approval of the Board, one of the officers chief of the truant force. Annually, in the month of February, this committee shall suggest a suitable compensation for the truant officers. Annually, in September, this committee shall make a written report to the Board.

Election of
truant officers.

Committee on
Nominations.

SECT. 55. The Committee on Nominations shall, unless otherwise ordered by the Board, nominate all school officers and instructors, and consider and report upon such nominations as may be referred to them. They shall report to the Board, in print, the nominations for reelection of instructors at the first meeting in March.

SECT. 56. The Committee on Examinations shall have the general direction and supervision of all examinations, whether of pupils in the schools or of candidates for positions as instructors, except the annual examinations by the supervisors, and those made by principals or teachers in the schools or classes under their own charge. This committee shall take into careful consideration every proposition to change the courses of study, and no such proposition shall be acted upon by the Board until it has been referred to this committee and reported upon.

Committee on Examinations.

SECT. 57. The Committee on Kindergartens shall have the care and management of all schools of this name and character which are supported by the city. They shall make a written report to the Board in September.

Committee on Kindergartens.

SECT. 58. The Committee on Manual Training Schools shall have the care and management of the schools for manual instruction. They shall make a written report to the Board in September.

Committee on Manual Training Schools.

SECT. 59. The Committee on Legislative Matters are authorized to represent the Board in all matters relating to the public schools of Boston coming before the Legislature.

Committee on Legislative Matters.

SECT. 60. Whenever a motion, order, or resolution is referred to a committee, the chairman thereof shall give the member offering it an opportunity to be heard before the committee; and such committee shall report to the Board within one month after such reference.

Member to be heard by committee.

CHAPTER V.

Duties of Committees in Charge of Schools.

SECTION 65. The Committee on the Normal School and the Committee on High Schools shall perform the same duties, observe the same rules, and exercise the same rights, so far as they are applicable to their respective schools, as are prescribed for committees in their supervision of the Grammar Schools.

Committee on High Schools.

SECT. 66. The member first named on each Division Committee shall call a meeting for organization within ten days after its appointment, at which meeting a chairman and secretary shall be chosen. The secretary of the Board shall be furnished with a statement of such organization as soon as it is completed. Meetings shall be called on not less than twenty-four hours' notice, provided that, when all the members of any committee are present, a meeting may be held without notice, and the proceedings of the same shall be duly recorded. The Division Committees shall have charge of the Grammar and Primary Schools of their

Organization committees in charge.

Call of meetings.

respective divisions, and they shall visit them and the other schools of the city as often as practicable.

Diplomas of graduation.

SECT. 67. Diplomas of graduation, signed by the president of the Board and the principal of the school, shall be awarded to the pupils of the graduating class of each High and Grammar School who have passed a satisfactory diploma examination. The diplomas shall be presented at the graduating exercises, by any member of the committee in charge; and, in their absence, by any other member of the Board, the superintendent of schools, a supervisor, or the principal.

Presentation of diplomas.

Committees in charge may make temporary arrangements, advise instructors, and settle difficulties.

SECT. 68. Committees in charge may make any temporary arrangement not contrary to the Regulations, which the welfare of the schools or the teachers may require; they shall advise instructors in any emergency, and arbitrate in cases of difficulty between them, or between instructors and parents; but the parties may appeal to the Board if they desire to do so.

Transfer of teachers.

SECT. 69. Division Committees may make such transfers of teachers, other than principals, as do not advance the rank or salary of such teachers, and such changes in the location of Primary Schools, within each of the districts under their charge, as they may deem necessary.

CHAPTER VI.

The Committee on the Annual Report.

Number.

SECTION 75. The Committee on the Annual Report shall prepare and superintend the publication of the Annual Report as required by the Public Statutes. This committee shall present its report to the Board at the first regular meeting in December. This report, when accepted by the

Printed.

Board, shall be "printed for the use of the inhabitants" of the city; and the secretary shall see that the requisite number of copies of the same are sent to the city clerk, and to

Another edition.

the Board of Education of the State. Another edition of the Annual Report shall be issued in a volume, which shall also contain the reports for the year of the Superintendent of Schools and the Annual Report of the Board of Supervisors; those, if any, of the Committees on Music and Drawing; with such other reports as the said special committee may deem advisable; a list of the medal and diploma scholars, and of the recipients of the Lawrence prizes; the usual statistical tables, and the organization of the schools; but no other matter shall be included in the volume, except by the order of the Board. The edition of the bound two volume shall be thousand copies. The number of

Contents.

Number of copies.

copies of the other edition of the report shall be determined by the Board, and both editions shall be distributed by the secretary, under the direction of the Committee on the Annual Report, unless otherwise ordered by the Board.

Distribution.

CHAPTER VII.

Election of Instructors of the Public Schools.

SECTION 80. The financial school-year shall begin on the first day of April, from which the term of service of all reëlected instructors shall date; that of all others dating from the time when they enter upon their duties.

School-year.

SECT. 81. The Committee on Nominations shall, unless otherwise ordered by the Board, nominate all school officers and all instructors. All propositions for the transfer of instructors from one district to another, or from one rank to another, and all resignations of school officers and instructors, shall be submitted to the Board through the Committee on Nominations.

Nominations of instructors.

SECT. 82. Annually, in the month of March, the Board shall elect instructors of the public schools for the ensuing financial year. At the annual meeting for the election of instructors the Committee on Nominations shall report upon the several lists of candidates returned to them by the committees in charge. The principals, whose grade shall be specified, shall be elected by ballot, *thirteen* votes being necessary for a choice. The Director of Drawing, the Instructor of Hygiene, and the Director of Modern Languages shall be elected in the same manner, and by the same vote. The subordinate instructors, and all special instructors not otherwise ordered, shall be elected by the confirmation of the Board. All instructors, when elected, shall hold their offices for the ensuing year, unless the same are vacated by removal by the Board, or otherwise.

Annual election of instructors.

Reports of Committee on Nominations.

Ballot.

SECT. 83. Annually, in the month of February, the Committee on the Normal School, the Committee on High Schools, each Division Committee, and committees in charge of special schools and subjects, except those of the Evening Schools and Evening Drawing Schools, shall canvass the lists of teachers of the several schools, districts, and subjects under their charge, and, after consulting the records of the supervisors, and conferring with the principals, shall recommend to the Committee on Nominations such regularly confirmed subordinate teachers as have served acceptably during the whole or any part of the current school-year. They shall also send to the same committee, at the same time, a carefully prepared statement

Canvassing lists of teachers.

Recommendations of teachers.

- Statement.** of the number of scholars in the school during the year, and an estimate of the number of instructors to which the school may be entitled under the Regulations, with such information as may be serviceable to the committee in the discharge of the duty required of them in this section. For this purpose suitable blanks, prepared under the direction of the Committee on Nominations, shall be sent to the committees as early as the first of February in each year. These blanks, when filled out, shall be returned to the secretary, on or before the twentieth of February. The Committee on Nominations shall, after determining whether or not the services of all the candidates therein named are needed, report to the Board, in print, on these recommendations at the first meeting in March. At the same time and in the same manner, except that no person not a member shall be present at their sessions, the committees herein mentioned shall recommend, or decline to recommend, to the Committee on Nominations, the principals of the several schools and directors of special subjects for reëlection.
- Blanks.**
- Nomination of subordinate teachers.**
- Of principals.**
- Number used.** SECT. 84. The number of scholars used in determining the rank of instructors to be nominated for the annual election, shall be the average whole number, and, in ascertaining the number of subordinate teachers of all ranks, the greatest whole number belonging at any one time in the several schools and districts for the current school-year. At other times than the annual election the whole number of pupils belonging in a school or district, when action is proposed to be taken, shall be used in ascertaining the number of teachers allowed to such school or district.
- Change in rank of teachers.** SECT. 85. 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 is herein-after provided. Immediately after the annual election a list of teachers in service with ranks higher than the number of pupils in the schools would allow by the Regulations strictly applied, if there be any such, shall be sent to the committees in charge. When vacancies occur in such ranks, the committees in charge shall consider the transfer of these teachers before the vacancies are filled in any other way. A teacher declining to be so transferred may thereupon be reduced in rank, as required by the Regulations.
- Vacancy in principalship.** SECT. 86. If a vacancy exist in the principalship of the Normal or any High School, the committee in charge shall be joined to the Committee on Nominations; and this joint committee, after consulting with the Board of Supervisors, shall nominate one or more candidates to the Board for

election. The successful candidate shall thereupon receive a certificate entitling him to draw his salary.

If a vacancy exist in the principalship of any school, the committee in charge of such school shall be joined to the Committee on Nominations, and this joint committee shall select one or more candidates from those persons who hold the certificate of qualification of the Board of Supervisors, and nominate them to the Board for election.

SECT. 87. When a new instructor, not a principal, is needed in any school, the committee in charge, in consultation with the principal, shall select one or more candidates from those persons who hold the certificate of qualification of the Board of Supervisors, and recommend the same to the Board, through the Committee on Nominations, in the manner and form provided for the reelection of subordinate instructors.

Subordinate instructor needed.

SECT. 88. If a vacancy exist in a subordinate position in any school, and it is desirable, in the opinion of the committee in charge, to procure the services of some instructor who has not been examined as required, application shall be made to the Committee on Examinations, who, if they approve the purpose, may invite a member of the Board, and direct a supervisor or the principal to examine and inquire into the qualifications of the proposed candidate, and, if he is employed in teaching, to visit his school, at the expense of the city. Upon a favorable report, in writing, approved by the Committee on Examinations, the Board of Supervisors shall especially examine the candidate, who, if qualified, shall receive the usual certificate.

Special examination of instructor.

SECT. 89. All regular instructors, and all special instructors in day schools, not elected by ballot shall be nominated to the Board on probation; and they shall be entitled to the established salary from the time of entering upon their duties, but they shall not be confirmed until after a satisfactory trial of one year. No nomination shall bear a date previous to the date of the certificate of qualification issued to the nominee by the Board of Supervisors. After a teacher has been appointed on probation, it shall be the duty of two or more supervisors to examine, from time to time, his work in the class-room. The results of the examinations during the year of probation, with the recommendation of the Board of Supervisors, shall be recorded in a book kept for the purpose. The committee in charge, after having examined the results of the supervisors' examinations, shall, in consultation with the principal, recommend teachers on probation, if found competent, for confirmation, in the manner required for nomination on probation. The committee in charge, in consultation with

Teachers on probation.

Date of certificate.

Confirmation.

the Board of Supervisors, may, for satisfactory reasons, extend the time of probation.

Rank changed.

SECT. 90. The rank of any instructor may be changed by vote of the Board, upon the report of the Committee on Nominations, whenever the average whole number in the school for the preceding quarter shall warrant a change; but such action shall take effect only at the beginning of the month following favorable action of the Board. When the rank of any instructor is reduced by the operation of this regulation, such instructor shall receive the maximum salary of the lower rank; but when the rank of any instructor so reduced is increased in like manner, the salary shall be that to which any previous terms of service in the same or any higher rank, or in both, may entitle the incumbent.

Substitutes.

SECT. 91. Whenever a subordinate teacher is absent, a substitute, holding a certificate of the proper grade, shall be employed by the principals, unless otherwise directed by the committee in charge, in the place of the absentee. The principals shall make monthly returns to the Committee on Accounts, of all substitutes employed in their schools, in a blank furnished for the purpose. Substitutes shall not be employed in any school for more than three days at a time without the approval of two members of the committee in charge, the chairman being one of them. The committee in charge of any school may grant leave of absence to, and appoint a substitute for, the principal thereof for not more than one week at a time, or to any subordinate teacher for not more than one month at a time, and the Board for any longer terms. But leave of absence granted or vacancies existing for any cause, for a longer time than such week or month, shall be reported to, and substitutes or temporary teachers, who fill such places, shall be approved by the Board. A substitute shall, on the same day on which his service in any school begins, send by mail to the secretary of the School Committee notice of the fact, and shall send a similar notice on the day on which his service ends; and the principals of schools shall cause this requirement to be brought to the attention of every substitute employed in their respective schools or districts.

Three days.

Leave of absence.

Report of service of substitutes.

Appointment of temporary teachers.

No higher grade.

Recorded.

SECT. 92. Temporary teachers may be appointed by committees in charge, for a term not exceeding three months, upon the approval of the Committee on Nominations; such appointments to be reported to the Board at the meeting next following.

SECT. 93. 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.

Normal School.

SECTION 94. The instructors of this school shall be a head-master, and first and second assistants. 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. In addition to the instructors allowed in this section an additional second assistant, shall be allowed for service in the Normal and Training Schools.

Rank of instructors.

Number of teachers.

Number of pupils to an instructor.

Latin and High Schools.

SECTION 95. Instructors of the Latin and High Schools shall be head-masters, masters, junior-masters, assistant principal, first assistants, and assistants. The rank of first assistant shall be abolished, as the position now recognized shall become vacant in High Schools where first assistants are now employed. In Latin and High Schools of two hundred pupils or more, the principal shall be a head-master; and in those of less than two hundred pupils, the principal shall be a master; *provided*, that no head-master who was in the service of the city April 1, 1886, as a principal of a High School of less than two hundred pupils, shall be reduced in rank, in consequence of increasing the number of pupils used in determining the rank of principals from one hundred and fifty to two hundred.

Rank of instructors.

2. The subordinate instructors in the Boys' Latin School and the English High School shall be masters and junior-masters. In mixed High Schools of two hundred pupils or more a junior-master may be appointed, and in the Girls' Latin School and the Girls' High School a master may be appointed. Such male instructors above the rank of "assistant" who have been employed thirteen years or more as regular teachers in the High Schools of this city shall be masters, and those who have been employed less than thirteen years shall be junior-masters.

Rank of subordinate instructors in Boys' Latin School and English High School.

SECT 96. Besides the principal, the Boys' Latin School and each High School shall be allowed one instructor, in addition to such special teachers as the Board may appoint, for every thirty-five pupils registered. The Girls' Latin School shall be allowed one instructor, exclusive of a master, for every thirty pupils registered. An additional

Number of instructors.

Number of pupils to an instructor.

Excess of
twenty.
Graduates of
colleges.

instructor may be elected for an excess of twenty pupils, and one may be removed for a deficiency of twenty pupils.

SECT. 97. All male instructors regularly employed in the Latin and High Schools shall be graduates of colleges in good standing, or of institutions which confer degrees of a corresponding grade.

Grammar Schools.

Rank of in-
structors.

SECTION 98. The instructors of the Grammar Schools shall be masters, sub-masters, first, second, and third assistants.

Principals.

2. One principal shall be elected for every Grammar School. In schools of three hundred scholars, or more, the principal shall be a master. In schools of one hundred, or more, but less than three hundred, the principal shall be a sub-master. In schools of less than one hundred the principal shall rank as first assistant; *provided*, that as vacancies occur in the position of principal of Grammar Schools, the rank of the persons elected to fill such vacancies, if they were not in the service of the city as teachers October 13, 1885, shall be determined in the following manner: In schools of four hundred pupils, or more, the rank of the principal shall be that of master. In schools of one hundred pupils, or more, but less than four hundred, the principal shall be a sub-master. In schools of less than one hundred pupils the principal shall rank as first assistant.

Rank.

Number of
scholars to a
teacher.

3. Besides the principal, each Grammar School of one hundred scholars, or more, shall be allowed one instructor, of whatever rank, for every fifty-six pupils registered; but in schools of less than one hundred the principal shall be included in the complement of teachers. The Board may elect an additional teacher when there is an excess of thirty pupils recorded, or remove one when there is a deficiency of thirty pupils, in each case upon the recommendation of the Committee on Nominations. In ungraded classes one teacher shall be allowed for thirty-five pupils, provided that there shall be no more than one ungraded class in a district. The number of teachers herein allowed shall not be exceeded, unless the proper grading of the school, or the insufficiency of the seating capacity of the school-rooms, shall require such excess.

Excess of
thirty.

Ungraded
classes.

Number of sub-
ordinate in-
structors.

4. The number of subordinate instructors of the several ranks above that of third assistant to which schools shall be entitled shall be as indicated in the following schedule:—

NUMBER OF INSTRUCTORS OF ALL RANKS FOR THE NUMBER OF SCHOLARS IN SAME LINE.	NUMBER OF SCHOLARS.	Sub-Masters.	First Assist- ants.	Second Assist- ants.
Boys.				
3 or 4	142 to 253			1
5	254 to 309			2
6	310 to 365		1	1
7 to 9	366 to 533	1	1	1
10	534 to 589	1	1	1
11 to 14	590 to 813	2	1	1
15 or more	Over 813	3	1	1
GIRLS.				
3 or 4	142 to 253			1
5	254 to 309			2
6	310 to 365		1	1
7 to 9	366 to 533		2	1
10	534 to 589		2	2
11 to 14	590 to 813		2	3
15 or more	Over 813		2	4
BOYS AND GIRLS.				
3 or 4	142 to 253			1
5	254 to 309			2
6	310 to 365		1	1
7 to 9	366 to 533	1	1	1
10	534 to 589	1	1	1
11 to 14	590 to 813	1	2	2
15 or more	Over 813	1	2	3

NOTE.—Table showing the number of instructors to which any number of scholars will entitle a Grammar School or all the Primary Schools of a district.

NO. OF SCHOLARS.	NO. OF TEACHERS.	NO. OF SCHOLARS.	NO. OF TEACHERS.
From 30 to 85.....	1	From 590 to 645	11
86 to 141.....	2	646 to 701	12
142 to 197.	3	702 to 757	13
198 to 253.....	4	758 to 813	14
254 to 309.....	5	814 to 869	15
310 to 365... ..	6	870 to 925	16
366 to 421.....	7	926 to 981	17
422 to 477.....	8	982 to 1,037.....	18
478 to 533.....	9	1,038 to 1,093.....	19
534 to 589.....	10	1,094 to 1,149.....	20

EXPLANATION. — A Grammar School, having from two hundred and fifty-four to three hundred and nine scholars, both inclusive, is entitled to five subordinate teachers. Two hundred and fifty-four scholars give five teachers; any greater number, up to and including three hundred and nine, gives no more than five teachers. Five hundred and thirty-four to five hundred and eighty-nine scholars in the Primary Schools of a district give ten teachers.

Other teachers. 5. All other regular teachers of the complement to which any school may be entitled shall be third assistants.

Primary Schools.

Rank of instructors.
Number of pupils to an instructor.

SECTION 99. The instructors of the Primary Schools shall be second and fourth assistants. Fifty-six pupils shall be the standard number to one teacher; but an additional teacher may be nominated when there is an excess of thirty pupils registered for admission, and one may be removed when there is a deficiency of thirty in the district, unless the Board shall otherwise order, in cases where the size of the room is evidently insufficient for so large a number.

Second assistants.

SECT. 100. In every Primary School having not less than four teachers, a teacher may, on recommendation of

the Division Committee, in consultation with the principals, and under the provisions of the preceding section, 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 said committee.

SECT. 101. Whenever the number of pupils, including those registered for admission, upon the list of any teacher giving instruction to children of the lowest class, shall exceed fifty-six, and shall be less than eighty-six, a special assistant teacher, whose salary shall not be more than five dollars a week, may be appointed by the Division Committee, in consultation with the principals.

Special assistant
teachers.

Evening Schools.

SECTION 102. One assistant shall be allowed for every thirty pupils in the Evening High School, and one for every fifteen pupils in the Elementary Schools, and an excess of twenty in the former, or of ten in the latter, shall entitle the school to an additional assistant. In schools of less than fifty the principal shall be included in the complement. Assistants shall be dismissed at the close of any month in which the average attendance shall have fallen below the number authorizing their employment.

Evening
Schools.

SECT. 103. At least one week before the first meeting of the Board in September the Committee on Evening Schools shall recommend as many qualified candidates as may be necessary for principals of the evening schools, to the Committee on Nominations, who shall consider and report the same in like manner as for instructors for the day schools. Principals shall be elected by ballot, *thirteen* votes being necessary for a choice. The rank of the principal of the Evening High School shall be that of head-master. At least one week before the first meeting of the Board in October the Committee on Evening Schools shall recommend to the Committee on Nominations as many qualified assistants as may be necessary, who shall report the same to the Board. Assistants shall be elected by confirmation.

Election of
principals of
evening
schools.

Evening Drawing Schools.

SECTION 104. At the first meeting in September the Committee on Drawing shall nominate to the Board, through the Committee on Nominations, the teachers for these schools. There shall be but two principals of the Evening Drawing Schools with the rank of master; the other principals shall rank as head-assistants. Besides the principal, a teacher shall be appointed for every thirty

Evening Draw-
ing Schools.

pupils, and an additional teacher for a majority fraction thereof. These teachers shall be elected by the confirmation of the Board.

Horace Mann School for the Deaf.

Horace Mann
School.

SECTION 105. The instructors for this school shall be, a principal, a first assistant, and assistants. Besides the principal, one instructor shall be allowed for every ten pupils, and an excess of five pupils shall entitle the school to an additional instructor. When an instructor, not a principal, is needed, the committee on the school shall recommend a suitable person to the Board, through the Committee on Nominations.

Kindergartens.

Kindergartens.

SECTION 106. There shall be such instructors for these schools as the Board may appoint. When an instructor is needed, the committee in charge shall recommend a suitable person to the Board, through the Committee on Nominations.

Manual Training Schools.

Manual Train-
ing Schools.

SECTION 107. There shall be such instructors for these schools as the Board may appoint. When an instructor is needed, the committee in charge shall recommend a suitable person to the Board, through the Committee on Nominations.

Special Instructors.

Special in-
structors.

SECTION 108. The Director of Drawing, the Instructor in Hygiene, the Special Instructors of Music, the Directors of Modern Languages and assistants, and the Instructors of Sewing shall be nominated to the Board, by the committees in charge, through the Committee on Nominations. When a special instructor is needed, the committee in charge shall recommend a suitable person to the Board, through the Committee on Nominations. All special instructors in day schools shall be nominated on probation; the term of probation and the conditions of confirmation to be the same as for regular instructors nominated on probation.

CHAPTER VIII.

Salaries of Instructors.

Salaries of in-
structors.

SECTION 115. Annually, in the month of March, the Board shall fix the salaries of the instructors of the public schools for the ensuing financial year, and the salaries established at the beginning of the year shall not be changed during that year.

SECT. 116. The committee in charge may recommend, and the Committee on Nominations, if they deem it advisable, may nominate an instructor of any rank, whose term of service shall begin with the salary of any year after the first, except the last, in the series of years for that 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.

SECT. 117. Instructors, after retiring from the service of the Board, shall, when reëlected, be regarded as new teachers; but any such newly-elected instructor who has not been out of the service more than three years may, upon the report of the Committee on Salaries, be put by the Board upon the advanced salary to which any previous term of service may entitle the incumbent.

Primary and Grammar Schools.

SECTION 118. The salary of a master shall be established at a minimum rate for the first year of service, with an annual increase during the succeeding five years, so that a maximum rate shall be reached for the sixth and each subsequent year of service. The salary of a sub-master shall be established at a minimum rate for the first year of service, with an annual increase during the succeeding thirteen years, so that a maximum rate shall be reached for the fourteenth and each subsequent year of service. The salaries of first and second assistants shall be established at a minimum rate for the first year of service, with an annual increase during the succeeding five years, so that a maximum rate shall be reached for the sixth and each subsequent year of service. The salaries of third and fourth assistants 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.

Primary and
Grammar
Schools.

Latin and High Schools.

SECTION 119. The salaries of the instructors of the several ranks of the Latin and High Schools, except those of head-master, master, assistant principal, and first assistants, shall be established at a minimum rate for the first year of service, with an annual increase during the succeeding thirteen years, so that the maximum rate shall be reached for the fourteenth and each subsequent year of service.

Latin and High
Schools.

Normal School.

Normal School. SECTION 120. The salaries of first and second assistants shall be established at a minimum rate for the first year of service, with an annual increase during the succeeding five years, so that the maximum salary shall be reached for the sixth and each subsequent year of service.

Evening Schools and Evening Drawing Schools.

Evening Schools; Evening Drawing Schools. SECTION 121. The salaries of the head-master of the Evening High School, and of the masters of the Evening Drawing Schools, shall be established at a minimum rate per evening for the first year of service, with an annual increase per evening during the succeeding two years, so that the maximum rate per evening shall be reached for the third and each subsequent year of service. The salaries shall be allowed for each evening of actual service.

SECT. 122. The salaries of the assistants of the Evening High School, the principals and assistants of the Evening Elementary Schools, and of the head-assistants and assistants of the Evening Drawing Schools, shall be at a fixed rate per evening of actual service.

Special Instructors.

Special instructors. SECTION 123. The salaries of Directors and instructors of special subjects, and of all teachers in special schools, shall be fixed by the Board annually in the month of March.

Substitutes and Temporary Teachers.

Rule for finding compensation of substitutes and temporary teachers. SECTION 124. Substitutes shall be paid by the teachers in whose places they are employed. The compensation of substitutes and temporary teachers shall be determined by the following rule: Divide the annual salary of the instructor, in whose place the substitute is employed, or the maximum salary of the position in the case of a temporary teacher, by *four hundred*, and the quotient will be the compensation, for each school-day of actual service.

REGULATIONS.

CHAPTER IX.

Duties of the Messenger.

SECTION 130. It shall be the duty of the messenger to be present at all the meetings of the Board, and to render such service to the officers and members as may be required. The salary of the messenger shall be fixed by the Board, upon the report of the Committee on Salaries.

Messenger.

CHAPTER X.

Duties of the Secretary.

SECTION 135. The secretary shall keep a permanent record-book, in which shall be regularly recorded the proceedings of the Board. He shall have charge of all the documents, papers, and files of the Board; and may nominate such assistants as shall be necessary, subject to the approval of the Board.

Records and files.

SECT. 136. He shall notify all regular and special meetings of the Board, and of any committee of the same, when requested by the chairman or any two members thereof; he shall notify instructors of their appointment; the chairman of any committee appointed, of its duties and the names of its members, and shall give such other notices as the Board may require; and he, or any assistant that may be appointed, shall perform the duties of secretary for the Board of Supervisors, and for any committee when required to do so.

Notify meetings.

Secretary of supervisors and committees.

SECT. 137. He shall prepare the annual returns required by the statutes of the Commonwealth, and transmit the same, legally signed, to the secretary of the Board of Education, on or before the thirtieth day of April.

Returns to secretary of the Board of Education.

SECT. 138. He shall transmit to members of the Board, committees, teachers, or other persons interested, any documents or copies of orders or resolutions, as directed, or as occasion may require; and he shall also transmit to the City

Votes to be transmitted.

Auditor, immediately after their passage, attested copies of all votes of the Board establishing or altering salaries, or authorizing the expenditure of money; and he shall perform such other duties as the School Committee may prescribe.

- Manual. SECT. 139. He shall prepare a manual of the public schools, and cause it to be printed for distribution on or before the fifteenth day of February in each year. He shall, under the direction of the Committee on Supplies, cause a census to be taken of all children in the city between the ages of five and fifteen, according to law; and attend to the preparation of the diplomas when awarded, and see that they are delivered to the principals at least one day before the graduating exercises.
- Census.
- Diplomas, preparation of.
- Office hours. SECT. 140. He shall have his office open, and shall be present, or have an attendant in charge, every day throughout the year, Sundays and legal holidays excepted, from 9 o'clock A.M. to 5 o'clock P.M., but on Saturdays the office may be closed at 2 o'clock P.M.

CHAPTER XI.

Duties of the Auditing Clerk.

- Duties of auditing clerk. SECTION 145. The auditing clerk shall perform his duties, under the direction of the Committee on Accounts and the Committee on Supplies, as provided by the rules, unless otherwise ordered by the Board. He may nominate such assistants as may be required, subject to the approval of the Board.
- Prepare pay-rolls and audit bills. SECT. 146. He shall prepare the pay-rolls of all salaries in accordance with the regulations or orders of the Board, and shall audit all bills of expenditure authorized by the Board or the Committee on Supplies.
- Record of property. SECT. 147. He shall keep a record of all property held by the Committee on Supplies, or in use in the schools.
- To keep account of expenditures. SECT. 148. He shall keep accounts of all the expenditures of the Board in suitable books, which shall always be open to the inspection of its members. He shall notify all meetings of the Committee on Accounts, and of the Committee on Supplies, and keep a record of the proceedings thereof.
- Office hours. SECT. 149. He shall have his office open, and shall be present, or have an attendant in charge, every day throughout the year, Sundays and legal holidays excepted, from 9 o'clock A.M. to 5 o'clock P.M.; but on Saturdays the office may be closed at 2 o'clock P.M.

CHAPTER XII.

Duties of the Superintendent.

SECTION 155. A superintendent of the public schools shall be elected, by ballot, biennially, beginning at the second regular meeting of the Board in 1876, who shall hold his office for the two years next ensuing. His salary shall be fixed at the same meeting, and at least thirteen votes shall be required for an election.

Election.

Salary.

SECT. 156. He shall devote himself to the study of the public-school system, and keep himself acquainted with the progress of instruction and discipline in other places, in order to suggest appropriate means for the improvement of the public schools in this city, and he shall see that the regulations of the Board in regard to these schools are carried into full effect.

General duties.

SECT. 157. He shall visit each school as often as his other duties will permit, that he may obtain, as far as practicable, a personal knowledge of the condition of all the schools, and be able to suggest improvements and remedy defects in their management. He shall advise the teachers on the best method of instruction and discipline, and to promote this object he shall hold occasional meetings of the teachers; and he is authorized to dismiss the Grammar Schools one half-day each term, and the Primary Schools two half-days each term, for this purpose.

Visiting schools.

Meetings of Grammar and Primary School teachers.

SECT. 158. He shall render such aid and communicate such information to the various committees as they may require of him; and shall attend any meeting of a committee when requested to do so by the chairman thereof. He shall determine the forms of all registers, record-books, blanks, and cards used in the schools, and shall see that they are of uniform patterns. He shall make investigation as to the number and condition of the children of the city who are not attending the public schools, and shall endeavor to ascertain the reasons for such non-attendance, and to suggest and apply the remedies.

Assistance to committees.

Registers, etc.

Absentees from schools.

SECT. 159. He shall consult with those who have control of the building and altering of school-houses, and shall communicate to them such information on the subject as he may possess; he shall suggest such plans as he may consider best for the health and convenience of the teachers and pupils, and most economical for the city, and he shall advise with those through whom the school appropriations are expended, to secure uniformity in their plans and economy in their expenditures.

Building and altering school-houses.

School expenses.

SECT. 160. He shall attend the meetings of the Board, except when the election of superintendent is under consid-

Attend meetings of the Board.

eration, and shall express his opinion or communicate information on any subject when requested by the Board. He may also propose to the Board, or its committees, such legislation touching the schools as he may deem necessary.

Annual report.

Annually, in the month of March, he shall present to the Board, in print, a report, giving an account of the duties he has performed, together with such facts and suggestions relating to the condition of the schools, and the increase of their efficiency and usefulness, as he may deem advisable. He shall embrace in the report an abstract of the semi-annual returns of the public schools, and a schedule showing the number of teachers employed; and the report for each year shall be referred to the special committee upon the annual report. He shall, in the month of September of each year, present, in print, an abstract of the semi-annual returns for the preceding half-year. He shall perform such other duties as the School Committee may prescribe or from time to time direct.

Other duties.

One session.

SECT. 161. He shall decide when there shall be but one session of the Grammar and Primary Schools on account of stormy weather.

Chairman of Board of Supervisors.

SECT. 162. He shall be a member of the Board of Supervisors, and, when present, shall preside at their meetings. He shall see that all regulations and orders of the School Committee concerning supervision, and all votes of the Board of Supervisors, which are valid under the legislation of the School Committee, are executed. He shall have power to call for special examinations and reports from supervisors, upon any matters coming within the proper range of their official duties. Subject to the approval of the Committee on Examinations, he shall have power to order a special written examination of any class in the schools, whenever he thinks it necessary.

May order special examination of schools.

Assignment of schools and departments to supervisors.

SECT. 163. He shall be responsible to the School Board as the executive in the department of instruction over all supervisors, principals, and other instructors. Biennially on the first day of September, beginning in the year 1884, he shall divide among the several supervisors, as equally as practicable, the work of inspecting and examining the schools, required by Sections 172, 173, and 184 of the Regulations. He shall assign each supervisor a different group of schools every two years. He shall assign each supervisor one or more departments of study throughout all the schools of the city.

CHAPTER XIII.

Duties of the Supervisors.

SECTION 170. The Board of Supervisors shall be the Executive Board of the School Committee, and as such may be called upon to perform any of the duties of School Committees under the statutes of the Commonwealth, except such as are legislative in their nature. But neither the superintendent nor the supervisors shall have any authority over, or direction of, the principals, or other instructors, except as provided by the Board in the Regulations, or otherwise.

SECT. 171. Biennially, in the month of January, or as soon thereafter as may be practicable, beginning in the year 1876, the School Committee shall elect by ballot not exceeding six supervisors; and shall fill such vacancies as may occur at other times. The votes of a majority of the whole number of the members of the School Committee shall be necessary for a choice.

SECT. 172. The supervisors, one or more, shall visit all the schools as often as practicable, and shall, once a year, examine carefully each teacher's method of conducting a school, and of teaching classes in various branches of study; and shall, before February 15, for the day schools, and before April 15, for the evening schools, record the results of the examinations in suitable books kept in the supervisors' office, and open only to the inspection of the Board and of the superintendent.

SECT. 173. In addition to the examinations in detail, it shall be the duty of the supervisors to inspect all the schools, in order to ascertain,—

1. The mode of government, including motives to study.
2. The principles and methods of classifying and promoting pupils.
3. The merits, defects, and needs of the various schools and classes, and, in general, the physical, mental, and moral condition of the scholars.

And the supervisors shall, before January 15 of each year, and may at other times, report thereon in writing, with such remarks and suggestions as they may deem expedient, to the several Division Committees and to the Committee on High Schools and the Committee on the Normal School. These reports shall be open only to members of the School Board and to the superintendent.

SECT. 174. The Board of Supervisors shall make a report in writing on their work as a Board, and as supervisors, to the School Committee at their last meeting in September of each year. This report, together with those prescribed

in Sect. 173, shall be transmitted to the School Board or the proper committees, through the superintendent, and shall be presented to him in due season to be examined and forwarded by him as required.

Examine graduating classes.

SECT. 175. The Board of Supervisors, under the direction of the Committee on Examinations, shall superintend the annual examinations of the graduating classes of the High and Grammar Schools. In schools of like grade, written examinations shall be conducted at the same time in each study, and with the same questions as adopted by the Board of Supervisors, and approved by the Committee on Examinations. The results of the annual examinations, with the instructors' record of the scholarship and deportment of the pupils, shall be exhibited in a suitable blank, and submitted, with such explanations and recommendations as the principals may desire to make, to the Committee on Examinations, who shall award the medals and diplomas.

Award of diplomas.

The Committee on Examinations shall award Grammar-School diplomas to all regular members of the graduating class whose scholarship is at least passable, and whose conduct has been good. The Grammar-School diplomas shall entitle the holders thereof to admission to the High Schools, but those pupils whose scholarship is only passable shall be admitted on probation, — the probation to close at or near the end of the school-year, only such of these pupils being retained as in the opinion of the principal and of the Board of Supervisors, approved by the Committee on High Schools, are able to pursue the course of study with advantage to themselves and without detriment to the school. The secretary of the School Board shall, under the direction of the Committee on Examinations, send to each principal of a Grammar School the names of such of his pupils as are to be admitted to the High Schools unconditionally and on probation; and to the several principals of the High Schools the list of those that are entitled to an unconditional admission to the High Schools, and to an admission on probation.

Examination of first classes of the Primary Schools.

SECT. 176. Semi-annually in the months of January and June the Board of Supervisors, under the direction of the Committee on Examinations, shall superintend the examination of the first classes of the Primary Schools. This examination shall be both oral and written, upon questions indicated by the Board of Supervisors, and shall be conducted by the principals of the districts. The results of these examinations, together with their recommendations for promotion to the Grammar Schools, shall be submitted to the Committee on Examinations, who, after approving them, shall order the promotions to be made. Promotions

of individual pupils may be made on the first Monday of any month during the year, under instructions from the Division Committees, after examination by the principal of the district, under the direction of the Board of Supervisors.

SECT. 177. Under the direction of the Committee on Examinations the Board of Supervisors shall make such interpretations of the authorized courses of study as will indicate the proper standards to be reached in the several classes, and the best methods of study to be used in reaching those standards. The principals of schools shall use the general methods of instruction which are approved by the Committee on Examinations, referring all questions of interpretation which may arise to that committee, through the Board of Supervisors. The individual supervisors shall conform all their suggestions to the teachers to what has been determined by the Board of Supervisors, and all such suggestions shall be made through the principals, or in concurrence with them.

Interpretation of courses of study.

Methods of study.

Under the direction of the Committee on Examinations the Board of Supervisors shall determine the proper standards to be attained by each class in the several studies of the authorized course. The individual supervisors, in making their examinations, whether these are oral or written, shall conform their questions to those standards.

Standards to be attained by each class.

The Board of Supervisors shall have the right to hold occasional meetings of the teachers, for the purpose of explaining their interpretations of the course of study, and illustrating the methods of instruction which they have marked out; and they may designate one or more of their number to take charge of such meetings. For the purposes of these meetings the superintendent is authorized to use the power granted in Sect. 157.

Meetings of teachers.

SECT. 178. Annually in the month of August, and whenever the Committee on Examinations shall direct it to be done, the superintendent shall cause to be inserted, in at least four newspapers of the State, an advertisement inviting applicants for situations as teachers to present themselves for examination at a specified time and place.

Applicants for situations as teachers.

Advertisements.

SECT. 179. Candidates shall be required to make written application, in their own handwriting, stating their age, place of birth, where they were educated, what experience, if any, they have had in teaching, and in what grade of schools they desire to be employed; but this application may be made at the time of the examination. The Board of Supervisors shall not admit to an examination any person who is not a graduate of the Boston Normal School or of one of the State Normal Schools, unless such person has had at least one year's experience in teaching school. Can-

Written applications.

Not eligible.

didates for the certificate of qualification of the first grade shall be graduates of colleges in good standing, or of institutions which confer degrees of a corresponding grade.

Questions.

SECT. 180. The questions for the examination of candidates shall be adopted by the Board of Supervisors, and shall be approved by the Committee on Examinations.

Moral character, etc.

The examination of candidates shall include inquiry into the moral character, the health, and the aptness to teach of the applicants. No person, not a member of the School Committee or of the Board of Supervisors, shall be allowed to be present at any examination of candidates.

Who may be present.

Certificates of qualification.

SECT. 181. The Board of Supervisors shall grant certificates of qualification of the several grades, after examination, to such candidates as they shall consider entitled to them, as follows:—

First Grade.—To head-masters, masters, 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 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, Manual Training Schools, and Kindergartens.

Signed by.

The certificate of qualification shall be signed by the superintendent and at least a majority of the supervisors; and no certificate shall be signed in blank. The certificate shall make the holder thereof eligible for service as a substitute, temporary teacher, or special assistant in Primary Schools, or for appointment on probation.

Certificates of service.

SECT. 182. The Board of Supervisors shall grant certificates of service to all instructors in their respective grades, who were in the service of the city of Boston as teachers on the tenth day of January, 1876, when regularly confirmed; and also to the teachers of the Evening High School who were then in the service of the city; and this certificate shall entitle the holder thereof to all the rights and privileges conferred by the certificate of qualification.

Special cases.

The Board of Supervisors may report to the Board, for special consideration, all cases that they deem exceptional.

Certificates not valid.

SECT. 183. No certificate, the holder of which has been out of the service of the city for a term of two years, shall be valid, unless renewed by the Board of Supervisors after

careful investigation. The Board of Supervisors shall re-
 vise, at least once a year, the list of certificated teachers who
 are available for service. They shall strike therefrom the
 names of those who, after a fair trial and careful investiga-
 tion, are found to be incompetent teachers. For the use of
 the Board, and the committees thereof, a classification shall
 be made of those persons whose names remain on the list,
 according to their excellence and their probable fitness for
 certain positions.

List of certifi-
 cated teachers.

SECT. 184. The several supervisors shall visit and ex-
 amine the evening schools to which they are assigned by
 the superintendent, as often as once in each month, and
 report thereon to the chairman of the Committee on Evening
 Schools.

Visit and exam-
 ine evening
 schools.

SECT. 185. The Board of Supervisors, or the members
 thereof, shall perform such other duties as the School Com-
 mittee may prescribe, or from time to time direct.

Other duties.

SECT. 186. The supervisors may attend the meetings of
 the School Committee, and shall do so when requested by
 the Board, or by any committee thereof. Any supervisor
 shall, if called upon by the Board, express an opinion, or
 communicate information, on any subject pertaining to the
 schools.

May attend
 meetings.

SECT. 187. The supervisors shall notify the chief truant
 officer of any negligence on the part of, and of any com-
 plaint against, the truant officers, coming to their knowl-
 edge.

Negligence of or
 complaint
 against the tru-
 ant officers.

CHAPTER XIV.

Duties of the Principals.

SECTION 194. The printed proceedings of the Board
 shall be sent regularly to the principals of schools, who
 shall consider them official notices of the action of the
 Board, and shall be governed accordingly.

Printed proceed-
 ings of Board
 to be official
 notice.

SECT. 195. Each principal shall make a monthly re-
 port to the Board of Supervisors on or before the fifth day
 of school-time after the expiration of the month covered by
 such report. For this purpose blanks shall be prepared by
 the Board of Supervisors, and sent to the principals by the
 secretary. These blanks shall propose the questions to be
 answered, and indicate the subject upon which information
 is desired. The object of these reports is to keep the Board
 and the committees thereof accurately informed at all times
 as to the manner in which the regulations are enforced, and
 to assist in their enforcement by keeping the more important
 of them fresh in the minds of the principals. In these re-
 ports the principals shall express their opinion of the

Monthly report.

Blanks.

Object of
 reports.

teaching and governing ability of such substitutes and temporary teachers as have been employed in the course of the month. The principals shall also state in these reports whether the services of the truant officers, assigned to their several districts, have been satisfactorily performed during the month covered by the report. The reports shall be prepared under the direction of the principals and signed by them, and shall be kept on file in the office of the Board of Supervisors for the inspection of the members of the Board only.

Signed.

On file.

Principals.

Graduating
classes.Visits and
examinations.

Returns.

Notice of
appointment of
teachers.Of teachers
transferred.Report cases
of corporal
punishment.Suspension of
scholars.

Apology.

SECT. 196. The principals of the Grammar Schools shall perform the duties of their office both in the Grammar and Primary Schools of their respective districts. They shall have the special charge of the graduating classes, giving an average of at least two hours a day to their instruction. This instruction, in mixed schools, shall be given to the boys and girls at the same time. They shall devote the remainder of their time to the general duties of their office, and to the supervision of the Primary Schools of their district, each of which they shall visit at least once a week.

SECT. 197. During the first week in February and in July each principal shall, on blanks furnished for this purpose, make to the superintendent returns of the number of pupils.

SECT. 198. Each principal, within one week after the appointment of a teacher, shall send to the auditing clerk the full name of such teacher, with the date of entering upon the duties of the office; he shall also give immediate notice when any teacher has been transferred to another school or district, or has resigned or been removed.

SECT. 199. Every principal shall require all subordinate teachers in his school or district to report to him, at the close of each day, all cases of corporal punishment, stating the name of the pupil, the amount of the punishment, and the reason of its infliction.

SECT. 200. A principal may suspend a scholar from school for violent and pointed opposition to authority in any particular instance, or when the example of the pupil is very injurious, and in cases where reformation appears to be hopeless; but he shall immediately inform the committee in charge, and the parent or guardian, of his action, and mention it in his next monthly report to the Board of Supervisors. If any scholar so suspended shall make a satisfactory apology to the teacher or to the principal, as the latter shall direct, and give promise of amendment, he shall, with the consent of the committee in charge, be reinstated in the school.

SECT. 201. Each principal shall prescribe such rules for the use of the yards and out-buildings as shall insure their being kept in a neat and proper condition ; he shall examine them as often as may be necessary for that purpose ; he shall be held responsible for any want of cleanliness on the premises ; and when anything is out of order he shall give immediate notice thereof to the auditing clerk. Each principal shall give such instructions to his assistants as will prepare them to act prudently and promptly in case of a fire in their school-building ; and he shall so train the pupils that, at a given signal, they will leave the school-house in order and speedily. The fire-alarm signal shall be given at least once each month from September to April. Each principal shall see that the outside doors of all the school-buildings of his district are kept unlocked during school-hours.

Rules for the yard, etc.

Fire.

Outside doors of school-buildings to be kept unlocked.

SECT. 202. The principals shall, under the direction of the Committee on Accounts, have the control of the janitors, and shall see that the rules for their government are enforced. Janitors shall be required to use extraordinary precautions against fire, especially when the scholars are in the building. The principals shall inform the chairman of the Committee on Accounts of any neglect of duty or any improper conduct on the part of the janitors.

Janitor.

Fire.

SECT. 203. The principals shall patiently hear and impartially investigate any charges or complaints which may be preferred by parents or others against teachers in their respective schools or districts, and shall use their best endeavors to redress any real grievances.

Charges or complaints.

SECT. 204. Annually, on the last session of the school-day next preceding the 22d of February, the principals shall assemble the pupils of the High and Grammar Schools for such patriotic exercises as they may deem advisable.

Washington's birthday.

SECT. 205. Whenever, in the opinion of the principal, the work of the truant officer assigned to his district is not satisfactorily performed, the principal shall notify the chief truant officer of the fact.

Services of truant officer.

CHAPTER XV.

General Regulations of the Public Schools.

SECT. 210. There shall be two terms, each year, for the regular work in the schools: the first term beginning on the first Wednesday in September, and the second term on the first Monday in February.

School-year.

SECT. 211. All teachers of the public schools are required to make themselves familiar with these Regulations,

Teachers to observe the regulations.

especially with such as relate to their individual duties, and to the instruction and discipline of their own schools, and are also required to see that the Regulations are faithfully observed.

General duties. SECT. 212. The teachers shall punctually observe the hours appointed for opening and dismissing the schools, and during school-hours shall faithfully devote themselves to their duties. In all intercourse with their scholars they shall strive to impress on their minds, both by precept and example, the great importance of earnest efforts for improvement in morals, manners, and deportment, as well as in useful learning.

School-hours. SECT. 213. The morning session of the Grammar and Primary Schools shall begin at nine o'clock and close at twelve o'clock, with a recess of twenty minutes for every pupil when one-half of the session has expired. The afternoon session shall begin at two o'clock and close at four o'clock, with a recess of ten minutes in the Primary Schools, except that from the first Monday in November, to and including the last Friday in January, the afternoon session shall begin at a quarter before two o'clock, and close at a quarter before four o'clock. *Provided*, that teachers may detain pupils in the afternoon only, not exceeding thirty minutes after the regular hour for dismissing school, either for purposes of discipline or to make up imperfect lessons; but no scholar shall be detained except for his own fault or neglect. The time employed by the pupils in passing out from and reëntering the school-buildings shall be included in the time assigned for recess; there shall be as little delay as possible in reëntering the school-buildings after recess.

After school. SECT. 214. When the schools are to be suspended for the afternoon, on account of stormy weather, the superintendent shall cause "twenty-two" to be struck and repeated by the fire-alarm telegraph, at quarter before twelve o'clock; and the Primary Schools shall be dismissed at twelve o'clock, and the Grammar Schools at one o'clock.

One session. SECT. 215. All the school-rooms shall be opened, and the teacher shall be present, both morning and afternoon, *fifteen minutes* before the time for the session to begin. The teachers shall require the scholars to be in their seats punctually at the hour for beginning school.

Fifteen minutes before school. SECT. 216. The morning exercises of all the schools shall begin with the reading in each class-room, by the teacher, of a portion of Scripture without note or comment; and no other religious exercises shall be allowed in the public schools.

Morning exercises. SECT. 217. Good morals being of the highest importance to the pupils, and essential to their progress in useful knowl-

Good morals. SECT. 217. Good morals being of the highest importance to the pupils, and essential to their progress in useful knowl-

edge, instruction therein shall be given in all the schools. It shall be the duty of the instructors to secure good conduct and a proper deportment on the part of their pupils, both in school and out, and especially in going to and returning from school.

In school and out.

SECT. 218. In every school shall be kept a register, in which shall be recorded the names, ages, dates of admission, and places of residence of the scholars; and, in addition to this, other records shall be kept of the absence and tardiness of the scholars, and of their class exercises, which shall show their advancement and standing. In every school there shall be kept, in suitable books furnished for the purpose, a record of all certificates of twenty weeks' attendance, issued to pupils who leave school to go to work. These certificates shall be filled out by the teachers, and indorsed by the principal of the district, and sent to the proper authority to be signed on behalf of the Board. At the expiration of the time during which such pupils may legally work, the truant officers shall see that they return to school, or that a record is made of the reason for their not returning.

Register.

Records.

Certificates of twenty weeks' attendance at school issued to pupils.

SECT. 219. Application shall be made for school registers, books for records, blanks for monthly reports, and stationery, to the Committee on Supplies, who will furnish what is required to all the schools.

Books and blanks.

SECT. 220. Teachers may visit other schools once a quarter to observe their methods of discipline and instruction, if the care of their pupils has been provided for in a manner satisfactory to the principals. Teachers in buildings used by the city for election purposes are expected to make such visits of observation on the days when elections are held.

Teachers may visit other schools.

SECT. 221. All instructors shall endeavor to maintain such discipline in their schools as is exercised by a kind and judicious parent in his family, avoiding corporal punishment in all cases where good order can be preserved by milder measures; and in no case resorting to confinement in a closet or wardrobe, or to any cruel or unusual punishment. Corporal punishment shall be inflicted only after the nature of the offence has been fully explained to the scholar, and shall be restricted to blows on the hand with a rattan. At the close of the day each instructor shall report in writing to the principal all cases of corporal punishment during such day, stating the name of the pupil, the amount of the punishment, and the reason for its infliction; and the principal shall mention the number of such cases in his monthly report to the Board of Supervisors. Corporal punishment shall not be inflicted upon girls in Grammar Schools, or upon any scholars in the High Schools.

Corporal punishment.

Report all cases.

Of girls in Grammar Schools forbidden.

Absence.

SECT. 222. Whenever a pupil has left school, intending not to return, or when a pupil has been absent one month, and the teacher finds on inquiry that there is no probability of an immediate return, the teacher shall take the name of such pupil from the list; but the previous absence shall remain recorded. The name of a pupil who is suspended from school, under any rule of the Board, shall be taken from the list. Any pupil shall be recorded as absent who has not been in school at least one-half of the session.

Temperature and ventilation.

SECT. 223. Teachers shall give vigilant attention to the ventilation and temperature of their school-rooms, both in winter and summer, and see that the air of the rooms is effectually changed at each recess and at the end of each school session.

Physical exercise.

SECT. 224. The teachers shall so arrange the daily exercises in their classes that every scholar shall have, each forenoon and afternoon, some kind of physical exercise, for not less than five minutes.

Teachers not allowed to sell books, etc.

SECT. 225. No instructor shall be allowed to sell, or keep for sale, any books, stationery, or other articles required for use in the schools.

Teachers not to keep private schools or edit newspaper, etc.

SECT. 226. No teacher shall keep a private school, or teach in any public school other than that in which he is regularly employed, or instruct private pupils before six o'clock P.M., except on Saturdays or during vacations, or edit any newspaper, or any religious or political periodical.

Prizes and presents.

SECT. 227. Teachers shall not award diplomas or prizes to their pupils, or receive any present of money or other property from them. No contribution for any purpose shall be permitted in any public school.

Contributions.

Advertisement.

SECT. 228. No advertisement shall be read to the pupils of any school on the premises thereof, or be posted on the walls or fences of any school building; and no agent or other person shall be permitted to enter any school premises for the purpose of exhibiting, either to teachers or pupils, any book or article offered for sale.

Agents.

Authorized books and studies.

SECT. 229. The books used and the studies pursued in all the public schools shall be such only as are authorized by the Board; and the teachers shall not permit any unauthorized publications to be distributed in their schools.

Who may attend school.

SECT. 230. 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

Non-resident pupils.

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 principal shall, at the commencement of each term, on blanks furnished for the purpose, send to the Committee on Accounts the names of such scholars, and of their parents or guardians, with their places of residence. And it shall be the duty of that committee each term to make out bills for tuition, and transmit the same to the City Collector for collection. Bills for tuition.

SECT. 231. No pupil who has been expelled from or is under suspension in one school shall be admitted to another, except by consent of the Board. Suspensions.

SECT. 232. No pupil shall be admitted to any of the public schools without a certificate of a physician that such pupil has been vaccinated, or is otherwise protected against the small-pox; but this certificate shall not be required of pupils who are transferred from one public school to another. No child sick with the whooping-cough shall be allowed to attend school; nor shall any child be allowed to attend any school in this city while any member of the household to which such child belongs is sick with small-pox, diphtheria, scarlet fever, or measles, or during a period of two weeks after the death, recovery, or removal of such sick person, such length of time being certified to in writing to the teacher by a physician or by the Board of Health. Whenever, by reason of the structure of tenement or other dwelling houses, families live in close contact with one another, so as to be practically as one family, the teachers and officers of the School Board shall regard such houses in which the families do not live apart, or are not removed from contagion, as one household, within the meaning of Chapter 64 of the Laws of 1884, and the acts in addition thereto. When children are absent from school on account of sickness, and whenever the principal has reason to suspect the existence of contagious diseases in any household, he shall be authorized to exclude pupils from school until the cases can be properly investigated. The teachers shall exercise the greatest caution in sending pupils to the houses of absent pupils to ascertain the reason for such absence, especially forbidding them to enter the houses to which they are sent. Pupils shall not be sent where contagious diseases are believed to exist in the household of the absent pupils. The principal of any school, upon the receipt of information satisfactory to him that any pupil attending a school under his charge has visited a household where, at the time of such visit, small-pox, diphtheria, scarlet fever, or measles existed, shall suspend such pupil from school for a period of two weeks next following such visit. Vaccination.
Whooping-cough.
Contagious diseases.

Cleanliness.

SECT. 233. Every pupil must come to school cleanly in his person and dress, and with his clothes in proper repair; in case of neglect in this respect it shall be the duty of the teacher to send him home to be suitably prepared for school.

Tardiness.

SECT. 234. Tardiness, unless satisfactorily explained, shall be subject to a proper penalty. No pupil shall be

Absence.

absent a part of any session for the purpose of receiving instruction elsewhere; nor shall a pupil leave before the close of school without the consent of the teacher. Pupils

Excuse.

shall not be considered tardy if they are within the school-building at the hour of the beginning of the session. Pupils detained from school or coming late should present an excuse, but scholars shall not be sent home for such excuse.

Truants.

In notifying the truant officers of the need of their services, the teachers shall use the truant cards and truant blanks only, on which the details in each case shall be clearly stated.

Special studies.

SECT. 235. No programme of a special study shall be put into use in any school until it has been adopted by the Board, after the committee on such special study has reported upon the same.

Visitation days.

SECT. 236. There shall be annual visitation days of the High and Grammar Schools at such times in the months of May or June as the committee in charge shall direct, due notice of which shall be given to the members of the Board by the secretary. The exercises on these days shall be of the same general character as the ordinary exercises of the schools, and shall be conducted in such a way as to enable the parents and other visitors to judge of the attainments of the scholars in the studies pursued during the year.

Graduating exercises.

SECT. 237. There shall be graduating exercises of the Grammar Schools on Tuesday, Wednesday, Thursday, and Friday, only, of the week preceding the fourth of July, and of the High Schools at such times during the same week as the Board may direct, due notice of which shall be given to

Length.

the members by the secretary. The pupils' part in the graduating exercises shall not occupy more than one hour, and shall consist of singing, reading, and such other exercises of a simple kind as grow naturally out of the studies pursued during the year. With the exception of singing, the graduating exercises in all the schools shall be confined to the graduating classes, and no public exhibition of proficiency in music, drawing, physical exercises, military drill, or other special study, shall be given by all or a part of the schools, without the consent of the Board, or by any or all of the schools of a district without the consent of the committee in charge.

Other exhibitions.

Music and drawing.

SECT. 238. An exhibition of the acquirements of the pupils of the public schools in music or in drawing shall

be held under the direction of the committees on these branches when the Board shall so direct. The Annual Festival, complimentary to the medal and diploma scholars, shall be held at such time and place as the Board shall determine, under the direction of a committee of five members of the Board, to be appointed at the first meeting in April.

Annual Festival.

SECT. 239. The following holidays and vacations shall be granted to the schools, viz.: every Saturday; the first Monday in September; the half-day before Thanksgiving day and the remainder of the week; one week, commencing with Christmas day; New Year's day; the Twenty-second of February; Good Friday; Fast day; the week immediately preceding the second Monday in April; Decoration day, etc.; and to the Primary Schools from the last Tuesday in June, and to the Normal, High, and Grammar Schools from their respective graduating exercises, to the first Wednesday in September. The president of the Board is authorized to suspend the schools, not exceeding six sessions, in each municipal year. No other holidays shall be allowed except by vote of three-fourths of the members of the Board present; and no school shall be suspended on any other occasion, except for important reasons peculiar to that school, and then only by express permission of the committee in charge.

Holidays and vacations.

President may suspend the schools.
No other holidays.

CHAPTER XVI.

Regulations of the Primary Schools.

SECTION 245. The Primary Schools form the first grade in the system of public instruction established in this city, and in them are taught the rudiments of an English education.

Primary Schools.

SECT. 246. The scholars shall be divided into three classes, and each class may be subdivided, as its numbers may require. The schools in each district shall be classified under the direction of the principals.

Classification of schools.

SECT. 247. Children shall be admitted to those schools which are the most convenient for them to attend, and for which they are qualified, provided such schools are not already full; and in all cases of doubt or difficulty, in respect to the admission of pupils, the teacher shall apply to the principal for advice and direction. Teachers of the lowest class, with the permission of the Division Committee, may decline to receive pupils after the eighth week

Admission.

Lowest class.

- Record. following the first Monday of February or the first Wednesday of September, or whenever the number of pupils shall exceed fifty-six; but a record shall be kept by each teacher of the names and residence of all applicants who have been refused admission, so that Division Committees may know the number of children requiring school accommodations. Applicants shall be admitted in the order of application.
- Transfer of pupils. SECT. 248. A certificate of transfer which shall entitle them to admission to the same class shall be required of pupils moving from one school to another.
- Promotions. SECT. 249. The regular promotion of scholars from class to class shall be made on the first Wednesday in September and the first Monday in February. Occasionally, promotions may be made on Monday of any week, whenever the principals may deem it advisable.
- Physical culture. SECT. 250. Teachers shall give particular attention to the physical culture and to the comfort of the pupils under their care. They shall arrange the daily exercises in their classes so that every scholar shall have twice in each session, in addition to the recess, some kind of physical exercise in the school-room. If a recess in the open air is impracticable, the children shall be exercised in the school-room. The recesses of the schools shall be approved by the principals.
- Recesses.
- Music. SECT. 251. Instruction in vocal music shall be given by the regular teachers, on each day of the week.
- Drawing. SECT. 252. Instruction in drawing shall be given by the regular teachers, in lessons not exceeding thirty minutes in length.

CHAPTER XVII.

Regulations of the Grammar Schools.

Grammar Schools. SECTION 256. The Grammar Schools form the second grade in the system of public instruction established in this city; and in them are taught the common branches of an English education.

Admission of pupils. SECT. 257. Pupils shall not be admitted to the Grammar Schools except by special permit of the Division Committee, unless, on examination, they shall be able to read, at first sight, easy prose; to spell common words of one, two, or three syllables; to distinguish and name the marks of punctuation; to perform mentally simple questions in addition, subtraction, and division; to answer readily any proposed combination of the multiplication table in which neither factor exceeds ten; to read and write Arabic numbers expressed by three figures, and the Roman numerals.

as far as the sign of one hundred; and to enunciate, clearly and accurately, the elementary sounds of our language.

SECT. 258. Pupils promoted from the Primary Schools shall enter the Grammar Schools on the first Wednesday in September and first Monday in February; other applicants residing in the district may enter on any Monday morning, provided they are qualified. Pupils regularly discharged from a Grammar School shall be admitted at any time to the same class of any other Grammar School on presenting their certificates of transfer.

Time of entering.

Transfer of pupils.

SECT. 259. 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.

Out-of-school lessons.

SECT. 260. Each school shall be divided into six classes; and each class may be subdivided as its number may require. If any division completes the course of study assigned to its class previous to the regular time for promotion, it may, with the approval of the principal, begin upon the text-books prescribed for the next higher class.

Six classes.

SECT. 261. An ungraded class for the instruction of children who, from age or other reason, are unqualified for the regular classes of Primary and Grammar Schools, may be established in any Grammar School; but no child is to be placed in such class for misconduct. Sewing shall be taught in any ungraded class of girls, under the direction of the Committee on Sewing, if the Division Committee deem it expedient. Any Primary scholar, over eight years of age, may be removed to an ungraded class by the principal.

Ungraded classes.

Sewing.

SECT. 262. No pupil shall be admitted to or retained in any school except that of the district in which such pupil lives, without the written consent of the Division Committee; when the school the pupil desires to attend is in a different division from the one to which he belongs, the written consent of both Division Committees shall be required.

Districts.

Special permits.

SECT. 263. In the first and second classes instruction in vocal music shall be given in two lessons, of half an hour each, and in the third, fourth, fifth, and sixth classes, in four lessons, of fifteen minutes each, every week, by the regular teachers; and vocal music shall in all respects be regarded as one of the regular studies of the school.

Vocal music.

SECT. 264. All the classes shall be instructed so that

Physical exercise.

they can take proper physical exercise in concert in the school-rooms, and the teachers shall give careful and regular attention to such exercise for not less than five minutes each session.

Sewing.

SECT. 265. Instruction shall be given in sewing, twice a week, for one hour at a time, to the fourth, fifth, and sixth classes of girls in the Grammar Schools; and such instruction may be extended into other classes by the Board, on the joint recommendation of the Committee on Sewing and the Division Committee of the school where such extension is proposed. The Committee on Sewing shall nominate, through the Committee on Nominations, for confirmation qualified persons as teachers of this branch, each of whom shall have general oversight in the department assigned to her, and shall be assisted in teaching by the regular teacher of the class under instruction; and this committee may discharge the regular teachers of sewing, subject to the approval of the Board, and may, whenever necessary, employ substitutes.

Sewing teachers.

Substitutes.

Drawing.

SECT. 266. Instruction in drawing shall be given in two lessons, of forty-five minutes each, every week, by the regular teachers, in accordance with the programme adopted by the Board.

Organization.

SECT. 267. It shall be the duty of the principals to superintend the organization of all the classes of the Grammar Schools. No pupil who is qualified for admission to a High School shall, without the consent of the Division Committee, be allowed to remain in the graduating class of a Grammar School after the close of the year in which he was a member of such class.

Graduates.

Books or cards.

SECT. 268. Every teacher shall be at liberty to use such books or cards as he may deem desirable, for the purpose of illustration or for examples; but such books or cards shall not be used to the exclusion or neglect of the prescribed text-book; nor shall pupils be required to furnish themselves with any but the regular text-books.

Forenoon studies.

SECT. 269. In the arrangement of the studies and recitations in the Grammar Schools, those which most severely task the pupils shall, as far as practicable, be assigned to the forenoon.

Books of reference.

SECT. 270. No books of reference belonging to any public school shall be kept out of the school-house during school-hours. The master shall be responsible for all the books of reference, globes, maps, and charts of his school, and shall annually, in the month of September, make a correct return of the same to the Committee on Supplies; a return shall also be made at the same time, and to the same committee, of all such articles furnished for school use from any trust fund held in charge by the city.

CHAPTER XVIII.

Regulations of the High Schools.

SECTION 275. The High Schools form the third grade of High Schools. the system of public instruction established in this city; and in them a course of advanced study is provided for those who have completed the course in the Grammar Schools. The general Regulations of the Public Schools, Chapter XV., so far as they are applicable, are required to be enforced in all the High Schools.

SECT. 276. Pupils under the age of thirteen years shall not be admitted to any High School without special permission of the Committee on High Schools. Age for admission.

SECT. 277. Applicants for admission other than graduates of the public Grammar Schools shall present certificates of good character from the principals of the schools they last attended, and shall pass a satisfactory examination which shall be equivalent to that of the graduating classes of the Grammar Schools. Certificates of character. Examination of applicants not graduates.

SECT. 278. The examination for admission of applicants who are not graduates of the Grammar Schools shall take place on the first Wednesday and Thursday in September, and shall be conducted at the same time in each study, and with the same questions, which shall be adopted by the Board of Supervisors, and approved by the Committee on Examinations.

SECT. 279. Pupils who are members, but not graduates, of Grammar Schools, or who have been members of such schools at any time within the current municipal year, shall not be admitted to an examination for admission to any High School; *provided*, that boys who have attained the age of fourteen, and girls who have attained the age of fifteen, though members, but not graduates, of Grammar Schools, may be examined at the appointed time, and admitted, if qualified; and the principals shall grant, or, for sufficient reason, decline to grant, the required certificate of good character. Members not graduates of Grammar Schools.

SECT. 280. Whenever any question is raised, under the Regulations of the Board, in regard to the admission of an applicant, it shall be decided by the Committee on High Schools. Questions to be decided.

SECT. 281. The course of study shall be for three years, and shall be arranged by the Committee on Examinations and approved by the Board. An advanced course of one year more for such pupils as have completed the three years' course shall be open to boys in the English High School and to girls in the Girls' High School. Course of study; three years. Advanced course.

Diplomas. SECT. 282. Pupils who have completed the three years' course to the satisfaction of the Committee on Examinations shall be entitled to a diploma; and those who have completed the advanced course, to an additional diploma, on the same condition.

(See Sect. 175.)
Military drill. SECT. 283. Instruction in military drill shall be given in the High Schools, under the charge of a special drill officer, to all boys of good physical condition, who are thirteen years old, or more. The time occupied in drill shall not exceed two hours in each week.

SECT. 284. The Committee on High Schools shall admit pupils eligible for High-School instruction, to a High School in any district other than that in which they reside, the same having been first designated by their parents or guardians, in a written communication, to the Committee on High Schools, and no pupil shall be transferred from one High School to another, except by permission of the same committee.

School-hours- SECT. 285. The sessions of the High Schools shall begin at nine o'clock A.M., and close at two o'clock P.M., every week-day except Saturday, when there shall be no session. No variation of the school-hours required by this section shall be made except by vote of the Board.

CHAPTER XIX.

Regulations of the Latin Schools.

Public Latin Schools. SECTION 290. The purpose of these schools is to give a thorough general culture to boys and girls who intend to pursue the higher branches of learning, or to prepare for college.

Six classes. SECT. 291. These schools shall be organized in six classes, and the full course of study shall be for six years.

Admission of graduates of Grammar Schools. SECT. 292. Graduates of the Grammar Schools to whom diplomas have been awarded shall be admitted, without examination, to such advanced classes as their qualifications may entitle them to enter. Other applicants for admission shall be at least eleven years of age, and shall present certificates of character from the principals of the schools they last attended, and pass an examination equivalent to that required for admission to the third class of the Grammar Schools, on the third Saturday in June and on the first Wednesday in September, the questions for such examinations to be adopted by the Board of Supervisors and approved by the Committee on Examinations. Candidates for admission to the Latin Schools must present a written statement from parents or guardians of

Other applicants.

their intention to give such candidate a collegiate education.

SECT. 293. The Board of Supervisors shall examine the graduating classes each year; and the standard of examination shall be that of admission to colleges of the highest grade. Pupils who have completed the course of study to the satisfaction of the Committee on Examinations shall be entitled to a diploma.

Examination of graduating classes.

Diploma.

CHAPTER XX.

Regulations of the Boston Normal School.

SECTION 295. The Boston Normal School is established for the purpose of giving professional instruction to the young women who intend to become teachers in the public schools of Boston.

Boston Normal School.

SECT. 296. 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.

Candidates for admission.

Examination for admission.

Probation.

SECT. 297. 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.

Examination of graduates.

SECT. 298. 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.

Certificates of graduates.

Preference to graduates as teachers.

SECT. 299. 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.

Text-books.

- School-year. **SECT. 300.** This school shall begin on the first Wednesday in September ; and shall close on such day of the week preceding the Fourth of July, and with such exercises, as the committee of the school may direct.
- Report of head- **SECT. 301.** The head-master shall annually make a re-
master. port to the committee in charge, which, under their direc-
Catalogue. tion, 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 the Board of Supervisors, the principals of
schools, and the members of the graduating classes of High
Schools.
- Visits of head- **SECT. 302.** When a graduate of this school is appointed
masters or as teacher in any public school of this city, it shall be the
assistants. duty of the head-master to make, or cause to be made by
his assistants, one or more visits to her school for the pur-
pose of criticism and suggestions in regard to her teach-
ing.
- Instruction of **SECT. 303.** Such instruction shall be given, in connec-
teachers. tion with the Normal School, to teachers in the employ of
the city, as the committee in charge may direct. Special
Instruction in instruction in music and drawing shall be given in this
music and school, under the direction of the committees on these
drawing. departments.
- Visits of Normal **SECT. 304.** The head-master shall send the Normal
pupils. 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.
- Post-graduate **SECT. 305.** There shall be a post-graduate course of one
course. year in this school, for the study of the principles of educa-
tion 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 ap-
pointed as permanent teachers.
- Course of **SECT. 306.** The course of study in this school is all pur-
study. sued with special reference to teaching, and is as follows : —
1. Mental and Moral Science and Logic.
 2. Principles of Education, School Economy, and Meth-
ods 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.

TRAINING DEPARTMENT.

SECT. 307. 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. Training Schools.

SECT. 308. The Committee on the Normal School shall have charge of the Training School. In charge of committee.

SECT. 309. 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. Head-master's powers.

SECT. 310. 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. Principal of Training School.

SECT. 311. 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. Number and rank of teachers.

CHAPTER XXI.

Regulations of Horace Mann School for the Deaf.

SECTION 315. This school was established by the Boston School Committee, in coöperation with the State Board of Education, as a day school for deaf children, to whom it may be accessible. School for deaf-mutes.

SECT. 316. Pupils over five years of age are admitted, in accordance with an act passed by the Legislature in 1869 (Public Statutes, Chap. 41, Sect. 16) : — Age of admission.

“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 instruction, at the expense of the Commonwealth, for a term not exceeding ten years in the case of any pupil, to the American Asylum at Hartford, or to the Clarke Institution for Deaf-mutes at Northampton, or any other school for deaf-mutes in this Commonwealth, as the parents or guardians may prefer.”

SECT. 317. This school is designed to give an elementary English education, but, as a preparation for this, it must first impart to pupils entering as deaf-mutes the meaning and use of ordinary language. It aims to teach all of its pupils to speak, and to read the speech of others from their lips. The general regulations of the public schools, Chapter XV., so far as applicable, are to be enforced in this school. Object of school. Regulations.

Session.

SECT. 318. The sessions of this school shall begin at 9 A.M., and close at 2 P.M., on every week-day except Saturday, when there shall be no session.

CHAPTER XXII.

Duties of Instructor in Hygiene.

Instructor in Hygiene.

SECTION 325. The Instructor in Hygiene shall be a regularly educated physician, and shall perform the duties of his office under the direction of the Committee on Hygiene.

Duties of.

SECT. 326. His duties shall be to instruct the teachers, and, as far as possible, the pupils in the schools, in the proper methods of teaching and studying elementary anatomy, physiology, and hygiene. He shall give special attention, by personal inspection, to the sanitary condition of the schools, and to the health of instructors and pupils, as far as may be dependent upon such sanitary condition.

Sanitary defects of school-houses.

SECT. 327. In all cases of danger from sanitary defects of school buildings, due to their construction, location, or surroundings, he shall report the same to the appropriate division committee, or, in cases of emergency, to the Committee on School-Houses, or to the City Board of Health.

Contagious diseases.

SECT. 328. At the request of the principal of a district, or the chairman of any division committee, he shall investigate supposed cases of contagious diseases, in order that such diseases may not be introduced into the schools, or, if among the pupils, that they may be removed, in accordance with the rules and regulations providing therefor.

SECT. 329. Under the direction of the Committee on Hygiene, he shall prepare a brief code of the common laws of health, relating to exercise, posture, ventilation, light, heat, voice, etc., to be enforced in the school-room, not conflicting with prescribed studies.

Leave of absence to teachers.

SECT. 330. At the request of a division committee he shall examine and report upon applications of teachers for leave of absence on account of ill-health.

Attendance at meetings.

SECT. 331. He shall attend the meetings of the School Committee and of the Board of Supervisors, whenever subjects relating to hygiene are under consideration.

SECT. 332. He shall attend meetings of the Committee on School-Houses, or of any division committee, at the request of either, for purpose of consultation.

Annual report.

SECT. 333. He shall report in print, annually, in October, to the School Board, all matters connected with the hygienic management and conditions of the schools, together with the progress made in the studies under his special care.

SECT. 334. He shall also render such other services as the School Committee, or the Committee on Hygiene, may from time to time direct.

CHAPTER XXIII.

Regulations of the Evening Schools.

SECT. 340. Evening schools for adults, and such children as are unable to attend the day schools, may be established by the Committee on Evening Schools, as follows:—

1. One Evening High School for pupils from all parts of the city who are qualified for admission. No pupil shall attend this school who has not passed a satisfactory examination in reading, writing, arithmetic, and geography.

2. Elementary Evening Schools may be established wherever the Committee on Evening Schools may deem it advisable, subject to the provisions of paragraph 3.

3. No evening school shall be established unless forty scholars have previously pledged themselves to attend the same regularly; and any evening school shall be discontinued when the average attendance of the preceding month has fallen below thirty.

4. The Committee on Evening Schools shall have the general charge and supervision of these schools; and each school shall be under the special care of one member of this committee.

SECT. 341. The term of the evening schools shall begin on the last Monday in September, and close on the first Friday in March. The week preceding the first Monday in January shall be vacation. The sessions of the Evening High School shall begin at half-past seven and close at half-past nine o'clock; the sessions of the Elementary schools shall begin at seven o'clock and close at nine o'clock, on the five evenings of the week from Monday to Friday, both inclusive, the evenings of legal holidays excepted. The school-rooms shall be opened and the teachers shall be present fifteen minutes before the time for the session to begin.

SECT. 342. The principal shall be responsible for the general management of the school. The principal of each school, with as many assistants as may be necessary, shall be in attendance at the school-rooms for the examination, registry, and classification of applicants for admission, on such evenings before the beginning of the term as the committee in charge may designate.

SECT. 343. The principal of each evening school shall keep an exact record of the attendance of every pupil, and

Evening schools established.

Examination for admission.

Establishing of evening schools.

Discontinuance of evening schools.

Term of evening schools.

Vacation.

Sessions.

Instructors.

Examination, etc., of applicants.

Records.

once each month shall report the same to the superintendent, who shall notify the chairman of the committee in charge when the average number reported requires the discontinuance of any school, or the dismissal of any assistant.

Admission of pupils.

SECT. 344. No person under eighteen years of age shall be received as a pupil of any evening school until he has stated to the principal thereof upon what evenings he can probably attend, and has pledged himself to attend upon those evenings as regularly as his circumstances will permit. No pupil shall be admitted to the Evening High School who is more than twenty-five years of age, and who is unable to attend at least three evenings per week, except by permission of the Committee on Evening Schools. The principal shall enter the name, address, and the evenings for the attendance of each pupil, in a book kept for the purpose. Any scholar who shall absent himself from the school for three consecutive evenings on which his attendance is due shall be discharged, and shall not be readmitted until he shall have satisfactorily explained his absence. A principal may discharge a pupil for disobedience or improper conduct; and such pupil shall not be reinstated without the consent of the committee in charge.

Discharge of pupil.

Exhibitions.

SECT. 345. Public examinations or exhibitions may be held at the close of the season, with the consent of the committee in charge.

Text-books.

SECT. 346. The text-books used in the evening schools shall be such only as are duly authorized by the Board. The principal shall be responsible for all books owned by the city; and they shall not be taken from the school-house.

Course of study; Evening High School.

SECT. 347. The course of study in the Evening High School shall include the following studies, and no others: English Composition and Penmanship, History of the United States, Commercial Arithmetic and Book-keeping, Phonography, Elementary Algebra, Plane Geometry, Physiology and Hygiene; and French and German, when it is made evident to the Committee on Evening Schools that the study of these languages is necessary in the occupation the pupils follow, or intend to follow; and 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.

Services of truant officers.

SECT. 348. The truant officers, or such of them as may be detailed for the purpose by the Committee on Truant Officers, shall render such service in connection with the evening schools as may be required by the committee in charge.

SECT. 349. The Committee on Evening Schools shall report to the Board for approval such school-houses, or other buildings, as are needed for the use of the evening schools. Buildings for evening schools.

SECT. 350. The evening schools shall be governed by the Regulations of the School Committee other than those contained in this chapter, so far as the same are applicable. Regulations.

SECT. 351. A certificate for regular and punctual attendance, good deportment, and general proficiency, shall be awarded by the Committee on Evening Schools to pupils in the evening schools, at the close of the term.

CHAPTER XXIV.

Regulations of the Free Evening Schools for Industrial Drawing.

SECT. 355. Evening schools for free instruction in industrial drawing, under the direction of the Committee on Drawing, may be established in such of the school-houses, — with the consent of the Committee on School-Houses, — and in such other places, as the standing committee shall from time to time deem expedient. Evening Drawing School.

SECT. 356. There shall be one term of the evening drawing schools, beginning on the third Monday of October, and ending on the Friday next preceding the third Monday in March. Term.

SECT. 357. The schools shall be opened at half-past seven o'clock, and closed at half-past nine o'clock, on Monday, Wednesday, and Friday of each week, the evenings of legal holidays excepted. The rooms shall be open and the teachers present fifteen minutes before the beginning of school-hours. Sessions.

SECT. 358. The teachers of each school shall be in attendance at the school-buildings, for the examination, registry, and classification of applicants for admission, on such evenings, before the beginning of the term, as the standing committee may designate. Examination, etc., of applicants.

SECT. 359. No person shall be admitted under the age of fifteen years, or at any time other than the beginning of the term, except by express permission of the standing committee. Age for admission.

SECT. 360. The principal of each school shall report at the close of every month to the superintendent of public schools the whole number of pupils, with the average attendance for the month, together with such other information as may be required; and the superintendent Returns to superintendent.

shall, in his semi-annual reports, communicate to the Board an abstract of such returns.

Discharge of pupils.

SECT. 361. A teacher may discharge a pupil for disobedience or improper conduct, with the consent of the standing committee, and shall communicate to the principal teachers of the other drawing schools the names of all pupils thus dismissed. No pupil discharged for misconduct shall be admitted to any of the other drawing schools without the consent of the standing committee.

Diplomas.

SECT. 362. Diplomas may be awarded, at the end of the term, to those who have, in the judgment of the committee, completed the course creditably.

CHAPTER XXV.

Regulations of Kindergartens.

Kindergartens.

SECTION 367. These schools are established for the purpose of giving Kindergarten instruction to children of three and one-half years of age and upwards, and shall be under the charge of the Committee on Kindergartens. The sessions of the schools shall be such as the committee in charge shall determine, who shall also prescribe the course of instruction.

Sessions.

CHAPTER XXVI.

Regulations of the Manual Training Schools.

Manual Training Schools.

SECTION 370. These schools are established for the purpose of giving manual instruction to the pupils of the public schools, and shall be under the charge of the Committee of the Manual Training Schools. The sessions of these schools shall be such as may be determined by the committee in charge, subject to the approval of the Board, who shall also prescribe the course of instruction.

Sessions.

CHAPTER XXVII.

Regulations of Eastburn School-Fund.

Eastburn School-Fund.

SECTION 375. The interest shall be drawn from the city treasury, from time to time, as needed, by the head-master of the Normal School, on the order of the Chairman of the Committee on Normal School, on vote of the committee.

SECT. 376. The money thus received shall be expended by the head-master, with the approval of the committee,

for the benefit of deserving and poor scholars attending the Boston Normal School.

SECT. 377. The head-master shall keep an account of such expenditures, with vouchers, which account shall be open to the inspection of the School Committee; and a statement of the expenditures shall be presented to the Committee on Normal School and the Committee on Accounts, on the first days of January and July.

SECT. 378. The head-master's account shall be audited, semi-annually, by the Chairmen of the Committees on Normal School and Accounts, after which the vouchers shall be destroyed.

CHAPTER XXVIII.

Regulations of the Truant Officers.

SECTION 385. The several school districts having been so grouped together as to make the labors of the officers as nearly equal as possible, each truant officer shall be assigned to one of these groups, and shall be held responsible under these regulations, and such regulations as the Committee on Truant Officers may from time to time prescribe, for the judicious and faithful discharge of the duties of his office. The Committee on Truant Officers shall appoint one of the officers, subject to the approval of the Board, as chief of the truant force, who shall perform such duties as the said committee may prescribe.

Assignment of officers.

SECT. 386. Each truant officer shall give his whole time to the discharge of the duties of his office, except as may be otherwise provided for vacations by the Committee on Truant Officers. He shall endeavor to procure the attendance at school of all the children of the districts assigned to him who are required by the law to attend school, and especially of such as are not members of any school, visiting them at their homes or places of employment, or looking after them in the streets for this purpose; and he shall, by persuasion and argument, both with the children and their parents or guardians, and by other means than legal compulsion, strive to secure such attendance. He shall, at least once a month, consult the record-books of certificates of attendance issued to pupils, and see that such pupils return to school on the expiration of the certificates, or report the reason for their not returning to the principal.

Duties of officers.

SECT. 387. The truant officers shall not be employed to inquire into the occasional absence of pupils of the public schools who are not suspected of truancy, or be required to visit those suspended by principals, unless other-

Occasional absence of pupils.

wise directed by the Committee on Truant Officers. When their services are requested by the teachers to inquire into the absence of pupils suspected of truancy, the truant officers shall take action in those cases only which are reported to them with the details properly given on the regular truant cards furnished for the purpose. When the services of an officer are required by a teacher for any purpose other than that recited above, the teacher shall fill out the special blank (Truant Blank A) furnished for the purpose, clearly stating the details, and the information desired. These blanks shall be countersigned by the principal of the district, except that the principal may designate one teacher in such school-buildings in his district as are located at long distances from the grammar school, who shall countersign Blank A in place of the principal; a list of such teachers to be sent to the chief and to the officer of the district. The officers shall investigate all cases properly referred to them, and report upon them as soon as possible. They shall note on the back of each truant card and Blank A the date on which their investigations are completed and affix their signatures. These cards and blanks shall be returned to the principals, who shall indorse them and forward them once a week to the chief truant officer. Truant officers shall act in those cases only which are referred to them by the teachers, in the manner set forth in this regulation.

Blanks.

To investigate cases referred to them.

When a child may be arrested.

SECT. 388. The truant officers shall investigate and report upon cases which may be referred to them, in writing, by any committee or member of the Board, the superintendent, the chief truant officer, or a principal.

SECT. 389. When a truant officer shall be unable in a district assigned to him, to procure the attendance at school, either public or private, of any child who is an habitual truant, or who is required by the provisions of statute law to attend school, it shall be the duty of such officer to file with the chief truant officer a written statement, giving the name, age, and residence of the child, the names of the parents or guardians; and, in case of truancy, the name of the school attended by such child, the name of the teacher, and the number of instances of supposed truancy during the three months immediately preceding the filing of the statement; thereupon the chief truant officer, if in his judgment the case is a proper one for prosecution, — and if he has the written consent of the chairman of the committee of the division in which the school is located, or, in his absence, of some member of said Division Committee, or of the President of the School Board, — shall authorize the application for a warrant for the arrest of such child to a court having jurisdiction.

SECT. 390. The chief truant officer shall obtain daily from the office of the Board of Health the reports of all cases of scarlet fever and other diseases dangerous to the public health, and the several truant officers shall immediately give notice thereof to the principals of the schools or districts assigned to them. Truant officers shall not visit premises where contagious diseases are believed to exist, unless absolutely necessary.

Reports of
scarlet fever,
etc.

SECT. 391. Such officers as may be detailed by the chief shall attend the evening schools when in session, and shall render such services in connection with those schools as may be required of them by the Committee on Evening Schools or the chief.

Service in even-
ing schools.

SECT. 392. The Committee on Truant Officers shall make such further regulations for the government of the truant officers in the discharge of their duties as may be necessary.

CHAPTER XXIX.

Boundaries of School Districts.

HIGH SCHOOLS.

The English High and Girls' High Schools receive pupils, for the course of three years, who reside within the limits of the city proper and of South Boston; and, for the advanced course of one year, from all parts of the city.

The East Boston High School receives pupils, for the course of three years only, who reside within the limits of East Boston.

The Public Latin and the Girls' Latin Schools receive pupils from all parts of the city.

The Roxbury High School receives pupils, for the course of three years only, who reside within the limits of the former city of Roxbury.

The Charlestown High School receives pupils, for the course of three years only, who reside within the limits of the former city of Charlestown.

The Dorchester High School receives pupils, for the course of three years only, who reside within the limits of the former town of Dorchester.

The West Roxbury High School receives pupils, for the course of three years only, who reside within the limits of the former town of West Roxbury.

The Brighton High School receives pupils, for the course of three years only, who reside within the limits of the former town of Brighton.

The Committee on High Schools shall admit pupils

eligible for High-School instruction, to a High School in any district other than that in which they reside, the same having been first designated by their parents or guardians, in a written communication to the Committee on High Schools, and no pupil shall be transferred from one High School to another, except by permission of the same committee.

GRAMMAR SCHOOLS.

FIRST DIVISION.

Adams District, for Boys and Girls.

Comprises that portion of East Boston lying south and east of a line running from the bay on the east, by the centre of Marion street, to the railroad; thence along the railroad and by the centres of Decatur, Chelsea, Elbow, Meridian, Maverick, and Havre streets to the water.

Chapman District, for Boys and Girls.

Beginning at Mystic river, and running easterly by the centre of Central square and Bennington street to Marion street; by the centre of Marion street to a line midway between Princeton and Lexington streets; by said line easterly to Brooks street; by the centres of Brooks, Trenton, and Putnam streets to Chelsea creek, and thence by the water to the point of beginning.

Emerson District, for Boys and Girls.

Comprises all that portion of East Boston lying easterly of a line commencing at Chelsea creek, and running by the centre of Putnam to Trenton street; thence by the centre of Trenton to Brooks street; thence by the centre of Brooks street to a line midway between Princeton and Lexington streets; thence westerly by said line to Marion street, and by the centre of Marion street to the shore of Boston Harbor.

Lyman District, for Boys and Girls.

Beginning at Mystic river, and running easterly through Central square and Bennington street to Marion street; thence by the centre of Marion street to the railroad; thence along the railroad and by the centres of Decatur, Chelsea, Elbow, Meridian, Maverick, and Havre streets to the water; thence by the water to the point of beginning

SECOND DIVISION.

Bunker Hill District, for Boys and Girls.

Beginning at Mystic river, on the boundary line between Charlestown and Somerville; thence by said line to Mill pond; thence to Mill street; thence by rear of the north side of Mill to Main street; thence by centre of Main to Mead street; thence by both sides of Mead to Russell street; thence by a line across Russell to Bunker Hill street; thence across Bunker Hill to North Mead street; thence by both sides of North Mead street, including Grant's court, across Medford street; thence by Mystic river to the point of beginning.

Frothingham District, for Boys and Girls.

Beginning at Mystic river, at the end of Tufts street; thence by the centres of Tufts and Bunker Hill streets to Lexington street; thence by both sides of Lexington street to Monument square; thence by Monument square to Winthrop street; thence by centres of Winthrop and Adams streets to the Navy Yard wall; thence by Chelsea street to Mystic river; thence by the water to the point of beginning.

Harvard District, for Boys and Girls.

Beginning at Prison-Point bridge; thence by the centre of Austin to Main street; thence across Main to Warren street; thence by the centre of Warren to Cordis street; thence by the centre of Cordis street to High street; thence by the centres of High, Winthrop, and Adams streets to Navy Yard wall; thence in a southerly direction by Navy Yard wall to Charles river; thence by the water to the point of beginning.

Prescott District, for Boys and Girls.

Beginning at Mystic river at the end of Webster street; thence by the rear of the south side of Webster to Bunker Hill street; thence by the centre of Bunker Hill to Green street; thence by both sides of Green to Bartlett street; thence by rear of the east side of Bartlett street to Monument square, thence by Monument square to Lexington street; thence by rear of north side of Lexington to Bunker Hill street; thence by centres of Bunker Hill and Tufts streets to Mystic river; thence by the water to the point of beginning.

Warren District, for Boys and Girls.

Beginning at Mill pond at the end of Mill street; thence by both sides of Mill to Main street; thence by centre of Main to Mead street; thence by rear of the south side of Mead to Russell street; thence by a line across Russell to Bunker Hill street; thence across Bunker Hill to North Mead street; thence by rear of the south side of North Mead, excluding Grant's court, across Medford street to Mystic river; thence by the water to Webster street; thence by both sides of Webster to Bunker Hill street; thence by centre of Bunker Hill to Green street; thence by rear of the north side of Green to Bartlett street; thence by both sides of Bartlett street to Monument square; thence by Monument square to High street; thence by the centres of High and Cordis streets to Warren street; thence by centre of Warren to Austin street; thence by centre of Austin to the water; thence by the water to the point of beginning.

THIRD DIVISION.

Bowdoin District, for Girls.

Beginning at Cambridge bridge; thence by the centres of Cambridge, North Russell, Eaton, Chambers, Green, Leverett, and Causeway streets to the Boston and Maine railroad; thence by said railroad to Haymarket square; thence by the centres of Haymarket square and Union street to Dock square; thence by Dock square to Washington street; thence by the centres of Washington, Court, Tremont, Beacon, and Joy streets to Mt. Vernon street; thence by the rear of the north side of Mt. Vernon street to the water; thence by the water to the point of beginning.

Eliot District, for Boys.

Beginning at the water at the Lowell Freight Depot; thence by both sides of Billerica to Lancaster street; thence by centres of Lancaster and Merrimac streets to Portland street; thence by both sides of Portland and centre of Hanover street to Washington street; thence by centres of Washington and State streets to the water; thence by the water to the point of beginning.

Hancock District, for Girls.

Beginning on the Boston and Maine railroad at the water; thence by the railroad to Haymarket square; thence across Haymarket square to Union street; thence by the centre of Union street to Dock square; through Dock square to Wash-

ington street; thence by the centres of Washington and State streets to the water; thence by the water to the point of beginning.

Phillips District, for Boys.

Beginning at the water at the Lowell Freight Depot; thence by the rear of the west side of Billerica to Lancaster street; thence by the centres of Lancaster and Merrimac streets to Portland street; thence by the rear of the west side of Portland to Hanover street; thence by the centres of Hanover, Washington, Court, Tremont, Beacon, and Joy streets to Mt. Vernon street; thence by the rear of the north side of Mt. Vernon street to the water; thence by the water to the point of beginning.

Wells District, for Girls.

Beginning at the water on the easterly end of Cambridge bridge; thence by the water to the Boston and Maine railroad; thence by the railroad to Causeway street; thence by the centres of Causeway, Leverett, Green, Chambers, Eaton, North Russell, and Cambridge streets to the point of beginning.

FOURTH DIVISION.

Brimmer District, for Boys.

Beginning at the junction of Charles and Beacon streets; thence by the centres of Beacon, Tremont, Court, State, Devonshire, Otis, Summer, and Chauncy streets, Harrison avenue, Dover and Berkeley streets to the Boston and Albany railroad; thence by the railroad to Columbus avenue; thence by the centres of Columbus avenue, Park square, and Charles street to the point of beginning.

Prince District, for Boys and Girls.

Beginning at the water at the foot of Mt. Vernon street; thence by both sides of Mt. Vernon street and the centres of Joy, Beacon, and Charles streets, Park square, and Columbus avenue to the Boston and Albany railroad; thence by said railroad to the Boston and Providence railroad; thence by the latter railroad to West Chester park; thence by both sides of West Chester park to the Boston and Albany railroad; thence by said railroad to the Brookline

boundary line ; thence by said boundary line to Brighton avenue ; thence by both sides of Brighton avenue to the Brookline bridge ; thence by the bridge to the water ; thence by the water to the point of beginning.

Quincy District, for Boys.

Beginning at the Dover-street bridge ; thence by the centres of Dover street, Harrison avenue, Chauncy, Summer, Otis, Devonshire, and State streets to the water ; thence by the water to the point of beginning.

Winthrop District, for Girls.

Beginning at the junction of Charles and Beacon streets ; thence by the centres of Beacon, Tremont, Court, State, Devonshire, Otis, Kingston, and Albany streets to the Boston and Albany railroad ; thence by the line of the railroad extended to the water on the east ; thence by the water to Dover-street bridge ; thence by the centre of Dover street and the centre of Harrison avenue to the Boston and Albany railroad ; thence by the railroad to Columbus avenue ; thence by the centres of Columbus avenue, Park square, and Charles street to the point of beginning.

FIFTH DIVISION.

Dwight District, for Boys.

Beginning at the east end of Canton street ; thence by the centre of Canton street to the Boston and Providence railroad ; thence by said railroad to West Chester park ; thence by the rear of the south side of West Chester park to the Boston and Albany railroad ; thence by said railroad to Parker street ; thence by the rear of the westerly side of Parker to Camden street ; thence by the centres of Camden street and Columbus avenue to the centre line of Westfield street extended ; thence by the centres of Westfield and Tremont streets to Kendall street ; thence by the rear of the north-easterly side of Kendall street to Shawmut avenue ; thence by the centres of Woodbury and Thorndike streets to Harrison avenue ; thence by the centres of Harrison avenue and Northampton street to the former boundary line between Boston and Roxbury ; thence by said boundary line to the South Bay ; thence by the water to the point of beginning.

Everett District, for Girls.

Beginning at the east end of Canton street; thence by the rear of the north side of Canton street to Boston and Providence railroad; thence by said railroad to West Chester park; thence by the rear of the south side of West Chester park to the Boston and Albany railroad; thence by said railroad to Parker street; thence by rear of westerly side of Parker street to Camden street; thence by the centres of Camden street and Columbus avenue to centre line of Westfield street extended; thence by the centres of Westfield and Lenox streets to Sawyer street; thence by the rear of the north-easterly sides of Sawyer, Woodbury, and Thorndike streets to Harrison avenue; thence by the centres of Harrison avenue and Northampton street to the former boundary line between Boston and Roxbury; thence by said boundary line to the South Bay; thence by the water to the point of beginning.

Franklin District, for Girls.

Beginning at the east end of Canton street; thence by the rear of the north side of Canton street to the Boston and Providence railroad; thence by said railroad to the Boston and Albany railroad; thence by the latter railroad to Harrison avenue; thence by the centres of Harrison avenue and Dover street to the bridge; thence by the water to the point of beginning.

Rice District, for Boys.

Beginning at the east end of Canton street; thence by the centre of Canton street to the Boston and Providence railroad; thence by said railroad to the Boston and Albany railroad; thence by the latter railroad to Berkeley street; thence by the centres of Berkeley and Dover streets to Dover-street bridge; thence by the water to the point of beginning.

Hyde District, for Girls.

Beginning at the junction of Washington and Ruggles streets; thence by the centre of Ruggles to Parker street; thence by rear of westerly side of Parker street to Camden street; thence by the centres of Camden street and Columbus avenue to the centre line of Westfield street extended; thence by the centre of Westfield and Lenox to Sawyer street; thence by rear of north-easterly sides of Sawyer, Woodbury, and Thorndike streets to Harrison avenue; thence by the centre of Harrison avenue to Eustis street; thence by the centres of Eustis and Washington streets to the point of beginning.

Sherwin District, for Boys.

Beginning at the junction of Washington and Ruggles streets ; thence by the centre of Ruggles to Parker street ; thence by rear of westerly side of Parker to Camden street ; thence by the centres of Camden street and Columbus avenue to the centre line of Westfield street extended ; thence by the centres of Westfield and Tremont streets to Kendall street ; thence by rear of north-easterly side of Kendall street to Shawmut avenue ; thence by the centres of Woodbury and Thorndike streets to Harrison avenue ; thence by the centre of Harrison avenue to Eustis street ; thence by centres of Eustis and Washington streets to the point of beginning.

SIXTH DIVISION.

Andrew District, for Boys.

Beginning at Old Harbor Bay at the former boundary line between Boston and Dorchester, and following this line to the South Bay ; thence by the water in a northerly direction to the extension of D street ; thence by the centre of D street to the Old Colony railroad ; thence by said railroad to E street ; thence by the centres of E, Eighth, and G streets to Old Harbor Bay ; thence by the water to the point of beginning.

Andrew District, for Girls.

Beginning at Old Harbor Bay at the former boundary line between Boston and Dorchester, and following this line to the South Bay ; thence by the water in a northerly direction to the extension of D street ; thence by the centre of D street to the Old Colony railroad ; thence by said railroad to E street ; thence by the centres of E, Ninth, and G streets to Old Harbor Bay ; thence by the water to the point of beginning.

Bigelow District, for Boys.

Comprises all that part of South Boston lying between the districts of the Lawrence and Lincoln Schools, not included in the Andrew School District, for boys.

Gaston District, for Girls.

Comprises that part of South Boston included in the Lincoln District, for boys.

Lawrence District, for Boys.

Comprises all that part of South Boston west and north-west of the centre of D street.

Lincoln District, for Boys.

Includes all that part of South Boston east and south-east of a line beginning at the centre of Dorchester street on the northern shore, and running to G street; thence through the centre of G street to the southern shore.

Norcross District, for Girls.

Comprises that part of South Boston lying west and north-west of a line beginning at the centre of E street on the northern shore, and running by the centre of E street to the Old Colony railroad; thence by said railroad to D street; thence by the centre of the extension of D street to the South Bay.

Shurtleff District, for Girls.

Comprises that part of South Boston lying between the districts of the Norcross and the Lincoln Schools not included in the Andrew School District, for girls.

SEVENTH DIVISION.

Comins District, for Boys.

Beginning at the junction of Ruggles and Parker streets; thence by rear of the westerly side of Parker to Ward street; thence by the centre of Ward to Phillips street; thence by the centre of Phillips to Tremont street; thence by rear of the southerly side of Tremont to Parker street; thence by rear of the westerly side of Parker to Heath street; thence across Parker and by rear of the northerly side of New Heath to Pynchon street; thence by rear of the westerly side of Pynchon to Cedar street; thence by the centre of Pynchon and Tremont streets to Prentiss street; thence by rear of the southerly side of Prentiss street to the Boston and Providence railroad; thence by said railroad to Ruggles street; thence by the centre of Ruggles street to the point of beginning.

Comins District, for Girls.

Beginning at the junction of Ruggles and Parker streets; thence by rear of the westerly side of Parker to Smith street; thence by the centre of Smith to Phillips street; thence by

the centre of Phillips to Tremont street; thence by rear of the southerly side of Tremont to Parker street; thence by rear of the westerly side of Parker to Heath street; thence across Parker and by rear of the northerly side of New Heath to Pynchon street; thence by rear of the westerly side of Pynchon to Cedar street; thence by the centre of Cedar to Centre street; thence by rear of the north-westerly side of Centre to Gardner street; thence by centres of Gardner, Elmwood, Clay, and Tremont streets to Ruggles street; thence by the centre of Ruggles street to the point of beginning.

Dearborn District, for Boys and Girls.

Beginning at the junction of Winthrop and Warren streets; thence by the centres of Warren street, Harrison avenue, Northampton, Hampden, and Dudley streets, Blue Hill avenue; and Winthrop street to the point of beginning.

Dillaway District, for Girls.

Beginning at the junction of Washington and Ruggles streets; thence by the centres of Ruggles, Tremont, Clay, Elmwood, and Gardner streets to Centre street; thence by the rear of the north-westerly side of Centre to Cedar street; thence by the centre of Cedar to Pynchon street; thence by the rear of westerly side of Pynchon to New Heath street; thence by rear of the northerly side of New Heath to Centre street; thence by centres of Centre, Marcella, and Washington streets to Dale street; thence by the rear of the southerly side of Dale to Regent street; thence by the centres of Regent and Circuit streets, Walnut avenue, Warren, Whiting, Moreland, Fairland, and Winthrop streets, Harrison avenue, Eustis and Washington streets to the point of beginning.

Dudley District, for Boys.

Beginning at the junction of Washington and Ruggles street; thence by the centre of Ruggles street to the Boston and Providence railroad; thence by said railroad to Prentiss street; thence by rear of the southerly side of Prentiss to Tremont street; thence by the centres of Tremont and Pynchon streets to Cedar street; thence by rear of westerly side of Pynchon to New Heath street; thence by rear of northerly side of New Heath to Centre street; thence by the centres of Centre, Marcella, and Washington streets to Dale street; thence by the rear of the southerly side of Dale to Regent street; thence by the centres of Regent and Circuit streets, Walnut avenue, Warren, Whiting, More-

land, Fairland, and Winthrop streets, Harrison avenue, Eustis and Washington streets to the point of beginning.

George Putnam District, for Boys and Girls.

Beginning at the junction of Washington and Townsend streets; thence by the centre of Townsend street to Humboldt avenue; thence by the rear of the easterly side of Humboldt avenue to Seaver street; thence by the centres of Seaver street, Walnut avenue, Glen road, Forest Hills street, Washington street, and Chemical avenue to Stony brook; thence by the brook to Boylston avenue; thence by the centre of Boylston avenue to Amory street; thence by rear of the west side of Amory street and by the rear of the north side of Codman avenue to Washington street; thence by the centre of Washington street to the point of beginning.

Hugh O'Brien District, for Boys and Girls.

Beginning at the junction of Winthrop street and Blue Hill avenue; thence by the centres of Blue Hill avenue, Hampden and Northampton streets, to the former boundary line between Boston and Roxbury; thence by said boundary line to the South Bay; thence by the water to the stone post on the former boundary line between South Boston and Dorchester, South Bay; thence by an air-line to the junction of Norfolk avenue and West Cottage street; thence by the centre of West Cottage street to the N.Y. & N.E. R.R.; thence by said railroad to Howard street; thence by the centre of Howard to Hartford street; thence by the rear of the easterly side of Hartford to Cunningham street (proposed); thence by the rear of the northerly side of Cunningham street (proposed) to Howard avenue; thence by the centres of Howard avenue, Brookford street, and Blue Hill avenue to the point of beginning.

Lewis District, for Boys and Girls.

Beginning at the junction of Washington and Dale streets; thence by the rear of the southerly side of Dale to Regent street; thence by the centres of Regent and Circuit streets, Walnut avenue, Warren, Whiting, Moreland, Fairland, and Winthrop streets, Blue Hill avenue, Brookford street, and Howard avenue to Cunningham street (proposed); thence by the rear of the northerly side of Cunningham street (proposed) to Hartford street; thence by the rear of the easterly side of Hartford to Howard street; thence by the centre of Howard street to the N.Y. & N.E. R.R.; thence by said railroad to Quincy street; thence by the rear

of the southerly side of Quincy street to the old boundary line between Dorchester and Boston ; thence by said boundary line to Central avenue ; thence by the centres of Central and Blue Hill avenues and Seaver street to Humboldt avenue ; thence by the rear of the easterly side of Humboldt avenue to Townsend street ; thence by the centres of Townsend and Washington streets to the point of beginning.

Lowell District, for Boys and Girls.

Beginning at the junction of Tremont and Heath streets ; thence by rear of northerly sides of Heath and New Heath streets to Centre street ; thence by the centres of Centre, Marcella, and Washington streets to Codman avenue ; thence by the rear of the north side of Codman avenue to Amory street ; thence by the rear of the west side of Amory street to Boylston avenue ; thence by the centres of Boylston avenue and Boylston street to Centre street ; thence in a direct line to the Brookline boundary ; thence by said boundary to Tremont street ; thence by the centre of Tremont street to the point of beginning.

Martin District, for Boys.

Beginning at the junction of Ruggles and Parker streets ; thence by rear of westerly side of Parker street to the Boston and Albany railroad ; thence by said railroad to the Brookline line ; thence along said line to Heath street ; thence by rear of northerly side of Heath to Parker street ; thence by rear of westerly side of Parker to Tremont street ; thence by rear of southerly side of Tremont to Phillips street ; thence by the centre of Phillips to Ward street ; thence by the centre of Ward to Parker street ; thence by rear of the westerly side of Parker street to the point of beginning.

Martin District, for Girls.

Beginning at the junction of Ruggles and Parker streets ; thence by rear of westerly side of Parker street to the Boston and Albany railroad ; thence by said railroad to the Brookline line ; thence along said line to Heath street ; thence by rear of northerly side of Heath to Parker street ; thence by rear of westerly side of Parker to Tremont street ; thence by rear of southerly side of Tremont to Phillips street ; thence by the centre of Phillips to Smith street ; thence by the centre of Smith to Parker street ; thence by rear of the westerly side of Parker street to the point of beginning.

EIGHTH DIVISION.

Agassiz District, for Boys, and Hillside District, for Girls.

Beginning at the junction of Centre and Boylston streets; thence by centres of Boylston street and Boylston avenue to Stony brook; thence by the brook to Chemical avenue; thence by the centres of Chemical avenue, Washington and Forest Hills streets, Glen road, Walnut avenue, Seaver street, Blue Hill avenue, Back, Walk Hill, and Washington streets to junction of Boston and Providence railroad; thence by said railroad to Dedham Branch railroad; thence by Dedham Branch railroad to South street; thence by the centres of South, Bussey, Walter, Centre, and Allandale streets to Brookline line; thence by said line to Willow pond; thence by a line from the northern point of Willow pond to the point of beginning.

Allston District, for Boys and Girls.

Beginning on Western avenue, at the Watertown bridge; thence by the centres of Western avenue and Market street to the Boston and Albany railroad; thence by a line running to the ledge on the southerly side of Cambridge street; thence by a line running to the centre of Summit street at its intersection with Breck street; thence by the centre of Summit street to the Brookline line; thence by the Brookline line to the Brookline bridge; thence by Charles river to the point of beginning.

Bennett District, for Boys and Girls.

All the territory in Ward 25 not included in the Allston district.

Charles Sumner District, for Boys and Girls.

Beginning at the junction of Walk Hill and Washington streets; thence by the centre of Walk Hill street to the old Dorchester line; thence by the centres of Back and Ashland streets to Hyde Park boundary line; thence by said line to its junction with Poplar street; thence in a north-westerly direction to the junction of High and Washington streets; thence by a line in a northerly direction to the junction of Church and Centre streets; thence by the centre of Church street to Brookline line; thence by said line to Allandale street; thence by the centres of Allandale, Centre, Walter, Bussey, and South streets to Dedham Branch railroad; thence by said railroad to its junction with the Boston and Providence railroad on Washington street; thence by the centre of Washington street to the point of beginning.

Mt. Vernon District, for Boys and Girls.

Beginning at the junction of Poplar street with Hyde Park boundary line; thence in a north-westerly direction to the junction of High and Washington streets; thence in a northerly direction to the junction of Church and Centre streets; thence by the centre of Church street to Brookline line; thence by Brookline and Newton lines to Charles river; thence by Charles river to Dedham line; thence by Dedham line to Hyde Park line; thence by Hyde Park line to the point of beginning.

NINTH DIVISION.

Dorchester-Everett District, for Boys and Girls.

Beginning at the junction of Norfolk avenue and West Cottage street; thence by an air line to the stone post on the former boundary line between South Boston and Dorchester, South Bay; thence by said boundary line to Old Harbor; thence following the shore around Cow pasture and Savin Hill to the Old Colony and Newport railroad; thence by the Old Colony and Newport railroad to Bay street; thence by the north side of Bay street to Dorchester avenue; thence by the centres of Dorchester and Savin Hill avenues to Pleasant street; thence by the north side of the new street or streets across Jones Hill to Hancock street; thence by the centre of Glendale and Columbia streets to Quincy street; thence by the rear of the southerly side of Quincy street to the New York and New England railroad; thence by said railroad to West Cottage street; thence by the centre of West Cottage street to the point of beginning.

Gibson District, for Boys and Girls.

Beginning at the former boundary line between Boston and Dorchester on Quincy street; thence by the rear of the southerly side of Quincy to Mt. Everett street; thence by the centre of Mt. Everett street to corner of Hamilton avenue; thence across the fields to junction of Green-street place and Olney street; thence by the centre of Olney street to Geneva avenue; thence by the centre of Geneva avenue to Bowdoin street; thence by the brook in a south-easterly direction to a point west of the end of Charles street; thence to the Shawmut railroad; thence by said railroad to Melville avenue; thence by the centres of Melville avenue, Washington street, Wheatland avenue extended, Bernard street, Talbot, Blue Hill, and Central ave-

nues to the former boundary line between Boston and Dorchester; thence by said boundary line to the point of beginning.

Harris District, for Boys and Girls.

Beginning at the point where the Old Colony and Newport railroad crosses Commercial street near Beach street; thence by the Old Colony and Newport and the Shawmut railroads to the (new) street next north of the Shawmut railroad; thence by the north side of the (new) street to Adams street; thence by the centre of Adams street to Field's corner; thence by the centre of Dorchester avenue to Charles street; thence by the north side of Charles street to a point on the brook west of the end of Charles street; thence in a south-easterly direction to the Shawmut railroad; thence by said railroad to Melville avenue; thence by the centre of Melville avenue to a point opposite Hooper street; thence by an air line to the junction of Centre and Carlisle streets; thence by the centres of Carlisle street, Welles avenue, and Argyle street to Ashmont street; thence by the centre of Ashmont to Commercial street; thence by the west side of Commercial street to the water at Tenean bridge; thence around Commercial point and Harrison square to the point of beginning.

Mather District, for Boys and Girls.

Beginning at the southern shore of Savin Hill, on the Old Colony and Newport railroad; thence by said railroad to Bay street; thence by the north side of Bay street to Dorchester avenue; thence by the centres of Dorchester and Savin Hill avenues to Pleasant street; thence by the north side of the new street or streets across Jones Hill to Hancock street; thence by the centre of Glendale and Columbia streets to Quincy street; thence by the south side of Quincy to Mt. Everett street; thence by the centre of Mt. Everett street to the corner of Hamilton avenue; thence across the fields to the junction of Green-street place and Olney street; thence by the centres of Olney street and Geneva avenue to Bowdoin street; thence by the brook in a south-easterly direction to a point west of the end of Charles street; thence by the north side of Charles street to Dorchester avenue; thence by the centre of Dorchester avenue to Field's Corner; thence by the centre of Adams to the (new) street next north of the Shawmut railroad; thence by the north side of the (new) street to the Shawmut railroad; thence by the Shawmut and Old Colony and Newport railroads in a northerly direction to the water; thence by the water to the point of beginning.

Minot District, for Boys and Girls.

Beginning at Tenean bridge, on Commercial street; thence by the west side of Commercial to Ashmont street; thence by the centre of Ashmont street to Dorchester avenue; thence by the Shawmut railroad to Neponset river; thence by the river to the point of beginning.

Pierce District, for Boys and Girls.

Beginning on Melville avenue at a point opposite Hooper street; thence by an air line to the junction of Centre and Carlisle streets; thence by the centres of Carlisle street, Welles avenue, Argyle, Ashmont, Washington, and Fuller streets, Forest Hills avenue, Madison and Back streets to Blue Hill avenue; thence across Blue Hill to Talbot avenue; thence by the centres of Talbot avenue, Bernard street, Wheatland avenue extended, Washington street, and Melville avenue to the point of beginning.

Stoughton District, for Boys and Girls.

Beginning at Neponset river, near the junction of the Shawmut railroad and the Dorchester and Milton Branch railroad; thence to and by the Shawmut railroad to Dorchester avenue; thence by the centres of Ashmont, Washington, and Fuller streets, and Forest Hills avenue to Corbett street; thence in a southerly direction crossing Forest Hills avenue and River street at a point midway between the houses of A. D. Capen and Tilden Ames (now or formerly) to Neponset river; thence by the river to the point of beginning.

Tileston District, for Boys and Girls.

Beginning at a point on Neponset river from which a line extended to the northward would pass through a point midway between the houses of A. D. Capen and Tilden Ames (now or formerly) on River street; thence by said line to the junction of Corbett street and Forest Hills avenue; thence by the centres of Forest Hills avenue and Madison street to the former boundary line between West Roxbury and Boston; thence by said boundary line to the boundary line between Boston and Hyde Park; thence by the last-named line to Neponset river; thence by the river to the point of beginning.

APPENDIX.

APPENDIX.

AN ACT

TO REORGANIZE THE SCHOOL COMMITTEE OF THE CITY OF BOSTON.

Be it enacted, etc., as follows:—

SECTION 1. The qualified voters of the city of Boston, at the annual municipal election occurring in the year eighteen hundred and seventy-five, shall elect twenty-four persons, inhabitants of the city, to constitute with the mayor of said city, who shall be, *ex officio*, chairman thereof, the school committee of said city, the members of which shall serve without compensation; the eight persons who shall have received the largest number of votes shall hold their office for three years; the eight persons who shall have received the next largest number of votes shall hold their office for two years; and the eight persons who shall have received the next largest number of votes shall hold their office for one year. In case two or more persons elected shall have received an equal number of votes, those who are the seniors by age shall, for the division into classes hereby required, be classified as if they had received the largest number of votes in the order of ages. And thereafter the qualified voters shall annually elect eight persons, inhabitants of the city, to serve as members of the school committee for the term of three years.

School committee to consist of mayor and twenty-four persons elected by the voters.

SECTION 2. It shall be the duty of the clerks of the several wards of said city to make returns to the city clerk, after each municipal election, of the votes cast in their several wards for members of the school committee, and after the entry by the city clerk of said returns, or of an abstract thereof, in the official book kept for such purpose, it shall be the duty of the board of aldermen to examine and compare said returns, and thereupon to cause certificates of election to be issued to such and so many of the members of said school committee as appear to have been chosen at such election; but said school committee shall be the final judge of the qualifications and elections of its own members.

Eight members to be elected every year.

SECTION 3. The persons so chosen as members of the school committee shall meet and organize on the second Monday in January, in the year eighteen hundred and seventy-six, and annually thereafter, at such time and place as the mayor may appoint. The unexpired term of office of all members and officers of the school committee as hitherto organized and established shall terminate immediately upon the organization of the school committee elected under this act.

Clerks of wards to make returns of votes to city clerk.

SECTION 4. A majority of all the members of the school committee shall be necessary to constitute a quorum for the transaction of business. They shall choose a secretary, not of their number, who shall also serve as secretary to the board of supervisors, an auditing clerk, and such other subordinate officers as they may deem expedient, and shall define their duties, fix their compensation, and may remove them at pleasure.

Organization of committee.

Quorum.

Powers and duties of committee.

SECT. 5. The school committee shall have the supervision and direction of the public schools, and shall exercise the powers and perform the duties in relation to the care and management of schools which are now exercised and performed by the school committee of said city, except so far as they may be changed or modified by this act, and shall have the powers and discharge the duties which may hereafter be imposed by law upon the school committees of cities and towns. They may elect teachers, and may discharge those now in office, as well as those hereafter elected.

They shall appoint janitors for the school-houses, fix their compensation, designate their duties, and may discharge them at pleasure. They may fix the compensation of the teachers; but the salaries established at the commencement of each school year shall not be increased during such year.

Building or altering school-houses.

SECT. 6. Whenever, in the judgment of the school committee, a new building or any addition to or alteration of a building is needed for school purposes, of an estimated cost of over one thousand dollars, they shall make a statement in writing to the city council of the necessity of the proposed building, addition, or alteration; and no contract for the purchase or lease of land, or for the erection, purchase, or lease of any building, or for any addition to or alteration of any building for school purposes, shall be authorized by the city council until such statement has been made, nor until the locality and plans for the same have been approved by the school committee, or by a sub-committee thereof, duly authorized to approve the same.

Superintendent and supervisors to be elected by committee.

SECT. 7. The school committee shall elect a superintendent of schools and a board of supervisors, consisting of not more than six members, and shall define their duties and fix their compensation. The superintendent and the members of the board of supervisors shall hold office for the term of two years, unless sooner removed; and they may be removed for cause at any time by the school committee. No member of either branch of the city council or of the school committee shall hold the office of superintendent or supervisor, and no member of either branch of the city council shall be a member of the school committee. The superintendent shall be a member of the board of supervisors, and shall, when present, preside at their meetings.

Votes required to elect superintendent, masters, etc.

SECT. 8. The votes of the majority of the whole number of members of the school committee shall be necessary to elect the superintendent of schools, the supervisors, the head-masters of the Latin, Normal, and High Schools, the masters of the Grammar Schools, or the director of a special study or exercise.

[Approved May 19, 1875.]

AN ACT

TO PROVIDE FOR THE ORGANIZATION OF THE SCHOOL COMMITTEE OF THE CITY OF BOSTON.

Be it enacted, etc., as follows:—

Organization of School Committee in Boston.

Section three of chapter two hundred and forty-one of the acts of the year eighteen hundred and seventy-five is amended by striking out the words "in the year eighteen hundred and seventy-six and annually thereafter at such time and place as the mayor may appoint," and by inserting in place thereof the words "in each year," so that the first clause of said section shall read as follows: The persons so chosen as members of the school committee shall meet and organize on the second Monday in January in each year.

[Approved February 27, 1886.]

AN ACT

TO INCORPORATE THE BOSTON SCHOOL COMMITTEE.

Be it enacted, etc., as follows:—

SECTION 1. The school committee of the city of Boston, for the time being, is hereby made a corporation by the name of the School Committee of the City of Boston, and said committee, and its successors in office, elected according to law in said city, shall continue a body corporate for the purposes hereinafter set forth, with all the powers and privileges, and subject to all the duties, restrictions, and liabilities set forth in all general laws which now are, or may hereafter be, in force relating to such corporations.

School committee of the city of Boston incorporated [1877-53].

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

Real and personal estate.

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

Charlestown School Trust Fund.

[Approved March 13, 1877.]

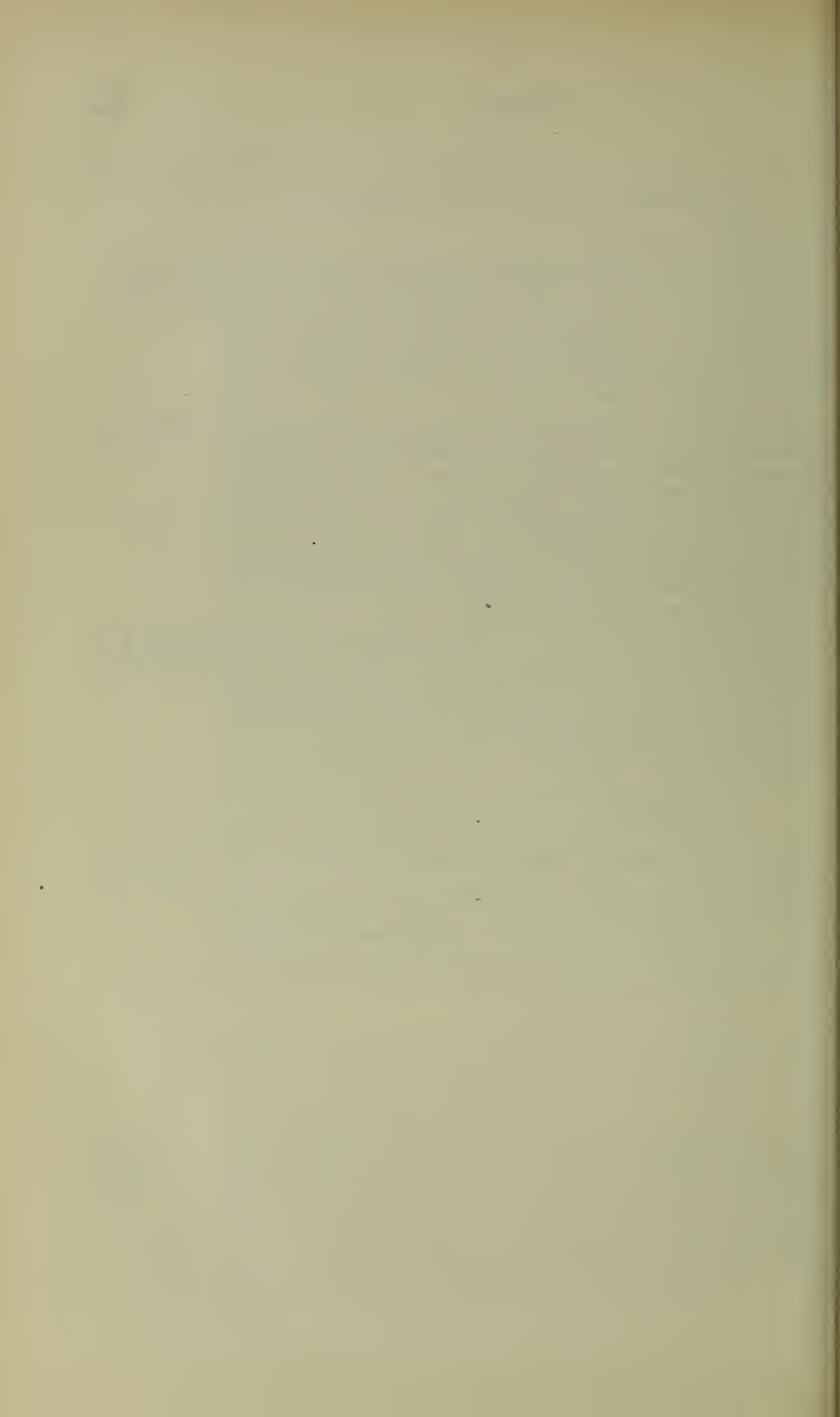
RULES OF THE CORPORATION.

The President of the Board shall be President of the Corporation, *ex officio*.

The Secretary of the Board shall be Secretary of the Corporation, *ex officio*.

A Treasurer shall be chosen by ballot, annually, at the first regular meeting of the Board.

The Committee on Accounts of the School Committee shall be the Directors of the Corporation.



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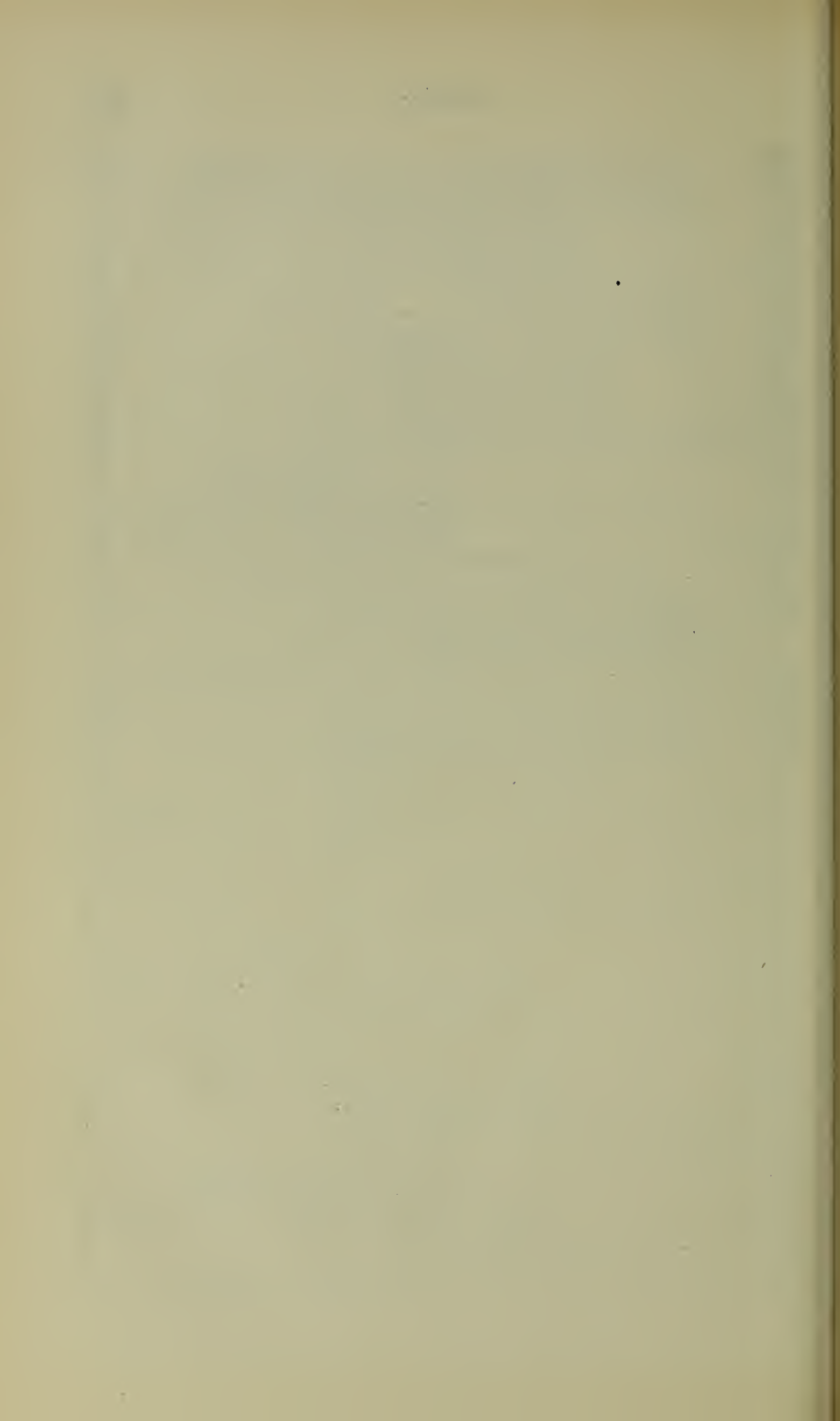
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SCHOOL DOCUMENT NO. 11 — 1888.

CATALOGUE

OF THE

BOSTON NORMAL SCHOOL

FOR THE YEAR

1888.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1888.

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1888.

Term expires January, 1889.

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HENRY CANNING,	HARVEY N. COLLISON,
BORDMAN HALL,	CAROLINE E. HASTINGS.
EDWIN H. DARLING,	

Term expires January, 1890.

CHARLES T. GALLAGHER,	RICHARD J. WALSH,
JAMES S. MURPHY,	WILLIAM H. GRAINGER,
JAMES A. McDONALD,	NAHUM CHAPIN.
GERALD GRIFFIN,	

Term expires January, 1891.

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JOHN G. BLAKE.	RUSSELL D. ELLIOTT,
JOSEPH T. DURYEA,	EDWARD C. CARRIGAN,
THOMAS O'GRADY, Jr.,	JOSEPH D. FALLON.

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EDWARD C. CARRIGAN, *Chairman.*

Mrs. EMILY A. FIFIELD, *Secretary.*

JAMES S. MURPHY,	GEORGE B. HYDE,
JOSEPH T. DURYEA.	

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.*

FLORENCE MARSHALL, *First Assistant.*

ALMIRA I. WILSON, *Second Assistant.*

Third Assistants.

ELLA T. GOULD,

MATTIE H. JACKSON,

ELIZA COX,

LIZZIE M. BURNHAM,

HARRIET H. NORCROSS,

GERTRUDE E. BIGELOW.

DORA BROWN,

PRIMARY DEPARTMENT.

ELLA F. WYMAN, *2d Asst.*

GRACE HOOPER,

SARAH E. BOWERS,

MABEL I. EMERSON,

ANNA D. BADLAM,

EMMA L. WYMAN,

MIRIAM W. DIKE,

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. In addition to the teachers allowed in this section, an additional second assistant shall be allowed for service in the Normal and Training Schools. 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 half a 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 Wednesday 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 Tuesday 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 the following 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 1888-89 will be about seventy-six 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, 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 Wednesday in September.

TIME OF ADMISSION.

Only one class is admitted to this school during the year, and that is admitted at the beginning of the school year. Pupils are not received at other times. The work of the school is so conducted that it is impossible for pupils to make up lessons lost at the beginning of the term, so that it is necessary for all who desire to enter during the year to be present at the opening of the school in September.

The Post-Graduate Class will be organized the first Thursday in September, at three o'clock in the afternoon.

GRADUATES
OF THE
BOSTON NORMAL SCHOOL.

Class of 1888.

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.
Andrews, Angie P. S.	617 Shawmut Avenue.
Barr, Maggie D.	Coleridge St., Harbor View, E.B.
Bearse, Eugenia D.	574 Broadway, S.B.
Betts, Louise W.	89 Leverett Street.
Bibbey, Matilda F.	7 Vernon Place, Charter Street.
Bigelow, Lucy L. C.	273 Cambridge Street, Allston.
Bissett, Isabella L.	Hotel Enfield, Adams Place, R.
Bloomfield, Ellen S.	Rear 216 Marginal Street, E.B.
Campbell, Katherine L.	17 Burlington Avenue.
Carrigan, Rose A.	69 Telegraph Street, S.B.
Chapin, Bessie H.	140 M Street, S.B.
Cheever, Amy	14 Hawthorne Street, R.
Christie, Sadie G.	702 East Fifth Street, S.B.
Clare, Elenora R.	15 St. Charles Street.
Cleary, Addie F.	213 Washington St., Somerville.
Cobb, Velma E.	3 Hudson Street, D.
Coffey, Anna S.	Newhall Street, D.
Collier, Agnes F.	9 Fourth Street, E. Cambridge.
Condon, Evelyn	128 F Street, S.B.
Cornish, Alice T.	461 Fourth Street, S.B.
Corson, Adelaide L.	99 Franklin Street, Allston.

Name.	Residence.
Coulahan, Katharine M.	802 Parker St., R.
Courtney, Ellen V.	649 Broadway, S.B.
Crosby, Mary P.	70 Boylston St., J.P.
Curtis, Grace R.	133 St. Botolph St.
Dodge, Sarah R.	40 Winthrop St., C.
Driscoll, Sarah A.	283 Walnut Ave., R.
Duncklee, Helen L.	Chestnut Hill Ave., B.
Elwell, Annie P.	33 Utica St.
Frizzell, Fanny	158 K St., S.B.
Gilfether, Agnes G.	127 W. Fourth St., S.B.
Gleason, Gertrude M.	North Abington.
Grandison, Abby G.	9 Short St., C.
Hagerty, Annie V.	39 E. Brookline St.
Hagerty, B. Louise	39 E. Brookline St.
Hallstrom, Celia B.	Clarendon Ave., Roslindale.
Handrahan, Sarah J.	Common St., Waltham.
Harlow, Florence	587 Eighth St., S.B.
Harrington, Belle Mary	152 K St., S.B.
Havey, Rose S.	770 Dudley St., D.
Hayes, Theresa E.	20 Everett St.
Hennessy, Mary L.	24 Melrose St.
Hill, Edna A.	23 Preble St., S.B.
Hovey, Edith	39 Circuit St., R.
Irving, Emma J.	19 Marion St., E.B.
Jamison, Jennie M.	48 W. Cedar St.
Kelley, Cecilia A.	96 Bunker Hill St., C.
Keough, Anna M.	27 Baldwin St., Cambridge.
Leary, Helena F.	173 Athens St., S.B.
Little, Ella F.	1 Malbon Pl., R.
Manning, Margaret H.	East Milton.
Mara, Susie L.	93 Pembroke St.
Martine, Edith M.	River St., D.
McDonald, Mary F.	77 Stirling St.
McFarland, Annie C.	8 Champney Pl., R.
McKusick, Annie S.	47 Telegraph St., S.B.
Mock, Sara	458 Shawmut Ave.
Mohan, Rose A.	42 Corson St., D.
Moller, Mary C.	Anawan Ave., W.R.

Name.	Residence.
Morse, Florence I.	11 Concord St., C.
Morse, Julia Genevieve L.	77 Myrtle St.
Neill, Florence E.	385 Fourth St., S.B.
Park, Sarah L.	922 Broadway, S.B.
Perry, Mary M.	10 Gordon St., J.P.
Pinkham, Elizabeth F.	39 Pleasant St.
Power, Theresa G.	80 Devine St., C.
Rand, Leila L.	West Somerville.
Rice, Harriet	Warren St., Allston.
Ripley, Emeline W.	22 Mt. Vernon St., C.
Sackrider, Gertrude E.	31 Bowdoin St., Cambridge.
Scanlan, Edith A.	18 Linden Park St.
Sherburne Mary N.	45 Eliot St., J.P.
Sherry, Grace L.	52 Dale St., R.
Smith, Bertha M.	5 Albion Pl., C.
Smith, Helen D.	Alfred St., J.P.
Smith, Isabel A.	41 Crescent St., Cambridge.
Stickney, Annie M.	Park St., Roxbury.
Thompson, Henrietta	8 Moon St.
Tilden, Eliza L.	91 School St., C.
Todd, Althea M.	49 Clarendon St.
Valentine, Mary N.	Wellesley Hills.
Weyse, Ingemisca G.	Park St., W.R.
Wilkins, Mabel F.	118 Lexington St., E.B.
Woods, Helen A.	105 West Chester Pk.

Number of graduates in 1888	84
Number of previous graduates	890
Total	974

SCHOOL DOCUMENT NO. 12—1888.

SEMI-ANNUAL STATISTICS

OF THE

PUBLIC SCHOOLS.

JUNE, 1888.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1888.

SCHOOL CENSUS. — *May, 1888.*

Number of children in Boston between the ages of 5 and 15	72,590
Number attending public schools	55,599
“ “ private schools	7,882

Whole number of different pupils registered in the public schools during the year 1887-88: Boys, 34,733; girls, 31,049; total, 65,782.

EXPENDITURES. — *1887-88.*

Salaries of officers	\$57,608 00
“ “ teachers	1,238,584 42

Incidental Expenses.

By School Committee	\$239,356 56
From Income Gibson Fund	1,004 01
By Committee on Public Buildings	243,107 89
School-houses and lots	127,875 90
<hr/>	<hr/>
Total expenditures	\$1,907,536 78

INCOME.

School Committee	\$37,092 81
City Council	10,994 25
<hr/>	<hr/>
Total income	\$48,087 06
<hr/>	<hr/>
Net expenditures for public schools	\$1,859,449 72

SUMMARY.

June, 1888.

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	100	96	4	96.	96
Latin and High	10	192	2,724	2,565	156	93.9	2,652
Grammar	54	664	20,310	27,641	2,669	91.	23,914
Primary	470	470	24,639	21,287	3,552	86.	24,549
Totals	535	1,271	57,773	51,692	6,231	89.5	56,511

SPECIAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Horace Mann	1	9	73	63	10	87.	74
Spectacle Island	1	1	11	10	1	92.	13
Evening High	1	29	1,173	960			
Evening	13	94	1,890	1,197			
Evening Drawing	5	23	503	440			
Totals	21	147	3,655	2,670			

SCHOOLS AND TEACHERS.

	TEACHERS.		
	Males.	Females.	Total.
Normal School	1	3	4
Latin School	14		14
English High School	19		19
Girls' High School	2	15	20
Girls' Latin School	1	5	6
Roxbury High School	2	7	9
Dorchester High School	2	3	5
Charlestown High School	2	5	7
West Roxbury High School	1	2	3
Brighton High School	1	2	3
East Boston High School	1	4	5
Grammar Schools	196	559	656
Primary Schools		470	470
Totals	152	1,069	1,221

SPECIAL SCHOOLS AND TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School		9	9
Evening Schools	51	63	114
Evening Drawing Schools	16	7	23
French and German: High Schools	3		3
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		30	30
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
Instructors in Cooking Schools		2	2
Spectacle Island		1	1
Totals	79	117	196

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to June 30, 1888.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head-Masters. Masters.	Junior Masters. Asst. Principals.	First Assistants. Second Asss.	Assistants.			
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Normal		100	100		96	96	4	96.	1		1	2			
Latin	408		408	394		394	14	97.	1	7	6				
Girls' Latin		146	146		137	137	9	93.	1			5			
English High	605		605	575		575	30	95.	1	8	10				
Girls' High		687	687		645	645	42	94.	1	1	1	1			
Roxbury High	91	185	276	86	171	257	19	94.	1	1	1	6			
Dorchester High	57	90	147	55	81	136	11	92.	1			5			
Charlestown High	54	133	187	52	122	174	13	93.	1	1		5			
West Roxbury High	26	56	82	25	53	78	4	95.	1			2			
Brighton High	19	36	55	18	34	52	3	94.	1			2			
East Boston High	57	74	131	53	67	120	11	92.	1			4			
Totals	1,317	1,507	2,824	1,258	1,406	2,664	160	94.	6	21	18	1	3	2	45

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATIONS AND AGES, JUNE 30, 1888.

STATISTICS.

	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	84	12	. . . . .	. . . . .	. . . . .	. . . . .	96	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	8	35	25	28
Latin	94	70	84	65	50	36	1 483	2	7	55	88	112	99	62	34	19	3	2
Girls' Latin	28	41	28	19	7	9	132	. . . . .	7	15	32	21	25	8	15	4	4	1
English High	244	166	156	11	. . . . .	. . . . .	577	. . . . .	. . . . .	1	31	115	197	148	60	22	3	. . . . .
Girls' High	287	141	106	111	. . . . .	. . . . .	645	. . . . .	. . . . .	2	16	84	175	151	114	66	19	18
Roxbury High	122	65	67	. . . . .	. . . . .	. . . . .	254	. . . . .	. . . . .	3	19	55	69	61	32	13	2	. . . . .
Dorchester High	58	34	47	. . . . .	. . . . .	. . . . .	139	. . . . .	. . . . .	. . . . .	4	28	41	41	19	6	. . . . .	. . . . .
Charlestown High	65	57	45	. . . . .	. . . . .	. . . . .	167	. . . . .	. . . . .	1	6	38	46	48	21	5	2	. . . . .
West Roxbury High	39	19	22	. . . . .	. . . . .	. . . . .	80	. . . . .	. . . . .	. . . . .	1	25	18	21	10	2	3	. . . . .
Brighton High	23	22	9	. . . . .	. . . . .	. . . . .	54	. . . . .	. . . . .	. . . . .	. . . . .	5	20	19	7	2	1	. . . . .
East Boston High	44	42	35	. . . . .	. . . . .	. . . . .	121	. . . . .	. . . . .	. . . . .	2	10	40	30	24	13	2	. . . . .
Totals	1,088	669	599	206	57	45	2,748	2	14	77	199	493	730	589	344	187	64	49
Percentages	39.6	24.3	21.8	7.5	2.1	1.6	100	.07	.51	2.80	7.24	17.94	26.57	21.43	12.52	6.81	2.33	1.78

¹ Including 84 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.	Average No. of Pupils to a Regular Teacher.
Normal	3	100	33.3
Latin	13	408	31.4
Girls' Latin	5	146	29.2
English High	18	605	33.7
Girls' High	19	687	36.2
Roxbury High	8	276	34.5
Dorchester High	5	147	29.4
Charlestown High	6	187	31.2
West Roxbury High	2	82	41.0
Brighton High	2	55	27.5
East Boston High	4	131	32.8
Totals	85	2,824	33.3

Graduates, June, 1888.

SCHOOLS.	Regular Course.	Four Years' Course.	Total.
Normal	84	.....	84
Latin	33	.....	33
Girls' Latin	9	.....	9
English High	138	.....	138
Girls' High	100	92	192
Roxbury High	65	.....	65
Dorchester High	46	.....	46
Charlestown High	45	.....	45
West Roxbury High	19	.....	19
Brighton High	10	.....	10
East Boston High	32	.....	32
Totals	581	92	673

EVENING SCHOOLS.

October, 1887 — March, 1888.

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, per Evening.
				Males.	Females.	Total.		
High	107	1,860	1,178	587	373	960	20	25
Bigelow School	108	327	121	65	38	103	8	15
Comins School, Rox.	108	303	155	68	24	92	7	15
Dearborn School, Rox.	108	225	78	37	18	55	5	14
Eliot School	108	341	184	73	48	121	10	14
Franklin School	108	615	352	113	77	190	12	17
Lincoln School, S.B.	108	168	131	54	21	75	6	15
Lyman School, E.B.	108	360	185	80	21	101	8	14
Phillips School	108	197	112	38	19	57	4	17
Quincy School	107	199	102	61	22	83	7	14
Sherwin School, Rox.	108	127	68	35	10	45	4	18
Warren School, Ch'n	108	409	145	62	39	101	9	13
Warrenton Street	64	120	109	41	24	65	5	16
Wells School	108	472	148	69	40	109	9	15
Totals	1,466	5,714	3,068	1,383	774	2,157	114	16

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	64	158	103	75	14	89	5	24
East Boston	64	162	74	58	9	67	4	22
Roxbury	64	154	85	59	14	73	4	24
Tennyson Street	64	221	130	121	0	121	5	30
Warren Avenue	64	167	111	56	34	90	5	23
Totals	320	862	503	369	71	440	23	25

GRAMMAR SCHOOLS.

Semi-Annual Returns to June 30, 1888.

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	361	144	505	328	130	458	47	90.	1	1	1	1	7
Agassiz	329	. . .	329	305	. . .	305	24	92.	1	.	1	1	4
Allston	287	275	562	257	236	493	69	88.	1	.	1	2	8
Andrew	390	305	695	365	276	641	54	92.	1	1	2	2	9
Bennett	276	295	571	257	269	526	45	92.	1	1	1	1	8
Bigelow	780	. . .	780	729	. . .	729	51	93.	1	2	1	1	11
Bowdoin . . . . .	. . .	341	341	. . .	303	303	38	89.	1	.	2	1	6
Brimmer	611	. . .	611	553	. . .	553	58	91.	1	2	1	1	10
Bunker Hill	300	354	654	282	329	611	43	93.	1	1	2	2	8
Chapman	292	311	603	270	283	553	50	92.	1	1	2	2	7
Charles Sumner	231	196	427	209	176	385	42	90.	1	.	1	1	7
Comins	291	326	617	269	288	557	60	91.	1	1	1	1	8
Dearborn	351	253	604	328	230	558	46	92.	1	1	2	2	7
Dillaway . . . . .	. . .	597	597	. . .	532	532	65	89.	1	.	2	3	7
Dorchester-Everett	257	246	503	234	220	454	49	91.	1	1	1	1	7
Dudley	675	. . .	675	634	. . .	634	41	94.	1	2	1	1	10
Dwight	657	. . .	657	612	. . .	612	45	93.	1	2	1	1	9
Eliot	967	. . .	967	842	. . .	842	125	87.	1	3	1	1	15
Emerson	369	292	661	339	265	604	57	91.	1	1	2	2	8
Everett . . . . .	. . .	690	690	. . .	646	646	44	94.	1	.	2	3	9
Franklin . . . . .	. . .	673	673	. . .	610	610	63	91.	1	.	2	3	8
Frothingham	295	280	575	267	247	514	61	89.	1	1	2	2	7
Gaston . . . . .	. . .	573	573	. . .	517	517	56	90.	1	.	2	2	6
George Putnam	153	157	310	144	145	289	21	93.	1	.	1	1	4
Gibson	157	160	317	146	145	291	26	92.	1	.	1	1	5
Hancock . . . . .	. . .	507	507	. . .	448	448	59	88.	1	.	2	2	7
Harris	149	162	311	136	147	283	28	91.	1	.	1	1	4
Harvard	316	325	641	292	292	584	57	91.	1	1	2	2	7

GRAMMAR SCHOOLS.— *Concluded.*

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	. . .	326	326	31	91.	1	1	1	1	5
Hugh O'Brien	352	294	646	330	270	600	46	93.	1	1	2	2	8
Hyde . . . . .	. . .	565	565	. . .	515	515	50	91.	1	2	2	2	8
Lawrence	965	. . .	965	913	. . .	913	52	95.	1	3	1	1	13
Lewis	284	299	583	263	275	538	45	92.	1	1	2	2	7
Lincoln	887	. . .	887	827	. . .	827	60	93.	1	2	1	1	12
Lowell	349	356	705	325	321	646	59	93.	1	1	2	2	8
Lyman	420	157	577	370	139	509	68	88.	1	1	2	2	7
Martin	264	351	615	244	319	563	52	92.	1	1	2	2	7
Mather	228	228	456	207	201	408	48	89.	1	1	1	1	6
Minot	155	146	301	147	131	278	23	92.	1	. .	2	5	
Mt. Vernon	90	105	195	82	95	177	18	91.	. .	1	1	1	3
Norcross . . . . .	. . .	682	682	. . .	621	621	61	91.	1	2	3	9	
Phillips	705	. . .	705	650	. . .	650	55	92.	1	2	1	1	10
Pierce	98	87	185	92	78	170	15	92.	. .	1	1	3	
Prescott	247	280	527	228	251	479	48	91.	1	1	1	1	6
Prince	251	235	486	231	208	439	47	90.	1	1	1	1	6
Quincy	568	. . .	568	499	. . .	499	69	88.	1	2	1	1	7
Rice	596	. . .	596	558	. . .	558	33	94.	1	2	1	1	7
Sherwin	526	. . .	526	477	. . .	477	49	90.	1	1	1	1	8
Shurtleff . . . . .	. . .	701	701	. . .	625	625	76	89.	1	2	3	9	
Stoughton	175	181	356	161	161	322	34	91.	1	. .	1	1	5
Tileston	51	53	104	47	47	94	10	91.	. .	1	. .	2	
Warren	335	342	677	321	328	649	28	96.	1	1	2	2	8
Wells . . . . .	. . .	463	463	. . .	411	411	52	89.	1	2	1	1	6
Winthrop . . . . .	. . .	926	926	. . .	815	815	111	88.	1	2	5	11	
Totals	16,040	14,270	30,310	14,770	12,871	27,641	2,669	91.	51	46	75	85	399

GRAMMAR SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, June 30, 1888.

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	33	47	78	91	104	103	. . .	465	. . .	2	31	51	89	82	103	59	39	7	2	. . .
Agassiz	26	29	47	81	77	56	. . .	316	. . .	1	11	48	59	59	68	34	24	9	3	. . .
Allston	38	58	102	104	105	150	. . .	557	. . .	8	46	77	88	98	103	80	42	14	1	. . .
Andrew	33	47	85	166	148	169	. . .	648	. . .	5	43	94	115	125	112	85	53	15	. . .	1
Bennett	45	62	98	97	149	100	. . .	541	. . .	15	44	71	93	87	85	72	51	14	6	3
Bigelow	54	50	84	184	217	166	. . .	755	1	9	62	127	154	150	111	82	32	24	3	. . .
Bowdoin	33	31	62	40	79	77	. . .	322	. . .	1	9	30	41	66	65	50	32	19	8	1
Brimmer	38	86	70	85	143	123	29	574	. . .	. . .	30	95	93	120	87	86	35	22	5	1
Bunker Hill	38	47	95	107	145	160	29	621	. . .	4	42	73	116	116	112	89	42	19	7	1
Chapman	43	51	94	95	159	146	. . .	588	. . .	7	58	75	82	107	74	79	57	34	9	6
Charles Sumner	25	34	44	91	112	109	. . .	415	. . .	3	30	61	75	69	73	50	39	11	4	. . .
Comins	50	90	89	99	144	118	. . .	590	. . .	1	30	60	82	125	136	99	41	15	1	. . .
Dearborn	26	58	87	103	101	163	46	584	. . .	9	28	79	128	118	106	65	39	9	3	. . .
Dillaway	40	60	113	128	104	108	. . .	553	. . .	4	32	69	92	108	104	72	55	13	2	2
Dorchester-Everett	40	48	83	98	105	110	. . .	484	. . .	2	35	58	69	91	76	65	54	23	9	2
Dudley	39	82	87	99	149	162	31	649	. . .	6	34	101	95	128	142	90	38	12	3	. . .
Dwight	47	96	94	140	96	108	37	618	. . .	2	35	81	107	100	104	97	56	28	6	2
Eliot	44	81	118	141	234	169	147	934	6	18	64	126	174	187	194	118	35	8	2	2
Emerson	40	65	100	118	117	127	45	612	. . .	5	28	74	90	109	116	100	61	20	7	2
Everett	75	104	91	131	108	111	25	645	. . .	1	32	72	84	106	118	105	77	34	13	3
Franklin	41	80	80	149	92	148	. . .	590	. . .	4	25	70	116	99	98	84	55	28	9	2
Frothingham	35	47	91	89	93	158	31	539	. . .	3	18	60	110	117	109	68	42	12	. . .	. . .
Gaston	38	45	96	104	107	152	. . .	542	. . .	3	34	61	89	97	97	77	50	23	7	4
George Putnam	23	63	50	51	53	64	. . .	304	. . .	4	22	42	60	50	43	41	32	6	3	1

STATISTICS.

Gibson	28	36	50	64	70	62	..	310	..	5	18	31	57	57	57	40	31	9	5	..
Hancock	53	34	47	82	89	89	100	474	1	2	26	75	93	115	67	56	29	8	2	..
Harris	36	42	47	41	45	88	..	299	..	1	13	32	31	56	63	50	33	16	3	1
Harvard	52	49	77	96	138	154	24	590	..	5	40	85	90	118	98	84	43	17	8	2
Hilbald	48	48	49	77	75	53	..	350	..	1	16	38	56	62	71	41	47	13	3	2
Hugh O'Brien	38	91	75	120	138	151	..	613	..	1	29	70	105	108	124	98	51	23	4	..
Hyde	35	79	89	95	101	118	40	557	..	3	34	67	95	102	117	56	49	31	3	..
Lawrence	81	91	127	147	162	259	37	904	..	22	84	152	173	187	147	86	38	15	..	..
Lewis	78	80	84	88	117	117	..	564	..	6	28	84	80	107	98	75	55	26	5	..
Linooh	48	82	91	146	198	241	37	843	..	9	46	121	151	168	150	117	55	23	1	2
Lowell	45	88	96	135	201	135	..	700	..	1	59	100	135	136	127	100	31	11	..	..
Lyman	26	51	62	67	136	149	48	539	..	4	17	82	106	100	94	78	38	11	..	..
Martin	44	88	80	108	131	136	..	593	..	6	46	91	93	97	106	75	51	19	8	1
Math	37	45	42	95	100	115	..	434	..	3	36	60	69	74	79	62	31	15	5	..
Minot	29	44	45	49	39	52	35	293	..	3	26	31	46	51	42	49	30	11	3	1
Mt. Vernon	17	24	28	39	43	44	..	195	..	2	14	22	40	37	34	21	17	6	2	..
Norcross	46	49	76	110	156	198	..	635	..	11	58	87	124	128	110	70	37	10	..	..
Phillips	40	48	99	147	147	152	34	607	..	5	22	85	136	144	131	70	37	25	9	3
Pierce	15	23	42	23	38	46	..	187	..	4	12	30	35	29	27	34	9	5	1	1
Prescott	44	47	68	86	126	160	..	531	..	3	20	90	87	100	87	72	50	14	6	2
Prince	49	58	113	103	82	82	..	487	..	2	36	42	69	88	82	66	61	30	10	1
Quincy	31	36	71	94	103	162	32	529	..	9	40	78	109	89	107	63	28	5	1	..
Rice	44	39	87	138	101	128	27	564	..	3	31	76	100	110	105	72	43	18	5	1
Sherwin	33	45	96	83	105	110	31	563	..	1	30	67	76	113	102	59	29	16	9	1
Shurtleff	47	50	90	98	209	189	..	683	1	19	57	92	124	120	111	95	47	16	1	..
Stoughton	28	43	60	71	64	80	..	355	..	22	34	44	51	51	56	50	36	9	2	..
Tleston	7	14	15	13	24	30	..	103	..	9	10	20	20	10	10	12	10	2	..	..
Warren	43	47	104	109	155	166	43	607	..	7	33	87	110	129	104	104	55	23	14	1
Wells	39	50	49	51	107	97	33	426	..	3	20	53	79	91	78	44	37	14	6	1
Whthrop	56	91	102	207	171	206	40	873	1	12	56	121	171	170	137	102	64	27	9	3
Totals	2,141	3,063	4,214	5,373	6,312	6,830	981	28,914	10	301	1,814	3,868	5,012	5,461	5,137	3,848	2,253	893	240	57
Per cents	7.4	10.6	14.6	18.6	21.8	23.6	3.4	100.	.3	1.	6.2	13.3	17.3	18.9	17.8	13.3	7.8	3.1	.8	.2

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June, 1888.

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	505	50.5	Hillside	7	357	51.0
Agassiz	6	329	54.8	Hugh O'Brien	13	646	49.7
Allston	11	562	51.1	Hyde	12	565	47.1
Andrew	14	695	49.6	Lawrence	18	965	53.7
Bennett	11	571	51.9	Lewis	12	583	48.6
Bigelow	15	780	52.0	Lincoln	16	887	55.4
Bowdoin	9	341	37.9	Lowell	13	705	54.2
Brimmer	14	611	43.6	Lyman	12	577	48.1
Bunker Hill	13	654	50.3	Martin	12	615	51.2
Chapman	12	603	50.2	Mather	9	456	50.7
Chas. Sumner	9	427	47.5	Minot	7	301	43.0
Comins	11	617	56.1	Mt. Vernon	5	195	39.0
Dearborn	12	604	50.3	Norcross	14	682	48.7
Dillaway	12	597	49.7	Phillips	14	705	50.4
Dor.-Everett	10	503	50.3	Pierce	4	185	46.2
Dudley	14	675	48.2	Prescott	9	527	58.5
Dwight	13	657	50.5	Prince	9	486	54.0
Eliot	20	967	48.4	Quincy	11	568	51.6
Emerson	13	661	50.8	Rice	11	596	54.2
Everett	14	690	49.3	Sherwin	11	526	47.8
Franklin	13	673	51.8	Shurtleff	14	701	50.1
Frothingham	12	575	47.9	Stoughton	7	356	50.9
Gaston	10	573	57.3	Tileston	2	104	52.0
Geo. Putnam	6	310	51.7	Warren	13	677	52.1
Gibson	7	317	45.4	Wells	9	463	51.4
Hancock	11	507	46.1	Winthrop	18	926	51.4
Harris	6	311	51.8				
Harvard	12	641	53.4	Totals	602	30,310	50.3

GRAMMAR SCHOOLS.

Graduates, June, 1888.

SCHOOLS.	DIPLOMAS.			SCHOOLS.	DIPLOMAS.		
	Boys.	Girls.	Total.		Boys.	Girls.	Total.
Adams	23	10	33	Hillside.....	..	44	44
Agassiz	26	..	26	Hugh O'Brien....	14	23	37
Allston	16	19	35	Hyde.....	..	31	31
Andrew.....	19	14	33	Lawrence	77	..	77
Bennett	18	27	45	Lewis	38	37	75
Bigelow	52	..	52	Lincoln	48	..	48
Bowdoin.....	..	33	33	Lowell	20	24	44
Brimmer.....	36	..	36	Lyman	17	8	25
Bunker Hill.....	12	26	38	Martin	22	22	44
Chapman	16	27	43	Mather	23	13	36
Chas. Sumner.....	9	16	25	Minot	12	13	25
Comins	20	30	50	Mt. Vernon.....	7	10	17
Dearborn	11	15	26	Norcross.....	..	33	33
Dillaway .....	..	38	38	Phillips	40	..	40
Dor.-Everett.....	21	19	40	Pierce	7	7	14
Dudley	37	..	37	Prescott	19	25	44
Dwight	47	..	47	Prince.....	23	26	49
Eliot	44	..	44	Quincy	31	..	31
Emerson.....	20	19	39	Rice	43	..	43
Everett .....	..	75	75	Sherwin	33	..	33
Franklin.....	..	40	40	Shurtleff ..	..	47	47
Frothingham.....	19	16	35	Stoughton	13	15	28
Gaston .....	..	38	38	Tileston	4	3	7
George Putnam.....	8	12	20	Warren.....	20	23	43
Gibson	7	17	24	Wells .....	..	35	35
Hancock .....	..	31	31	Winthrop .....	..	55	55
Harris	13	19	32				
Harvard	31	21	52	Totals	1,071	1,001	2,072

TABLE SHOWING THE NUMBER OF YEARS THE DIPLOMA GRADUATES OF 1888 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		2			5		20	3	2					1
Agassiz.....					6		10		1			1		8
Allston					12	1	14							8
Andrew					4		24		5					
Bennett					2		17		16		4	1		5
Bigelow					3		13		30	1	3	1	1	
Bowdoin.....	1				5		11		12	3			1	
Brimmer			1	1	6	3	9		9	1	2		1	3
Bunker Hill.....					2		25		6		1			4
Chapman		2			2		7		9		16		7	
Charles Sumner							15		5		1			4
Comins	2	1	2		24	2	17		1					1
Dearborn.....							18	1	7					
Dillaway					1		19		10		2			6
Dor.-Everett			1		3		16		14					6
Dudley	1		2		5		21		7					1
Dwight					6		9		15		3			14
Eliot					1	2	36		5					
Emerson.....					1		9		20		6		1	2
Everett.....							22		14		6	1	1	31
Franklin.....	4	3			2	1	14		11		5			
Frothingham.....	4				3		15		9		2		1	1
Gaston					2		14		12		8			2
George Putnam			2		2		8		8					
Gibson	2				2		18		1				1	
Hancock.....			1		5		19		4		1			1

TABLE SHOWING THE NUMBER OF YEARS THE DIPLOMA GRADUATES OF 1888 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		11		7		10		1	2
Harvard					2	1	33	1	11	1	2			1
Hillside.....			1	1	12	2	15		5			1		7
Hugh O'Brien...		1	1		1		30		3					1
Hyde		1	1		3	1	7		16		2			
Lawrence					14	4	33	8	13	4	1			
Lewis					13		27		21		2			12
Lincoln					6	1	30		9					2
Lowell					2	18	13	3	3		1			4
Lyman							9		13		2			1
Martin	2				10		24		7		1			
Mather			3		9		21		2		1			
Minot							15		7		3			
Mt. Vernon					2		9	2	2					2
Norcross					2		15	4	8		2		1	1
Phillips.....					4		28		5	1	1		1	
Pierce				1	1		7		5					
Prescott		1	2		1		31		6		2		1	
Prince.....	3	5	4		11		22		4					
Quincy					5		16		7		2		1	
Rice.....					11		21		4					7
Sherwin					4		15		10		4			
Shurtleff							14		19		13			1
Stoughton					1		9	1	10	1	3			3
Tileston					1		5							1
Warren.	1		3	2	1	1	14		6		15			
Wells	6		1		2		14	1	11					
Winthrop					7		12		19		5		2	10
Totals	26	16	25	5	230	37	920	24	466	12	132	5	21	153

PRIMARY SCHOOLS.

Semi-Annual Returns, to June 30, 1888.

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	375	116	491	330	101	431	60	87.	226	272	498
Agassiz	3	124	80	204	111	66	177	27	87.	89	125	214
Allston	9	241	241	482	202	199	401	81	84.	177	292	469
Andrew	10	291	271	562	264	236	500	62	89.	247	329	576
Bennett	7	158	134	292	145	118	263	29	90.	190	130	320
Bigelow	13	376	285	661	345	252	597	64	90.	335	329	664
Bowdoin	8	184	158	342	154	131	285	57	83.	162	201	363
Brimmer	9	228	190	418	209	172	381	37	91.	211	206	417
Bunker Hill	12	320	259	579	287	230	517	62	89.	248	336	584
Chapman	7	227	174	401	185	132	317	84	79.	198	180	378
Charles Sumner	7	196	177	373	171	148	319	54	85.	202	205	407
Comins	8	239	231	470	216	200	416	54	89.	243	236	479
Dearborn	12	375	268	643	332	228	560	83	86.	273	368	641
Dillaway	7	208	174	382	182	143	325	57	85.	185	201	386
Dor.-Everett	8	210	190	400	186	158	344	56	86.	187	218	405
Dudley	12	320	324	644	289	281	570	74	89.	284	363	647
Dwight	10	266	283	549	225	230	455	94	83.	256	285	541
Eliot	10	367	129	496	320	109	429	67	85.	260	234	494
Emerson	10	339	210	549	297	175	472	77	85.	240	321	561
Everett	10	283	285	568	239	231	470	98	83.	234	328	562
Franklin	12	316	306	622	279	258	537	85	86.	264	358	622
Frothingham	9	261	244	505	233	215	448	57	89.	224	290	514
Gaston	14	439	357	796	392	312	704	92	88.	358	431	789
George Putnam	4	114	119	233	103	105	208	25	89.	120	109	229
Gibson	5	116	136	252	100	106	206	46	82.	122	132	254
Hancock	16	464	416	880	406	353	759	121	87.	423	444	867
Harris	5	141	127	268	121	104	225	43	84.	125	132	257
Harvard	12	311	301	612	274	259	533	79	87.	303	322	625

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	152	104	256	135	89	224	32	87.	125	142	267
Hugh O'Brien	11	377	213	590	332	183	515	75	88.	276	328	604
Hyde	8	226	204	430	210	182	392	38	91.	180	258	438
Lawrence	19	647	245	892	587	218	805	37	89.	486	424	910
Lewis	10	250	287	537	215	242	457	80	85.	244	288	532
Lincoln	7	213	128	341	187	111	298	43	87.	173	171	344
Lowell	14	390	392	782	343	338	681	101	87.	385	397	782
Lyman	11	407	182	589	350	151	501	88	86.	280	317	597
Martin	6	152	183	335	134	162	296	39	89.	171	160	331
Mather	8	224	198	422	190	163	353	69	84.	210	233	443
Minot	5	122	128	250	102	109	211	39	84.	144	107	251
Mount Vernon	3	64	80	144	57	64	121	23	84.	76	75	151
Norcross	13	188	426	614	176	386	562	52	91.	298	327	625
Phillips	6	164	160	324	137	126	263	61	81.	129	199	328
Pierce	2	66	52	118	56	42	98	20	84.	50	65	115
Prescott	9	237	203	440	212	183	395	45	89.	220	229	449
Prince	3	89	98	187	76	79	155	32	83.	75	115	190
Quincy	13	426	269	695	373	230	603	92	87.	315	382	697
Rice	8	216	183	399	170	142	312	87	78.	189	216	405
Sherwin	10	248	261	509	225	230	455	54	89.	234	284	518
Shurtleff	6	156	181	337	136	154	290	47	86.	184	142	326
Stoughton	4	93	114	207	76	94	170	37	83.	163	64	227
Tileston	2	29	35	64	26	29	55	9	87.	42	24	66
Warren	7	188	189	377	172	171	343	34	91.	151	200	351
Wells	16	443	389	832	398	330	728	104	87.	380	453	833
Winthrop	6	153	141	294	135	120	255	39	87.	165	141	306
Totals	470	13,409	11,230	24,639	11,807	9,580	21,387	3,252	86.	11,731	13,118	24,849

PRIMARY SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, June 30, 1888.

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	119	103	276	498	49	79	98	104	81	53	21	7	6
Agassiz	50	62	102	214	13	35	41	46	46	20	8	3	2
Allston	127	155	187	469	37	70	70	119	95	42	22	11	3
Andrew	163	166	247	576	39	100	108	130	99	63	24	10	3
Bennett	51	114	155	320	39	76	75	63	47	11	6	1	2
Bigelow	197	200	267	664	36	135	164	150	104	38	25	8	4
Bowdoin	88	126	149	363	19	60	83	71	70	37	17	6	.
Brimmer	132	109	176	417	33	68	110	107	68	28	1	1	1
Bunker Hill . .	159	169	256	584	36	92	120	129	114	48	32	10	3
Chapman	112	100	166	378	32	92	74	92	48	26	9	4	1
Chas. Sumner . .	106	115	186	407	43	77	82	88	79	28	8	2	.
Comins	108	153	218	479	48	92	103	117	73	31	7	6	2
Dearborn	166	178	297	641	31	115	127	127	103	85	37	11	5
Dillaway	107	105	174	386	21	79	85	84	75	28	10	3	1
Dor.-Everett . .	98	110	197	405	33	76	78	94	73	29	15	5	2
Dudley	160	174	313	647	36	109	139	141	126	57	31	5	3
Dwight	109	175	257	541	38	91	127	111	99	46	18	9	2
Eliot	95	199	200	494	58	95	107	95	69	42	18	7	3
Emerson	130	204	227	561	41	82	117	106	93	66	34	12	10
Everett	150	232	180	562	34	85	115	135	102	59	23	5	4
Franklin	156	204	262	622	44	85	135	139	125	52	29	9	4
Frothingham . .	168	164	182	514	42	77	105	118	90	55	25	2	.
Gaston	233	239	317	789	39	150	169	173	141	70	31	16	.
Geo. Putnam . .	64	61	104	229	16	40	64	44	36	21	5	3	.
Gibson	70	81	103	254	19	48	55	61	44	17	8	2	.
Hancock	155	209	503	867	46	178	199	180	141	74	32	17	.
Harris	55	76	126	257	20	49	56	48	45	22	12	2	3
Harvard	153	204	268	625	56	113	134	141	96	56	24	3	2
Hillside	80	95	92	267	20	47	58	48	40	38	13	2	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.
Hugh O'Brien,	181	166	257	604	49	95	132	107	119	67	27	8	.
Hyde	107	163	168	438	24	58	93	109	71	51	16	7	4
Lawrence . . .	256	243	411	910	78	159	249	198	131	59	27	5	4
Lewis	115	223	194	532	34	85	125	116	109	48	11	3	1
Lincoln	71	115	158	344	28	68	77	73	55	26	12	4	1
Lowell	260	212	310	782	65	150	170	173	134	52	23	9	6
Lyman	144	164	289	597	56	94	130	99	98	73	40	6	1
Martin	86	91	154	331	54	54	63	73	51	23	10	1	2
Mather	113	119	211	443	38	73	99	101	72	35	15	9	1
Minot	68	65	118	251	50	44	50	46	34	18	6	3	.
Mt. Vernon . .	36	40	75	151	13	26	37	37	20	11	6	.	1
Norcross	159	177	289	625	69	100	129	117	92	72	23	13	5
Phillips	90	93	145	328	26	47	56	58	51	54	11	17	8
Pierce	24	40	51	115	12	15	23	25	22	9	4	2	.
Prescott	82	155	212	449	31	85	104	96	78	42	8	2	3
Prince	59	63	68	190	7	28	40	51	41	19	4	.	.
Quincy	207	246	244	697	65	107	143	161	113	73	24	6	5
Rice	108	100	197	405	29	81	79	109	64	32	10	1	.
Sherwin	106	143	269	518	41	81	112	113	103	38	23	5	2
Shurtleff	105	104	117	326	36	63	85	84	33	22	3	.	.
Stoughton . . .	61	47	119	227	74	38	51	33	15	13	3	.	.
Tileston	7	22	37	66	11	12	19	22	2	.	.	.	.
Warren	109	97	145	351	14	55	82	69	77	43	7	4	.
Wells	204	255	374	833	66	130	184	204	139	83	15	9	.
Winthrop	64	130	112	306	35	69	61	63	43	27	6	.	2
Totals	6,383	7,555	10,911	24,849	2,023	4,312	5,396	5,401	4,189	2,232	887	296	113
Percentages	25.7	30.4	43.9	100	8.2	17.4	21.4	21.8	16.9	9.	3.6	1.2	.5

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, June 30, 1888.

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	491	54.5	Hillside	5	256	51.2
Agassiz	3	204	64.0	Hugh O'Brien	11	590	53.6
Allston	9	482	43.5	Hyde	8	430	53.8
Andrew	10	562	56.2	Lawrence	19	892	46.9
Bennett	7	292	41.7	Lewis	10	537	53.7
Bigelow	13	661	50.8	Lincoln	7	341	48.7
Bowdoin ...	8	342	42.8	Lowell	14	782	55.9
Brimmer ...	9	418	46.5	Lyman	11	589	53.5
Bunker Hill.	12	579	48.2	Martin	6	335	55.8
Chapman ...	7	401	57.3	Mather	8	422	52.8
Ch's Sumner	7	373	53.3	Minot	5	250	50.0
Comins	8	470	58.8	Mt. Vernon ..	3	144	48.0
Dearborn ..	12	643	53.6	Norcross	13	614	47.2
Dillaway ...	7	382	54.6	Phillips	6	324	54.0
Dor.-Everett	8	400	50.0	Pierce	2	118	59.0
Dudley	12	644	63.7	Prescott	9	440	47.8
Dwight	10	549	54.9	Prince	3	187	62.3
Eliot	10	496	49.6	Quincy	13	695	53.5
Emerson ...	10	549	54.9	Rice	8	399	49.9
Everett	10	568	56.8	Sherwin	10	509	50.9
Franklin ...	12	622	51.8	Shurtleff	6	337	56.2
Frothingham	9	505	56.1	Stoughton	4	207	51.7
Gaston	14	796	56.9	Tileston	2	64	32.0
Geo. Putnam	4	233	58.2	Warren	7	377	53.9
Gibson	5	252	50.4	Wells	16	832	52.0
Hancock	16	880	55.0	Winthrop	6	294	49.0
Harris	5	268	53.6				
Harvard ...	12	612	51.0	Totals	470	24,639	52.4

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 . . . . .	..	..	..	..	..	..
		Girls . . . . .	..	..	..	..	..	..
	Fourth Class	Boys . . . . .	..	..	..	..	..	7
	Girls . . . . .	..	..	..	..	..	6	
Fifth Class	Boys . . . . .	..	..	..	..	7	133	
	Girls . . . . .	..	..	..	..	5	129	
Sixth Class	Boys . . . . .	..	..	..	2	142	770	
	Girls . . . . .	..	..	..	3	129	680	
Ungraded Class	Boys . . . . .	..	..	..	5	12	50	
	Girls . . . . .	..	..	..	..	6	39	
Totals . . . . .		..	..	..	10	301	1,814	
Primary Schools.	First Class	Boys . . . . .	..	..	1	127	789	1,190
		Girls . . . . .	..	..	3	138	741	1,046
	Second Class	Boys . . . . .	..	1	217	1,138	1,402	872
		Girls . . . . .	..	4	186	930	1,156	677
	Third Class	Boys	25	1,122	2,192	1,653	722	213
		Girls	25	846	1,713	1,410	591	191
Totals		50	1,973	4,312	5,396	5,401	4,189	
Grand totals		50	1,973	4,312	5,406	5,702	6,003	

TO AGE AND TO CLASSES, JUNE, 1888.

10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years and over.	Totals.
.	2	7	55	88	112	99	62	34	24	483
.	.	7	15	32	21	25	8	15	9	132
.	2	14	70	120	133	124	70	49	33	615
.	.	.	.	.	.	1	3	3	4	11
.	.	.	.	.	.	1	9	39	62	111
.	.	.	.	.	6	54	85	52	27	224
.	.	.	.	.	1	30	90	84	58	263
.	.	.	.	5	39	109	74	18	2	247
.	.	.	.	2	24	93	113	52	15	299
.	.	.	4	40	141	128	60	9	2	384
.	.	.	3	32	149	190	85	30	9	498
.	.	.	7	79	360	606	519	287	179	2,037
.	.	9	108	290	355	211	56	†16	.	1,045
.	.	5	62	256	386	257	103	†27	.	1,096
.	18	131	419	551	307	106	32	†3	.	1,567
.	3	72	316	490	419	160	32	†4	.	1,496
6	125	516	758	554	200	38	2	†2	.	2,201
5	88	382	670	519	269	71	6	†3	.	2,013
134	566	894	765	323	117	20	2	.	.	2,828
118	518	777	665	345	100	15	1	.	.	2,545
656	1,019	814	486	190	28	3	1	.	.	3,337
543	885	775	445	151	33	7	2	.	.	2,975
1,214	856	462	184	67	14	1	.	.	.	3,712
1,009	711	396	140	40	8	1	1	.	.	3,118
113	152	139	90	49	11	2	2	†1	.	626
70	71	89	49	23	6	1	.	†1	.	355
3,868	5,012	5,461	5,157	3,848	2,253	893	240	†57	.	28,914
775	332	97	†33	.	.	.	.	.	.	3,344
672	284	115	†40	.	.	.	.	.	.	3,039
353	116	31	†9	.	.	.	.	.	.	4,139
287	121	37	†18	.	.	.	.	.	.	3,416
71	15	9	†7	.	.	.	.	.	.	6,033
74	15	7	†6	.	.	.	.	.	.	4,878
2,232	887	296	†113	.	.	.	.	.	.	24,849
6,100	5,901	5,771	5,347	4,047	2,746	1,623	829	393	212	56,415

† Thirteen years and over.

‡ Eighteen years and over.

SCHOOL DOCUMENT NO. 13 — 1888.

LIST OF
NON-RESIDENT INSTRUCTORS

OF THE

BOSTON PUBLIC SCHOOLS,

NOVEMBER, 1888.



BOSTON:
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1888.

IN SCHOOL COMMITTEE, BOSTON, Nov. 13, 1888.
Accepted, and ordered to be printed.

Attest :

PHINEAS BATES,
Secretary.

BOSTON, Nov. 13, 1888.

WILLIAM C. WILLIAMSON, Esq.,

President of the School Committee: —

DEAR SIR, — In accordance with the order passed by the Board, Oct. 9, 1888, "That the Clerk of the School Board be requested to report to the Board a list of non-resident instructors of the Boston Public Schools who are receiving salaries from the City of Boston, the amounts of their salaries, and their places of residence at the time of their appointments," the undersigned respectfully submits the following list.

Respectfully yours,

PHINEAS BATES,

Secretary.

LIST OF NON-RESIDENT INSTRUCTORS.

NAME.	Rank.	Place of Residence at time of Appointment.	Present yearly Salary.
LATIN SCHOOL.			
Charles J. Capen	Master	Dedham.....	\$2,880 00
Jos. W. Chadwick	Master	Malden	2,880 00
John K. Richardson	Master	Arlington	2,880 00
Grenville C. Emery	Master	Boston	2,880 00
Frances DeM. Dunn	Junior Master,	Marlborough.....	1,152 00
George E. Howes	Junior Master,	Boston	1,152 00
Theodore P. Farr.....	Junior Master,	Rockland.....	1,008 00
Joseph Y. Bergen.....	Special	Peabody	1,584 00
GIRLS' LATIN SCHOOL.			
Lyman R. Williston	Master	Cambridge	2,880 00
Mary C. C. Goddard.....	Asst.	Cambridge	1,140 00
Martha S. Hussey.....	Special.....	Billerica	492 00
ENGLISH HIGH SCHOOL.			
Francis A. Waterhouse.....	Head Master..	Newtonville.....	3,780 00
Alfred P. Gage.....	Master.....	Charlestown	2,880 00
J. B. Poole.....	Master.....	Stoughton.....	2,880 00
L. Hall Grandgent.....	Master	Boston.....	2,880 00
Albert P. Walker	Junior Master	Newtonville.....	1,440 00
Wm. H. Sylvester.....	Junior Master	Newtonville.....	2,016 00
M. J. Hill.....	Junior Master	Wakefield	1,728 00
Wm. B. Snow	Junior Master	Stoneham	1,296 00
GIRLS' HIGH SCHOOL.			
Emerette O. Patch.....	Assistant.....	Lexington.....	1,380 00
Zephirine N. Brown.....	Assistant	Malden.....	756 00
Elizabeth L. Smith.....	Assistant.....	Newton.....	1,180 00
Emma W. Kaan.....	Assistant.....	Somerville.....	852 00
ROXBURY HIGH SCHOOL.			
Charles M. Clay.....	Head Master..	Arlington.....	3,780 00
Edith A. Parkhurst.....	Assistant.....	Somerville	904 00
CHARLESTOWN HIGH SCHOOL.			
J. O. Norris	Head Master..	Melrose	3,780 00
E. F. Holden	Junior Master.	North Cambridge..	1,008 00
M. E. Upham.....	Assistant.....	Melrose.....	852 00
WEST ROXBURY HIGH SCHOOL.			
Edna F. Calder.....	Assistant.....	Dedham.....	1,236 00
E. BOSTON HIGH SCHOOL.			
Charles J. Lincoln.....	Master.....	Boston.....	3,164 00
Kate W. Cushing.....	Assistant.....	Cambridge.....	1,044 00
ADAMS DISTRICT.			
F. F. Preble	Master	East Boston.....	2,880 00
C. Howard Wilson.....	Sub-Master...	Newton.....	768 00
Emma M. Weston.....	4th Assistant..	Boston	744 00
Nellie B. Tucker.....	4th Assistant..	East Boston.....	744 00

NON-RESIDENT INSTRUCTORS.

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LIST OF NON-RESIDENT INSTRUCTORS. — *Continued.*

NAME.	Rank.	Place of Residence at time of Appointment.	Present yearly Salary.
AGASSIZ DISTRICT.			
Nellie J. Kiggen	3d Assistant ..	Hyde Park.	\$648 00
ALLSTON DISTRICT.			
Mary J. Cavanagh.....	3d Assistant.	West Newton.....	744 00
Helen L. Brown.....	4th Assistant..	Woburn.	744 00
ANDREW DISTRICT.			
Frederic W. Ripley.....	Sub-Master...	Natick	2,220 00
Mary A. Jenkins.....	2d Assistant..	Dorchester.....	816 00
Mary E. Perkins.....	3d Assistant...	East Walpole.....	780 00
Elizabeth A. Souther.....	3d Assistant..	Quincy.	648 00
BENNETT DISTRICT.			
Edwin F. Kimball.....	Sub-Master...	West Newton. . .	1,500 00
Melissa Abbott.....	1st Assistant..	Newtonville.....	1,080 00
Annie M. Hotchkiss.....	3d Assistant..	Cambridge	740 00
BIGELOW DISTRICT.			
J. Gardner Bassett	Sub-Master...	Fall River.....	2,220 00
Amelia B. Coe.....	1st Assistant..	Framingham.....	1,080 00
Ellen Coe	2d Assistant..	Framingham.....	812 00
Mary L. Bright.....	4th Assistant..	South Boston.. .	744 00
BOWDOIN DISTRICT.			
Sarah R. Smith	1st Assistant .	Beverly	1,080 00
Elizabeth R. Preston...	2d Assistant..	Wakefield	792 00
Irene W. Wentworth.....	3d Assistant..	Boston	744 00
Ella L. Macomber	3d Assistant..	Boston	744 00
B. C. Farrington.....	4th Assistant.	Waltham	744 00
S. E. Brown.....	4th Assistant.	Hyde Park.....	696 00
Mabel West	4th Assistant.	Somerville	744 00
Clara J. Raynolds.....	4th Assistant.	Boston	744 00
BRIMMER DISTRICT.			
Q. E. Dickerman	Master	Stoughton	2,880 00
T. H. Wason	Sub-Master ..	Marlboro'	2,280 00
G. F. Guild	Sub-Master ..	Marblehead.....	1,560 00
E. L. Burbank.....	2d Assistant..	Medford	816 00
S. J. March	3d Assistant..	Bedford	744 00
E. G. Cahill	4th Assistant.	Cambridge.....	504 00
BUNKER HILL DISTRICT.			
Henry F. Sears.....	Sub-Master .	Holliston	2,280 00
Ida O. Hurd.....	3d Assistant..	Charlestown	744 00
Ruth C. Mills.....	3d Assistant..	Malden.....	504 00
Mary D. Richardson.....	4th Assistant.	Charlestown . . .	744 00
CHARLES SUMNER DISTRICT.			
Lina S. Weld.....	3d Assistant .	Dedham.....	744 00
Harriet E. Tower	3d Assistant..	Hyde Park.....	504 00

LIST OF NON-RESIDENT INSTRUCTORS. — *Continued.*

NAME.	Rank.	Place of Residence at time of Appointment.	Present yearly Salary.
Elizabeth Kiggen	4th Assistant.	Hyde Park.....	\$744 00
Dora M. Leonard	4th Assistant.	Sharon	744 00
COMINS DISTRICT.			
S. B. Bancroft.....	4th Assistant.	Grantville	744 00
DEARBORN DISTRICT.			
Lily B. Atherton.....	1st Assistant .	Medford.....	936 00
DOR.-EVERETT DISTRICT.			
H. B. Miner.....	Master	Canton	2,880 00
G. M. Fellows.....	Sub-Master ..	Hyde Park.....	2,100 00
E. M. Savil	3d Assistant	Quincy ..	744 00
C. J. Doane.....	3d Assistant..	Hyde Park.....	744 00
DUDLEY DISTRICT.			
M. Alice Kimball	3d Assistant..	Chelsea	456 00
DWIGHT DISTRICT.			
J. L. Curtis.....	Sub-Master ..	Hyde Park.....	1,800 00
H. C. Parker	Sub-Master ..	Somerville	1,560 00
M. C. A. Towle.....	2d Assistant..	Boston	816 00
G. Benjamin.....	3d Assistant..	Malden	744 00
ELIOT DISTRICT.			
G. S. Webster	Sub-Master ..	Quincy	2,280 00
T. A. Mead	Sub-Master ..	Quincy ..	1,980 00
L. A. Wentworth	3d Assistant..	Waltham	744 00
R. M. E. Reggio.....	4th Assistant.	Boston	744 00
N. G. Murphy	4th Assistant.	Everett.....	600 00
EMERSON DISTRICT.			
J. W. Brown	Sub-Master ..	Hyde Park.....	2,280 00
H. M. Souther	3d Assistant..	Chelsea	696 00
L. S. Plummer	3d Assistant..	Boston	744 00
A. J. Critchett.....	4th Assistant.	Boston	744 00
EVERETT DISTRICT.			
W. S. Parker.....	Master	Reading	2,880 00
E. M. Evert	1st Assistant .	Boston	1,080 00
L. G. Howes	2d Assistant..	Newton	816 00
A. C. Haslet.....	3d Assistant..	Boston	744 00
S. L. Adams.....	3d Assistant..	Lexington	744 00
FRANKLIN DISTRICT.			
G. B. Putnam	Master	Quincy ..	2,880 00
M. J. Crosby	2d Assistant..	Boston	816 00
H. M. Faxon	2d Assistant..	Boston	816 00
C. M. Moseley.....	3d Assistant..	Quincy	696 00
M. G. Hopkins	4th Assistant.	Boston	744 00

NON-RESIDENT INSTRUCTORS.

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LIST OF NON-RESIDENT INSTRUCTORS. — *Continued.*

NAME.	Rank.	Place of Residence at time of Appointment.	Present yearly Salary.
FROTHINGHAM DISTRICT.			
W. B. Atwood	Master	Malden	\$2,640 00
C. E. Camp	1st Assistant..	Medford	1,080 00
A. P. Moulton	2d Assistant..	Charlestown	794 00
S. H. Nowell	3d Assistant..	Charlestown	744 00
M. Yeaton	4th Assistant..	Charlestown	744 00
GASTON DISTRICT.			
J. H. Hayward	1st Assistant..	Boston	1,080 00
E. M. Sibley	3d Assistant..	Boston	696 00
L. R. Haydn	4th Assistant..	Braintree	744 00
GEORGE PUTNAM DISTRICT.			
A. E. Farrington	2d Assistant..	Roxbury	756 00
GIBSON DISTRICT.			
W. E. Endicott	Master	Canton	2,880 00
HANCOCK DISTRICT.			
M. E. Skinner	2d Assistant..	Malden	792 00
J. M. Robertson	2d Assistant..	Boston	816 00
H. M. Hitchings	3d Assistant..	Boston	744 00
A. L. Dodge	4th Assistant..	Melrose Highlands.	696 00
M. J. Clark	4th Assistant..	Boston	744 00
E. W. M. Gilman	4th Assistant..	Lynnfield	744 00
J. B. Silver	4th Assistant..	Boston	744 00
HARRIS DISTRICT.			
C. I. Young	3d Assistant..	Quincy	552 00
E. A. Flint	4th Assistant..	Quincy	744 00
HARVARD DISTRICT.			
W. E. Eaton	Master	Charlestown	2,880 00
D. Hadley	Sub-Master..	Charlestown	2,280 00
A. M. Libby	2d Assistant..	Chelsea	768 00
A. R. Chapman	3d Assistant..	Everett	744 00
A. T. Smith	4th Assistant..	Charlestown	744 00
L. J. Wood	4th Assistant..	Charlestown	744 00
HILLSIDE DISTRICT.			
A. Hutchins	1st Assistant..	No. Cambridge	1,080 00
E. A. Randall	4th Assistant..	No. Abington	744 00
HYDE DISTRICT.			
I. G. Winslow	3d Assistant..	Somerville	600 00
LAWRENCE DISTRICT.			
G. S. Houghton	Sub-Master..	Auburndale	1,560 00
LEWIS DISTRICT.			
W. L. P. Boardman	Master	Canton	2,880 00
S. E. Fisher	1st Assistant..	No. Woburn	1,080 00

LIST OF NON-RESIDENT INSTRUCTORS. — *Continued.*

NAME.	Rank.	Place of Residence at time of Appointment.	Present yearly Salary.
LINCOLN DISTRICT.			
J. F. Dwight.....	Sub-Master ..	Woburn.....	\$2,220 00
LYMAN DISTRICT.			
Geo. K. Daniell.....	Sub-Master ..	Milton.....	2,280 00
Eliza F. Russell.....	1st Assistant .	East Boston.	1,080 00
Ida E. Halliday.....	3d Assistant..	East Boston.....	744 00
MATHER DISTRICT.			
Edward Southworth.....	Master	Quincy.....	2,880 00
Loea P. Howard.....	Sub-Master ..	Reading.....	1,800 00
J. Annie Bense.....	1st Assistant .	Canton.....	1,080 00
Lillie A. Hicks.....	3d Assistant..	Quincy.....	744 00
MINOT DISTRICT.			
E. Gertrude Cushing.....	3d Assistant..	Medford.....	552 00
Annie T. Kelley.....	4th Assistant.	Rockland.....	696 00
MT. VERNON DISTRICT.			
Achsa M. Merrill.....	1st Assistant .	Chelsea.....	1,080 00
NORCROSS DISTRICT.			
Fred. O. Ellis.....	Master	Swampscott.....	2,880 00
Hattie L. Rayne.....	4th Assistant .	South Boston.....	744 00
PHILLIPS DISTRICT.			
Elias H. Marston.....	Master	Boston.....	2,880 00
George Perkins.....	Sub-Master..	Montvale.....	2,280 00
Edward P. Shute.....	Sub-Master..	Lawrence.....	1,860 00
Eunice J. Simpson.....	3d Assistant .	Newton.....	744 00
Emeline C. Farley.....	3d Assistant .	Charlestown.....	744 00
PIERCE DISTRICT.			
Lucina Dunbar.....	3d Assistant..	Hyde Park.....	504 00
Emma A. Cochran.....	4th Assistant.	Hyde Park.....	600 00
PRESCOTT DISTRICT.			
Seth Sears.....	Sub-Master ..	Quincy.....	1,560 00
J. C. Powers.....	3d Assistant..	Somerville.....	744 00
PRINCE DISTRICT.			
Sylvester Brown.....	Sub-Master..	Quincy.....	2,280 00
Kate A. Raycroft.....	3d Assistant..	Quincy.....	744 00
Isabelle Bense.....	4th Assistant.	Canton.....	744 00
QUINCY DISTRICT.			
Frank F. Courteney.....	Sub-Master..	Quincy.....	1,740 00
Harriette A. Bettis.....	2d Assistant..	Boston.....	768 00
Ida H. Davis.....	3d Assistant..	Boston.....	744 00
Kate A. Kiggen.....	4th Assistant .	Hyde Park.....	552 00
Mary E. Graham.....	4th Assistant .	E. Cambridge.....	552 00
Octavia C. Heard.....	4th Assistant .	Waltham.....	744 00

NON-RESIDENT INSTRUCTORS.

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LIST OF NON-RESIDENT INSTRUCTORS. — *Continued.*

NAME.	Rank.	Place of Residence at time of Appointment.	Present yearly Salary.
RICE DISTRICT.			
Chas. F. Kimball	Sub-Master . .	Dedham	\$2,280 00
Joseph L. Caverly	Sub-Master . .	Newmarket, N.H. . .	2,040 00
Ella F. Wyman	2d Assistant . .	Woburn	816 00
Mattie H. Jackson	3d Assistant . .	Boston	744 00
Harriet H. Norcross	3d Assistant . .	Watertown	648 00
Dora Brown	3d Assistant . .	Stoughton	744 00
Miriam W. Dike	4th Assistant . .	Bath, Me.	504 00
Emma L. Wyman	4th Assistant . .	Woburn	744 00
SHERWIN DISTRICT.			
Oria J. Perry	4th Assistant . .	Hyde Park	552 00
Minnie A. Perry	4th Assistant . .	Hyde Park	744 00
SHURTLEFF DISTRICT.			
H. C. Hardon	Master	Newton	2,880 00
J. S. Bullard	3d Assistant . .	W. Somerville	744 00
STOUGHTON DISTRICT.			
I. F. P. Emery	2d Assistant . .	Atlantic	816 00
G. L. Howard	4th Assistant . .	Abington	696 00
WARREN DISTRICT.			
E. B. Gay	Master	Somerville	2,880 00
Edward Stickney	Sub-Master . .	Chelsea	2,220 00
Anna D. Dalton	2d Assistant . .	Somerville	816 00
M. E. Allen	3d Assistant . .	Somerville	744 00
WELLS DISTRICT.			
O. W. Dimick	Master	Newton	2,880 00
E. F. Inman	1st Assistant . .	Stonham	1,080 00
L. F. Stevens	3d Assistant . .	Charlestown	744 00
E. F. Jones	3d Assistant . .	Somerville	744 00
L. W. Prescott	4th Assistant . .	Boston	552 00
S. G. Fogarty	4th Assistant . .	Boston	744 00
M. E. Ames	4th Assistant . .	Boston	744 00
Elizabeth Campbell	4th Assistant . .	Charlestown	744 00
WINTHROP DISTRICT.			
Ellen M. Underwood	3d Assistant . .	Lexington	744 00
Minnie L. Hobart	3d Assistant . .	Somerville	744 00
Mary G. Harkins	3d Assistant . .	Newtonville	600 00
Marian A. Flynn	4th Assistant . .	Boston	744 00
Mary A. Reardon	4th Assistant . .	So. Framingham . . .	456 00
HORACE MANN SCHOOL.			
Sarah Fuller	Principal	Newton L. Falls . . .	1,800 00
Ella C. Jordan	1st Assistant . .	Newton L. Falls . . .	900 00
Sarah A. Jordan	Assistant	Newton L. Falls . . .	800 00

LIST OF NON-RESIDENT INSTRUCTORS. -- *Concluded.*

NAME.	Rank.	Place of Residence at time of Appointment.	Present yearly Salary.
SPECIAL INSTRUCTORS.			
Henry Hitchings	Drawing.	Dedham	\$3,000 00
Hosea E. Holt	Music	Bradford	2,640 00
Catherine C. Nelson.....	Sewing	Atlantic	588 00
George Smith.....	Manual Tr'g..	Malden.....	1,200 00
Isabel G. Dame.....	Kindergarten.	West Medford	400 00
Anne L. Page.....	Kindergarten.	Danvers.....	700 00
Emily L. Richards	Kindergarten.	Danvers.....	350 00
Abbie M. Small.....	Kindergarten.	Northboro'	700 00
Emily B. Stodder	Kindergarten.	Brookline	400 00
Angie B. Towne	Kindergarten.	Newtonville	400 00
Grace H. Mather.....	Kindergarten.	Auburndale.....	500 00

SUMMARY — LATIN AND HIGH SCHOOLS.

SCHOOLS.	No. of Non-resident Teachers.	Residents of Boston at time of appointment.	Head Masters	Masters.	Junior Masters.	Assistants.	Special Teachers.	Present yearly Salaries.
Normal								
Latin (Boys)	8	2		4	3		1	\$16,416 00
Latin (Girls)	3			1		1	1	4,512 00
English High	8	2	1	3	4			18,900 00
Girls' High	4					4		4,168 00
Roxbury High	2		1			1		4,684 00
Dorchester High.....								
Charlestown High.....	3		1		1	1		5,640 00
East Boston High	2	1		1		1		4,208 00
West Roxbury High....	1					1		1,236 00
Brighton High.....								
Totals	31	5	3	9	8	9	2	\$59,764 00

SUMMARY — GRAMMAR AND PRIMARY SCHOOLS.

SCHOOL DISTRICTS.	No. of Non- resident Teachers.	Residents of Boston at time of ap- pointment.	Masters.	Sub-Masters.	First Assistants.	Second Assistants.	Third Assistants.	Fourth Assistants.	Present yearly salaries.
Adams	4	3	1	1				2	\$5,136 00
Agassiz	1						1		648 00
Allston	2						1	1	1,488 00
Andrew	4	1		1		1	2		4,464 00
Bennett	3			1	1		1		3,320 00
Bigelow	4	1		1	1	1		1	4,856 00
Bowdoin	8	3			1	1	2	4	6,288 00
Brimmer	6		1	2		1	1	1	8,784 00
Bunker Hill	4	2		1			2	1	4,272 00
Chapman									
Chas. Sumner	4						2	2	2,736 00
Comins	1							1	744 00
Dearborn	1				1				936 00
Dillaway									
Dor.-Everett	4		1	1			2		6,468 00
Dudley	1						1		456 00
Dwight	4	1		2		1	1		4,920 00
Eliot	5	1		2			1	2	6,348 00
Emerson	4	2		1			2	1	4,464 00
Everett	5	2	1		1	1	2		6,264 00
Franklin	5	3	1			2	1	1	5,952 00
Frothingham	5	3	1		1	1	1	1	6,002 00
Gaston	3	2			1		1	1	2,520 00
George Putnam	1	1				1			756 00
Gibson	1		1						2,880 00
Hancock	7	4				2	1	4	5,280 00
Harris	2						1	1	1,296 00
Harvard	6	4	1	1		1	1	2	8,160 00
Hillside	2				1			1	1,824 00
Hugh O'Brien									
Hyde	1						1		600 00
Lawrence	1			1					1,560 00
Lewis	2		1		1				3,960 00
Lincoln	1			1					2,220 00
Lowell									
Lyman	3	2		1	1		1		4,104 00
Martin									
Mather	4		1	1	1		1		6,504 00
Minot	2						1	1	1,248 00
Mt. Vernon	1				1				1,080 00
Norcross	2	1	1					1	3,624 00
Phillips	5	2	1	2			2		8,508 00
Pierce	2						1	1	1,104 00
Prescott	2			1			1		2,304 00
Prince	3			1			1	1	3,768 00
Quincy	6	2		1		1	1	3	5,100 00
Rice	8	1		2		1	3	2	8,520 00
Sherwin	2							2	1,296 00
Shurtleff	2		1				1		3,624 00
Stoughton	2					1		1	1,512 00

SUMMARY — GRAMMAR AND PRIMARY SCHOOLS. — (Concluded.)

SCHOOL DISTRICTS.	No. of Non-resident Teachers.	Residents of Boston at time of appointment.	Masters.	Sub-Masters.	First Assistants.	Second Assistants.	Third Assistants.	Fourth Assistants.	Present yearly Salaries.
Tileston									
Warren	4		1	1	1	1	1		\$6,660 00
Wells	8	5	1		1		2	4	8,232 00
Winthrop.....	5	1					3	2	3,288 00
Totals.....	163	47	15	26	13	17	47	45	\$186,078 00

SUMMARY—SPECIAL INSTRUCTORS.

	No. of non-resident Instructors.	Residents of Boston at time of appointment.	Present yearly Salaries.
Horace Mann School	3	..	\$3,500 00
Director of Drawing.....	1	..	3,000 00
Instructor of Music.....	1	..	2,640 00
Instructor of Sewing.....	1	..	588 00
Instructor of Manual Training....	1	..	1,200 00
Instruction in Kindergartens	7	..	3,450 00
Totals	14	..	\$14,378 00

SCHOOL DOCUMENT NO. 14—1888.

ANNUAL REPORT

OF THE

COMMITTEE ON THE HORACE MANN
SCHOOL FOR THE DEAF.

1888.



BOSTON:
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1888.

IN SCHOOL COMMITTEE, Nov. 27, 1888.

Accepted, and ordered to be printed.

Attest :

PHINEAS BATES,

Secretary.

REPORT.

The Committee on the Horace Mann School submit the following report for the school year, 1887-88 : —

The school opened on September 7, 1887, with sixty-nine of its former pupils; twenty-eight boys and forty-one girls. During the year seven boys and eight girls were admitted, and three boys and five girls were discharged. In June, 1888, at the close of the year, there were seventy-six pupils belonging to the school; thirty-two boys and forty-four girls.

On the 19th of April, 1888, the Legislature approved an Act making the schools for deaf children as free to them as the common schools are to hearing children. By this Act "all travelling expenses of such children attending such institutions or schools, whether daily or otherwise," are to be paid by the Commonwealth. Thus opportunity is given to deaf children to share in the privileges of those whose schools are in close proximity to their homes; and the parents are relieved of the cost of car-fares which many could ill afford to pay.

This Act, which was secured through the efforts of a citizen of Boston, will be found appended to this report.

The appreciation of the parents of the opportunity afforded them, by the Horace Mann School, to keep their children under their own care and influence, has been touchingly shown many times since its establishment. Fathers, mothers, or attendants have brought children to the school day after day, for varying periods of time, until the children were able to come and go with safety by themselves.

The work of the past year has been productive of great good to the younger classes, because of the constant use of printed lessons adapted to their needs. The committee take pleasure in expressing their indebtedness to the many friends who have kindly given money to meet the expense of printing these lessons.

Boys and girls have attended afternoon classes in the North Bennet Street Industrial School, and girls have received instruction in cookery at the School Kitchen in Tenyson street, and at the School Kitchen connected with the Warren-street Chapel. The value to our pupils of this preparatory training cannot be over-estimated. They, more than others, need to become familiar with tools, and to be made skilful in using them before going out into the working world, to take places with hearing persons.

During the Christmas holidays between thirty and forty of the pupils were invited by their ever-thoughtful friend, Mrs. Francis Brooks, to enjoy and to receive gifts from a beautiful, richly-laden tree which she had prepared for them. She also enabled the principal to carry out a plan for supplying warm food, during the winter season, to some of the pupils, as a part of their lunches, which the one session of the school makes a necessity.

The needy ones among the pupils have reason to believe that the greatness of Professor Alexander Graham Bell is equalled by his goodness; for he continues to send, year after year, money to supply the deficiencies of their wardrobes, and to add in other ways to their comfort.

The place made vacant by the resignation of Miss Hannah Merrill, on September 1, 1887, was taken by Miss Ida L. Adams, formerly a teacher in the Hillside School, and the vacancy caused by Miss Martha F. Metcalf's resignation on the 1st of October, 1887, was filled by Miss Sally B. Tripp, formerly of the Charles Sumner School.

The new school-house has been begun, and it is hoped that

it will be ready for occupancy before the end of the school year in 1889. Partial relief from the cramped condition of the classes in the present building was afforded early last November, by permission to allow two classes to occupy rooms in the Appleton-street Primary-school building.

In closing this report, the committee take pleasure in recognizing the excellence of this school. During the nineteen years of its existence it has greatly improved in aims, methods, and results. The sympathy, patience, devotion, and skill of its principal and of her assistants command and secure our cordial support.

WILLIAM A. DUNN,

Chairman.

APPENDIX.

I.

LAWS OF MASSACHUSETTS, 1888.

[CHAP. 239.]

AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF-MUTES OR DEAF CHILDREN.

Be it enacted, etc., as follows:—

SECTION 1. Upon the request of the parents or guardians and with the approval of the state board of education, the governor may send such deaf-mutes or deaf children as he may deem fit subjects for education, for a term not exceeding ten years in the case of any pupil, to the American Asylum at Hartford, in the state of Connecticut, the Clarke Institution for Deaf-Mutes at Northampton, or to the Horace Mann School at Boston, or to any other school for deaf-mutes in the Commonwealth, as the parents or guardians may prefer; and with the approval of the state board he may make at the expense of the Commonwealth such provision for the care and education of children, who are both deaf-mutes and blind, as he may deem expedient. In the exercise of the discretionary power conferred by this act, no distinction shall be made on account of the wealth or poverty of the parents or guardians of such children; no such pupil shall be withdrawn from such institutions or schools except with the consent of the proper authorities thereof or of the governor; and the sums necessary for the instruction and support of such pupils in such institutions or schools, including all travelling expenses of such pupils attending such institutions or schools, whether daily or otherwise, shall be paid by the Commonwealth: *provided, however,* that nothing herein contained shall be held to prevent the voluntary payment of the whole or any part of such sums by the parents or guardians of such pupils.

SECT. 2. Section sixteen of chapter forty-one of the Public Statutes, and chapter two hundred and forty-one of the acts of the year eighteen hundred and eighty-six, and chapter one hundred and seventy-nine of the acts of the year eighteen hundred and eighty-seven, are hereby repealed.

SECT. 3. This act shall take effect upon its passage. [*Approved April 19, 1888.*]

II.

REGULATIONS OF THE HORACE MANN SCHOOL.

(*Chapter XXI. of the Regulations of the Public Schools of the City of Boston.*)

SECTION 315. This school was established by the Boston School Committee, in coöperation with the state board of education, as a day school for deaf children to whom it may be accessible.

SECT. 316. Pupils over five years of age are admitted in accordance with an act passed by the legislature in 1869. (Public Statutes, Chap. 41, Sect. 16.)¹

“ 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 in the case of any pupil, to the American Asylum at Hartford, [or to] the Clarke Institution for Deaf-Mutes at Northampton,² or to any other school for deaf-mutes in the Commonwealth, as the parents or guardians may prefer.”

SECT. 317. This school is designed to give an elementary English education, but, as a preparation for this, it must first impart to pupils entering as deaf-mutes the meaning and use of ordinary language. It aims to teach all its pupils to speak and to read the speech of others from their lips. The general regulations of the public schools, Chapter XV., so far as applicable, are to be enforced in this school.

SECT. 318. The sessions of this school shall begin at 9 A.M., and close at 2 P.M., on every week-day except Saturdays, when there shall be no session.

¹ Now, Chapter 179.

² Now inserted, “ or to the Horace Mann School at Boston.”

Section 105 of the Rules is as follows: The instructors for this school shall be a principal, a first assistant, and assistants. Besides the principal, one instructor shall be allowed for every ten pupils, and an excess of five pupils shall entitle the school to an additional instructor. When an instructor, not a principal, is needed, the committee on the school shall recommend a suitable person to the Board, through the Committee on Nominations.

III.

TERMS OF ADMISSION.

Any deaf child over five years of age, not mentally nor physically disqualified, is entitled to admission. No pupil will be admitted without a certificate of vaccination, signed by a physician.

Parents or guardians desiring the admission of children as State pupils can obtain the blank form of application, and other instructions, at the school, No. 63 Warrenton street, or at the office of the Secretary of State.

Children from other States will be received subject to the above conditions, on the payment of tuition, or upon warrants from the executives of such States.

The school year begins on the first Wednesday in September, and ends on the last Tuesday in June; but pupils are admitted at any time.

Communications and letters may be addressed to the Principal, Miss Sarah Fuller, No. 63 Warrenton street, Boston.

APPLICATION FOR THE INSTRUCTION OF DEAF CHILDREN.

188 .

To His Excellency the Governor:—

I, _____, of _____, in the County of _____, and Commonwealth of Massachusetts, respectfully represent to Your Excellency, that my¹ _____, aged _____ years, is DEAF, and cannot be properly instructed in the Public Schools of this Commonwealth.

I therefore respectfully request that Your Excellency will send _____ either to the American Asylum at Hartford, the Horace Mann School at Boston, or the Clark Institution at Northampton.

¹ Insert son, daughter, or ward, with name.

The undersigned believe _____, a resident of this _____, to be incapable of receiving instruction in our Public Schools by reason of deafness, and therefore entitled to a place in one of the schools designated by law for deaf children.

} *Selectmen of*

or

} *Mayor of*

188 .

I hereby certify that the above-named _____, a deaf child, is free from all contagious diseases, and, as I believe, from all immoralities of conduct; is neither sickly, nor mentally weak, and is a fit subject for instruction at the expense of the Commonwealth.

_____, *M.D.*

THE PARENT OR GUARDIAN WILL ANSWER THE
FOLLOWING QUESTIONS.

1. Name of parents.
2. Residence.
3. Birthplace of parents.
4. Were they deaf-mutes?
5. Have they other children deaf?
6. Name of child.
7. Birthplace of child.
8. Was the child born deaf?
9. Has the child ever spoken?
10. If it has, when was hearing lost?
11. What was the cause?
12. Has the child ever been at school?
13. How much has the child been taught?

NOTE. — The first of the above declarations must be signed by the parent or guardian of the applicant; the second by the selectmen, or a majority of them, of the town, or by the mayor of the city where the applicant resides; and the third by the family physician, or some other competent medical practitioner. In case the request for admission is granted, the parent or guardian will be forthwith notified, and a warrant will be forwarded to the principal. Pupils can be admitted to the Horace Mann School at any time between the beginning of September and the end of June.

14. Is it preferred to have the child sent to the American Asylum, Hartford, the Horace Mann School at Boston, or the Clark Institution, Northampton?
15. Is the child mentally weak?
16. Does the child now speak, — if so, how many words?
17. REMARKS.

It seems proper that the following circular and votes of the State Board of Education should be appended to this report: —

COMMONWEALTH OF MASSACHUSETTS.

BOARD OF EDUCATION, BOSTON, Sept. , 1877.

To the School Committee of

GENTLEMEN, — By the provisions of Chap. 311, Sect. 3, of the Acts of 1867, “the education of all deaf-mutes, who are now receiving or may hereafter receive instruction at the expense of the Commonwealth, shall be subject to the direction and supervision of the Board of Education.”

It is believed there are many unfortunate children of this class scattered throughout the State, whose parents are unable to defray the expense, and are ignorant of the fact that the Commonwealth makes provision for their gratuitous education, either at the American Asylum at Hartford, the Clarke Institution at Northampton, or the Horace Mann School at Boston.

In order that none of those for whom provision is thus made may lose its benefits, the Secretary of the Board of Education deems it his duty to call the attention of the School Committees in the several cities and towns of the State to the subject, and to request very earnestly that they will ascertain and report to him, as soon as possible, if there are any children within their jurisdiction who ought to be sent to one of the institutions provided for their education.

Respectfully yours,

JOHN W. DICKINSON,
Secretary.

At a meeting of the State Board of Education, held at Boston, July 18, 1877, it was voted: —

I. That a permanent committee be appointed, consisting of the Secretary of the Board and the Principals of the three Schools for the Deaf

and Dumb, which shall examine and record all applications, and advise in regard to the disposal to be made of each applicant.

II. That this committee meet as often as twice a year (or more frequently if desirable), at Boston, Springfield, or Northampton, to examine both the applications and the persons applying for admission, or as many of the latter as can conveniently be brought together for the purpose.

III. That lists of applications and admissions, with such information concerning the cases as is attainable, be furnished to each principal, so that no child may be overlooked whenever a vacancy occurs in the schools.

Attest:

OLIVER WARNER,

Assistant Secretary.

SCHOOL DOCUMENT NO. 15. — 1888.

REPORT

OF THE

COMMITTEE ON MUSIC,

1888.



BOSTON:
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1888.

IN SCHOOL COMMITTEE, BOSTON, Dec. 12, 1888.
Accepted, and ordered to be printed.

Attest :

PHINEAS BATES,
Secretary.

REPORT.

The Committee on Music presents the following report :—

In view of the recent prominence given to the subject of musical instruction in the public schools, and as a matter of special interest to the Board at this time, the committee have thought it expedient and proper to embody in this report a brief sketch of the introduction and progress of the instruction in music in the public schools of this city. In doing this they must necessarily repeat, to some extent, the information contained in previous reports on this subject.

In August, 1830, a lecture was delivered in Boston before the American Institute of Instruction, by Mr. Wm. C. Woodbridge, the eminent geographer, advocating the practicability and expediency of introducing vocal music as a branch of common school education. The effort of Mr. Woodbridge produced a profound impression at the time. By this lecture the first impulse was given to music as a branch of the common school education in America. In December, 1831, Mr. George H. Snelling, in behalf of a special committee, appointed for the purpose, presented to the Primary School Board a report strongly urging the adoption of music as a regular study in the primary schools. Appended to this report was a resolution, "that one school from each district be selected for the introduction of systematic instruction in vocal music under the direction of the district and standing committee." The report was, after discussion, accepted and its recommendations adopted in January, 1832. The experiment received a partial trial, but the plan

was never fully carried out. At a meeting of the School Board, August 10, 1836, a memorial was received from the Boston Academy of Music, supported by petitions from numerous citizens, praying that vocal music be introduced as a branch of popular instruction into the schools of this city. The memorial was referred to a special committee, who offered an able and interesting report in its favor on August 24, 1837. On the 19th of September following, the report was accepted and the orders appended to it were passed. Failing to obtain from the City Council the necessary appropriation, the measure was for the time defeated. Meanwhile one of the professors of the Academy (Dr. Lowell Mason) offered to give instruction gratuitously in one of the schools, in order to test the experiment, and in November it was voted that the experiment be tried in the Hawes Grammar School in South Boston.

The next year the School Board, well satisfied with the result of the experiment, at a meeting August 28, 1838, voted to introduce vocal music as a regular branch of instruction in the public schools. The department was placed in charge of Dr. Mason, under whose able supervision the measure was carried into effect. In August, 1846, it was decided to make two divisions of the grammar schools, and to appoint an additional instructor of music. In February, 1848, upon the abandonment of the double-headed system, so called, in the grammar schools, and the substitution of the plan requiring *one* master at the head of each school, certain changes were made in the plan for the instruction in music. Instruction was to be given in each department of the schools where there was a separate and independent organization, and the superintendents of these departments were requested to give instruction in music to all the female teachers of the grammar schools under their care, and also to all the teachers of the primary schools who might choose to attend. At this time fruitless efforts were made for the

introduction of music into the primary schools. In 1849 the plan of electing superintendents of musical instruction by the School Board was discontinued, and the sub-committees of the several grammar schools were instructed to procure a teacher of music for the schools under their charge. This plan seems to have been continued until February, 1857, when a special committee, consisting of Dr. William Read, Samuel J. M. Homer, Esq., and Rev. Warren H. Cudworth, was appointed to take into consideration the subject of music in the public schools. This committee submitted a full and valuable report in the month of June following, recommending important improvements, especially, that a standing committee on music be appointed; that simple musical exercises be practised twice a week by the lower classes in the grammar schools under the direction of the regular teachers; and that so much time be given to singing in the primary schools as their committees may deem expedient. These recommendations were adopted by the Board, but the new requirements received little if any attention. At this time no instruction in music was given except in the Girls' High and Normal School, and in the two upper classes of the grammar schools. The responsibility of such instruction was divided among four teachers, — Messrs. Butler, Bruce, and Drake, and Mr. Samuel Swan, master of the Mayhew School, who taught the music in his school. Two half-hours a week were required to be devoted to the study and practice of vocal music.

In 1858, by vote of the Board, it was ordered "that for this year, the usual School Festival in Faneuil Hall be suspended, and that in place thereof there be held at Music Hall, at 4 P.M., on the day of the annual exhibition of the grammar schools, a musical exhibition of the pupils in the public schools in connection with the introduction of the medal scholars to the Mayor, the presentation of bouquets, speeches, addresses, etc., and that a committee of five be

appointed to act with the Committee on Music as a joint special committee, to make all necessary arrangements." This change in the usual plan of the school festival proved so pleasant and successful, that the dual festival was continued until 1868, when the music festival and the annual school festival were separated. The first regular musical exhibition of the public schools of Boston was held in Music Hall, May 20, 1868. An annual exhibition was given until 1874, when the seventh and last *annual* musical exhibition was held. One was given in 1877, and in 1883 the last musical exhibition was given, in connection with the annual school festival.

The first change made by the Committee on Music after its establishment as a standing committee in 1858 was the appointment of a separate teacher of music in the Girls' High and Normal School. Though the committee made strenuous efforts, it was evident that the instruction in music in the lower classes of the grammar schools and in the primary schools was unsatisfactory. The committee in their report of 1861, and again in 1863, urged the necessity of the more extended introduction of music into the primary schools. It was not until 1864 that a special instructor in music was appointed for the primary schools. Mr. Luther W. Mason was elected to the position, and entered upon his work in September, 1864. The lower classes of the grammar schools were unprovided for until 1868, when Mr. Hosea E. Holt was elected special instructor, and placed in charge of these classes. In April, 1869, the Committee on Music presented a complete plan for the reorganization of the music department, and in July of that year, upon the recommendation of the joint committee on Rules and Regulations and Salaries, the Board adopted the plan presented by the Committee on Music. By this plan Mr. Julius Eichberg was appointed supervisor of music in the public schools — to instruct the pupils in the high schools, and in addition to

exercise a general supervision of the musical instruction in all the schools. Mr. J. B. Sharland had charge of the music in the first classes of the grammar schools except those in Dorchester. Mr. Henry W. Alexander had charge of the second classes of the grammar schools except those in Dorchester. Mr. Hosea E. Holt had charge of the lower classes in the grammar schools except those in Dorchester. Mr. Luther W. Mason was placed in charge of the classes of the primary schools except those in Dorchester. Mr. Hiram Wilde was placed in charge of the schools of Dorchester except the high school. This distribution of the work among the music instructors was called the "horizontal plan." With the opening of the schools in September, 1870, the complete plan of a progressive and systematic teaching of music was, by the almost unanimous consent of the Board, agreed to and entered upon.

In 1871 Mr. Sharland, upon the withdrawal of Mr. Alexander from the service, was placed in charge of the musical instruction in the two upper classes of the grammar schools.

In February, 1872, the first book of the National Music Course was adopted. Music charts, arranged and prepared by Mr. L. W. Mason, had been in use in the schools since 1866. In July, 1872, the second book of the National Music Course was adopted, and the other books of the series were adopted at different times subsequently.

At the close of the year 1872, Dr. J. Baxter Upham, who was a member of the first Committee on Music, and its chairman for thirteen years, retired from the School Board. To him in no small measure belongs the successful establishment of musical instruction in our public schools. His earnest, laborious, and practical efforts were rewarded, and he had the satisfaction before he retired from the Board of seeing his labor crowned with success. Dr. Upham was succeeded as chairman of the committee by Dr. John P.

Ordway, who served for the following two years, when Mr. Charles C. Perkins, who had been a member of the Committee on Music since 1873, was made its chairman. In 1878 the Committees on Drawing and Music were consolidated, and Mr. Perkins continued chairman of the committee until his retirement from the Board in 1884. His thorough knowledge of the science and art of music, his untiring devotion to the public schools, especially in the department of music, have given him a prominent place among those who have secured the present high standard of instruction in that branch of study in our schools.

On account of the annexations to the city in 1874 certain changes were required in the music department. The greatly increased area of the city rendered it impossible to carry on the "horizontal plan" successfully with the limited number of special instructors employed, and the "vertical system," so called, was established. The grammar and primary schools of the city were divided into districts, and each district placed in charge of a special instructor in music, Mr. Eichberg retaining charge of the instruction in the high schools, under the title of director.

In 1878 Mr. Luther W. Mason resigned his position to accept the appointment of musical director of the schools of Japan. His long and successful service in the primary schools, his enthusiasm in his work, his labors in the preparation and arrangement of charts and books for use in the schools, entitle him to great praise, and has placed his name on the rôle of those who have rendered exceptional service to the cause of popular musical education.

As has been stated, the Committees on Drawing and Music were consolidated in 1878, and the interests of these two departments were intrusted to a single committee.

In 1884, upon the recommendation of the Committee on Drawing and Music, the office of director was abolished, and

five special instructors of music were elected. Previously a director and three special instructors had been appointed.

In 1886 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 presented a report on the subject in June, 1886. We quote the following from the report : —

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.

The report states that with a view of ascertaining something of the ability of the pupils in the schools to sing simple

music at sight, 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 being seriously disturbed by the unfamiliar nature of the test. . . . 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."

A piece of music in two parts was used.

The report, in alluding to the results of these tests, states : —

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.

The report further states that the last step in the investigation was to invite the music instructors separately to a conference with the Board of Supervisors, and that "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 report concludes with the suggestions, that the course of instruction in music be re-cast in a form to leave instructors reasonably free as to methods; that proper tests be devised and applied to individual pupils; that the liberal use of supplementary material be encouraged; that the regular teachers be better prepared for their part in the musical instruction; and that stated meetings of the special instructors in music be held. This report was accepted, and the recom-

mendations contained therein were referred to the Committee on Drawing and Music, who reported in November, 1886, that they had established rules for the guidance of the instructors in music, and had provided that stated meetings of these instructors should be held, at which the superintendent should preside.

In February, 1887, the Board passed an order "that the Committee on Drawing and Music consider and report at the first meeting of the Board in April, upon the advisability of so arranging the study of music in the public schools of the city as to secure uniformity in the method, and greater efficiency in the instruction in music."

The committee had the matter under advisement for some time, and in June, 1887, reported to the Board that the Committee on Drawing and Music should be divided, and recommended that the Committee on Rules and Regulations be requested to report the necessary amendments to provide for a Committee on Drawing and a Committee on Music, which committees when appointed should have the general supervision of these branches of instruction. The Committee on Rules and Regulations reported the necessary amendments, which were adopted by the Board in October, 1887, and a Committee on Drawing and a Committee on Music were appointed.

The Committee on Music began immediately a thorough and systematic investigation into the subject of music in the public schools. Weekly meetings of the committee were held for three months, and fortnightly meetings for four months more. The Superintendent of Schools was invited to be present at all the meetings of the committee. At their first meeting the committee issued a circular to the special instructors in music requesting them to inform the committee in writing — (1) How the schools are divided among the instructors. (2) What time each gives to the several schools under his charge. (3) Under what rules and regulations they act in the

performance of their duties. (4) To whom they report in case of absence from their work. (5) What arrangement is made in the schools for the instruction in music when they are absent. The replies to these inquiries were promptly sent to the committee. It was ascertained that the grammar-school districts — each comprising a grammar school with the primary schools assigned to it — were divided into four divisions, and one division assigned to each special instructor in music. The high schools were placed in charge of one of the special instructors. These assignments, so far as the committee are informed, has been in operation several years. Upon the retirement of Mr. Eichberg in 1887, after an honorable service of nearly twenty years in the public schools of Boston, during which time his faithful devotion to his work, his great ability, and his broad culture in the art of music did much to improve the instruction in music in our schools, Mr. J. B. Sharland was placed in charge of this branch of instruction in the high schools.

The committee learned through the replies of the special instructors that they acted under no specific instructions, assuming that they were to continue the work as had been their custom in the past. The cases of absence from duty appeared very slight, and the practice adopted by the music instructors of informing the masters of their absence, and so laying out their work that there should be no interruption to the music lessons, seemed to be all that could be reasonably expected of them, as they had received no definite instructions from the committee. The music instructors were in the habit of visiting the grammar schools regularly once a fortnight. The visits to primary schools were somewhat irregular, on account of the lack of time and the great distances to be covered in travelling. From the replies received it was evident to the committee that there was a decided want of uniformity in the instruction in music, and a departure

from the prescribed course of study. One instructor in his reply to the committee made the following statement : —

“ When a programme was printed and the copy sent to me at the beginning of each year, I considered it my duty to carry out that programme faithfully to the best of my ability. At present there seems to be no programme, but each instructor is left to work as he pleases ; at least I so understand it, and with that understanding I do not feel bound to any particular programme, though I have seen no reason to make any radical departure from the old one.”

Another instructor stated that

“ Each master (music instructor) made his own plan.”

The committee in considering these replies decided to hold personal interviews with each of the special instructors in music. Each instructor was urged to present anything and all that he cared to present to the committee. The committee were seeking information, and felt that they had found the best source for such information in the men who had been performing the duty ; men fully acquainted with the working of the required programme knew what, if any, difficulties there were in the way of its absolute fulfilment, and could suggest from their practical experience valuable suggestions to assist the committee in the work they had entered upon. These conferences proved of great value to the committee. It was clearly manifest that the instructors were thoroughly interested in their work, enthusiastic and faithful in their service.

The important information which the committee obtained in these interviews will be of great assistance to them in their further consideration of the subject.

In the course of their consideration of this subject, the attention of the committee was called to the different methods employed by the special instructors, and the departures from the prescribed course of study. The inquiries relating to the methods of instruction were pursued deliber-

ately and minutely, and the details of each method explained and exemplified to the committee. At one of the meetings one of the instructors appeared with six little girls, from the sixth class of a grammar school, and illustrated his method of instruction. At a subsequent meeting, another instructor appeared before the committee and gave a practical illustration of his method, assisted by a few pupils from his district. The committee were so interested and instructed by these practical illustrations of the actual work of music in the schools, that they decided to continue their investigations, and to arrange for a series of tests of the ability of the children in the schools to read music at sight, and to more particularly inform themselves of the condition of the instruction in music in the schools. The Board granted the means by which it was possible to continue their investigations and apply such tests.

A thorough musician, a successful and experienced teacher, who was entirely disinterested, was engaged to conduct and superintend the tests agreed upon by the committee. Notices of the meetings at which the tests were to be given were sent to the members of the Board and to the superintendent and supervisors. Pupils from the districts of the several special instructors appeared before the committee. The exercises used were arranged by the gentleman engaged to conduct the tests, and were kept in his custody while the tests were being given. The tests were conducted under the sole direction of this gentleman, the special instructors not being present.

The first of these tests occurred Friday, April 13. Twenty-four pupils from the first and second classes of the Warren School were present. These pupils were from Mr. J. M. Mason's district. Of the pupils present two were receiving instruction in vocal music outside of the public schools, twelve had or were receiving instruction in instrumental music, and one was a choir-boy.

On Friday, April 20, the second test was given. As there was no school in Boston where the books and charts of the Normal School Course had been used and the system in full operation, through the courtesy of the school authorities and the instructor of music in Quincy, a class of twenty-five pupils, who had been under the instruction of the Normal Music Course for two years, was present. Of this number ten had received instruction in instrumental music, and none had received instruction in vocal music outside of the public schools.

The third test occurred on Friday, April 27. A class of about twenty-five pupils from the district assigned to Mr. H. G. Carey, was present.

The committee then arranged for another test, and on Friday, May 4, classes of primary pupils, who entered the primary schools in September, 1886, twenty-four pupils in each class, from the schools taught by Mr. Carey, and from Quincy were present. The exercises were written on the blackboard, and sung by the classes alternately.

The committee, after careful consideration of the results of these tests and other information obtained, came to the unanimous conclusion that the Normal Music Course ought to be placed in a part of the schools at least, and submitted to a fair and impartial trial. In May last this committee presented an order "that the Normal Music Course be authorized for use in the Rice Training School and in the grammar and primary schools of the Third and Sixth Divisions. This order was passed unanimously by the Board at a meeting held October 9, eighteen members of the Board being present. At the meeting following the Board passed an order "that the National Music Course, revised edition, be authorized for use in the grammar and primary schools of the First and Second Divisions."

The committee believe that a step in advance has been

taken in the department of musical instruction in the public schools. The placing of the Normal Music Course and the revised edition of the National Music Course in an equal number of schools, under the charge of those instructors in music who are, perhaps, best qualified to conduct the instruction under each method, furnishes a fair test of the merits of these systems.

Last year for the first time *singing* formed an element of the diploma examinations in music. The several instructors arranged this examination in their respective districts. This committee have under consideration the question of arranging a uniform plan for the examination of all the graduating classes in music.

It is the intention of this committee to rearrange, as soon as possible, the course of study in music to conform to the recent changes in the music text-books. They further propose to recommend such changes in the reorganization of this department as will secure the best results in the instruction in this important study.

The committee desire to bear their testimony of the appreciation due to the musical instruction in our schools in the past. They do not intend, by any action of theirs, to depreciate that record. The committee and instructors, under whose guardianship it was introduced and carried forward, performed their duties with zeal and fidelity. They did a grand work and accomplished much good, and the benefit to our public schools has been great indeed.

It is natural that there should be differences of opinion as to the policy of so radical a change as the adoption of a new system of music text-books, but in the opinion of the committee, the schools must be supplied with the best material for the completion of its prescribed work, and the changes made were prompted by a desire to that end. The course taken with regard to these text-books seems to your com-

mittee a just and equitable means of giving the Board full and desirable information to guide them in their future action in the department of musical instruction in our public schools.

GERALD GRIFFIN,
Chairman.

HENRY CANNING.
WILLIAM A. DUNN.
WM. C. WILLIAMSON.
JOSEPH T. DURYEA.

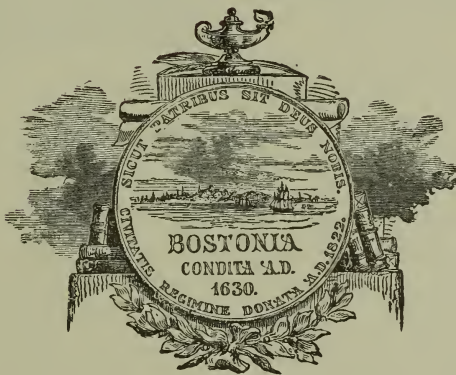
SCHOOL DOCUMENT NO. 16 — 1888.

ANNUAL REPORT

OF THE

BOARD OF SUPERVISORS.

1888.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1889.

IN SCHOOL COMMITTEE, BOSTON, Jan. 8, 1889.

Ordered, That sixteen hundred copies of the Annual Report of the Board of Supervisors for 1888 be printed.

Attest :

PHINEAS BATES,
Secretary.

BOSTON PUBLIC SCHOOLS.

SUPERINTENDENT'S OFFICE, MASON ST., Dec. 26, 1888.

To the President of the School Committee:

The Eleventh Annual Report of the Board of Supervisors is herewith respectfully submitted.

EDWIN P. SEAVER,

Superintendent of Schools.

REPORT.

To the School Committee:

In compliance with the requirements of the Regulations the following is presented as the eleventh annual report of the Board of Supervisors: —

MEETINGS OF THE BOARD.

Regular meetings of the Board of Supervisors have followed the regular meetings of the School Committee, as in former years, and many adjourned and special meetings have been held. The time of these meetings was occupied in the transaction of routine business and in the consideration of matters specially referred to the Board of Supervisors by the School Committee or by the sub-committees thereof. These special matters and the increase of routine work demanded much time for their proper consideration and disposal; and little opportunity was afforded for the discussion of methods and for interpretations of courses of study, except occasionally and casually in connection with other questions. It is hoped that some portion of the time of regular meetings may be made available the coming year for the special consideration of these important subjects.

INSPECTION OF THE SANITARY CONDITION OF THE SCHOOLS.

During the year no changes have been made in the Regulations respecting the duties of the Supervisors, either as individuals or as a Board, except the formal transfer of the duty of inspecting the sanitary conditions of the schools to the Instructor in Hygiene. When the office of Instructor in Hygiene was created it was generally understood that the Supervisors were to be relieved of this duty, though no change was made in the Regulations till this year. This relief from an onerous duty, which took up much more time than the Supervisors could well afford to give from their other duties and satisfactorily perform them, was gladly welcomed. Besides, the Supervisors claimed no special fitness for this work; and their satisfaction was increased not only because they would gain more time for the discharge of their many other duties more particularly connected with the purely educational interests of the schools, but also because the important matter of sanitation, by which these interests are so largely affected, would be intrusted to more special and more competent and authoritative ministrations. The evidence already afforded attests the wisdom of the School Committee in assigning this important duty to the special charge of an official eminently fitted both by scientific training and personal qualifications for this line of work.

All examinations have been conducted upon the same plan as in preceding years, the slight modifications made being at the suggestion of the Superintendent or resulting from an added year's experience.

EXAMINATION FOR CERTIFICATES OF QUALIFICATION.

An examination for certificates of qualification was held Aug. 23, 24, and 25, 1887, and the results were considered at meetings of the Board in September. The detailed results in regard to this examination are given in the following table: —

	First Grade.	Second Grade.	Third Grade.	Fourth Grade.	Special Grade.	Total.
Whole number of candidates	22	7	12	24	4	69
Number who withdrew from the examination	1	1	. . . . .	2	. . . . .	4
Number to whom certificates were granted	20	4	7	22	3	56
Number to whom certificates were not granted	1	2	5	. . . . .	1	9
Number who having been refused certificates for which they had applied, were granted lower certificates	1	1	4	. . . . .	. . . . .	6
Whole number to whom certificates were granted	20	5	7	27	3	62
Number of these who had held certificates of a lower grade	3	3	1	. . . . .	. . . . .	7
Number to whom certificates were granted for the first time	17	2	6	27	3	55

The examination of candidates for teachers is considered the most important duty the Board of Supervisors is called upon to perform.

Every provision that the wisdom of experience would recommend is made for testing the qualifications and judging the merits of the applicants. The records of these examinations are trustworthy indications of the mental ability and mental attainments of those examined; but while good scholarship and a fair degree of culture are positive requirements, evidence of successful experience in teaching, except in the case of Normal School graduates, has no less weight in determining results. The degree of certainty arrived at with regard to these essentials differs materially. The evidence of scholarship furnished is proof; but the evidence of successful experience often depending upon the good faith of unknown vouchers, may be misleading. And, notwithstanding the care and discrimination exercised by the examiners, a certificate may be issued to an undeserving candidate. However, such instances have been few. As a rule, the judgment of the Board, that the candidate is

qualified to meet the full responsibilities of a school, has, upon trial, been confirmed.

A superior class of candidates has of late years been attracted to the examination for the higher grade certificates; and there is, yearly, a decreasing number of incompetent applicants for lower grade certificates. Hence, through these examinations results a high grade of excellence in scholarship and teaching ability in the men and women rendered eligible for appointment as teachers. The demand for sets of questions used at past examinations is considerable. This demand comes from near and far, and it is among the probabilities that the circulation the questions have attained has not served to lessen the requirements of teachers elsewhere.

SPECIAL EXAMINATIONS FOR CERTIFICATES OF QUALIFICATION.

In examining candidates for special-grade certificates the Board of Supervisors requires of the applicants a correct use of the English language in both speaking and writing. It was found necessary to call the attention of candidates to this requirement by inserting in the circular issued in March the following: —

“Candidates for special-grade certificates to teach other subjects [than French or German] must show not only that they possess the requisite skill, but also that they can speak and write the English language correctly.”

At the request of committees in charge, the Committee on Examinations ordered several special examinations for certificates of qualification, special grade, during the year. Certificates were granted as follows: —

Teachers in the Horace Mann School, 2; teachers in Evening Drawing Schools, 5; teachers of Phonography, 2; teacher of Penmanship, 1; teacher of School on Spectacle Island, 1; instructor of Music, 1; teachers in Schools of Cookery, 3. During the year 3 certificates of

service were issued by order of the School Board, and 13 certificates were renewed by the Board of Supervisors.

Special-grade certificates were issued to 30 teachers in Kindergartens, who were not required to undergo a formal written examination, evidence of excellent service in Mrs. Shaw's Kindergartens having been obtained through the Superintendent.

EXAMINATION OF CANDIDATES FOR CERTIFICATES TO TEACH MODERN LANGUAGES.

The examination for teachers of French and German is conducted by the Director of Modern Languages. This examination is both oral and written, the requirements being: (1) perfection in speaking the language proposed to be taught; (2) a satisfactory degree of proficiency in speaking and writing the English language; (3) translations into and from English; (4) a thorough knowledge of the structure and history of the foreign language; (5) a good knowledge of the history of its literature.

The examiner submits the results of this examination to the Board of Supervisors with such remarks and recommendations as he may have to offer. Before certificates are issued satisfactory evidence of successful experience in teaching must be presented, and also certificates of health and moral character.

TEACHERS ON PROBATION.

The number of teachers who were appointed on probation last year, and the subsequent action with regard to them, may be seen from the following table:—

Number of teachers appointed on probation from Sept.	
1, 1887 to Sept. 1, 1888	97 ¹

¹ Of this number one teacher died during the year.

Number of teachers whose term of probation regularly expired in that year	95
Number of the latter who were regularly recommended and confirmed	75
Number whose probation was extended and who were afterwards confirmed	12
Number whose probation was extended and who afterwards resigned	2
Number whose probation was extended beyond that year	1
Number who resigned before confirmation	4

Of four teachers whose terms of probation had been extended into this year from previous years three were confirmed and one resigned.

When a teacher is appointed on probation, two Supervisors are designated "to examine from time to time his work in the class-room," as Section 89 of the Regulations directs. At or near the close of the year's probation reports are submitted by the examiners to the Board of Supervisors. If these reports agree, recommendations are made to the School Committee accordingly; but if they express a difference of opinion as to the fitness of the candidate for confirmation, an extension of the term of probation is recommended, and a third Supervisor may be designated to examine and report.

With many newly appointed teachers success from the beginning is assured; and in these cases the visits of the regular Supervisor, in the opinion of some members of the Board, should be deemed sufficient, and only in cases of doubtful success should the visits of other Supervisors be required. On the other hand, it is argued that by these extra visits both teachers and schools are provided with additional safeguards, and the committee possessed of valuable information with regard to the standing of the teachers, as viewed from the different stand-points of two Supervisors acting independently.

Whether the time sought to be saved by some Supervisors for concentration of effort within their own districts would compensate for a change in plan in view of the disadvantages that might arise, is a question that should be well considered before the present arrangement is altered. However, this is a matter that may meet with the attention of the School Board, and it is a question for that Board alone to decide.

DIPLOMA EXAMINATIONS.

As required by the Regulations of the School Committee the questions for all diploma examinations are prepared by the Board of Supervisors.

Each Supervisor prepares, in his respective department, sets of questions, which he submits to each of the other Supervisors for suggestions and criticism. The questions are finally considered by the Board, and when adopted are presented to the Committee on Examinations for approval.

The diploma questions are made uniform for the same grade of schools, though options in questions are to a certain extent provided, to allow for difference in conditions of classes and for differences as well in methods of work; but an even standard is, as far as possible, maintained. It is the aim of the Supervisors to present a fair opportunity to the pupils to show what they have learned relating to essentials in the different studies pursued, and to indicate their ability in the practical application of such principles as a well-instructed class should know.

These examinations have exerted a unifying influence upon the schools, and, without hampering them with routine, have led to more uniform purposes and methods of instruction.

The number of pupils examined in each class of schools, and the number to whom the Committee on Examinations awarded diplomas and certificates of honorable mention, are given in the following tables:—

SCHOOLS.	Number of Candidates for Diplomas.	Number granted Diplomas.	Number granted certificates of Honorable Mention.	Number refused Diplomas and Certificates.	
Normal	84	84	. . . .	. . . .
Boys' Latin	34	33	. . . .	1
Girls' Latin	9	9	. . . .	. . . .
English High	153	138	10	5	
Girls' High {	4th year. . . .	95	92	3
	3d year. . . .	100	100
Charlestown High	45	45	. . . .	. . . .
Roxbury High	65	65	. . . .	. . . .
Dorchester High	47	46	1	
East Boston High	34	32	2	
West Roxbury High. . . .	19	19	. . . .	. . . .
Brighton High	10	10	. . . .	. . . .
Total	695	673	13	9	

The number of candidates for Grammar-School diplomas, in June, 1888	2,112
The number to whom diplomas were granted	2,072
“ “ “ “ refused	16
The number to whom certificates of honorable mention were granted	24
The number of graduates allowed to enter the High Schools “clear”	1,779
The number of graduates allowed to enter the High School “on probation”	293

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 following table shows the number of candidates examined, and the action of the Committee on Examinations in regard to them : —

	High Schools.	Boys' Latin School.	Girls' Latin School.
No. of candidates examined for admission	79	139	66
No. of candidates admitted	71	119	55
No. of candidates refused admission	8	20	11

The Regulations provide for the admission of pupils to the High Schools through the diploma examination in June, and through the special examination in September of applicants who are not graduates of the Boston Grammar Schools.

With regard to the admission of pupils at other times, no definite provision is made. It is suggested that examinations be required of all applicants for admission during the year, and that the results be submitted to the Board of Supervisors with the recommendations of the masters, to be presented, as in the case of regular admissions, for approval to the Committee on Examinations.

PROBATIONERS IN HIGH SCHOOLS.

At the close of the year some confusion existed in regard to the pupils who had been admitted to the High Schools on probation. This arose from the change made in the Regulations which now provide that the probations shall "close at or near the end of the school-year." The final decision rests with the Committee on High Schools, to whom the Board of Supervisors is required to present the facts and the recommendations based upon them. Further misapprehension may be avoided by furnishing proper blanks for the returns required.

No. of pupils who entered High Schools on probation in September, 1887	123
No. of these who left school	43
No. who were allowed to remain in school	80
No. whose probation was closed in June, 1888	36

PROMOTIONS FROM PRIMARY SCHOOLS.

Examinations for promotion from the Primary to the Grammar Schools were held in January and June. The number of pupils promoted in January was much smaller than at the close of the year, as has been found to have been the result yearly since the restoration of the plan of semiannual promotions. To some school districts mid-year promotions are advantageous; but to others they prove a great disturbance, and particularly in the classification of the Grammar departments. It would seem desirable that promotions of Primary classes in February be required only when the necessities of school-districts demand such promotions to be made. The number of Primary pupils examined, and the number promoted to the Grammar Schools by the Committee on Examinations, are as follows: —

	January, 1888.	June, 1888.
No. of pupils examined for promotion from Primary to Grammar Schools	725	5,186
No. of pupils promoted to graded classes of Grammar Schools . .	702	5,113
No. of pupils promoted to ungraded classes of Grammar Schools .	3	43
No. not promoted	20	30

COURSES OF STUDY.

An important work has been accomplished in preparing courses of study for the Evening Schools. The difficulties presented in the diverse needs and conditions of these schools were recognized as formidable; but measures, well-

planned and carefully considered in conjunction with the material and means provided, have led to the adoption of courses that are deemed most serviceable for reaching practical and educational ends.

In regard to the recently attempted revision of the High School course of study, which was not adopted by the School Committee, it is but proper to state that the work of revision was not intrusted to the Board of Supervisors; in effect, the Board of Supervisors was not even consulted in reference to any of the changes proposed in the revised course, the Committee on Examinations having assumed the entire responsibility of the revision. The proposed course, as compared with the present course, was simpler and more symmetrical; it contained a continuous line of science, while more time was given to language and less to mathematics; and, if adopted, it might have tended to more uniformity, the end aimed at; yet an important point to which attention has been frequently called by the Board of Supervisors was not considered—the need of a more detailed course of study for the High Schools.

Even if the suggestions contained in the last report of the Superintendent were adopted, if the High Schools were “cut loose from one another,” the courses laid out for the three existing types should contain a sufficient amount of detail, and be sufficiently definite to guide the teachers in their work and keep them within proper limits. In the larger schools, where there are different teachers with parallel classes in the same study, if, at least, the order of subjects and the succession of topics were given, the teaching would be more systematic, and the results more uniform.

The Board of Supervisors was required to modify the course of study in the Primary and Grammar Schools so as to make the study of arithmetic conform to the changes and to the reduction in time recommended by the Committee on Examinations. The experiences of the past have shown

that it is a difficult matter to obtain from teachers a reasonably close observance of the time authorized for each study. The Superintendent's report dwelt at length upon this fact, and suggested a remedy in the form of a time-table for each teacher. A form for an order of exercises has been devised by the Supervisors, providing for the time of beginning and ending, and the amount of time given, each exercise for each day of the week, together with a summary of the time devoted to each study for the week. It is intended that this order of exercises, when filled out by the teacher and approved by the master, shall be posted in a conspicuous place in the class-room, and a copy of it furnished the Superintendent. It is expected that by this measure the teachers will be held more closely to the authorized time for each study; that the efficiency and regularity of work of teachers will be promoted by it; and that, in other ways, as has been pointed out by the Superintendent, the well-being of the schools will be increased.

A matter for consideration at no distant day would appear to be the modification of the course of study of the Primary and Grammar Schools to meet the changed and changing condition of some of the school districts. The present course of study is no doubt admirably suited to the great majority of the schools; but there are certain schools that are unable to meet its requirements. For instance, to cite an extreme case, in one district there are in the Kindergarten, Primary, and Grammar classes, 1,530 pupils, most of whom are of foreign birth, and nearly all of whom are of foreign parentage, representing a dozen different nationalities. Yearly to these classes are admitted about 300 pupils of different ages, who cannot speak or understand the English language. Much time and labor are given by the teachers of the different grades to simplify the subjects taught, in order to bring them within the reach of the understanding of the pupils. The necessary abbreviation of the course of study to meet the necessities of

these classes is left entirely to the teachers. Great assistance might be afforded them, and great benefit result to the classes, were an abbreviated form of the present course of study prescribed. There are other schools that are affected by like conditions, if not to the same extent; yet for which there is evidently need of a modification of the present course of study.

NORMAL SCHOOL.

The total number of graduates from the Normal School since its organization in 1872 is 974. In June, 84 were granted diplomas entitling them to certificates of eligibility for appointment as assistant teachers in all the public schools of the city except the High Schools and Special Schools. Of the 97 teachers appointed on probation from September, 1887, to September, 1888, 53 were Normal School graduates. In 1887-88 the number of graduates of the school who were made regular teachers after a year's probation was 55.

While Normal Schools and Normal departments in other institutions throughout the country have of late years been gaining in character of professional instruction and in facilities for training purposes, there have been no steps taken, till this year, to increase the efficiency of the work of the Boston Normal School. The appointment of an additional teacher for service in the Normal and Training Schools has recently been authorized. This means a closer union of these two schools, and a greater conformity of the practice of the Training School to the theories developed in the Normal School.

During the sixteen years that have passed since the separation of this school from the Girls' High School, and its establishment as a distinct Normal School, the length of time devoted to professional instruction and training has continued the same. Nor has any material change been made

in the course of study during this time. Both are substantially the same as they were in 1872.

It is true that the requirements for admission ensure excellent preparation for the work which the school aims to accomplish. Only those pupils who have completed the four years' course in the Girls' High School can be admitted without an examination. All other applicants must show both by examination and recommendation that they are qualified to undertake the work of the school. The head-master is made the judge of the qualifications of all candidates seeking admission through examination; and, as this examination is equivalent to the diploma examination at the end of the four years' High School course, but few other than High School graduates are members of the school. Moreover, all pupils on admission are placed upon probation; and if any prove, in the opinion of the head-master and the Board of Supervisors, unsuitable for the work of the school, their probation ceases at the end of the first half of the year.

It is undoubtedly due to this care in admitting and retaining pupils, and to the faithful performance of the work required of each pupil by the teachers, that so much that is of value to the schools of this city has been accomplished in the brief period of time given to the Normal School course of study.

Still, were the same preparation and aptitude for the school-work maintained on the part of the pupils, and the teachers no less exacting, even double the amount of time now given would not be too great to accomplish the objects of the Normal School instruction.

Whenever vacancies exist, or wherever additional teachers are to be employed, it is required by the Regulations that "the graduates of this school shall have the preference, other things being equal." Of the number of teachers appointed yearly on probation, more than half are Normal School graduates. The worth of the instruction which the school affords

its pupils is attested by the esteem in which its graduates are held by the School Committee, and by an increasing desire, which has supplanted a former unwillingness, of the masters to admit them to their schools as permanent teachers.

Some of these graduates, through service as substitutes, have acquired the strength and skill that enable them to enter upon their work at once with little or no apparent strain or friction. Many others, without such experience, though in the main conscious of aim and means and methods connected with their work, find difficulty in adapting themselves to the situation, and show that they need more time to develop the power necessary to meet the responsibilities thrust upon them. With ample time afforded there are few absolute failures; but many beginners might have been spared the mortification of temporary failure, and the schools have suffered less from many costly experiments, had the Normal pupils, before graduation, been given the needed time for trial and preparation for actual school-work.

A fractional part of a year is too short a term for a thorough grounding in the principles of education and for the proper study of the methods of teaching — the end and aim of the school's instruction. Moreover, the six weeks which are spent during the latter half of this year in observation and practice, under the eye of the instructors and in the presence of the regular teachers, do not afford sufficient opportunity to the pupils for the proper application of the principles they have learned, or for obtaining or displaying a reasonably desirable degree of skill in teaching, while slight occasion, if any, is offered for testing their power in the important part of school government.

A proposition has been made to extend the term of the school from one year to a year and a half, in order to afford more time both for study and for practice in teaching. The plan as submitted by the head-master is in substance as follows: (1) The time of the required attendance to be a

year and a half; (2) the first half-year to be spent as at present; (3) the second half of the first year to include two weeks of observation and practice in the Primary Schools, and two weeks of observation and practice in the Grammar Schools of the city; (4) the third half-year to include ten weeks of observation and practice in the public schools, the pupils to be divided into two sections, and the sections to visit schools alternately a month at a time.

The head-master states that by the adoption of this plan the graduates from the school would have ten weeks more of theoretical instruction than they have at present, and, in all, fourteen weeks of observation and teaching would be afforded them under more favorable conditions. This would be an increase of practical work in the schools of eight weeks for each pupil; and, as computed by the head-master, the pupil's actual experience would be three times what it is at present. The head-master states that from the execution of the plan proposed it might be reasonably expected that these results would follow: —

“First, the graduates of the Normal School would be able to do better substitute service on account of their larger experience in the schools.

“Second, for the same reason they would be able to do acceptable substitute service in higher grades than at present.

“Third, for the same reason they would be able to begin work when regularly appointed, with less friction.

“Fourth, on account of their greater theoretical knowledge they would ultimately make more intelligent and better teachers.

“In a word, the schools would be benefited by better service, and the Normal graduates benefited by more frequent appointments.”

As it is evident that a majority of the teachers are to be trained in the Normal School, and its influence upon the schools of the city is, therefore, sure to be great, it is

plainly the part of wisdom that the school be given every opportunity and be furnished with all the aids required to do its work in the best manner.

KINDERGARTEN TEACHERS.

It may be presumed that, with the extension of the term of the Normal School as proposed, another department of instruction will be provided. As the Kindergarten has become an organic part of the school system it will be necessary to provide for the special training of teachers in Kindergarten methods.

These teachers should be required to have a good degree of general culture and a good knowledge of the principles of education, in addition to their practical knowledge of Kindergarten work. As in every other sphere, the higher their qualifications the more efficient will be the discharge of their duties. Though nature may outrank education, and figures at examinations be as dust in the balance compared to the qualities required for Kindergarteners; yet, when personal fitness and thorough knowledge are combined, they go to make up the ideal teacher everywhere. Such qualities of mind and heart, upon which so much stress is laid, are to be found in the High School graduates if they are to be found anywhere. The supply from this source would, undoubtedly, largely exceed the demand.

It is suggested, therefore, as a matter deemed worthy of consideration, that such of the High School graduates as are specially recommended by the masters or head-masters and are approved by the Board of Supervisors, might be appointed as pupil-teachers in the Kindergarten Schools. These pupil-teachers might be required to observe and assist in these schools during the daily session for a year or longer, and during this period be required to attend afternoon sessions at the Normal School for instruction in principles and

theory ; and, at the end of the term fixed upon, special certificates of qualifications as Kindergarten teachers might be granted by the Board of Supervisors after satisfactory evidence of competency has been furnished.

Again, such pupils of the Normal School as may have expressed a predilection for Kindergarten teaching, and as may be adjudged adapted for such work by the head-master, might be made to constitute a Kindergarten class ; the members of this class to receive special instruction in Kindergarten methods, to spend in the Kindergarten Schools the time given for observation and practice, and to receive special certificates of qualification for Kindergarten instruction at the close of the Normal School term.

MODERN LANGUAGES.

When the Director of Modern Languages was appointed two years ago a great diversity both in aims and methods existed in this department of study in the schools. The teachers did not agree in their views of teaching, and this disagreement showed itself in the unequal degrees of proficiency of the several classes. Many teachers made little use of the language in the class-room, and in some cases not even an attempt was made at pronunciation. Some teachers aimed at what was called theoretical and thorough knowledge ; others went slowly through a few prescribed texts, which in many cases had become encrusted in their memory with stereotyped explanations. The Director, by personal visits to the teachers, by advising many to study the language they were teaching, and in some cases by asking the head-masters to transfer teachers to other departments, endeavored to remedy these deficiencies and reform this kind of teaching in the schools. Many obstacles to this work of reformation were overcome, but some still continue to exist. One may be mentioned, namely, the deference not unfrequently shown to the wishes of some teachers,

who are not particularly fitted to teach foreign languages, and who desire to obtain one or more classes in French or German. The consequence is that the best teachers available are not always obtained for the classes.

In order to obtain a greater uniformity and a better average of results, a Normal class for teachers, meeting during afternoon hours, once a week for German and once a week for French, was instituted by the Director. Hours were also assigned for personal interviews between the Director and the teachers; and at the beginning of this year was issued a paper indicating in outline what was deemed the desirable amount of knowledge each class should attain. As this paper contains valuable suggestions for the guidance of teachers of French and German it is given in full.

The study of French and German in our High Schools should to be given with the following objects mainly in view :

1. The knowledge of the language and of the literature of the language studied. By the knowledge of the language is meant the ability to read at sight, to understand the spoken language, to speak, and to write. While a direct study of the literature will be impossible with most classes, the teacher should be acquainted with the masterpieces in French of the seventeenth, eighteenth, and nineteenth centuries; in German, of the latter half of the eighteenth and nineteenth centuries. Many opportunities will be found to introduce this knowledge into the lessons. It is expected that the teacher will be able to speak correctly and with sufficient fluency the language which he is teaching. Oral exercises should form a part of the lessons, and it is by no means the least important part. Whatever method may be adopted, the ear of pupils must be trained from the first lesson to catch the foreign sounds. Teachers who feel their own incompetency in this regard are earnestly requested

to take the proper means for correcting accentuation and pronunciation, and to confer with the Director of Modern Languages about their wants.

2. The improvement in the knowledge of the English language. This end can best be reached by carefully watching the translations into English. The teachers should insist upon correctness, and should avail themselves of every opportunity for the comparison of idioms.

3. Discipline of the mind. A direct benefit will result to most of the pupils from a rational and careful analysis, not of subtleties, but of the sentence, into its fundamental elements. Many pupils cannot find subject, predicate, object, etc., in inverted sentences. Where the knowledge is deficient a comparison of foreign with English forms will often shed light. Train the pupil to observe, to notice every word; do not allow him to refer immediately to a dictionary, and do not tell him the meaning of a word which he ought to know from its resemblance to the English, or which he has seen in a different form; call attention to the value of prefixes and suffixes, especially in German, and, that value being once given, let the pupil draw inferences. Reading at sight should be introduced not later than the middle of the first year, and should receive increased attention from that time forward.

The above considerations have led to the forming of the following programme, which must be considered as only the skeleton of the work. It is not possible to tell in advance what a given class will do, but the programme will serve to indicate approximately the quantity; the teacher's work will give the quality:—

FRENCH.

First Year. — Forms of nouns, adjectives, and pronouns. Auxiliary verbs; regular verbs; general uses of the tenses of the indicative mood. (Keetel's Elementary Grammar, 28 lessons.)

Reading matter : —

1. Keetel's Reader.
2. Sauveur's Petites Causeries.
3. Peppino.

Remarks. — It is expected that pupils will be taught to understand the words of exercises when spoken, and that dictation-exercises will be resorted to. The matter drawn from the Reader or from Petites Causeries ought to be developed by questions asked in French. Peppino may be used during the latter half of the first year, especially in classes where Keetel's Reader shall be retained.

Second Year. — Review of grammatical forms. Irregular verbs. Uses of moods and tenses. Prepositions. (Keetel's Grammar complete.)

The teachers should supply the deficiencies of Keetel by referring to standard books. Easy translations from English into French ; if possible, French compositions.

Reading matter : —

1. Bôcher's Series of French Plays.
2. Madame Thérèse. Le Conserit.
3. L'Abbé Constantin.
4. Herrig, La France Littéraire. Roemer, Vol. II.
5. Philosophe sous les Toits. Au Coin du Feu. Picciola.

Remarks. — It is preferred that teachers should choose 1, 2, 3, 4. No new copies of 4 or 5 ought to be ordered. In schools where 4 and 5 exist in sufficient number they may be used for the present.

Third and Fourth Years. — General review of grammar. Idioms. Translations into French. French compositions.

Reading : —

1. Les Nouvelles Genevoises.
2. Les Fables de la Fontaine.
3. Molière. Le Bourgeois Gentilhomme.

Then, if the pupils are able to read French prose at sight, but not before, teachers may choose from the following matter : —

Le Cid, Athalie, Les Précieuses Ridicules, Andromaque, Les Horaces, Iphigénie.

GERMAN.

First Year. — Regular declensions of nouns and adjectives, auxiliary verbs, regular verbs. (Otto's or Whitney's Grammar.)

Reading matter : —

Otto's or Whitney's Reader. (The latter contains many difficult pieces, which must not be given except to a very bright class.)

Grimm's Maerchen.

The remarks made above for the study of French (see after First Year) apply also to German.

Second Year. — Grammar reviewed and continued. Irregular forms. (Otto's or Whitney's Grammar.) Easy translation into English.

Reading matter : —

Whitney's Reader.

Der zerbrochene Krug.

Das Herz vergessen.

Third and Fourth Years. — Whitney's or Otto's Grammar. Idioms. Translations into German. German compositions.

Reading matter ; —

Whitney's Reader.

Wilhelm Tell.

Maria Stuart.

Hermann und Dorothea.

When teachers have a shorter course for one or two years to arrange for senior or advanced pupils, they are expected to suit the matter to the intelligence of their classes.

It is well known that the above course is not an ideal one, but it is thought to be the best possible under the circumstances. Teachers are requested not to deviate from it without having previously conferred with the Director on the subject. It is also desired that the Director should be informed of the need of new books, so that he may prevent the purchase of books which might be replaced on the programme by better ones..

The aim has been to concentrate the teaching of a language by giving one language to one teacher in each of the suburban schools, and to as small a number of teachers as possible in each of the Central Schools. This reform has the advantage of allowing the teachers to become more proficient in their special study ; and the classes must gain by the enlarged experience and added proficiency of the teachers.

The end of the instruction has been to render it as practical as possible ; that is, to make the pupils read at sight, to understand the spoken language, and to speak and write a little. The last two accomplishments are difficult to obtain in large divisions. The difficulty is particularly great in the matter of speaking, as in a division of thirty, it is impossible to secure more than one answer from

every pupil in the time assigned for a recitation. Still, not only in the Central Schools where most of the personal work of the Director is done, but also in the outlying schools, great improvement is constantly manifested in this direction.

Though fluent speaking has not been attained, a good foundation has been laid. When the more advanced pupils are called upon to answer in the language studied, they respond without hesitation or timidity and make themselves readily understood.

It needs little, if any, demonstration, to show that, in the limited time given to the study of language in the High Schools, the pupils are unable to pursue very extensively the study of the ancient and classical authors in French and German. Excursions in literature, before common prose has become familiar, have not been allowed; and the spectacle of a pupil obliged painfully to wade through classical tragedies, when unable to read the common everyday language, is no longer presented.

To understand the language when spoken to, and to frame plain and easy answers without complicated constructions, and to read at sight and fluently common prose, and, if possible, to begin the reading of poetry and the classics, is the extent of the attainments expected to be realized by the pupils in their three-years' course.

The choice of text books has been regulated by a strong desire to furnish good, easy prose. And there exists a great need of proper reading-matter in modern prose in the schools; so much, in fact, has this want been felt in some schools, that the Director and the teachers have contributed towards the purchase of suitable books, in order that the classes might have proper material for sight-reading.

There is need also of reference-books in some schools. Other books in the languages studied would be helpful to pupils and teachers. Additions of books of this character to

every High-School library would be a means of encouragement to the teachers, and of great advantage to the classes, and would entail but slight expense yearly.

In the High Schools every year a greater appreciation of the advantages which the study of modern languages offers may be observed in the increasing number of pupils who elect them.

The total number of pupils studying French and German in the High and Latin Schools is 2,255, distributed as shown in the following table:—

SCHOOL.	No. of Pupils belonging.	No. of Pupils studying French.	No. of Pupils studying German.
Boys' Latin	426	217	. . .
Girls' "	151	106	. . .
English High	630	597	101
Girls' "	722	432	154
Brighton "	57	56	12
Charlestown High	198	57	30
Dorchester "	154	103	49
East Boston "	136	48	29
Roxbury "	291	151	69
West Roxbury "	84	44	. . .

The reasons which operate in other countries to impel to the acquisition of other tongues than the vernacular, do not act with like force upon our people. A speaking knowledge of a foreign language is a desirable accomplishment; but this is the least important end of this study in our schools. Its chief advantages are known; but few appreciate the full value of the opportunity it offers to pupils in the public schools to enlarge their vocabulary in their own

tongue, and at the same time to cultivate their judgment in a direction in which mathematics can do but little.

In the Latin Schools the practical study of French is gaining ground, despite the conservative spirit of many teachers and the demand of many higher institutions. Even now many colleges are beginning to set more value upon this part of the study, while the expressed desire of parents is to see more practical, tangible results. To the diversity in entrance examinations, and to the variety of the requirements of the different colleges, is to be attributed the confused condition that exists in regard to this study in preparatory schools. But it is more than probable that at no distant day some agreement in regard to entrance requirements will be reached by the New England colleges; and this agreement in all probability will include more of the practical, if not less of the grammatical or literary, order of requirements.

In answer to the objection frequently made that the time given is not sufficient to provide for both scientific knowledge and practical requirements, the Director maintains that the time now given in some schools would be amply sufficient if the practical drill were sufficiently systematic and persistent. Were sentence building required from the first, and correct pronunciation then and there insisted upon, in his opinion the familiarity thus acquired would be of great avail in helping translation. An experiment is being tried in the Boys' Latin School which will no doubt demonstrate the ability of pupils to acquire both a theoretic and practical knowledge of French in the time now assigned to that study.

DEPARTMENTAL EXAMINATIONS.

At the suggestion of the Superintendent a departure was made from the plan formerly pursued in departmental examinations. Experience had shown that the scheme comprised too large an undertaking to be completed within a

reasonable time. To cover all the departments of study as laid down in the course would require several years, as the time each year that the Supervisors could devote to this special examination for results in the several classes is very limited.

The results obtained from the four years' continuance of the plan, though valuable as far as they went, were too scattered and too incomplete to justify, in the opinion of the Board, further attempt to carry it on as at first contemplated. It was proposed by the Superintendent that an examination or investigation of the same subject of study should be conducted at the same time by all the Supervisors in their own districts. In this way more particular and definite information would be obtained, and information of the present condition in regard to some one study in all the schools.

This proposition was received with favor by the Board, and arrangements were made to carry it into effect. As recent changes had been made by the School Committee affecting the study of arithmetic and the time to be given to it, it was deemed desirable to take up this subject first, that the attention of the teachers might be called to the changes in topics and time. Moreover, as the largest reduction of time had been made in the third class of the Grammar Schools, it was deemed of importance that an examination in written arithmetic of these classes throughout the city be required. The several Supervisors conducted these examinations in their own schools simultaneously, upon questions prepared by the Superintendent; and the results were placed in his hands. As an indication of attainments under past conditions they are valuable, and they may prove useful for comparison with future results.

As the whole subject of arithmetic could not be satisfactorily completed in the given time, the Supervisors' attention was mainly directed to the manner of observance of the

course of study in arithmetic in general, and to the methods of teaching and results in mental arithmetic in particular.

Under the name of oral and sight arithmetic in the course of study, the Board of Supervisors has expressed the importance which it attaches to the training of pupils by means of mental exercises; indeed, questions in mental arithmetic have formed a prominent part of every diploma examination. The objects of this study and the best means of accomplishing these objects have been treated at length in a report of the Board of Supervisors to the School Committee, "On how a text-book in mental arithmetic may be used to the best advantage" (School Document, No. 14, 1883). A reprint of this document to be furnished to the teachers would be valuable in keeping in view the principal ends to be reached by this study.

From an inspection of the reports on file in the office of the Board of Supervisors it would appear that there is a reasonably close adherence to the course of study in arithmetic throughout the city, and that the work in mental arithmetic is well done on the whole. Of some of the schools it is reported that the subject of mental arithmetic is admirably conducted, that it seems thorough and logical in method, and that the training in accuracy and facility is all that could be demanded. Of others it is said that the teachers confine their classes too strictly to the class-work respectively assigned them by the course of study; that is, they do not give occasions enough for the recalling of previous knowledge and of the principles previously learned. In most schools the reasoning powers are carefully trained in practical operations, and in some "mental gymnastics waste the time and energy of the pupils."

Many teachers were found who devoted more time to arithmetic than is prescribed in the course of study; and especially teachers of the first classes in the Primary Schools, who are led to violate the mandate of the School Board through

their anxiety to have as many of their pupils as possible ready for promotion to the Grammar Schools. But among teachers of both Primary and Grammar Schools it is agreed that the time assigned to arithmetic is altogether too short to teach the required subjects thoroughly. Even when more time was assigned to this subject, it was found that a large excess over and above the allotment prescribed was given to it by the teachers generally. As the large reduction in time recently made was not accompanied by a corresponding reduction in quantity or in kind of work required, the quality of the work must suffer. But the drift of sentiment at the present time is averse to the study of arithmetic. The inclination is strongly in the direction of language and kindred subjects which afford more showy results. From hearing much, and from reading much, the memory of the pupil is stored with much useful and useless knowledge, which is obtained at the expense of his powers of thought. To a mind that permits others to think for it, inactivity is a necessary condition; and the tendency of teaching and studies that require little or no exercise of thought on the part of the pupil must needs be offset. Arithmetic serves as a balance. It serves to counteract the superficial tendencies of other studies by training to keen mental action and by forming the habit of concentration, and should not be abridged to a minimum of consideration or of time.

PHYSIOLOGY AND HYGIENE.

While investigating the subject of elementary science, under which head physiology and hygiene are classed in the course of study, the Supervisors took note of the attention given this study, to which there is no test applied in the examinations. While some of the teachers fail to understand the ultimate object for which this instruction is intended, many appreciate that there is no subject of instruction in the

schools of which a good knowledge can be of more practical value in its bearings upon the future welfare of their pupils.

The following statement of the Instructor in Hygiene accords with the opinion of the Supervisors, based upon their recent inquiries : —

“As a general rule, physiology receives faithful attention and as full treatment as is possible under the present scheme of the distribution of time. Although the subject of physiology and hygiene is assigned for study in some form in every class, it is only in the second grade in the Grammar and High Schools that a text-book in this branch is introduced, and from which recitations are required. In these grades the best results are naturally obtained, and a half-hour spent with a class at the end of the year plainly demonstrates the proficiency of the pupils and the interest they (and the teachers as well) take in the study. For the past two years towards the close of the school year I have asked for and received from every pupil in the second classes a short paper on some topic in physiology. This I do for my own information as to the work of the pupils, and in order to establish some kind of a test which may be looked for each year, and for which pupils will be expected to prepare. The examination of these papers has on each occasion furnished evidence that in the great majority of cases the study of physiology and hygiene receives all the attention that the prescribed time will allow.”

The other subjects coming under the head of elementary science are in some schools faithfully and intelligently studied ; but in many cases elementary science is not only partly but totally neglected. This neglect may be ascribed in part to the want of proper material for carrying on the study, but chiefly to the want of consideration this study is given in the estimation of the standing of a class. Teachers as a rule attach most importance to studies to which an examination is applied.

The Supervisor of elementary science writes as follows : —

"The elementary science work seems to have had less uniformity and regularity of attention and more limited success than any other department of study, although there are indications of conscientious and intelligent control of it during the last year. A growing public sentiment in favor of its educational value may have had influence in dissipating the prejudice of many teachers against it, and in enlightening the minds of those who did not understand its purpose and scope; the example of a few schools which have done the work excellently under especially favorable conditions has worked like a leaven among the more torpid schools, and the stringent demands of late for thorough adherence to the plan of work laid down in the course of study has, no doubt, operated in favor of elementary science as a distinct requisition in that course. There have been from time to time and from various quarters threatening rumors against the continuance of the work as a part of the course, and it cannot be denied that much of the work has been little better than nothing in the hands of indifferent or incompetent teachers. Great complaint has been made of the want of material and want of time, but fortunately such difficulties have been met in the schools to so large an extent as to waive that excuse. Wherever the work has been intelligently carried on, its educational value and practicability are no longer in question. Some of the masters have thrown great spirit into the department, and have inspired their teachers with interest and active effort in its various branches, so that very good outlines of work have been planned and effectually carried out with considerable origination ability. Color and form have been carefully studied by some of the most enterprising teachers in our Primary Schools, so as to enable them to present quite a systematic and inclusive series of lessons. Plant and animal life, in the hands of those teachers who are skilled in drawing as well as in the subjects they handle, have become highly stimulating and engaging to many of

our Primary and Grammar School classes. The subject of minerals has been presented in so masterly a manner, in some at least of our Grammar Schools, as to win unqualified appreciation as a method of education, both as a mental discipline and as a foundation for specific study of science; in fact, it is already demonstrated by the best of our schools that the day has gone by when we can afford to ignore or laugh at the elementary science work as one of the strongest factors in a progressive educational scheme.

“The primary object of this branch of education is to lead the child to gain knowledge and growth by self-activity. This idea permeates the Kindergarten course of training so thoroughly as to be reckoned its chief motive. The training of the senses to accurate and complete observation, the training of the mind to clear perception, and the training of the muscles to accurate and complete expression, involves all the earlier, if not the later, possibilities of education.

“The department of elementary science begins with the earliest Kindergarten instruction, and is continued through the Primary and Grammar Schools. It is a course of study by observation and expression in connection with the presentation of the physical forms and phenomena of nature. It is based on that educational philosophy which makes self-activity essential to development. It demands living forms and active observation of them by each child. In the Kindergarten the work is constant, and related to all the material prescribed by the founders of that method of child-culture. It includes equally observation as a means of knowledge and mental training, and expression as a further means and end of complete knowledge and thought. It lays the foundation of physical, mental, and moral growth through well-directed self-activity. Expression is required in a variety of forms, and with various material. Language, drawing, coloring, moulding, movement-plays, building, sewing, cutting, and every kind of manual training for the main

arts and industries of life, are offered to the child's instinct for expression which shall embody the results of his observation and creative thought. Nature presents typical forms, color, and all other subjects of sense-perception. This furnishes the training of the senses and perceptive faculties for accurate and complete observation. This observation, through comparison and classification, gives opportunity for cultivating the higher intellectual powers in their natural order of development, and leads to scientific methods of study. Such study supplies systematic knowledge of nature, and lays the foundation of later and more technical scientific study.

"In the Primary and Grammar Schools about two hours a week are prescribed for elementary science. This would give about one lesson of fifteen minutes at each session of the Primary School, four days in the week. In the Grammar School thirty minutes once a day, four days in the week, may be allowed. The order of subjects laid down in the course of study should be followed, as it is a natural order and carefully graded to the conditions and relations of the child. Some of the subjects may be taken together, as *color, light, form, plant-life*, etc., because nature presents them together. The different subjects should be studied not only in their individual qualities, but in their related qualities, as connected with the ordinary subjects of school-education. That part of elementary science-work which involves expression may be related to language-lessons, to drawing-lessons, and number-lessons, so that the unity of aim in all branches of study shall be preserved, and each department work into every other in the course of instruction. In many of the schools this object has been accomplished, so that all departments are thorough, effective, and inter-related. Great interest is given to language and number-work by the infusion of the ideas gained through elementary science. Geography especially has been stimulated and enriched by all the preparatory work in the observation of nature.

“ On the whole, so much satisfactory work has been done in the development of this method of education that we may hope very soon to see it fully established. The introduction of the Kindergarten as the foundation of our school-system has a constant tendency to project these methods into the Primary and Grammar grades, and to secure their more sympathetic and intelligent presentation. The whole subject of manual-training, which is rapidly taking its place in our schools, is so closely allied to elementary science in the direction of expression that its influence will be to strengthen and harmonize the whole educational plan, to which both are essential, and those beneficent results which are already apparent in the departments of sewing and cookery, will follow, involving moral and physical as well as mental culture, and tending to develop character in school and home. Many of the teachers have discovered how to make the members of their classes not only self-helpful in these exercises, but helpful to each other, and by this means have established fraternal relations and friendly conduct of the most salutary nature, a corrective of much that is annoying and discouraging in the behavior of children. The interest and sympathy with nature is shown to be morally healthful, and the habit of happy occupation does more to eradicate careless, insubordinate, and perhaps vicious tendencies than hoards of maxims or the multiplied blows of the rattan. The pupils are constantly made more human and less brutish, more intelligent and sympathetic, less stolid and indifferent or discouraged, and the teachers are brought into more inspiring relations with their study and their classes by the gradual evolution of the elementary science work as a broadening and elevating part of the course of study.

“ Ways and means will no doubt appear for providing the requisite material for observation of minerals, and of plant and animal life, and the resources of both pupils and teachers will prove more abundant as time goes on, and a lively

interest is aroused in the subject everywhere. The whole outlook of the work is growing rapidly more encouraging, and in a few years will, we are convinced, be only inspiring to the most disaffected of our public-school teachers."

SUPPLEMENTARY READING.

In the Primary Schools a plentiful supply of easy and interesting reading matter has always been urged by the Supervisors as indispensable to successful teaching, and the introduction of supplementary reading in these schools was largely a measure of the Supervisors.

Later, the importance of the introduction of supplementary reading in the Grammar Schools was fully recognized and encouraged by the Board; and not alone because it would tend to accomplish the purpose of the originators, to make the public-school pupils patrons of the public library, but because it might more immediately avail in furnishing valuable aid to the instruction of the schools in language-work. The former purpose has become well nigh forgotten, or is now considered secondary to the latter, even by those teachers who were largely instrumental in effecting the introduction, from the excellent means of training which it has afforded in oral and written expression.

In the Primary and Grammar Schools the supplementary reading furnished is of two kinds: —

1. In every school there is a permanent supply which is used in the school-room as collateral reading to the studies pursued. In the distribution of these books careful regard is had for their relation and adaptability to the instruction of the several classes.

2. In every group of schools there is a circulating supply which is for use both at home and in school. These books are intended to aid indirectly the regular class instruction, and to cultivate in the pupils a taste for good reading.

In every High School there is a permanent supply of col-

lateral reading, to which valuable additions have been made the past year. The selection of these books has been made with reference to supplementing the instruction in history and promoting a better acquaintance with the authors studied in the department of English literature.

EVENING SCHOOLS.

Every year marks the progress of improvement in system and effectiveness of the Evening Schools. Obstacles to proper organization and classification have to a great extent been overcome, and many of these schools contrast favorably with the day schools.

The Evening High School numbers among its teachers some of the most efficient in the city's service. It is organized upon a solid basis and its classification is excellent.

Candidates for admission must pass a satisfactory examination, unless they be graduates of a Boston Grammar or High School, or teachers in the public schools of the city, or graduates of colleges (not commercial), or of other institutions of as high a grade. The examination required is (1) in oral reading; (2) in writing an abstract, letter, or other composition; (3) in arithmetic, through the ground rules and decimal and common fractions; (4) in general geography and in the special geography of North America and Europe. The questions for this examination are prepared by the Board of Supervisors, and are approved by the Committee on Examinations. After the pupils select their studies, they are classified and graded according to their qualifications. Promotion is made during the term, should the pupil's progress warrant it; and it is provided that, should he not keep up with his class, he may be placed in a class of lower grade.

It has been suggested also by the Supervisor of the school that the classes be examined from time to time during the term, and that near its close those pupils who have completed a course of study receive certificates upon passing a

satisfactory final examination; a certificate in English to be given only to those who have acquired a good knowledge of English grammar, rhetoric, and English literature, and all other certificates to imply, besides a knowledge of their subject, a good knowledge of English composition, including hand-writing and spelling.

For certificates in French, German, and Latin it is recommended that a knowledge be required, at least equivalent in degree and kind, to that acquired by pupils who have passed a three years' course of study in a day High School. A suggestion has also come from the same source that a diploma of graduation be granted to such pupils as have gained any four of the seven certificates proposed. These suggestions have been favorably received by the Committee on Evening Schools, and will be probably put into effect the coming term.

As was recommended in a former report of the Board of Supervisors, courses of study have been laid out for the several departments of this school. The preparation of these courses was largely the special work of the Supervisor in charge of the school who held frequent conferences with the principal and consulted the several teachers with regard to their different departments. All that extended experience, intimate acquaintance, thorough knowledge and recognition of the various and diverse needs of the school could suggest to give point and method to the instruction and to set up a high standard of attainments, has been adopted. Great freedom has been given the teachers of some of the departments on account of the difficulty of holding evening classes to regular and systematic study; as, for instance, in the department of English literature, a note appended reads: "The teacher is not bound to keep always within the course here laid out. He should seize his opportunity for accomplishing the great object of studying literature. He should aim to direct the reading of his pupils in right channels; to cultivate their

imagination and taste ; to enable them to appreciate and enjoy good literature ; and to communicate readily to others some of the pleasure they have received." Again, in other departments, the topics and their sequence are specifically determined, the methods of instruction indicated, and the amount deemed desirable to accomplish stated. In the department of Book-keeping, where it is particularly desirable to hold the parallel classes as much as possible together, the principal in consultation with the teachers of this subject decides the order and methods of instruction to be pursued.

The endeavor has been to make this course of study as comprehensive in outline and as specific in detail as the demands of the school require. It is deemed sufficiently elastic and yet enough binding in all its departments to ensure thorough and systematic instruction.

At the request of the School Committee, a course of study has also been prepared for the Evening Elementary Schools. The principals of the schools were consulted in the preparation of this elementary course, and their views with regard to the subjects to be taken up, and the extent to which they might be profitably carried, were submitted in writing to the Board of Supervisors. Their opinions were carefully weighed, and such of their suggestions embodied as were deemed applicable to all or most of the schools. A plain course of study, based upon the course of study in the Primary and Grammar Schools, has accordingly been provided, in reading, writing, oral and written expression, and arithmetic. Much of what is done in the day schools is omitted on account of the short time the pupils have for study, but the essentials have been preserved. As many details are given as have been thought necessary and useful to serve as proper guidance for the teachers, to keep the work within proper limits, and to render it logically progressive from class to class. In the copious notes, which are thought

to be wisely added, are contained definite and clearly-stated directions relating to the instruction in the different subjects.

It is hoped that this course of study will do much to improve the character of the instruction in these schools ; but, as before, a great deal depends upon the spirit and the ability of the teachers. The different conditions of the various pupils, and the peculiar obstacles to be overcome in the case of each, demand the best efforts of skilled and devoted teachers. Here is pointedly illustrated the adage that "the teacher makes the school." Pupils quickly learn to appreciate the efforts of a teacher in their behalf, and show their appreciation by their interest and regular attendance. With indifferent teachers they soon become dissatisfied, fall away in attendance, or leave the school altogether.

In the Evening High School the character of the instruction is nearly all that can be desired. Many of the day teachers are here employed, and find a degree of satisfaction in their work that largely compensates for their extra labors. Such earnestness and avidity to acquire, as shown by the evening pupils, are seldom witnessed in the day schools. In the Elementary Schools there are many competent teachers, and there is need of more. The instruction of pupils so much in need of being taught and taught well should be intrusted only to those who possess the power and value the privilege of teaching them.

GEORGE H. CONLEY,
For the Board of Supervisors.

SCHOOL DOCUMENT NO. 17 — 1888.

THIRD ANNUAL REPORT

OF THE

INSTRUCTOR IN HYGIENE.

1888.



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

1888.

IN SCHOOL COMMITTEE, BOSTON, Dec. 26, 1888.

Ordered, That one thousand copies of the Report of the
Instructor in Hygiene be printed.

Attest :

PHINEAS BATES,
Secretary.

REPORT.

To the School Committee: —

I have the pleasure to respectfully present this my third annual report.

During the past two years the schools have suffered beyond the average from contagious diseases, especially measles. There has been an epidemic of that disease of moderate severity which touched nearly all the schools in varying degrees of violence, only a few escaping free. It seemed desirable to commence a series of inquiries and tabulations, which will afford sources of information to be applied to useful purposes in many ways. Accordingly, in June, 1887, a letter was sent to each principal of a district asking his cooperation in supplying such facts regarding the presence of measles amongst his pupils as might be serviceable in preparing statistics on the subject. The result of that inquiry is given below in Table I. In the following year a similar request was made, embracing, also, further questions in the same line of investigation, and the replies to that communication are classified in Tables II. and III. I have thought best to give each district a fixed number instead of its name. The same number represents the same school wherever it appears.

TABLE NO. I. — FOR THE YEAR 1886-87.

Greatest number of absences on account of measles, on any day during the school-year, 1886-87 : —

District.	Department.	Date.	Whole number of Pupils belonging at that date.	Group I. Number absent on account of measles.	Group II. Number in Group I. afflicted with the disease.	Group III. Number of fatal cases in Group II.
2....	{ Grammar .	June 16, 1887 ..	499	7	3	.....
	{ Primary ..	June 16, 1887 .	462	121	81	.....
4....	{ Grammar .	April 11, 1887..	340	3	.....	.....
	{ Primary .	March 1, 1887..	160	13	.....	.....
6.....	{ Grammar .	June 1, 1887 ...	507	1	1	.....
	{ Primary ..	June 1, 1887 ...	494	8	8	.....
8.....	{ Grammar .	Dec., 1886	735	44	8	.....
	{ Primary ..	Dec., 1886.	585	184	182	.....
10.....	{ Grammar .	June 10, 1887 ..	517	3	.....	.....
	{ Primary ..	.....	341	.....	.....	.....
14.....	{ Grammar .	May 16, 1887...	355	1	1	.....
	{ Primary ..	April 18, 1887..	363	3	3	.....
16.....	{ Grammar .	May 16, 1887...	643	15	4	.....
	{ Primary ..	May 26, 1887...	301	66	53	.....
18.....	{ Grammar .	March 29, 1887.	641	1	1	.....
	{ Primary ..	March 29, 1887.	616	8	5	.....
20.....	{ Grammar .	May, 1887	613	6	3	.....
	{ Primary ..	May, 1887	346	7	6	.....
22.....	{ Grammar .	Feb. 28, 1887 ..	401	4	.....	.....
	{ Primary ..	Feb. 28, 1887 ..	310	18	15	.....
24.....	{ Grammar .	June 1, 1887 ...	602	29	1	.....
	{ Primary ..	June 1, 1887 ...	449	26	23	1

TABLE NO. I. — *Continued.*

District.	Department.	Date.	Whole number of Pupils belonging at that date.	Group I. Number absent on account of measles.	Group II. Number in Group I. afflicted with the disease.	Group III. Number of fatal cases in Group II.
28.....	{ Grammar .	May 24, 1887..	627	22	.....	.....
	{ Primary .	May 30, 1887..	419	63	12	.....
32.....	{ Grammar .	May, 1887	700	44	11	.....
	{ Primary ..	May, 1887	665	179	75	.....
34.....	{ Grammar .	June 15, 1887 ..	639	8	.....	.....
	{ Primary ..	May 10, 1887...	549	44	5	.....
36.....	{ Grammar .	April 1, 1887. .	993	20	1	.....
	{ Primary ..	April 1, 1887 ..	513	45	29	.....
38.....	{ Grammar .	May, 1887	645	7	.....	.....
	{ Primary ..	May, 1887	550	14	11	.....
40.....	{ Grammar .	June 1, 1887 ...	677	3	.....	.....
	{ Primary ..	May 17, 1887..	516	41	36	.....
42 .. .	{ Grammar .	June 16, 1887 ..	557	15	5	.....
	{ Primary ..	June 16, 1887 ..	616	89	71	.....
44.....	{ Grammar .	May 4, 1887.....	583	2	1	.....
	{ Primary ..	June 22, 1887 ..	499	8	8	.....
50	{ Grammar .	May 2, 1887 ...	309	33	2	.....
	{ Primary ..	May 13, 1887...	229	102	36	.....
54... ..	{ Grammar .	June 2, 1887 ...	294	26	11	.....
	{ Primary ..	May 31, 1887...	241	50	39	.....
56 .. .	{ Grammar .	June 15, 1887 .	567	9	3	.....
	{ Primary ..	June 15, 1887 ..	604	53	36	.....
58	{ Grammar .	April 11, 1887..	360	3	.....	.....
	{ Primary ..	Dec. 16, 1886 .	246	9	9	.....
62.....	{ Grammar .	June 10, 1887 ..	564	20	.....	.....
	{ Primary ..	June 3, 1887 . .	356	89	56	.....

TABLE NO. I. — *Continued.*

District.	Department.	Date.	Whole number of Pupils belonging at that date.	Group I. Number absent on account of measles.	Group II. Number in Group I. afflicted with the disease.	Group III. Number of fatal cases in Group II.
66.....	{ Grammar .	May 10, 1887...	582	15	9	.....
	{ Primary ..	May 10, 1887...	560	114	106	2
68.....	{ Grammar .	May 18, 1887...	830	30	20	.....
	{ Primary ..	May, 1887	320	52	50	.. . .
70.....	{ Grammar .	June 16, 1887 .	675	15	3	.. . . .
	{ Primary ..	June 16, 1887 ..	692	101	64	.....
74.....	{ Grammar	May 29, 1887...	582	16	3	.....
	{ Primary ..	May 29, 1887...	356	9	2	.....
76.....	{ Grammar .	March 30, 1887.	452	30	12	.....
	{ Primary ..	March 30, 1887.	409	124	91	.....
78.. . .	{ Grammar .	May 20, 1887...	313	101	48	.....
	{ Primary ..	May 13, 1887...	219	133	115	.....
80.....	{ Grammar .	May, 1887	190	1	1	.....
	{ Primary ..	Feb., 1887	120	6	.....	.....
84.....	{ Grammar .	Dec., 1886.....	740	6	2	.....
	{ Primary ..	Dec., 1886.....	319	40	36	1
86.....	{ Grammar .	May 2, 1887....	143	2	.....	.....
	{ Primary ..	March 28, 1887.	113	4	3	.....
88	{ Grammar .	June 15, 1887 ..	460	1	.....	.....
	{ Primary ..	April 15, 1887..	495	6	4	.....
92.....	{ Grammar .	June 21, 1887 ..	515	8	2	.....
	{ Primary ..	June 22, 1887 ..	653	82	47	.....
94.....	{ Grammar .	April 25, 1887..	601	4	3	.....
	{ Primary ..	May 24, 1887. .	420	11	9	.....
96....	{ Grammar .	June 22, 1887 ..	526	16	5	..... .
	{ Primary ..	June 26, 1887 .	455	101	56	.....

TABLE NO. I. — *Concluded.*

District.	Department.	Date.	Whole number of Pupils belonging at that date.	Group I. Number absent on account of measles.	Group II. Number in Group I. afflicted with the disease.	Group III. Number of fatal cases in Group II.
98.	{ Grammar .	Dec., 1886	690	5	.....	.....
	{ Primary ..	Dec., 1886	375	22	1	.....
100.	{ Grammar .	June 16, 1887 ..	318	28	.....	.....
	{ Primary ..	May 31, 1887. . .	210	24	2	.....
102.	{ Grammar .	.....	75	.....	.....	.....
	{ Primary ..	.....	77	.....	.....	.....
104.	{ Grammar .	March 15, 1887.	691	9	.....	.....
	{ Primary ..	March 15, 1887.	331	51	9	.....
106.	{ Grammar .	April, 1887	450	4	1	.....
	{ Primary ..	Feb., 1887	868	33	28	.....
108.	{ Grammar .	May, 1887	926	16	6	.....
	{ Primary ..	June, 1887. . . .	327	8	2	.....

TABLE NO. II. — FOR 1887-88.

District.	Department.	Date.	Whole number of Pupils belonging at that date.	Group I. Number absent on account of measles.	Group II. Number in Group I. afflicted with the disease.	Group III. Number of fatal cases in Group II.
2.	{ Grammar .	Nov. 23, 1887 ..	526	5	5	.....
	{ Primary ..	Jan. 5, 1888. . . .	480	39	18	1
4.	{ Grammar .	June 5, 1888 . . .	327	2	.....	.....
	{ Primary ..	May 14, 1888. . .	217	12	10	.....
6.	{ Grammar .	March 13, 1888.	570	.....	.....	.....
	{ Primary ..	March 13, 1888.	436	10	7	.....

TABLE NO. II. — *Continued.*

District.	Department.	Date.	Whole number of Pupils belonging at that date.	Group I. Number absent on account of measles.	Group II. Number in Group I. afflicted with the disease.	Group III. Number of fatal cases in Group II.
8.....	{ Grammar .	May 3, 1888 . . .	683	5	1	.....
	{ Primary ..	Dec. 23, 1887 ..	545	4	4	.....
10.....	{ Grammar .	May, 1888	549	6	4	.....
	{ Primary ..	March, 1888 . . .	294	6	3	.....
12.....	{ Grammar .	March 29, 1888 .	784	10	.....	.....
	{ Primary ..	Dec. 15, 1887 ..	655	18	8	.....
14.....	{ Grammar .	June 12, 1888 ..	358	2	.....	.....
	{ Primary ..	March 12, 1888 .	365	11	.....	.....
16.....	{ Grammar .	Dec. 1, 1887 . . .	626	4	2	.....
	{ Primary ..	May 1, 1888	276	2	2	.....
20.....	{ Grammar .	June 7, 1888 . . .	586	8	7	.....
	{ Primary ..	June 2, 1888 . . .	386	108	105	.....
22.....	{ Grammar .	March 13, 1888 .	438	.....	.....	.....
	{ Primary ..	March 13, 1888 .	305	.....	.....	.....
24.....	{ Grammar .	March 13, 1888 .	630	15	7	.....
	{ Primary ..	March 13, 1888 .	460	10	8	1
28.....	{ Grammar .	May 14, 1888 . . .	588	5	2	.....
	{ Primary ..	June 20, 1888 . .	389	29	25	.....
30.....	{ Grammar .	Dec. 23, 1887 ..	513	2	.....	.....
	{ Primary .	March, 1888 . . .	395	8	5	.....
32.....	{ Grammar .	Jan. 13, 1888 . .	720	2	2	.....
	{ Primary ..	Nov. 15, 1887 . .	665	6	2	.....
34.....	{ Grammar .	Sept. 19, 1887 . .	711	5	2	.....
	{ Primary ..	March 26, 1888 .	544	17	16	.....
36.....	{ Grammar .	March, 1888 . . .	970	60	2	.....
	{ Primary ..	March, 1888 . . .	529	45	35	.....

TABLE NO. II. — *Continued.*

District.	Department.	Date.	Whole number of Pupils belonging at that date.	Group I. Number absent on account of measles.	Group II. Number in Group I. afflicted with the disease.	Group III. Number of fatal cases in Group II.
38.....	{ Grammar .	May, 1888	656	5	1	.....
	{ Primary ..	May, 1888	560	93	75	.....
40	{ Grammar .	March 13, 1888.	707	7	2	.....
	{ Primary ..	March 13, 1888.	571	98	88	.....
42.....	{ Grammar .	May 14, 1888...	653	6	6	.....
	{ Primary ..	May 29, 1888...	630	9	7	.....
44.....	{ Grammar .	Dec. 23, 1887 ..	572	8	5	.....
	{ Primary ..	Nov. 22, 1887 ..	468	3	1	.....
50.....	{ Grammar .	June 4, 1888 ...	312	2	2	.....
	{ Primary ..	May 31, 1888...	263	3	2	.....
52.....	{ Grammar .	Nov., 1887.....	534	12	4	.....
	{ Primary ..	Nov., 1887.....	875	65	52	.....
54.....	{ Grammar .	May 28, 1888...	316	3	2	.....
	{ Primary ..	June 4, 1888 ...	252	4	3	.....
58.....	{ Grammar .	Jan. 20, 1888 ..	371	1	1	.....
	{ Primary ..	March 13, 1888.	252	2	1	.....
66.....	{ Grammar .	April, 1888.....	557	3	1	.....
	{ Primary ..	Jan., 1888	449	15	12	.....
68.....	{ Grammar .	March 13, 1888.	897	.....	.....	.....
	{ Primary ..	March 13, 1888.	346	2	2	.....
70.....	{ Grammar .	March 13, 1888.	711	1	.....	.....
	{ Primary ..	Jan. 13, 1888...	779	47	45	.....
74.....	{ Grammar .	April, 1888.....	614	4	3	.....
	{ Primary ..	June, 1888	338	7	5	.....
76.....	{ Grammar .	..... .....	469	.....	.....	.....
	{ Primary ..	March 30, 1888.	404	2	2	.....

TABLE NO. II. — *Concluded.*

District.	Department.	Date.	Whole number of Pupils belonging at that date.	Group I. Number absent on account of measles.	Group II. Number in Group I. afflicted with the disease.	Group III. Number of fatal cases in Group II.
78.....	{ Grammar ..	.....	301	.....	.....	.....
	{ Primary ..	June 12, 1888 ..	255	3	2	.....
80.....	{ Grammar ..	April, 1888.....	193	2	2	.....
	{ Primary ..	April, 1888.....	150	1	1	.....
84.....	{ Grammar ..	June, 1888.....	665	25	3	.....
	{ Primary ..	June, 1888.....	328	26	7	.....
86.....	{ Grammar ..	Nov. 1, 1887 ...	166	1	1	.....
	{ Primary ..	April 9, 1888...	105	1	1	.....
88.....	{ Grammar ..	Jan. 9, 1888....	500	1	.....	.....
	{ Primary ..	June 7, 1888....	455	6	6	.....
98.....	{ Grammar ..	May, 1888.....	715	10	7	.....
	{ Primary ..	May, 1888... ..	346	7	7	.....
102	{ Grammar ..	.....	104	.....	.....	.....
	{ Primary ..	.....	78	.....	.....	.....
106....	{ Grammar ..	June 12, 1888 ..	398	4	.....	.....
	{ Primary ..	May 21, 1888...	859	87	67	.....

TABLE NO. III. — FOR THE YEAR 1887-88.

District.	Department.	Average whole number for the year 1887-88.	Group I. Whole number of different pupils absent during the year on account of measles.	Group II. Whole number (for the year) in Group I. afflicted with the disease.	Group III. Whole number (for the year) of fatal cases in Group II.
2	{ Grammar	458	5	5	.....
	{ Primary	431	39	18	1
4	{ Grammar	329	6	2	.....
	{ Primary	204	16	14	.....
6	{ Grammar	568	8	6	.....
	{ Primary	468	18	15	.....
8	{ Grammar	721	11	3	.....
	{ Primary	549	10	10	.....
10	{ Grammar	554	15	10	.....
	{ Primary	320	7	4	.....
12	{ Grammar	801	25	2	.....
	{ Primary	655	62	17	.....
14	{ Grammar	345	17	4	.....
	{ Primary	344	66	60	.....
16	{ Grammar	636	5	3	.....
	{ Primary	435	5	2	.....
20	{ Grammar	614	24	12	.....
	{ Primary	397	146	140	.....
22	{ Grammar	436	.....	.....	.....
	{ Primary	362	2	2	.....
24	{ Grammar	624	22	7	.....
	{ Primary	409	13	11	1
28	{ Grammar	615	5	2	.....
	{ Primary	374	144	117	1

TABLE NO. III. — *Continued.*

District.	Department.	Average whole number for the year 1887-88.	Group I. Whole number of different pupils absent during the year on account of measles.	Group II. Whole number (for the year) in Group I. afflicted with the disease.	Group III. Whole number (for the year) of fatal cases in Group II.
30	{ Grammar	500	6	3	.....
	{ Primary	386	25	20	.....
34	{ Grammar	673	28	17	.....
	{ Primary	542	87	72	.....
36	{ Grammar	967	65	.....	.....
	{ Primary	496	115	60	.....
38	{ Grammar	679	30	6	.....
	{ Primary	533	159	141	.....
40	{ Grammar	705	55	20	.....
	{ Primary	569	184	152	.....
42	{ Grammar	673	20	14	.....
	{ Primary	622	15	13	.....
44	{ Grammar	588	37	15	.....
	{ Primary	484	5	3	.....
48	{ Grammar	310	10	3	.....
	{ Primary	233	2	1	.....
50	{ Grammar	316	4	2	.....
	{ Primary	251	5	3	.....
52	{ Grammar	507	42	15	.....
	{ Primary	880	160	85	.....
54	{ Grammar	318	5	3	.....
	{ Primary	253	5	4	.....
58	{ Grammar	362	15	12	.....
	{ Primary	252	8	5	.....
66	{ Grammar	560	15	8	.....
	{ Primary	445	63	54	.....

TABLE NO. III. — *Concluded.*

District.	Department.	Average whole number for the year 1887-88.	Group I. Whole number of different pupils absent during the year on account of measles.	Group II. Whole number (for the year) in Group I. afflicted with the disease.	Group III. Whole number (for the year) of fatal cases in Group II.
68	Grammar	885			
	Primary	360	22	19	
70	Grammar	705	19	2	
	Primary	782	87	71	
74	Grammar	615	4	3	
	Primary	335	7	5	
76	Grammar	467			
	Primary	415	2	2	
78	Grammar	301			
	Primary	241	3	2	
80	Grammar	196	2	2	
	Primary	138	1	1	
84	Grammar	726	38	3	
	Primary	328	39	11	
86	Grammar	185	1	1	
	Primary	110	1	1	
88	Grammar	513	2		
	Primary	457	14	14	
92	Grammar	560	3	2	
	Primary	695	10	9	
98	Grammar	710	10	7	
	Primary	343	22	21	
102	Grammar	96			
	Primary	67			
104	Grammar	693	17	5	
	Primary	383	74	69	
106	Grammar	468	12		
	Primary	827	121	95	

On both of these occasions, when inquiries were made, the response was cheerfully given; but, as was to be expected in an investigation of this character, it was impossible in some schools, especially in the first year, to make full and correct reports, as it had not been the custom to keep exact records in such matters. The returns are more satisfactory in the second year, but still lack in many cases that accuracy, or approximation to accuracy, which would warrant presenting them to the public as reliable statistics on this important subject. Some of the returns would probably not stand the test of close criticism, and they are reported principally to show the nature of the investigations that have been put in operation, and the methods that have been adopted, which, without doubt, will in a series of years furnish in the interests of sanitary science, as well as of school management, some exceedingly valuable facts. I speak thus confidently because it is now known to the teachers that information like the above, affecting *all* the severe contagious diseases incident to school children, will be required each year; and further, because I am aware that some of the masters are taking an unusual interest in the subject, and collecting facts in a very thorough and systematic manner. After our present experience in this field of inquiry, and having ascertained how far it is possible for the teacher to go in furnishing facts, we are now prepared to set forth a uniform series of questions, put them in book form, and provide one to each school or each teacher, as may seem best. In this way I feel sure we can obtain from year to year very reliable reports.

In the adoption of every possible precaution against the spread of disease in the schools, there is no conflict of opinion as to diphtheria, scarlet fever, or small-pox; but unhappily amongst the masses of the people there exists some degree of indifference as to measles. It must be said that this feeling regarding that disease is positively erroneous.

It is true, measles is not classed amongst the most fatal diseases, but it has its death-rate, and its death-rate is probably somewhat greater than even official returns declare, for the reason that the cause of death, which may occur weeks after an attack of measles, is sometimes assigned to some other disease, present as a "complication" (pneumonia, bronchitis, diarrhœa, etc.), but which is usually a consequence of the original affection. It is difficult to fix with certainty the death-rate from measles, but it may be said to range between one and two per cent. of the number of cases. The annual report of the Board of Health of this city gives the number of cases of measles reported to them in the year 1887 as 2,273, and the number of deaths from that cause as 119, showing a death-rate of more than five per cent. ; but it must be considered that the greater number of cases of measles are never reported, for the reason that medical advice is not sought in the majority of instances. In this way the death-rate appears out of proportion to the real facts. Out of the 119 fatal cases there were 10 (estimated) of school age, that is, from five to fifteen years ; all the rest, excepting four, being under five years. It may seem that ten deaths out of the large number of school children (estimated at 1,800) afflicted with measles during that year is a matter of comparatively small note, but in this connection we have to ask ourselves, In how far are the schools responsible, so to speak, for the mortality *outside* of school pupils, that is, for the rest of the 119? It must be admitted that schools have always been to some extent a medium for the dissemination of those contagious diseases incident to childhood. Perhaps they always will be ; but it is the plain duty of school authorities to minimize this danger as much as possible, and to leave nothing undone to relieve the schools from this charge, and to assist in carrying out the application of sound sanitary principles, the observance of which cannot fail to improve the public health and diminish the prevalence of

disease. It was in conformity with these views that the school regulation affecting contagious diseases was made to include measles and apply to it the same safeguards that apply to more serious maladies. The rule requires that two weeks shall elapse after the death, removal, or recovery of the last case of measles in a family before any child in such household shall return to school, and that he shall produce a certificate from a physician or from the Board of Health that the two weeks have elapsed. As many cases receive no medical treatment, and it is inconvenient to visit the office of the Board of Health, it has been a pleasure to me to assist teachers and pupils in furnishing them with certificates. I mention this for the benefit of any teacher who may need help in that way. The custom is to send to me the pupil or some other member of the family, or, if that is not convenient, the name of the head of the household where the disease existed, with the assurance that the teacher is satisfied the prescribed two weeks have passed, and the required certificate is made out and mailed.

A measure is now pending in the School Board to the effect that pupils shall not be sent to the houses of absent scholars to inquire as to the cause of such absence. The enforcement of this rule will prove an inconvenience in some ways, and abolish an old custom which has no doubt been considered not only harmless, but useful in the discipline and attendance at school; but on the other hand it cannot be denied that the habit of such visits has in it an element of danger because of the possibility of contagious disease being the reason of the pupils' absence. It is the ambition of a teacher, and a laudable one, to show a good average attendance in her class, and it is decidedly good for the pupils, that no idle reason prevents them from attending school; nevertheless, the loss of a single session or two will not justify putting another child, and perhaps the whole school, in

danger, and if the absence continue, the truant-officer is at hand.

A year ago an elaborate series of examinations as to the quality of school-room air was begun in the schools by Dr. Harrington, of the Harvard Medical School. This is supplementary to, or rather an extension of, the investigations made in 1873 by Professor Nichols at the instance of the Board of Health, and of which they give a full report in their records of 1874. The work now going on will extend to all the schools, and will require full another year for its completion. I look forward with much interest to the exhibit of these examinations, and hope in a future report, with the permission of Dr. Harrington, to lay them before the committee as a useful and valuable chapter in the advancement of sanitary science. The State, also, through its agents is making an examination of all the school-houses in the Commonwealth with reference to a kindred subject, namely, the amount of air-space allowed pupils in the school-rooms. From this source, too, we shall obtain some valuable information. When the outcome of this investigation is published, some facts will probably be revealed that will be a spur towards the improvement of school accommodations. With regard to the special subject of breathing-space in our school-rooms in Boston we are in the main very well served. In some of the older, small buildings we fall short of what is considered by sanitary authorities an adequate allowance; but in the great majority of cases we do not suffer so much from want of space, while in many instances we do from errors or deficiency in ventilating systems. Ventilation in conjunction with heating is the all-absorbing theme, and the knotty question on the hygienic side of school-work. Having touched it in a previous report, I shall merely say at this time that we are better off in the matter of ventilation than we were, and that year by year improvements are being made in the schools where they are most needed. I feel it

proper to state that we are much indebted this year to the services of the building department of the city government for the favor it has shown the schools in making sanitary improvements in them. In view of his very restricted financial resources, and considering the demands upon him, we have reason to feel pleased with the efforts of the Superintendent of Public Buildings to comply with our appeals for expenditures in the interest of better sanitation in the schools. The old vaults in several schools — for example, the Old Mather, George-street, Tuckerman, Capen, Smith-street, and Hawes-place Church — were eradicated, and the new and cleanly flush vault substituted. It is to be hoped that the same alteration will be made in as many more schools next year, and that the exchange will go on rapidly until all the old forms of privies will be removed. In the matter of heating, and especially ventilating, some important changes at considerable expense were made this year. Some of the schools in which extensive improvements in ventilation or heating, or both, were made are the Girls' High, Frothingham, old Minot, Dearborn, Eustis-street, Lucretia Crocker, and Lyman. Many other school buildings could be enumerated where minor repairs and alterations were introduced tending to make them healthier and more sightly. It is not to be supposed that all our schools are in perfect sanitary order. There are still some where radical changes are necessary, but the work required cannot be done at once, and we can only advance in keeping with the amount of money which will be assigned for the needed improvements.

The Committee on Hygiene, feeling the necessity of adopting every measure which will tend to keep the school buildings in the best sanitary condition, have addressed the Committee on Accounts as follows: "Voted, that the committee on accounts be requested to instruct the janitor in each school that he shall keep all the windows and doors in his school open for five hours each day of the last three days of the week just

preceding the opening of the school year (in September), in order that the building may be thoroughly aired for the purpose of disinfection; also, that on one of the days mentioned (the last day preferred) the building shall be heated sufficiently to remove all dampness which may be present; also, that on the first of the days named the water shall be turned on in all the faucets on the premises which empty into receptacles communicating with drains or cesspools, and allowed to flow long enough to insure the perfect working of the traps attached, from which the water may have evaporated during vacation time; also, that during the week mentioned the whole inside of each room shall be thoroughly brushed or rubbed down; that all the painted surfaces in the school shall be cleansed with a solution of corrosive sublimate (one part to 500); that all the floors shall be mopped or wiped with a cloth moistened with the same solution, and that all the desks, furniture, and apparatus shall be cleaned, and where possible, washed or rubbed with a disinfectant solution." It is needless to say that all these suggestions are in the line of good sanitation, and, if carried out, will help much towards putting the school-houses into good, healthy order for the opening of the school term. But there is one question in this connection whose serious importance is commensurate with the difficulty of its solution. I allude to the retention of old books and their transfer into the hands of new pupils at the beginning of each school year. After books have been used three, sometimes two, or often, only one year, they become unsightly and unclean. They furnish excellent soil for the habitation and growth of disease germs which may have been deposited upon them in various ways. They may have actually been in the hands of children sick with infectious disease. In the next year they are apt to be turned over to other pupils who may be thereby endangered. However difficult it may be to trace any particular case of contagion to the books, it must be plain to any one

that this possibility cannot be ignored in our efforts to keep contagious disease out of the schools. The law of free books was established on the ground that it was a great public benefit, and in some ways no doubt it is, but in its observance we are confronted with a very dangerous contingency; and wherever the custom prevails of keeping books in use as long as possible, and changing them in their defaced and dirty condition from one pupil to another, we submit the children to a risk, the danger of which may be remote, but is present nevertheless. In treating this question the great difficulty lies in the fact that there seems to be no cure for it while the present plan is in operation. I have consulted medical men prominent in sanitary science, and can find no practicable way of solving the question. The books cannot be cleansed with a disinfectant, and they cannot be steamed without destroying them. The only radical treatment of the case seems to be to abandon the transfer of old books to new pupils. This would mean a great increase in expense, and so we have to choose between the two evils. I trust the Committee on Supplies will give this matter their serious consideration, and be able to adjust it in a way that will remove the difficulties that now exist.

On February 14th last the following order was passed by the Board: "That whenever in the judgment of a division committee the welfare of the pupils and school so require, the division committee is empowered to authorize the closing of the morning session at fifteen minutes before twelve o'clock M., with a recess of ten minutes, in any or all of the schools of the division." In several districts I find this privilege has been adopted and put into operation. It is, indeed, an innovation upon the custom of recess which had the sanction of all previous years in our schools. It is not yet a fixed rule of the committee, and at present is only passing through an experimental stage. Its advisability and advantages are, in the minds of many, a disputed point, and it

furnishes good grounds, *pro* and *con*, for diversity of opinion. The feeling amongst the teachers where the change has been made is, as a rule, that it works favorably; and there are some reasons why it should do so, at least with grammar pupils. Instead of the twenty minutes recess, a rest of a few minutes is taken, at which time the air in the room is renewed by opening the windows, and the pupils, in some cases, are allowed to freely move about the room, and in others to take a short exercise in calisthenics. There are two principal objections to the abolition of recess: First, the pupils are denied a prolonged respite from their studies, which is reduced from twenty to five or ten minutes; and second, the general privilege of visiting the "screens" at this time is removed. With regard to the first objection it may be said that the physical exercise (where it is given) which takes the place of random play in the school-yard or basement is an equivalent for the recess. I think it is safe to say that in a large proportion of our school-yards, some too small in area and many laid in hard and slippery pavement and often covered with water, snow, or ice, the item of play is of questionable value. Again, the time which pupils have really free in the yards is often very much less than the allotted twenty minutes. This is particularly true in large schools, where much of the time is devoted to filing in and out. A sort of military march is considered necessary in these cases, so that rooms may be vacated and reoccupied in good order and without confusion.

Probably the leading objection, and that which I have heard occasionally from parents and others, comes under the second head, visiting the "screens." In these instances, no doubt, there are sometimes valid reasons for complaining, particularly among the youngest children, that is, in the primary schools. The difficulty is manifestly greater in the early weeks or months after the introduction of the change in any school, on account of the habit previously formed of

taking advantage of recess time, but I have the assurance of several masters that with judicious management and consideration on the part of teachers there need be no trouble in this regard; and further, that in the majority of rooms there are now no more interruptions to class-work occasioned by the request of individual pupils to retire than there was when the full recess was allowed. Certainly the idea is not for a moment to be tolerated that any abuse or injury is to be inflicted upon a pupil by denying him the right to retire when there is necessity for it, and the aim of teachers ought to be and undoubtedly is to endeavor to bestow on each pupil while under his or her charge that affectionate care and solicitude which the parent has for his child.

The shortening of the morning session brought about by this change is in the larger districts a convenience to the pupils, particularly in the winter months, when the afternoon session begins at a quarter before two. I have not undertaken to treat the subject exhaustively (and there are some aspects of it which cannot well be treated here), but considering the divergence of views regarding it, and that it has a decidedly hygienic bearing, it seemed proper to bring it to your attention. It is still, as was stated, experimental, and may take some further time and observation to settle whether the change is a beneficial one and on the whole an improvement on the older system of long recess.

There is every indication that the time is fast approaching when physical exercise will be a branch taught in schools on the same level with other studies. We find it in the schools in European countries a part of the curriculum, receiving the sanction of governments and peoples after long years of thorough trial. It is a step towards the complete education of the child. In our schools one might almost say all teaching is directed towards the improvement of the mental faculties only. Now, we are not to forget that the child has a body as well as a mind, and that during the years he is under

our charge in the schools, a great deal can be done towards securing for him a true and healthy physical development, which is of more material importance to him than even his learning. In order to accomplish this end we must go farther in the provision of the necessary means than we do now. A few minutes each day are at present assigned to calisthenics, and there are a few classes where the rule is faithfully and successfully carried out. In these rare cases, I almost invariably find the teacher to be one who has taken special courses in gymnastics in order to fit herself to teach pupils in a systematic and effective manner. It is true, in most classes the children go through the form of an exercise in physical movements every day, but it is often aimless, unsystematic, and consequently of but little benefit. There is only one solution to the difficulty, and that is, that the teachers shall be taught how to impart this knowledge to the children, and that a competent director be employed to supervise the study throughout the schools, just as directors of music are required to visit schools at stated times to organize and to encourage the work of the regular teacher, who is supposed to carry out in the interval the plans and instructions prescribed by the special teacher of music. The success achieved in the study of music by these systematic methods is well known, and a similar treatment of the subject of calisthenics would in its own field accomplish similar results. The subject of physical culture for school children is one which during late years has received a great deal of attention from eminent men inside and outside the medical profession. The need of it in the schools has appealed with much force to educators and to professional people who realize its importance, and their interest in it is increased by the fact that it is very much neglected as a branch of instruction in the schools. We are indebted to many distinguished physicians and others at home and abroad who have written and spoken to the public on this engrossing topic. Medical

societies in this country, and especially in Boston, have in quite recent times spoken emphatically upon this subject, and urged upon the managers of schools the need of taking decided action towards the introduction of physical exercise in the schools, under such rules that positive and evident good may be the result of its adoption. At the present moment a movement in behalf of physical training in the public schools is going on through the philanthropy and public spirit of some ladies of this city who at their own expense are providing special instruction in calisthenics to a large class of female teachers, and the intention is to increase the numbers and enlarge the facilities for this instruction. This generous action deserves acknowledgment, and it cannot fail to produce good results in the schools in which these teachers are engaged. I take pleasure in also mentioning that the enthusiasm and interest in this study amongst the teachers have succeeded in establishing another centre of growth from which we may also expect good results. Twice during the past year the Superintendent has convened the teachers to hear from the instructor in gymnastics in Wellesley College addressès on the subject of physical culture, especially as applied to girls. The outcome of these conferences has been the organization of a class of teachers for a course of instruction in school gymnastics at a very moderate charge. While it is not to be expected that these admirable efforts will accomplish all that is required, they are an index as to how the feeling is growing regarding this question, and they ought to serve as an incentive to the powers in authority to complete the work thus begun, by introducing the study in the schools in a systematic manner and placing its direction in competent hands. To those who give this subject proper consideration, there can be no doubt as to the desirability of teaching minor athletics in school, and that the imaginary difficulties to its introduction should exclude it. I shall mention two or three of these apparent obstacles. First, there is the item of expense ; but that would

be inconsiderable, embracing only the salary of a director and perhaps a few sets of wooden dumb-bells or wands. Then there is the matter of dress; but that would have reference only to the larger girls, and could be easily regulated. Another supposed impediment is that these school exercises would be incomplete on account of the contracted space for drilling. In regard to this point there is great misconception. Every muscle and every group of muscles in the body can be brought into play in the aisles of a school-room, and without apparatus, but a certain amount of special knowledge and training is necessary to direct the exercises intelligently and successfully. Ling's system of calisthenics, or the Swedish movement, as it is called, does not necessarily imply the employment of apparatus. All the gymnastic exercises that are essential for the acquisition of healthy and harmonious muscular development and of grace and elasticity of motion may be practised between the desks in a school-room, and without the aid of gymnastic appliances. The need of calisthenics in school applies with particular force to girls, whose opportunities for healthful play and exercise are very limited, especially in city life. Speaking of Ling's system, and its special adaptability to girls, I may quote a few lines from Miss Bergman, superintendent of gymnastics to the London School Board, written a few years ago:—

“Lyng's Swedish gymnastics were introduced in the London Board Schools five years ago. About three hundred and fifty teachers are trained at present, and about twenty thousand girls derive the benefit of their instruction. It is a hard task for the human frame to bend over the school desk hour after hour. The result of this contraction of the muscles of the chest is seen in our schoolgirls, who, with few exceptions, are abnormally round-shouldered and narrow-chested. Another mischief produced by the bad position during reading and writing is the different position of

the shoulders — one generally much higher than the other. For these reasons, and for many more, I think it indisputable that physical exercises introduced between the lessons are a great boon for the growing children. I should like them to have about ten minutes' practice between each lesson, the room being well ventilated.

"We try to make each student do what is good for her individually, and we oppose everything acrobatic.

"The following is a scheme of the lessons usually given: —

"1. Exercises for the muscles of the feet and legs.

"2. For the muscles of the back and neck."

The writer goes on with a list of other movements, and finishes by saying, "After this plan each part of the body is exercised, and we see a great difference between the girls who take gymnastics and those who do not. And every unprejudiced teacher will acknowledge this."

In a previous report I dwelt at some length on this subject of physical culture in schools. I refer to it again, with the hope that the Board will see fit to take some decided action, and establish it in the schools as a regular and compulsory exercise, and place it on such a basis that its numerous and inevitable good effects towards developing and maintaining a healthy race may be secured.

The study of physiology and hygiene, although by legislative enactment made obligatory in all the public schools, is pursued differently from the regular branches, and requires special supervision. There has always been a modicum of time devoted to this study in the High Schools, but a few years ago it was introduced in the Grammar and Primary departments, a certain amount of time being assigned to it in every grade except the graduating classes. Amongst the smaller children it is treated in the most elementary way, corresponding to their mental power. No text-book is employed, and the knowledge obtained of the rudimentary

facts of physiology and of the correlative, simple hygienic principles is imparted from the mouth of the teacher, in the form called "oral instruction." A rational division of the study into topics was made by the Board of Supervisors, and distributed in the different grades according to the capacity of the pupils. The arrangement is judicious and practical, as the scholars are gradually advanced in a reasonable progression until, in the second Grammar grade, they are well informed in the common and useful facts of physiology and hygiene. Let me briefly state the scheme of instruction, beginning with the youngest children. In the Primary and sixth and fifth Grammar classes, where all the teaching in this study is oral (the teacher, if she is enthusiastic, may exhibit specimens of bones, etc.), the outline is: Lessons on the human body; parts of the body; their uses; the care and protection of them; how we move; why we eat; how and why we breathe; exercise; clothing; offices of the blood; the special senses, or how we are brought into relation with the outside world. In the fourth and third Grammar classes a small book on physiology is introduced as collateral reading. In these classes the pupils have something to show for the time they give to this subject. In the second class a regular text book is used, from which the pupils learn and recite, and in this grade the best results in the Grammar Schools are naturally obtained. The study is also taken up in the second class of the High Schools, and in the sixth class in the Latin School. For the past two years, towards the end of the spring term, I have called for a short paper from each pupil in the second Grammar and High School classes on some topic in physiology, and from the examination of these papers I am pleased to be able to report that, as a whole, the showing is creditable, in view of the fact that proficiency in the study is not a test for either promotion or rating in

the class, and is left principally to the faithfulness, the interest, and the enthusiasm of the teacher and the application of the pupils.

Respectfully,

JOHN B. MORAN,

Instructor in Hygiene.

SCHOOL DOCUMENT NO. 18—1888.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1888.



BOSTON:

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

1889.

IN SCHOOL COMMITTEE,

BOSTON, Dec. 26, 1888.

Ordered, That four thousand copies of the report of the Committee on the Annual School Report of 1888 be printed.

Attest :

PHINEAS BATES,

Secretary.

REPORT.

The committee appointed for the purpose, respectfully submits the following annual report of the School Committee for the year 1888.

At this time of reawakened interest in the Public Schools it has been thought appropriate to include in the report something of the origin and growth of the different schools, that the scope and purpose of public instruction may be more clearly understood, and the firm foundation upon which it rests be better known.

For the historical research required, the committee is indebted to the indefatigable Secretary of the School Board, who, with his able assistants, gives such efficient help in the management of the Department of Public Instruction. His hearty interest in all that concerns the schools, and his most scrupulous attention to details, render this office invaluable to the Board.

STATISTICS.

For the purpose of comparison the following tables are given, showing 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, 1888	72,590
Increase for the year	2,545

NORMAL SCHOOL.

Number of teachers	5
Average number of pupils belonging	112
Average attendance	108

LATIN AND HIGH SCHOOLS.

Number of schools	10
Number of teachers	103
Average number of pupils belonging	2,850
Average attendance	2,702

GRAMMAR SCHOOLS.

Number of schools	54
Number of teachers	693
Average number of pupils belonging	30,575
Average attendance	27,895

PRIMARY SCHOOLS.

Number of classes	467
Number of teachers	467
Average number of pupils belonging	24,462
Average attendance	21,144

*SPECIAL SCHOOLS.*¹

KINDERGARTENS.

Number of schools	19
Number of teachers	36
Average number of pupils belonging	984
Average attendance	770

¹ There is a manual training and five schools of cookery, but as the pupils of the regular public schools attend them, they are not included in these tables.

HORACE MANN SCHOOL FOR THE DEAF.

Number of teachers	9
Average number of pupils belonging	73
Average attendance	63

EVENING SCHOOLS.

Number of schools	14
Number of teachers	114
Average number of pupils belonging	3,068
Average attendance	2,157

EVENING DRAWING SCHOOLS.

Number of schools	5
Number of teachers	23
Average number of pupils belonging	503
Average attendance	440

SPECTACLE ISLAND.

Number of teachers	1
Average number of pupils belonging	13
Average attendance	12

RECAPITULATION.

Number of schools :—	
Regular	532
Special	53
Number of teachers :—	
Regular	1,218
Special	223
Average number of pupils belonging :—	
In regular schools	57,999
Special schools	4,641
Average attendance :—	
In regular schools	51,849
Special schools	3,442

SCHOOL SYSTEM.

The Public School system of Boston comprises 19 Kindergartens, 467 Primary Schools, 54 Grammar Schools, 8 High Schools, 2 Latin Schools, and 1 Normal School. In addition to these schools, the following special schools are maintained: the Horace Mann School for the Deaf, 1 Evening High School, 13 Evening Elementary Schools, 5 Evening Drawing Schools, 1 Manual Training School, and 5 Schools of Cookery.

SCHOOL COMMITTEE.

It appears from the records, that originally the schools were under the direction and supervision of the Selectmen of the town until 1789.

In December, 1709, it was voted "that a Committee be chosen to consider of the affaires relating to the Gram̄er Free School of this Town, & to make report thereof at the Town meeting in March next." This committee submitted a report at the town meeting in March following, in which they recommended the appointment of "a Certain Number of Gentlemen, of Liberal Education, Together with some of y^e Rev^d Ministers of the Town to be Inspectors of the s^d Schoole under that name Title or denomination, To Visit y^e School from time to time, when and as oft, as they shall thinck fit to Enform themselves of the methodes used in teaching of y^e Schollars and to Inquire of their Proficiency, and be present at the performance of Some of their Exercises, the Master being before Notified of their Comeing, and with him to consult and advise of further Methods for y^e ad-

vancement of Learning and the Good Government of the Schoole.”

This report was accepted, and five Inspectors were appointed. This is the first record which occurs relating to the appointment of a School Committee. What was done by these Inspectors does not appear. From this time there are frequent votes appointing the Selectmen inspectors of the schools. It is almost yearly recorded “that the Selectmen be desired to Visit the several Public Schools in this Town, taking with them Such Gentlemen as They shall think proper.” These visitations were regularly made, and a report submitted to the town.

In September, 1789, a committee of one from each ward was appointed, at a town-meeting, to draft a new system for the organization and government of the schools. This committee made their report October 16, in which they recommended that the number of schools should be seven, and that they be placed under the direction of a School Committee, composed of the Selectmen, and one from each ward, to be chosen annually by the town. This report was adopted, and the first School Committee was chosen Oct. 20, 1789.

In 1818 the Primary School Committee was established, and continued to have charge of the primary schools until 1855.

In 1822 the city was incorporated. The City Charter provided that the School Committee should consist of the Mayor and Aldermen, and twelve other members, one from each ward, elected annually. In 1835 an act was passed amending the City Charter, and

provided that the School Committee should consist of the Mayor, the President of the Common Council, and twenty-four members, two from each ward in the city, who should be elected annually. The revised City Charter of 1854 provided that the School Committee consist of the Mayor, the President of the Common Council, *ex officio*, and six inhabitants from each ward. There were twelve wards. The charter provided that one-third of the members should be annually elected for a term of three years.

By the annexations of Roxbury, Charlestown, Dorchester, West Roxbury, and Brighton, the number of wards was increased, so that in 1875 the School Board numbered one hundred and fourteen members in addition to the Mayor and the President of the Common Council. By a special act of the Legislature, approved May 19, 1875, the School Committee was reorganized, and it was provided that the School Committee should consist of the Mayor, who should be *ex officio* chairman of the Board, and twenty-four members, elected at large by the people, eight members to be annually elected for a term of three years. By an act approved May 27, 1885, the City Charter was again amended. The act provides that "the Mayor shall not be a member, nor preside at any of the meetings, nor appoint any of the committees of either the Board of Aldermen or of the School Committee."

The present School Board consists of twenty-four members, elected at large by the people, eight members being annually elected for a term of three years. Regular meetings of the School Committee are held

on the evenings of the second and fourth Tuesdays in each month, except July and August; and special meetings are called whenever they are necessary. The meetings are held with open doors.

There are Standing Committees of the Board, each consisting of five members, on Accounts, Drawing, Evening Schools, Examinations, Music, Nominations, Rules and Regulations, Salaries, School Houses, Sewing, Supplies, Text Books, Truant Officers; and the following Standing Committees, each consisting of three members, on Annual Report, Elections, Horace Mann School for the Deaf, Hygiene, Kindergartens, Legislative matters, and Manual Training Schools.

As the duties of these committees are fully stated in the Rules and Regulations, copies of which are easily accessible on application at the School Committee Rooms, it is unnecessary to state them in detail in this Report.

The city is divided into districts, comprising a Grammar School and a certain number of Primary Schools as the Board may designate, each district taking the name of the Grammar School. The several districts are grouped in nine divisions. A committee consisting of three or five members is appointed for each division. In addition there is a Committee on the Normal School, and a Committee on High Schools, the latter committee having charge of the Latin and High Schools; each of these committees consists of five members.

Each committee has its chairman and secretary, and the records of all meetings are duly recorded.

The committees have charge of the schools assigned to them, subject to such rules and regulations as the Board may prescribe.

The officers of the School Committee are: a President, Secretary, Auditing Clerk, Superintendent of Schools, six Supervisors, and a Corps of Truant Officers, consisting of a Chief and fifteen officers.

The Board of Supervisors, consisting of the Superintendent of Schools (who is the Chairman of the Board) and the Supervisors, is the Executive Board of the School Committee. Their duties, which are multifarious and exacting, would require too much space in this report to be given in detail, and we would refer all who desire to obtain information with regard to the work of the Superintendent and Board of Supervisors to the Rules and Regulations, and to the annual volume issued by the School Committee, which contains the reports of these officers.

KINDERGARTENS.

The most noteworthy event of the year has been the adoption of the Kindergarten as an established part of the Public School system. The value of its principles and methods has long been recognized by those most interested in educational matters, and it was only the expense and trouble involved which delayed its becoming, as it now is, the first or lowest grade of the Public Schools. As an experiment the work had necessarily to be carried on by private beneficence, and has been proved practicable through the generosity and personal devotion of Mrs. Quincy

A. Shaw, who, in May, 1887, asked the Board to investigate the value of the Kindergartens, and to consider the expediency of adopting them as part of the school system. The communication was referred to the Committee on Examinations, who submitted, in December last, an exhaustive and interesting report recommending that public Kindergartens be established, and that the City Council be requested to appropriate the sum of \$20,000 for their support. The School Board, convinced of the utility and practicability of the project, accepted the report and the suggestions contained therein. The City Council appropriated the sum of \$20,000 for the year 1888-89. A Standing Committee on Kindergartens was appointed, and the necessary rules and regulations were adopted by the Board. Fourteen Kindergartens in successful operation, together with the furniture and material required in the instruction, were surrendered to the city by Mrs. Shaw, and accepted, in June, of this year. Another flourishing Kindergarten which had been maintained with equal liberality by Mrs. James Tolman, was also transferred to the city. The wise and far-sighted generosity of these public-spirited women, and of those associated with them in their undertaking, deserves to place them among the greatest benefactors of our schools. The School Board has specially conveyed to them its grateful appreciation of their noble work, and the community which receives the benefit of all which they have accomplished should hold their memory in lasting regard.

The suspense attending the grant of the appropri-

ation asked for, led to some perplexity and delay, but these fourteen schools opened promptly with the others after the summer vacation, and five new Kindergartens have since been organized. It is the expectation and wish of the Committee that it may prove expedient to establish Kindergartens, like Primary classes, in connection with each Grammar school of the city.

Some of the Kindergartens are at present in rooms outside of the school-buildings. It will doubtless be the endeavor of the committee in charge to secure accommodations in the regular school-houses, as rapidly as possible. Owing to a deficiency in the appropriation, granted for "School-Houses, Public Buildings," the Board recommended the transfer of \$1,500 from the appropriation of \$20,000, granted for Kindergartens to "School-Houses, Public Buildings," to enable the necessary furniture to be supplied to the Kindergartens recently established.

The teachers have been regularly graded, and the necessary rules and regulations, with a schedule of salaries, have been adopted.

Children three and one-half years old, and upward, are admitted to the Kindergartens, and one teacher is allowed for every twenty-five pupils. Provision has been made for the appointment of attendants to assist the regular teacher where such service may be desirable. The daily sessions of the Kindergartens are from 9 o'clock A.M. to 12 o'clock M. The instructors are required to devote their afternoons to visiting in the families of the districts for the purpose of securing the interest and coöperation of the parents in the work,

and of promoting regularity of attendance. In case any child is absent for three successive days, the instructor is to visit the child's home, and ascertain the reason of such absence. The Kindergartens are under the care and direction of the principals of the school districts in which they may be placed.

At present there are 19 Kindergartens, with 36 teachers. The average number of pupils belonging is 984, and the average attendance is 770.

PRIMARY SCHOOLS.

From a careful investigation of all available evidence, it appears that one of the most prominent impulses which resulted in the establishment of the Primary Schools of Boston was undoubtedly derived from the introduction of Sunday Schools. The first Sunday School in the United States was instituted in 1791. Its object was to instruct, gratuitously, children to read and write, who were unable to attend such schools on other days. The teachers were paid a salary, and the design did not extend to the religious instruction of the scholars. In 1811 the plan was adopted in Pittsburg, Penn., but it was not until 1816 that Sunday Schools were successfully introduced into Boston. Although the teaching of reading was one of the principal characteristics of the Sunday School, it was not anticipated by its friends that in Boston, which from its first settlement

NOTE. — For much of the information given in this sketch of the establishment and progress of the primary schools we are indebted to the "Annals of the Primary School Committee," compiled by the late Hon. Joseph M. Wightman. This document was published in 1860, and is now nearly out of print.

had been preëminent for its free schools and other means of general education, this kind of instruction would be required to any considerable extent; they were therefore surprised and disappointed, when, at the gathering of these schools, they became aware how large a proportion of the children were unable to read, or even had any knowledge of the alphabet. It appears in a report of the "Society for the Moral and Religious Instruction of the Poor," under whose influence and auspices the first Sunday Schools were probably gathered, made in November, 1817, "that of 336 children admitted into the Mason-street Sunday School, none of whom were under five years of age, not one-quarter part could read words of one syllable, and most of them did not know their letters." A knowledge of this fact brought with it a conviction of the insufficiency of the education which could be imparted by an attendance of the scholars but once a week, and the great detriment the giving of so much elementary instruction would be to the religious element of their undertaking. This led them to regard the omission of the means for the *public* education of children under seven years of age as a great evil and a radical defect in our otherwise exemplary system of education.

Under these circumstances, it is reasonable that the efforts and appeals of those who regarded education as an essential, but in a degree subsidiary, to the religious instruction and moral elevation of the poor, should be deeply imbued with a union of those principles; and we are not surprised that in the agitation which ensued upon the subject of Primary

Schools, these elements, of an eleemosynary character, should be prominently brought forward in some of the plans proposed. It is, therefore, to this cause we may attribute the idea which prevailed to some extent, that when the Primary Schools were established by the town, the number and qualifications of the Primary School Committee, and the manner of its organization, were based upon this union of a religious and secular education. That this is an error is evident from the fact that when, in the course of events, the subject of Primary Schools was formally presented for consideration at the town meetings, the idea of combining Sunday Schools and church attendance with our system of Public Schools does not appear in the petitions for the schools, the reports of the committees, nor in the plan subsequently adopted by the town.

But with all proper regard to the influence described, it is manifest that the ultimate success of the agitation for Primary Schools is due, in no less degree, to the judicious perseverance of those who, taking a different view of the subject, felt the necessity, and advocated the establishment, of these schools on the broad ground of public expediency; that, without them, our boasted system of public instruction was defective, incomplete, and inefficient.

It is true that by the laws of 1790 the schools were apparently free to all; but the conditions were such as to limit the advantages to those who had the ability to qualify their children for admission. The law required that the pupil should be seven years of age, and able to read in plain English lessons; but

there were many parents who were incompetent to impart even this elementary instruction themselves, and whose means were too limited to pay even the small compensation required to send their children to the Dames' schools.

"It cannot be doubted," says Mr. Savage, in one of his letters, "that the true construction of the laws required the opening of schools, at the public expense, for children under the age of seven years, inasmuch as the laws passed by the Legislature in 1790 provided for the establishment of *preparatory* schools. But the law in relation to this class of schools was not acted upon by the authorities in Boston, although it appears to have been by those in several other towns in the State. That this neglect was not in accordance with the sentiment of the citizens generally, is evident from the prompt response in favor of these schools, which was given by them whenever the subject was brought forward at the town meetings.

By the continued agitation and discussions on the subject, the inhabitants became more and more interested, although no definite action appears to have taken place in relation to it until 1817. On the 26th of May, 1817, a petition, signed by 160 inhabitants, was read at a town-meeting in Faneuil Hall. The last paragraph of the petition is as follows:—

It appears to us, also, important that schools should be provided at the expense of the Town for the instruction of children under the age of seven years. Therefore we request that a meeting of the inhabitants of the town may be called, to take the above subject into consideration, and to adopt such measures thereon as the importance of the subject demands, and they may think most for the general good.

The subject was referred by the Town to the School Committee, with the addition of one person from each of the twelve wards, to be appointed by the Selectmen. At a meeting of the Selectmen, May 29, 1817, a Committee on Schools, consisting of one person from each of the wards, was appointed. These committees met and requested the several ward committees to visit every family in the wards and ascertain the number of children who did not attend any school; also, the number of Women's or "Dames' schools," and the number of their pupils; they were also requested, at the same time, to ascertain the number of deaf and dumb and blind persons in each ward. On the 17th of July, 1817, these returns were handed in to the School Committee, and a sub-committee, consisting of Messrs. Charles Bulfinch (chairman of the Selectmen), Peter O. Thacher, and Henry J. Oliver, was appointed to arrange the returns and report upon them on the 30th of October. This sub-committee presented their report adverse to the petition, which was accepted by the School Committee and ordered to be printed for the information of the inhabitants. We insert the closing paragraph of this report: —

It is not to be expected that free schools should be furnished with so many instructors, and be conducted on so liberal principles as to embrace the circle of a polite and finished education. They have reference to a limited degree of improvement, and from their public character there must arise some disadvantages which are not felt in private schools, under tutors to whom is assigned a small limited number of pupils. But, considering the great number and flourishing state of the public and private schools in this town, the universal attention which is paid by its citizens to their support and encouragement, the very small proportion of children

who do not avail themselves of these institutions, together with the heavy tax which is already assessed for the support of the public education, the sub-committee report as the result of their inquiries, that the establishment at the public expense of primary schools for children under the age of seven years is not in their opinion expedient, and that an increase of the number of the reading and writing schools is not required by any evident public necessity.

The report stated that the public schools, "containing in all 2,365 pupils of both sexes, are, excepting a part of those at the Almshouse, for children above the age of seven years. . . . It appears that there are in the town one hundred and sixty-two private schools of various descriptions, in which 4,132 children attend who are between the ages of four and fourteen years."

This report was printed and distributed, but was not submitted to the action of the citizens at a town-meeting, as the School Committee apparently regarded the vote of the town as placing the whole matter in their hands.

Another petition for the same object was presented at a town-meeting held in Faneuil Hall, May 25, 1818. The petition is as follows:—

To the Selectmen of the Town of Boston:—

GENTLEMEN,— The undersigned, inhabitants of Boston, impressed with the deepest sense of the value of our institutions and laws, for the education of children in public town schools, respectfully represent, that an extension of the benefits of such establishments appears in their view highly desirable and necessary, that inquiry has satisfied them that many hundred children in this town grow up to manhood unable to read or write; that the admission to the present public schools of those over seven years of age, requiring

a previous acquaintance with easy lessons, and many parents, being themselves incompetent to give such lessons, and not able to obtain such instruction for their children at private schools, it seems expedient that such previous education should be freely provided for by the town, no less than the instruction at our established schools; that such schools might be taught by females, and rooms provided in several parts of the town, at a small expense, or the cheap Lancastrian system may be adopted; that the duty of providing such schools and instructors need not necessarily be added to the labors of our present School Committee, but might be performed by a Committee of three in each ward, to be named by the Overseers of the Poor, annually, which Committee might also, much alleviate the labors of the regular officers. Wherefore, they request that a meeting of the inhabitants of the town may be called to take the above mentioned subjects into consideration, and thereon to adopt such measures as the importance of the matter deserves and the public good requires.

The petition was referred by the town to a special committee of nine, who submitted a report in favor of the granting of the petition, and recommended the adoption of the following votes:—

Voted, That the School Committee be instructed, in the month of June, annually, to nominate and appoint three gentlemen in each Ward, whose duty collectively shall be to provide instruction for children between four and seven years of age, and apportion the expenses among the several schools.

Voted, That \$5,000 be appropriated out of the Town treasury for the purpose in the foregoing vote expressed, to be paid by the Treasurer on warrants drawn on him in the same manner as warrants are for the expenses of the other town schools.

At a town-meeting held June 11, 1818, the report and votes were adopted almost unanimously. By another vote \$5,000 was added to the estimate of the expenses of the ensuing year to carry the same into effect.

At a meeting of the School Committee, held June 16, 1818, the gentlemen of the first Primary School Committee were chosen to carry into execution the vote of the town.

The Primary School Committee exercised the right of filling vacancies in their Board.

The Primary School Committee organized June 23, 1818. In their first report, submitted to the town in May, 1819, it is stated that by personal inquiry it was ascertained that the number of children between four and seven years old, exclusive of about half of Ward 7, from which the committee made no return, amounted to 2,843. Of these, though 532 only did not attend any school, 1,330 were desirous of instruction at the new schools. The money granted by the town was considered adequate to furnish schooling for seven or eight hundred children; but when it was ascertained that above thirteen hundred would demand the care of the Board, it became a matter of great difficulty to divide the sum granted in such a way as to approach nearest to a fulfilment of the vote of the town, with which a perfect compliance seemed utterly impracticable. Eighteen schools were provided; most of them were opened in August, and all by the first week in September. The report concludes with the following paragraph: —

The result of our experiment has certainly been encouraging, and we confidently state that the improvement in all our schools has been far superior to our expectations. We found many parents, on our first inquiry, indifferent about sending their children to these schools, though they regularly attended no other. Perhaps, mistaking the establishment for a charitable one, their pride

revolted from acknowledging that they needed assistance; yet, since the operation has proceeded, they have almost invariably desired admission for them. Of the children received, one-half in some parts of the town, and one-third in general, were ignorant of their letters, of whom many can now read in the New Testament, and several from each school are prepared for admission at the town grammar schools, who must have been, we are confident, otherwise rejected. In most of our schools the girls have been taught knitting or sewing, as well as reading. The several committees are, by a regulation of the Board, required once a month, at least, to visit the schools under their particular care; and a return of the state of each is demanded at our quarterly meetings.

This report was read, accepted, ordered to be printed and distributed for the information of the inhabitants.

An appropriation of \$8,000 was voted by the town for the expenses of the Primary Schools for the year 1819-20.

March 21, 1820, the first Standing Committee of the Primary School Board was appointed. In June the first report of the Standing Committee was presented to the town. From it we learn that the whole number of schools in March, 1820, was 34, and that "171 children had been advanced to the English Grammar Schools, and 177 more were found qualified for admission therein, making a total of 348 pupils prepared for the English Grammar Schools" during the year. The whole number belonging to the Primary Schools was 1,666. It appears from the records that at that time, and previous to June, 1824, the officers of the Primary School Board were a Chairman, Secretary, and Treasurer; the duties of the latter officer were, that he should "keep a fair

and accurate account of the moneyed concerns of the Board. He is authorized to receive from the Town Treasurer all the moneys granted for the support of the Primary Schools, and pay the instructors of schools quarterly, their bills being first approved by the Committee of the Ward or District to which they belong. His accounts shall be audited or inspected whenever the Board may appoint a committee for that purpose. At the close of the year he shall make a transcript, or an abstract of his accounts as audited, to be laid before the Board."

The following books were authorized for use in the Primary Schools at this time: The Testament, Child's Companion, Kelley's Child Instructor, Webster's Only Sure Guide, Pickard's Juvenile Spelling Book, and Child's First Book English Reader.

Notwithstanding the gratifying success of the Primary Schools, which, it will be remembered, were established to provide instruction for children between four and seven years of age, and the great popularity of the Grammar and Writing Schools, the benevolent minds of the committee were attracted to the importance of extending the benefits of education to that class of children who were too old to be admitted to the Primary Schools, and were not qualified for admission to the Grammar Schools. A committee of the Primary School Board submitted a report on the subject, and the attention of the School Committee called to the matter, who recommended to the town that an appropriation of \$1,000 be granted for the establishment of a school for mutual instruction, for the accommodation of this class of children. The

appropriation was granted by the town July 2, 1820, and the School Committee were authorized to establish the school. The matter was then referred to the Primary School Board, and the school was organized in the basement-room of the Boylston School-house on Fort Hill. After a year or two this school was discontinued.

The teachers of the Primary Schools were required to report quarterly to their district committees the names, ages, and class to which each pupil belonged; and, among other things, a statement of the needlework and knitting done by the girls during the quarter. As an instance of the industrious habits encouraged in the pupils, one teacher, in 1820, reported that among the articles of work done by the twenty-six girls of the school during the preceding quarter, there were made "30 shirts, 12 pairs of sheets, 6 pairs of pillow cases, 26 pocket handkerchiefs, 8 cravats, 10 infants' frocks, 5 coarse bags, 4 dozen towels, 4 pairs of socks, 3 pairs of mittens, and a number of small pieces of work."

In 1823 the number of members of the Primary School Committee was increased. The city was divided into seven districts, and the schools in each district were assigned to a sub-committee. Each district committee organized by the choice of a chairman and secretary, and one gentleman was assigned the particular care of each school in the district. From the records of this time it appears that it was not customary for members of the Primary School Committee to hold any other office in the City Government. Another peculiarity noticed is that in the

election of any one as a member of the Standing Committee, it was usual for him to be relieved from the supervision of any particular school. From 1830 this custom began to be discontinued, and in 1839 all the officers, including the Standing Committee, had charge of particular schools.

At this time the subject of Primary School accommodations was called into notice. It was urged that the school-rooms should be provided by the city, and not by the teachers as had been the custom. One of the reasons presented why the city should provide the accommodations was that the existing arrangement operated very unequally, and with great injustice upon some of the teachers, because, while the compensation was the same (\$250 per annum) the rent they were obliged to pay for rooms in suitable locations varied, in different parts of the city, from \$40 to \$80. A memorial was presented to the City Council, and in July, 1828, the School Committee were authorized to cause to be hired a suitable number of school-rooms, in such locations and of such size as, after consultation with the Primary School Committee, shall be deemed expedient, and for a term not exceeding ten years, it being understood that, in consideration of the teachers being relieved from the expense of finding school-rooms, a deduction of \$50 be made on that account in their respective salaries.

In December, 1831, provision was made for the annual appointment of a joint committee of three from each of the two Boards of School Committee and of the Committee on Primary Schools "to secure the introduction and continuance of a uniform system of

instruction in the public schools, and to confer, as occasion may arise, on subjects of common interest."

In 1832 the City Council passed an order "that there be allowed to each of the Primary School teachers, in addition to their salary, a sum not exceeding \$10, to be expended by them under the direction of the several District Committées for fuel for the current year." This annual appropriation was eventually superseded by the city supplying the fuel.

In May, 1834, the City Council appropriated \$12,500 for the purchase of land and the erection of Primary School-houses. At this time there were sixty-four schools, all of which were in hired rooms. The first Primary School-house erected after the grant of the appropriation alluded to above, was erected in South Margin street, in 1834;¹ it was built of wood and brick, two stories in height, and adapted for two schools. The cost of it was \$2,528.69, exclusive of the land. From this time the City Government continued to make annual appropriations for this object; and in 1854 there were fifty-two Primary School-houses owned by the city, in which one hundred and fifty-three schools were located.

From the establishment of the schools the Primary School Board had endeavored to obtain the necessary authority to admit those children who were more than seven years of age, and were not qualified to enter

¹ It is proper to mention that, in 1830-31, a small school-house, with one room, was built by the city, on the "Western avenue," — known as the "Mill Dam School," — at a cost of \$468; but this was not *strictly* a Primary School, as Grammar School studies were taught as well as Primary. In 1832, a small building was purchased on the "Neck," and fitted up for a Primary School.

the Grammar Schools. In March, 1838, the City Council passed an order "that the Primary School Committee be, and they are hereby authorized to admit into one school, to be by them selected, in each of the school districts, any child who is more than seven years of age, and is not qualified for admission to the Grammar Schools." Four of these schools were opened that year. It was supposed there were about 700 children who would attend, but in November of that year there were 963 pupils in these schools. This was the origin of "Intermediate Schools," or "Schools for Special Instruction."

In April, 1837, the State Board of Education was established. One of the first recommendations of the Secretary of that Board (Hon. Horace Mann) was the adoption of some plan for qualifying teachers to take charge of the public schools. He early suggested the appointment of a suitable person to visit regularly all the Primary Schools of Boston, to give the teachers such assistance as they may desire in the discharge of their duties, and to hold himself ready to instruct and qualify a class of those persons who may desire to prepare themselves for the office of teachers. The Primary School Committee vigorously opposed the appointment of a Superintendent of the Primary Schools, and at a special meeting of that Board in July, 1838, a very full and interesting report against the proposition was adopted. A "model school," for the purpose of trying experiments in Primary School instruction was established by the Primary School Committee in 1838, in the Derne-street School-house. The school

was continued until 1842, when it was abandoned, as not having proved so advantageous as had been anticipated.

In 1845 the subject of appointing a Superintendent of the Primary Schools was again brought forward. A special committee of the Primary School Board submitted a report upon the subject, and that Board voted not to create such office by a vote of forty-six yeas to eighteen nays. By the semi-annual report of the Executive Committee of the Primary School Board submitted in 1849, it appears that on the 31st of January, 1849, there were 168 Primary Schools, attended by 4,984 girls and 5,455 boys, 10,439 in all. The number of pupils sent to the Grammar Schools was 769, and at that time (Jan., 1849) there were 1,029 prepared for admission to the Grammar Schools. The percentage of attendance the preceding six months was 76; number of examinations made by the committee, 874; and the number of visits to the schools, 2,449.

By an amendment to the city charter, which had been adopted by the citizens in 1854, the School Committee were to have direct charge of the Primary Schools, and to supersede the organization of the Primary School Committee. Upon being asked his opinion as to when the duties of the Primary School Board would cease, the City Solicitor stated that, in his opinion, "the duties of the Primary School Committee would cease upon the organization of the new Grammar Board; that the teachers would continue their term of service under the new organization; and that it would not be proper for the new Board to substan-

tially continue the Primary School Committee, inasmuch as the former had been largely increased, upon the express understanding that the latter body was to be superseded."

The final meeting of the Primary School Committee was held January 2, 1855, and the Secretary was instructed to inform the School Committee that the schools, records, and papers of which the Primary School Committee had charge, were subject to the order and direction of said School Committee.

At the first meeting of the School Committee after its organization in 1855, Rev. Dr. Lothrop, for the special committee to whom was referred the communication of the Secretary of the Primary School Committee, reported that they had discharged the duty assigned to them, and added : —

When first instituted, in 1818, the Primary School Committee consisted of thirty-six members ; twenty-five primary schools were established, and about one thousand children were in attendance. At the time that it became extinct, the Committee consisted of one hundred and ninety-six members, and bequeathed to the care of our Committee one hundred and ninety-seven schools, at which over twelve thousand pupils attended. In view of these facts, however satisfactory may be the various reasons that prevailed with the public mind to produce the change which has been adopted, all will agree that the plan which has now been abandoned had many excellences ; that under it this department of public instruction has been constantly enlarged to meet the wants of the increasing population of the city ; and that the gentlemen who, from time to time, have served on this Committee, many of them for many years, have generally been men of integrity, honor, and public spirit, who have aimed at a strict and faithful discharge of the duties of their trust, and who are entitled to the gratitude of the community for the services they have rendered.

The following resolution accompanied the report: —

Resolved, That in receiving the records and papers of the late Primary School Committee, this Board, in behalf of the citizens of Boston, by whom they have been intrusted with the guardianship of the great interests of public instruction, desire to place upon their records an expression of the just appreciation which they entertain of the value and fidelity of the services of those gentlemen who, from time to time, have been members of said Primary School Committee, and zealously discharged its duties.

The report was accepted and the resolution adopted.

In assuming charge of the Primary Schools, the School Committee divided the city into as many districts as there were Grammar Schools, naming each district by the Grammar School which marked it, and connecting the various Primary Schools therewith according to their local proximity. The sub-committees having charge of these districts were called District Committees.

The care of the Primary Schools was specially provided for by the following rule: —

Within ten days after its appointment, each District Committee shall divide itself into a suitable number of Sub-Committees for the Primary Schools in its District. Said committee shall then divide the Primary Schools in the District into as many divisions as there may be Sub-Committees, and shall assign each division to a Sub-Committee, who shall have special charge of the schools in such divisions; shall visit each of them as often as once in each month; shall examine them quarterly; and shall report, in writing, their standing and progress, to the Chairman of the District Committee, at least one week previous to each quarterly meeting of the Board.

This custom of appointing sub-committees of Primary Schools continued until the reorganization of the Board in 1876, when the city was divided into nine districts or divisions, and the Grammar and Primary Schools of each division were placed in charge of committees of the Board, called the Division Committees.

At the time the Primary Schools passed from the charge of the Primary School Board to that of the School Committee they were unclassified. Each teacher had charge of six classes, and carried the pupils under her care through the whole preparation for the Grammar School. In 1856 the Lyman School District Committee, in East Boston, classified six schools in that district, by arranging them in six grades or classes. In May, 1857, the Superintendent of Schools (the late Dr. Philbrick) submitted his first quarterly report, in which the need of more thorough classification in the Primary Schools was referred to at length. In May of that year (1857) the suggestions of the Superintendent, in regard to the classification of the Primary Schools, were adopted, in an order "Recommending to the District Committees to classify the Primary Schools in their districts, as far and as fast as circumstances permitted." This was carried out as rapidly as possible, although several years elapsed before all the schools were properly classified. The early suggestions of the Superintendent, with regard to providing each pupil with a single desk and chair, and also with a slate, were adopted and carried into effect.

In 1861 the Board, by a change in the regulations,

provided that the minimum age for admission to the Primary Schools should be increased to five years, instead of four years, as had formerly been the custom.

In 1864 a new programme of studies for the Primary Schools was adopted.

In October, 1866, the Rules and Regulations were amended so as to provide that "the masters of the Grammar Schools shall perform the duties of principal, both in the Grammar and Primary Schools of their respective districts; apportioning their time among the various classes in such manner as shall secure the best interests, as far as possible, of each pupil throughout all the grades, under the direction of the District Committees."

In September, 1879, the supervision of the Primary Schools was placed in the charge of three of the Supervisors who performed such general duties with regard to these schools as had been performed by the principals of the Grammar Schools. In 1882 the supervision of the Primary Schools was restored to the principals of the Grammar Schools.

Children enter the Primary Schools when five years old, and begin at once a course of education which turns them out more or less well fitted for the work of life, all the way from twelve to twenty years of age, fifteen being the average age of Grammar School graduates. No schools are more attractive or better show the effect of good teaching than the Primary Schools, the instruction in which covers a period of three years. No change has been made since these schools were returned to the direction of the Grammar School masters.

The advantages of promotions in January, as well as in June, from the Primary to the Grammar classes have not been thoroughly approved by all members of the Committee; but the Committee on Examinations has decided that the regulation providing for mid-year examinations and promotions is intended for all first Primary classes, and has directed that henceforth such examinations and promotions shall be made.

The chief fault to be found with the Primary Schools is the unavoidable crowding of too many children in one room. The plan of building small houses of two rooms, as can be done in the suburban wards, has helped this very much; but in many places it is still an evil. There are at present 470 Primary Schools located in 122 school buildings, 21 of which are the regular Grammar School-houses. In addition to the classes accommodated in these buildings, there are eleven Primary classes in hired rooms. There are 470 teachers. The average number of pupils belonging during the past year was 24,462, and the average attendance was 21,144.

GRAMMAR SCHOOLS.

The earliest record regarding the establishment of free schools in Boston was in 1635, when Philemon Pormort was "intreated to become schole-master for the teaching and nourtering of children wth us." Such was the beginning of our Public Latin School. It is now generally acknowledged that, though the main purpose of the school was to prepare young men for a collegiate course, yet here also

was the beginning of that system of instruction which has developed into our present Grammar Schools.

Several of the islands in Boston Harbor were granted to the town by the General Court. In the records of a town-meeting held "the 10th day of the 11th moneth, 1641" we find it recorded, "It's Ordered that Deare-Island shall be Improved for the maintenance of a Free schoole for the Towne, and such other occasions as the Townsmen For the time being shall thinke meet, the sayd schoole being sufficiently provided for." Soon after the town agreed that for the payment of certain charges for buildings on the island, Capt. Edward Gibbon "shall have the present use of the sayd Island untill the Towne doe lett the same." In 1644, the island was "let to hire unto James Penn and John Oliver for these three yeares next ensuing paying unto the Use of the Schoole seaven pounds per year." In 1647 it was let to Edward Bendall for seven years for fourteen pounds per annum, "for the schooles use of the sayd Towne in provision and clothing." The next year the lease was extended to twenty-one years at an annual rental of fourteen pounds. In 1649, Long and Spectacle Islands were leased for the use of the school at an annual rental of sixpence per acre.

The school appears to have been a favorite with the inhabitants from its commencement.

In 1649 the following record occurs: "Wm Philips hath agreed to give 13s. 4d. per annum for ever to the use of the schole for the land that Christopher Stanley gave in his will for the schols use."

From this time are many instances on record of private bequests, and of public lands leased for the support of the schools.

At a town-meeting held Dec. 18, 1682, it was "voted by y^e inhabitants y^t the said cōmittee with y^e Select men consider of & pvide one or more Free Schooles for the teachinge of children to write & Cypher within this towne." In April, 1683, "it was voted by the said cōmittee first that Two schooles shall be pvided and agreed for Secondlie y^t the Towne shall allowe 25^{ld} p. ann for each schoole for the present, & y^t such psons as send their children to schoole (y^t are able) should pay somethinge to y^e master for his better encouragement in his worke." Nov. 24, 1684, "Deacon Henery Allen and Capt Frary made a returne y^t according to a former ord^r they had agreed with John Cole to keepe a Free schoole to teach y^e Children of the Towne to read & write for one yeare from the 1st of this instant Nov^r. for which the Towne is to pay him 10^{ld} in mony & 20^{ld} in Countrie pay as mony, or at mony price." Thus was established what was known as the Writing School in Queen street (now Court street).

At a meeting of the Selectmen, June, 1711, the question of non-resident pupils attending the public schools of the town seems to have been discussed, and the following action taken: —

Where as the Support of the Free Schools of this Town hath been, and Still is, at y^e Cost & charge of the Inhabitants of y^e Said Town, and the Select men being informed of Several Instances of Children Sent to y^e s^d Schools, whose parents, or others who of Right ought to defray the Charge of their Education, do belong to

other Townes or Precincts. Where fore they y^e S^d Select men do direct the s^d School masters to demand & receive of the persons Sending any Such children the accustomed recompence for their Schooling, and to Return unto y^e Select men a List of their names, once (at y^e Least) every year.

At a town-meeting March 10, 1711-12, it was voted that the thanks of the town be given to "Capⁿ Thom^s Hutchinson for as much as he hath Offered at his own Charge to build a School House at the North end of y^e Town." It was also voted to establish the school, and a committee was appointed to select a site and oversee the building of the school-house, and the Selectmen were requested to "Consider of a proper person for a School master there, and to Treat about Terms." At a town-meeting held the following May (1712) the committee recommended the purchase of a lot of land on Bennet street for the school-house, and it was voted that the lot be purchased. This was the origin of the present Eliot School. The building was erected, and in March, 1712-13, the Selectmen were authorized to employ Mr. Recompense Wadsworth as master, at a salary of sixty pounds per annum, and Mr. Wadsworth began his service April 20, 1713. He served but a short time and died soon after, and was succeeded by Mr. John Barnard in August, 1713. The school was known at this time as the North Grammar School.

In March, 1715-16, the following record occurs: "Pursuant to a proposal formerly made by Tho^s & Edw^d Hutchinson Esq^{rs}, For the Encouragem^t of Erecting a Writing School at y^e North end of this Town" a committee was appointed to select a site for

such school, and in connection with the Selectmen to purchase the same. At the same time the town voted that a Writing School be erected at the southerly part of the town, and a committee was appointed to select a site. This latter committee reported at a town-meeting held May, 1717, and the Selectmen were requested "to sett out a convenient Peice of Land accordingly, viz^t upon y^e Co^mon adjoining to Cowell's Lott over ag^t m^r Wainrights."

In April, 1719, the North Writing School¹ having been completed, Mr. Jeremiah Condey was appointed its first master. The town at this meeting passed votes of thanks to the Hon. Thomas Hutchinson, donor of the North Grammar School-house; and to the Hon. Thomas Hutchinson and Edward Hutchinson, Esq., donors of the North Writing School-house. In March, 1719-20, it was voted that "m^r. Ames Anger be Admitted a School master at y^e new writing School House at y^e South." His salary was fixed at one hundred pounds per annum.

At a town-meeting held March 9, 1741-42, the Selectmen reported that, on the preceding 17th of June, they had visited the public schools "and found the said schools under a good regulation. The number of Scholars in each School were as follows, Vizt. In the South Grammar School Eighty Seven, in the South Writing School Forty Eight, in the Writing School in Queen Street seventy four; In the North Grammar School Sixty five; and in the North Writing School Two Hundred."

¹ Soon after its establishment this school became classical in its character, and was known as the North Latin School till 1790, when it was restored to its original purpose.

At a town-meeting held May 14, 1751, the committee appointed the twelfth of the preceding March to make inquiry into the present state of the town, and the causes of the great expense thereof, and to consider what method the town can take in order to prevent or reduce the same, submitted a report, the first paragraph, which relates to the schools, is as follows: —

1st. That the Charge of supporting the several Publick Schools amounted the last Year to more than $\frac{1}{3}$ part of the whole Sum drawn for by the Selectmen; but altho. this Charge is very Considerable, & the number of Schools is greater than the Law requires, Yet as the Education of Children is of the greatest Importance to the Community; the Committee cannot be of Opinion that any Saving can be made to Advantage on that head; except the Town should think it expedient to come into Methods to oblige such of the Inhabitants who send their Children to the Publick Schools and are able to Pay for their Education themselves, to ease the Town of that Charge by assessing some reasonable Sum upon them for that purpose.

This part of the report was not accepted, and the town voted not to make any alteration in the existing management of the schools. It was voted that the several masters of the public schools “be directed not to refuse taking into their respective Schools, any Child or Children that may be brought to ’em for Education, in case Enterance money (so called) is not paid said Masters, and also that they shall not demand any Pay or Allowance for Instructing such Children, as belong to the Town, and that attend in School hours only.” It was further voted that the Selectmen, for the time being, give directions to said

masters "what money they may receive from the Scholars, for defreying the Expençe of Firing."

At a town-meeting, May 11, 1762, a petition from the masters of the schools was presented in which they stated that they met with great difficulty in obtaining their salaries, that notwithstanding the vote that their salaries be paid quarterly they had been kept out of their pay from year to year, and that some of them have nine, some twelve, and some eighteen months' salary due them. It appeared to the town "that the most likely method to answer the end proposed by the Petitioners must be the raising or borrowing a sum of Money sufficient to defrey the common and extraordinary charges of the Year." It was voted that the town treasurer be directed to borrow fifteen hundred pounds for the payment of the school-masters' salaries then due. It was also voted that the town treasurer allow the several school-masters interest on the sums due them, from the date of their warrants to the time of payment.

The salaries of the teachers of the schools were fixed at this meeting (May 11, 1762) for the ensuing year as follows: South Grammar School, master, £100;¹ usher, £60; North Grammar School, master, £80; Writing School, Queen street, master, £100; master, £80; South Writing School, master, £100; usher, £50; North Writing School, master, £100; usher, £60; assistant, £34.

At this meeting the Selectmen reported that they had visited the public schools on the first day of the

¹ This amount should have been £120, and the town subsequently granted the additional £20 to Mr. Lovell.

preceding July, "and found the South Grammar School had 117 Scholars, the North Grammar School 57 Scholars, the South Writing School 234 Scholars, the North Writing School 157 Scholars, the Writing School, in Queen street, 249 Scholars, all in very good order."

In March, 1785, a new Writing School was established at the south end of the town on Pleasant street. This was the origin of the present Franklin School.

In 1789 there was a thorough reorganization of the school system.

At a town-meeting held Oct. 16, 1789, it was voted that

There shall be one Writing School at the South part of the Town, one at the Centre and one at the North part; that in those schools the children of both sexes shall be taught writing and also arithmetic in the various branches [of it] usually taught in the Town Schools, including vulgar and decimal fractions.

That there be one Reading School at the South part of the Town, one at the Centre, and one at the North part; that in those schools the children of both sexes be taught to spell, accent, and read both prose and verse, and also be instructed in English Grammar and composition.

That the children of both sexes be admitted into the Reading and Writing Schools at the age of seven years, having previously received the instruction usual at women's schools; that they be allowed to continue in the Reading and Writing Schools until the age of fourteen; the boys attending the year round, the girls from the 20th of April to the 20th of October following; that they attend those schools alternately, at such times and subject to such changes as the Visiting Committee in consultation with the Masters shall approve.

It will be observed that no text-books were named; and little was the need; for, until about that time,

there was but *one* school-book proper which pupils were expected to have, and that was Dilworth's Spelling-Book, containing a brief "treatise on English grammar," which was probably the grammar required to be taught. The Testament, Psalter, and Bible were the only reading-books. There were no printed copy-books for writing, and no slates in use, the ciphering being done on paper.

Previous to 1789 no provision whatever had been made for the education of girls in the public schools. From that time until 1828 they were permitted to attend half the year, — from the 20th of April to the 20th of October. Since 1828 ample provision has been made for their attendance all the year.

The schools for "teaching children to write and cipher" were soon thronged by large numbers of boys who did not wish to prepare themselves for college and a professional career in law, medicine, or divinity. It became necessary, therefore, to enlarge the course of instruction at these schools, so that they should furnish a suitable education to those who were to enter upon some department of commercial or mechanical business. But the masters of these schools had been chosen on account of their special capacity to teach "children to write and cipher," and, in general, were not competent to teach reading, grammar, geography, and the higher branches of a good English education. It was necessary, therefore, to have a new set of masters for these branches. They were accordingly appointed, and arrangements made for them to hold their schools in different rooms from those in which children were taught to "write

and cipher," and for the pupils to alternate, forenoon and afternoon, from one to the other. Thus originated what has been known as the "Double-headed System," which, for many years, was universal in the Boston schools, and peculiar to them.¹

The bequest of Dr. Franklin, for the purpose of providing medals to be distributed to the most deserving scholars, became available in 1792. In August of that year a committee was appointed "to ascertain the expense of procuring medals, to carry into effect the intention of the late Dr. Franklin in his donation." This committee reported in December. In January following the committee determined upon the rules respecting the distribution of the medals. They were to be given only to boys, though the language of the will does not determine the sex of the recipients. But it was supposed that Franklin intended them for boys, because girls were not admitted to the privileges of the public schools till the very year of the date of the will. The first medals, though dated in 1792, were not distributed till January, 1793.

In 1800 there were in the town seven free schools,

¹ The organization of the Grammar and Writing Schools was as follows:—

In the several buildings there were two large halls, occupied by two distinctly organized departments, one of which was denominated a Grammar School, and the other a Writing School; each being under the instruction and control of a distinct master. The scholars were organized in two divisions. While one division attended the Grammar master, the other attended the Writing master, and the masters exchanged scholars half daily. In the Grammar department the pupils were taught chiefly: Spelling, Reading, English Grammar, and Geography; in the Writing department, they were taught Writing, Arithmetic, and Book-keeping. Some higher branches of study were allowed in both departments, for the more advanced scholars.

containing 900 scholars. At this time the salary of a master was \$666.66, with a gratuity or allowance of \$200 in addition; the salary of an usher was \$333.33, with an allowance of \$100. The town tax this year was \$61,489.25, of which the school expenses were \$11,100.85.

In 1804 a new school-house was built in Chardon street; and in 1806 the whole number of pupils in the schools was 1,760, of which 1,030 were boys and 730 were girls.

In 1811 the Hawes School, in South Boston (which territory had been recently annexed to Boston), named in honor of John Hawes, who gave the land to the city, was instituted.

In December, 1817, the bells of the schools were ordered to be rung at the hour of beginning, and tolled till the master was present. They were also tolled at the hour of dismissal.

February 27, 1821, by action of the Board, the school on Bennet street was named the Eliot School; the school on Hawkins street was named the Mayhew School; the school on Mason street was named the Adams School. The Latin, Franklin, and Boylston Schools had been previously named, and these names were continued. From this time the schools were given the names of distinguished citizens.

In 1821 the city medal was instituted by vote of the School Committee. It was awarded only to females in the Grammar Schools. It was simply an extension of the plan of the Franklin medal, under another name, to the schools for girls. The same rules governed the distribution of both, and they

were of the same intrinsic value. Both were at first bestowed for the "encouragement of scholarship" alone. Subsequently, meritorious deportment as well as scholarship was made a condition necessary to entitle a pupil to a medal. In 1847, after a discussion, the city medal was abolished, and no city medals were given that year. In 1848 the subject was again brought up, and the city medal was restored. For several years the subject of emulation and the use of medals attracted a great deal of attention, and several reports on the subject were presented. As the number of medals increased, the objections to them became more apparent, and finally led to the practice being relinquished. The Franklin medals were confined to the High Schools, and limited to the number the fund legitimately supplied, while diplomas were substituted in their place for such pupils as in finishing their course passed a reasonably good examination. The diplomas were first awarded, at the close of the year, in July, 1868. This plan of distribution of medals and diplomas has continued to the present time.

The first strong effort to abolish the system of the Grammar and Writing Schools was made in 1830, on the recommendation of an interesting and able report, prepared by the late Chief Justice Lemuel Shaw, then a member of the School Committee. The report contained two prominent recommendations. First, the separation of the schools designed for children of different sexes, so that those for boys should be held in one building, and those for girls in another; second, the abandonment of the "double-

headed system" for that of one master at the head of each school, with a sufficient number of assistant teachers to instruct in all the branches of a good English education. Both these recommendations were adopted by the Board; and, from that time, the principles contained in them, although there have been periods when no progress in their application was made, and even a retrograde movement commenced, have yet been gradually carried forward, and the present organization of the Grammar Schools effected.

Since the abolishment of the "double-headed" system, the improvements in the Grammar Schools have been chiefly in the departments of classification and in the course of study. In 1866 the principals of the Grammar Schools were given the supervision and care of the Primary Schools in their respective districts. In 1868 the revised course of study for the Grammar Schools was adopted. In 1878 the Course of Study was again revised, and the Board of Supervisors were authorized to issue suggestions to accompany the courses of study for the Grammar and Primary Schools. Since 1878 there have been some modifications and changes in the Course of Study.

By the annexations to the city, and by the establishment of new Grammar School districts, the number has increased to fifty-four. The education of a large majority of the children ends with the Grammar school; therefore, to these children is given as much as possible of arithmetic, bookkeeping, geography, the history of the United States and of England, some elementary physics, and some knowledge of

physiology and hygiene. The plan of study aims to carry on these systematically, so that even those who leave school before the year for graduation are taught to read easily and intelligently, to write legibly, to spell fairly, to express their thoughts intelligibly in writing or speech, to understand enough arithmetic for all common purposes of life, and to have some general information concerning the world in which they live. Instruction in sewing is given the girls, and music and drawing to all. This completes the foundation upon which rests what may afterwards be added of advanced work in school or the teachings of every-day life. Much consideration is given to these schools in which are trained so large a part of the children of our city, and it is believed that the course of instruction contains only essential and practically important studies.

The average whole number of pupils belonging to the Grammar Schools this year was 30,575. The number of graduates in June was 2,072, of which 1,071 were boys, and 1,001 were girls.

HIGH SCHOOLS.

At present there are eight High Schools in Boston, — the two central High Schools, the English High School for boys, and the Girls' High School for girls, — and the High Schools in Roxbury, Dorchester, Charlestown, West Roxbury, Brighton, and East Boston, for boys and girls. The six suburban schools, with the exception of that in East Boston, were added to the school system of the city by the annexation of the cities and towns in which they were located.

English High School. — At a meeting of the School Committee, held June 17, 1820, Mr. Samuel A. Wells presented a series of resolutions relating to the public schools. It was thereupon "*Voted*, That all that part which relates to the establishment of an English Classical School, be referred to a committee of five." This committee submitted their report to the School Committee at a meeting held Oct. 26, 1820, which was accepted, and it was "*Voted*, That it is expedient to establish an English Classical School in the town of Boston." At a meeting of the Board Nov. 9, 1820, this report was read and debated upon by paragraphs, amended and adopted. It was "*Voted*, That the report be printed and distributed for the information of the citizens, and that the Selectmen be requested to call a town-meeting for the consideration of the same at such time as they may think proper." The following extract from the records shows the action taken by the town: —

At a legal meeting of the inhabitants of the Town of Boston, held on the 15th day of January, A.D. 1821: —

The foregoing plan for the establishment of an English Classical School was submitted, and after debate was nearly unanimously accepted by the Town, but three persons voting in the negative; and the School Committee were authorized to carry the same into effect, — and it was further *Voted*, That the School Committee from year to year, be, and hereby are, instructed to revise the course of studies proposed in the report this day made and accepted for the new School, and adopt such measures as experience shall dictate, and the object of its establishment require.

The school was opened in 1821, in the upper story of the Derne-street school-house. In 1824 it was

removed to the new building on Pinckney street. In 1844 it was removed to the building on Bedford street, which it occupied jointly with the Latin School until 1880, when both schools were removed to the present Latin and High School building.

The following gentlemen served as masters of the school: Mr. George B. Emerson, Mr. Solomon Miles, Mr. Thomas Sherwin, Mr. Charles M. Cumston, Mr. Edwin P. Seaver, and the present head-master, Mr. Francis A. Waterhouse.

Girls' High School. — In 1825 the subject of establishing a public school for the instruction of girls in the higher departments of science and literature was considered by the School Committee, and upon a request from the Board, the Common Council, at a meeting held Sept. 26, 1825, granted the sum of two thousand dollars for the purpose. The Board of Aldermen concurred in this action at a meeting held Oct. 10, 1825, and a High School for girls was established in the upper story of the Bowdoin Grammar School-house, March 2, 1826. Mr. Ebenezer Bailey, master of the Grammar Department of the Franklin School, was elected master of the High School for girls. Upon the resignation of Mr. Bailey in November, 1827, a special committee was appointed to consider and report upon the expediency of continuing the High School for girls. This committee submitted a report Dec. 11, 1827, expressing the opinion that it was inexpedient to continue said school. This report was referred to the next School Committee. At a meeting of the School Board held Jan. 10, 1828, a committee was appointed to consider "whether the

High School for girls shall be continued; whether the girls may not well be allowed to remain at the Grammar Schools *throughout* the year;¹ and whether the time of their continuance at these schools may not be advantageously extended." This committee submitted a report recommending "the introduction of the monitorial system into the Grammar and Writing Schools," and "the elevating and enlarging the standard of public education in all our Grammar and Writing Schools, so as to embrace the branches taught recently in our High School for girls." This report was accepted, and the recommendations were adopted substantially as reported by the committee. The result of this action was the discontinuance of the High School for girls.

The Normal School was established in 1852, and in 1854 the course of study was extended, and the school became the Girls' High and Normal School. In 1872 the training department was separated from the Girls' High School, and an independent Normal School was established, and the High School department was continued under its present name, the Girls' High School. The Girls' High and Normal School was located in the old Adams school-house (the present School Committee building) until its removal to its new and commodious building on West Newton street in 1870.

Roxbury High School. — In 1852 arrangements were made with the trustees of the Roxbury Latin

¹No provision was made for girls to attend the public Grammar Schools till 1789. From that time to 1828 they were allowed to attend half the year, from the 20th of April to the 20th of October. Since 1828, ample provision has been made for their attendance all the year.

School for the establishment of a High School for boys. The trustees were to have the care of the classes, the School Committee certain privileges in visiting and examining, and the city was to appropriate an annual sum for its support. The agreement was ratified June 28, 1852, and the school was opened in August, 1852, in a building on Dudley street. The trustees of the Latin School petitioned the City Government for "a loan to build on their land in Vernon place," now Kearsarge avenue. The petition was granted, and the building was completed and occupied by the classes in the fall of 1853.

In 1854 a High School for girls was established and opened in an upper room of the stone building on Kenilworth street. In 1857 it was determined by the School Committee "that it would be expedient, as soon as possible, to combine, in one school, all High School instruction." This proposition was not favorably considered at that time. In the spring of 1860 the proposition to unite the two High Schools was again presented, and the advantages in economy and convenience to be realized by such action were set forth at length. The City Council concurred, and, during the following summer vacation, the necessary alterations of the building on Kenilworth street were begun. The new school was first opened in 1861. On the annexation of Roxbury to Boston, in January, 1868, the school passed under the control of the Boston School Board. In 1874 the building was enlarged. The demand for increased accommodations was so great that a new building was necessary. The lot has been selected and purchased, and the erection of a new school-house begun.

Dorchester High School. — This school was established in 1852. Before the annexation of the town to Boston, the accommodations of the old school-house were insufficient to meet the increased demands of the school, and a new building was in process of erection at the time of annexation. The new building was completed and occupied in September, 1870.

Charlestown High School. — This school was established in 1848. The original building, erected in 1848, was remodelled and enlarged in 1870.

West Roxbury High School. — The Eliot High School was established in 1849, and was under the supervision of a Board of Trustees. In 1855 the school was placed under the joint supervision of the Eliot Trustees and the School Committee of West Roxbury. Upon the annexation of the town to Boston, in 1874, the trustees withdrew their support. Since that time the school has been known as the West Roxbury High School. Its present building was erected in 1867.

Brighton High School. — This school was established in 1841. Its present building is located on Academy Hill.

East Boston High School. — In February, 1877, a petition was presented to the Board by the East Boston Citizens' Trade Association, for the establishment of a High School in that section of the city. The Committee on High Schools, to whom this petition was referred, submitted a report April 10, 1877, recommending the establishment of a branch High School in East Boston, under the joint direc-

tion of the head-masters of the English and Girls' High Schools. The report was accepted and the recommendation was adopted. The school was established in 1878, and located in the Public Library building, on the corner of Paris and Meridian streets. Subsequently the building was enlarged. In 1880, upon the recommendation of the Committee on High Schools, this school was established as a separate and independent school, and has since been called the East Boston High School.

The High Schools give to those pupils who have completed their course in the Grammar Schools an opportunity to continue their education in advanced studies, the English High School being specially intended for those boys who do not design to enter college, but wish to be fitted for all departments of a commercial life; while the Girls' High School is largely attended by those who intend to become teachers. The Superintendent, in his last report, has criticised the course of study in the High Schools; and, recognizing the requirements of the different schools, advocates a revision, on the principle of special adaptation to the needs of each school. The course of study is for three years, with an advanced course of one year more, in the central schools. The minimum age of entering these schools is thirteen years, the Grammar School diplomas entitling the holders to admission. Applicants other than graduates of Grammar Schools are required to pass a satisfactory examination equivalent to that required of the graduating classes of the Grammar Schools. It is gratifying that the number of pupils in the High

Schools so constantly increases, and that there is such evidence that the education received is of practical value to them.

There are at present eight High Schools. The average number of pupils belonging the past year was 2,272; the average attendance was 2,146. There were 547 graduates at the close of the year, in June.

LATIN SCHOOLS.

The Boston Latin School owes its origin, without doubt, to the action taken at a general meeting of the town of Boston on the 23d day of March, A.D. 1634-5, when Mr. Philemon Pormort was entreated to become schoolmaster. This being the only public school in the town for about half a century, it is generally believed that the elementary branches of education were taught as well as the higher branches. From its establishment the principal object of the school has been to prepare young men for college, as well as for mercantile and other high pursuits of life, and in this regard it has been eminently successful.

In 1650 we find the following record: —

“It is alsoe agreed on that Mr Woodmansey, the Schoolmaster, shall have fiftye pounds per annum for his teachinge the schollers, and his proportion to be made up by ratte.” In 1652 “Sarg’t. Richard Cooke is granted Libertie for to set a house one the Towne’s ground, which is betwixt the towne’s house in which Mr. Woodmansey now liveth and the town skool house.” It appears that the house in which Mr. Woodmansey lived was the property of the town, and situated near the school, on School street, with

only one lot between, which belonged to the school-house. In 1657 the rent of this lot was assigned to the schoolmaster. In 1656 it was "ordered that the select men shall have liberty to lay outt a peece of Ground outt of the townes land, which they give to the building of a house for instruction of the youth of the towne." In the same year we find a record concerning the building of "the schoole house chimney." In 1664 it was ordered "that John Hull and Petter Oliuer is to take care about the inlardgment of the towne schoole-house." In 1666 the town "agreed with M^r Dannel Hincheman for £40 p. ann^m to assist M^r. Woodmansey in the grammer Schoole & teach Childere to wright, the yeare to be-gine the 1st of March 65-6." Soon after this the following record occurs: "M^r Jones one the 28: 3^{mo}. 1666 being sent for by the Select men for keep^s a schoole and being required to performe his promise to the Towne in the Winter to remoue himeselfe and famyly in the springe: And forbideng to keep schoole any longer." From this record it appears that Mr. Jones had opened a private school without the sanction of the town, and was therefore required to depart. The next year "Mr Will Howard hath liberty to keep a wrighting schoole, to teach childeren to writte and to keep accounts;" and in 1668 "Mr. Robt. Canon is licenced keepe schoole." There are numerous records at various times after this where permission of the town was granted to people to open private schools.

In 1667 Mr. Benjamin Thompson was "made choice of by the selectmen for to officiate in the place of the

schoole master for one yeare, Mr. Hull being apointed to agree for tearmes, what to allow hime p. Annū." From this record we are inclined to think that Mr. Woodmansey must have retired from the school at this time. He probably died soon after, for in the fall of 1669 Mr. Raynsford was "to giue notice to M^{rs} Woodmansey that the towne occasions need the vse of the schoole house and to desire her to prouide otherwise for her selfe." In the following March, "Vpon the request of Mrs Margeret Woodmansey, Widdowe to prouide her a house to liue in, if she remoueth from the schoole-house, It was granted to allowe her £8. p. an for that end, dureinge her widdowhood."

In December, 1670, occurs the first mention in the records of the famous "Master Cheever," who for thirty-eight years after this exercised so important an influence upon the education of the people of Boston.

Mr. Benjamin Tompson retired from the school and removed to Charlestown, where he occupied the position which Mr. Cheever resigned, to accept the mastership of the school in Boston. Mr. Cheever died August 21, 1708, "venerable," says Gov. Hutchinson, "not merely for his great age, 94, but for having been the schoolmaster of most of the principal gentlemen in Boston, who were then upon the stage." Rev. Cotton Mather, who was a pupil of Mr. Cheever, preached a funeral sermon.

Mr. Cheever was succeeded by Mr. Nathaniel Williams. In 1734 Mr. John Lovell was appointed master, in place of Mr. Williams, who resigned his position. Mr. Lovell was followed in succession by Mr. Samuel Hunt, Mr. William Biglow, Mr. Benj. A.

Gould, Mr. Frederic P. Leverett, Mr. Charles K. Dillaway, Mr. Epes S. Dixwell, Mr. Francis Gardner, Mr. Augustine M. Gay, and the present head-master, Mr. Moses Merrill.

For many years the Latin School-house was situated on School street, just in the rear of King's Chapel.

In 1704 a new school-house was erected on the site of the old one, and in January, 1705, the new building was completed and occupied.

In 1748 the old school-house had fallen into decay, and to make room for the enlargement of the neighboring chapel, it was taken down, and a new building was erected on the opposite side of the street.

A new school-house again became necessary in 1812, and a more substantial building of brick, with a granite front, was erected on the same site. The Latin School occupied the upper story only of the three stories of the building until 1816, when the middle story was also taken for the use of the school. Not long after this time the number of pupils increased so rapidly under the popular management of Master Gould, that the Grammar School, which had occupied the lower story of the building, was removed to other quarters, and the Latin School occupied the whole building, which it continued to occupy until the year 1844, when the demand for enlarged accommodations rendered a new school-house necessary. The Latin School was removed to the new school-house in Bedford street, which it occupied jointly with the English High School until the present Latin and High School building was completed and occupied in 1881.

This school, so long the pride of the city, remains a classical school, preparing its graduates for admission to college. The course of study has been somewhat modified to meet the requirements of Harvard University, and thorough instruction is given in modern languages and physics. Instruction in military drill is given to boys in the Latin and High Schools.

The Girls' Latin School was organized in February, 1878, and is carried on in the same building with the Girls' High School. The growth of this school has been such as to show a great increase in the demand for classical education for girls. Beginning with a membership of 28, the pupils now number 180. In 1885 the Girls' Latin and Girls' High School were placed under the care of the same master, under title of Head master of the Girls' High and Latin Schools.

The regular course of instruction in the Latin Schools is for six years, the minimum age of entrance being eleven years. Graduates of Grammar Schools are admitted without examination to such classes as their qualifications entitle them to enter. Other applicants must present certificates of character from the principals of the schools they last attended, and pass an examination equivalent to that required for admission to the third class of the Grammar Schools. These examinations for admission are held on the third Saturday in June and on the first Wednesday in September of each year. In the Girls' Latin School, special facilities are now offered to Grammar School graduates, enabling those who have the ability to complete the course of study in four years, and many girls are taking advantage of the opportunity.

The average number of pupils belonging to the Latin Schools for the year ending June, 1888, was 578, the average attendance during the year being 556. At the close of the year, in June, 33 boys and 9 girls graduated from these schools.

NORMAL SCHOOL.

In the first annual report of Nathan Bishop, Esq., the first Superintendent of the Public Schools in Boston (1851), he recommended the establishment of a Normal School as a part of the Boston system of public instruction. This suggestion was referred by the School Committee, at a meeting held Jan. 13, 1852, to a special committee of five members of the Board. This committee submitted a report in favor of the establishment of the school, and the Board passed an order, appended to the report, transmitting the report to the City Council, with the request "that the necessary votes may be passed to establish the proposed school." The Committee on Public Instruction of the City Council, to whom the subject was referred, unanimously recommended the passage of the following order: —

"*Ordered*, That a Normal School be established in the Adams School-house (Mason street), as a part of the system of public schools, for the purposes set forth in the report of the School Committee, being City Document No. 32, for the present year."

This order was passed by both branches of the City Government. The School Board, at a meeting held Aug. 3, 1852, directed the sub-committee on

the Normal School to draw up a plan of organization of said school, with the necessary rules to carry out the plan. This committee submitted a report, and at the meeting of the Board held Sept. 14, 1852, directed the sub-committee on the Normal School to proceed to the organization of the school, in accordance with the recommendations of the report. The school was organized and located in the school-building on Mason street, in 1853. In 1854 the course of study was extended, and the school was called the Girls' High and Normal School. Oct. 3, 1870, the school was transferred to the new building on West Newton street. In 1872 the Normal School was separated from the Girls' High School, and located in the Rice Grammar School-house. Mr. Larkin Dunton, the present head-master, was elected principal of the school.

The question having been raised by the City Council as to the legal right of the city to maintain a Normal School, the Legislature passed an act, approved April 15, 1874, ratifying what had been done in establishing the school, and conferring on the School Board the same power to maintain and continue the school as they had to maintain and continue the other public schools of the city.

The Normal School, since its separation from the Girls' High School in 1872, has been strictly a professional school, maintained solely for the purpose of preparing young ladies graduating from the High School for the work of teaching in the public schools. Under an exceptionally strong and able corps of teachers, the true object of a Normal School is here

faithfully adhered to, the pupils being trained in the art of giving instruction, both theoretically and practically. For this training in actual work of the school-room ample opportunity is afforded in a Grammar School for boys, a Primary School, and a Kindergarten. Pupils who have completed the fourth year of the High School course are admitted without examination. Other candidates must show to the headmaster, both by examination and recommendation, that they are qualified. Last June, 84 young ladies graduated from the school and received certificates rendering them eligible for service as teachers in the public schools. The whole number of graduates is 974, most of whom have become regular teachers.

With the establishment of the public Kindergartens, and the necessity for teachers specially trained for that work, a new demand was made upon the Normal School. An efficient Kindergarten teacher must not only be thoroughly familiar with the principles of education, but must also have special instruction to fit her for Kindergarten work. The committee on the Normal School, after much deliberation, decided that it was desirable, if not absolutely necessary, that the present course of instruction should be modified and enlarged, and the School Board voted that the course of study should be for a year and a half instead of one year as formerly. The Committee on the Normal School has submitted the necessary amendments to the rules and regulations to carry out their suggestions, and the school will soon be enabled to meet the full wants of teachers for the public schools of every grade. This school has secured a high and

honorable position, and is a vital and beneficent force in our Public School system.

HORACE MANN SCHOOL.

This school, now in its twentieth year, is designed to give an elementary education to the deaf, and to teach those children who are deaf-mutes the use of ordinary language. Any deaf child over five years of age, not mentally or physically disqualified, is entitled to admission.

The enthusiastic and devoted principal, with her skilful assistants, have brought the school to a high degree of excellence, and their work should be encouraged by being better known.

The State, by its liberal provision for the education of the deaf and dumb children in the Commonwealth, bears almost the whole expense of the school, leaving it under the care of the School Committee. The city receives from the State \$100 for each city pupil and \$105 for each out-of-town pupil. The total expense of the school last year was \$9,434.57. The amount received from the State was \$6,847.16. Numerous friends also show their interest in the success of the school and the welfare of the pupils by substantial gifts to those who are needy, and books and material to be used in the school.

For several years this school has suffered for larger and more suitable accommodations. More than a year ago it became necessary to grant the use of two rooms in the Appleton-street Primary School-house to meet its needs in this particular. In February, 1885, the Committee on School Houses was instructed

to petition the State for a lot of land for a new building. By an act approved April 29, 1885, the Commonwealth granted to the City of Boston the perpetual right to use a lot of land on Newbury street, near Exeter street, for the purpose of erecting and maintaining thereon a school building for the use of the Horace Mann School. This grant was made upon the condition that the city should, within three years from the date of the passage of the act, erect the school-house. At the request of the School Board the time has been extended, and the building now in process of erection will soon be ready for occupancy.

EVENING SCHOOLS.

These schools are designed for the instruction of such persons as have not acquired a competent education, and yet are unable to avail themselves of the advantages of the day schools. The need of such schools in this city was observed many years ago, especially by persons engaged in charitable works among the indigent classes; and to meet this want, free evening schools for very elementary instruction were opened under the auspices of two or three charitable or religious organizations. These schools deserve to be mentioned and remembered, for they were carried on by self-sacrificing and benevolent persons, and they were sources of much good. But they were inadequate as a permanent provision for the purpose in view. This being clearly evident, the question of establishing evening schools at the public expense began to be agitated. But it was objected that municipal corporations had no legal right

to provide schools for teaching the elementary branches to pupils above fifteen years of age. The schools above mentioned, however, were subsidized by the city to the extent of the proceeds of the city hay-scales, amounting to about \$1,200 a year, aid from this source being deemed allowable, as it was not drawn from taxation. In 1857 an act was passed permitting the establishment of schools, other than those already required by law, for persons over fifteen years of age, thus wholly disposing of the legal objection.

In 1868 the City Council appropriated \$5,000 for the evening schools. A standing committee, appointed by the Board to take charge of the new enterprise, prepared the requisite regulations, and opened nine schools for teaching the elementary branches, with forty-four teachers and an enrolment of 1,566 pupils. During every subsequent year this department of our school system has increased in efficiency and usefulness. Its success has fully justified the wisdom of creating it. Although not thoroughly appreciated by all whom they might benefit, a large class in the community accept the advantages offered. The elementary evening schools, where reading, writing, and other elementary branches from the beginning are taught, are located in different parts of the city where they are most needed. Two of these schools are for the important work of teaching English to Germans and others of foreign birth.

The Evening High School was established in 1869, and was opened as an experiment. From the outset it was eminently successful. The growth and pros-

perity of this school have been gratifying in the highest degree. Pupils of both sexes are admitted. The course of study includes English Composition and Penmanship, History and Civil Government, Commercial Arithmetic and Book-keeping, Algebra and Geometry, Phonography and Physiology, with some classes in French, German, and Latin. Nearly half of the pupils have attended the Grammar Schools and wish to continue their studies, while many desire instruction in special branches to fit themselves better for their daily occupations.

In May last a communication was received from the people of Charlestown, asking for the establishment of an Evening High School in that section of the city. Upon the recommendation of the Committee on Evening Schools, who considered the subject, the Board voted that it was expedient to do so, but owing to the condition of the appropriation, it was not until late in October that the accommodations were ready. The school was opened as a branch of the Evening High School November 7, and placed in charge of the present head-master of the Charlestown High School. The sessions of the school are held on Monday, Wednesday, and Friday evenings, and instruction is given in English Composition, Book-keeping, French, and Phonography. The number of pupils belonging to the school is 153, with an average attendance of 111. This action on the part of the Board is regarded as an experiment, the result of which will have considerable influence in deciding the question of maintaining local Evening Schools for instruction in the higher branches.

The standard of the teaching force in these schools has been advanced during the past few years. The male teachers in the day schools have been permitted to teach in the evening schools, and several have accepted such positions. There has been difficulty in obtaining experienced and successful teachers, on account of the small inducement in the matter of salaries. There was special need in the larger evening schools for an experienced male teacher of a higher grade than assistant, to assist the principals in the management of the schools. The Board has recently established the rank of first assistant in the Evening Elementary Schools, and this will give an opportunity for increased efficiency. Extra expenditure, even lavishness, may be forgiven for pupils who are so anxious for self-improvement, or to make up for deficiencies in early education, that they are willing to go to the school-room every evening after a day of hard work.

Another important measure which will result in the great improvement of the evening school service is the preparation and adoption of carefully prepared courses of study. At the request of the School Board the Board of Supervisors submitted uniform and systematically arranged courses of study for the Evening High and Elementary Schools. These were adopted, and the schools entered upon the new course at the opening of the present term.

During the term of 1887-88, 5,714 pupils were registered in the evening schools; the average whole number belonging was 3,068; the average attendance was 2,157.

The total expense for Evening Schools the past year was \$33,312.95.

EVENING DRAWING SCHOOLS.

The act of May 16, 1870, required that Industrial Drawing Schools should be maintained in all cities and towns in the State having 10,000 inhabitants and upwards. An Evening Drawing School was opened in the Institute of Technology in the autumn of that year. Eight teachers were employed in the departments of freehand and mechanical drawing; the whole number of pupils instructed was about 500, the average attendance being 380.

From that time other schools have been opened. From their organization these schools have made constant and satisfactory progress. During the past year the city maintained five Evening Drawing Schools: one in East Boston, one in Charlestown, two in the city proper, and one in Roxbury. The subjects taught in these schools are Freehand, Model, Perspective, Geometrical, Machine, and Architectural Drawing, Building Construction, and Ship-draughting.

The term of the Evening Drawing Schools begins on the third Monday in October, and closes on the Friday next preceding the third Monday in March. The sessions of the schools are held Monday, Wednesday, and Friday evenings, from half-past seven to half-past nine o'clock. Applicants for admission must be fifteen years of age or over, and must join the schools at the beginning of the term. Diplomas are awarded, at the end of the term, to

those who have completed the course creditably. During the term 1887-88, 862 pupils were registered; the average number belonging was 503, and the average attendance was 440.

MUSIC.

Instruction in vocal music has long been recognized as an essential and practical branch of our public-school education.

More than half a century ago, in 1836, the memorial of the Boston Academy of Music, that vocal music be introduced as a branch of instruction in the schools, was presented to the School Board. This memorial was supported by petitions signed by numerous citizens. The special committee to whom the matter was referred reported the following year in favor of granting the prayer of the petitioners, but the necessary appropriation could not be obtained from the City Council. Dr. Lowell Mason, who was at this time a professor in the Boston Academy of Music, offered to give instruction gratuitously in one of the schools, in order to test the experiment; and in November, 1837, the School Board voted that the experiment should be tried in the Hawes School, South Boston. The results of the experiment were very satisfactory; and the Board, in 1838, convinced of the utility and practicability of providing instruction in vocal music in the public schools, added this study to the required subjects to be taught; and Dr. Lowell Mason was placed in charge of this department. From this beginning has grown up the present system of musical instruction in common schools.

Of its healthful and beneficial influences, its elevating and refining power, its resources of pure and innocent enjoyment, its value as a physical exercise, it is needless to speak. Vocal music has become a necessary item in the curriculum of every educational institution and system.

For a sketch of the introduction and progress of the instruction in vocal music in the public schools of this city we refer to the recent report of the Committee on Music.

During the past year a radical change has taken place in this department. The duties of the Committee on Drawing and Music were divided in October, 1887, and the supervision and care of instruction in music was placed in the hands of the Committee on Music. This committee began at once an investigation into the subject, in order that they might be thoroughly informed in regard to the branch of study confided to their care. They were somewhat influenced in their course by the action of the Board, in 1886, with reference to this branch of the service, and by the report of the Superintendent of Schools upon the subject, and also by the order passed early in 1887, calling for information concerning this study, in response to which no report had been submitted by the Committee on Drawing and Music, then in charge of this department. Their investigation, we believe, was thorough and impartial. It was ascertained that during the past few years there had been a lack of uniformity in the methods of the special instructors, and a departure from the prescribed course of study. While conducting their inquiries

with regard to these differences they were deeply impressed with the merits of the Normal Music Course, and as they proceeded further with their investigation these impressions were strengthened, and the committee were unanimously of the opinion that it was desirable to fully test the Normal Music Course by its practical use in the schools. They, therefore, recommended its adoption and use in the Grammar and Primary Schools of the Rice Training School, and of the third and sixth divisions. As the revised edition of the National Music Course was at this time presented, the committee, wishing to show a proper respect for the opinions of those who strongly advocated its claims, recommended the adoption and use of the revised edition of the National Music Course in the Grammar and Primary Schools of the first and second divisions. Under the supervision of experienced instructors, specially skilled in the systems under their care, opportunity will be afforded to members of the Board and to all interested in this branch of instruction, to follow closely and critically the work in this department, and prepare them to act intelligently upon the subject in the future.

DRAWING.

Drawing has been recognized as a branch of study in our public schools for many years. It was first introduced into the English High School, where it was, from 1827 to 1836, a *permitted* study in the upper class, and subsequently an obligatory one. But until 1853, as there was no special teacher of drawing, it received little or no attention. At length

special teachers of drawing, on very small salaries, were appointed for the English High and Girls' High and Normal Schools, at the time of the establishment of the latter institution. This was the first practical step towards securing instruction in drawing; but for a long time only the meagrest results were produced in these schools, owing to the apathy on the subject. In 1856 no instruction in drawing was given in the Primary and Grammar Schools. Soon after this the Boston Primary School drawing slates and tablets, prepared by the Superintendent of Schools (the late Dr. Philbrick), were introduced into the Primary Schools; but their use did not become general and effective until it was made obligatory in the new programme of studies, which was adopted in 1864. Just before this Mr. Bartholomew's books were introduced into the Grammar Schools. The system was imperfect, no doubt, but it was a real beginning. Drawing gradually grew into favor. The new programme for the Grammar Schools, which went into operation in 1868, laid down a graded course of instruction in drawing for those schools.

A Standing Committee on Drawing was established, and it entered upon its work early in 1870. In May, 1870, instruction in drawing was made obligatory by law. With the annexation of Roxbury and Dorchester, two High Schools were added to the system, each of which was provided with a special teacher of drawing. Each of these teachers, in addition to their instruction in the High Schools, was required to inspect and supervise the instruction in drawing in one of the five districts into which the

Grammar Schools of the city were divided for this purpose. Thus the organization and plan of management was completed, with the exception of a director. In 1871 a director of drawing was appointed, and Mr. Walter Smith, a graduate of the Normal Art School at South Kensington, London, and subsequently Art Master at Leeds, was appointed to the position. In 1878 the number of special instructors of drawing was reduced to three, in addition to the director. In September, 1880, the special instructors of drawing were discontinued, and a director only was appointed. In 1881 the present director, Mr. Henry Hitching, was elected. The course of study in drawing has not been materially changed for several years.

MANUAL TRAINING.

The great interest in the subject of manual training continues unabated, and a proportionate impulse has been given to its promotion during the last few years. While its importance is very generally recognized, opinion still seems to be divided as to the best way of combining such instruction with the ordinary education now given in the Grammar Schools without subverting any existing arrangements. Boston should have a separate and fully-equipped School for Manual or Industrial Training, to which pupils could be sent from the Grammar Schools, as they are now to the Latin and High Schools. It is hoped that such a school, combining work and study, may ultimately be established. During the last four years an admirable instalment of such instruction has been given in

the Schools of Carpentry and Cooking. Ten classes of boys, of twenty each, have received one lesson a week in carpentry and the use of wood-working tools.

This limited experiment seems to have been a success, and lack of suitable accommodations only prevents the further development of this popular branch of instruction.

Still more popular are the classes in cooking, carried on in the different School Kitchens, under the management of the committee. These were originated by private enterprise, and are still largely indebted to private liberality; but the city is assuming the expense as fast as possible, and the instruction received is most thoroughly appreciated, and turned to good account in the homes of the pupils.

The city maintains one Manual Training School, and five Schools of Cookery. The latter schools are located as follows: One in the city proper, one in Roxbury, one in South Boston, one in Jamaica Plain, and one in Charlestown.

For further information, and for the statistics of these schools, we refer to the report of the Committee on Manual Training Schools.

SEWING.

Instruction in sewing was given in the Primary Schools to a greater or less extent from the establishment of those schools.

In 1835, upon the petition of a committee of ladies of the Seamen's Aid Society, praying that needlework

might be taught to the girls in the Grammar Schools, the School Board adopted the following resolution:—

Resolved, That the girls of the second and third classes, who attend the public writing schools of this city, may be instructed by the female instructors of said schools in plain sewing, one hour in the afternoon of every school-day, beginning forthwith, and ending the first Monday in November of the present year, and in future years beginning the first Monday in April and ending, as aforesaid, the first Monday in November.

The instruction in sewing thus provided for went on quietly and somewhat languidly, and no especial attention being called to it, it is probable that it became neglected, in some of the schools at least.

In 1854 renewed interest in the subject was created, and a petition, signed by thirty-nine hundred and forty-seven women of Boston, requesting that sewing might be introduced into all the Grammar Schools for girls, was presented. The special committee to whom the subject was referred reported that they believed the usefulness of the schools would be enhanced by the proposed change, while their efficiency in respect to other branches of education would not be impaired by it, and that no girl could be considered properly educated who could not sew. Upon the recommendation of this committee, the Board, in March, 1854, passed the following regulation and orders:—

Instruction in sewing shall be given to all the pupils in the fourth class of the Grammar Schools for girls. There shall be given to each pupil in those classes two lessons, of not less than one hour each, every week. The sub-committee of each

school shall nominate to this Board for confirmation some qualified person as teacher of sewing, whose compensation shall be \$200 per annum.

Ordered, That the sub-committees of each of the Grammar Schools for girls be instructed to make the necessary arrangements for carrying the regulations concerning sewing into effect forthwith.

Ordered, That the sub-committee of each of the several schools be authorized to furnish materials for sewing, to an amount not exceeding \$20 annually, for each school in which instruction in the art is introduced.

The Grammar Schools at this time were divided into four classes only. The fourth class, which was the lowest, contained about one-third of all the pupils in these schools. In 1868 the number of classes in the Grammar Schools was increased from four to six in all the schools; and in November, 1870, the rules were amended so as to provide that instruction in sewing shall be given to the fourth, fifth, and sixth classes in the Grammar Schools for girls, provided that not more than six divisions be taught in any one school.

In 1876 provision was made for the extension of the instruction in sewing to the upper classes, on the joint recommendation of the Committee on Sewing and the Division Committee of the school where such extension is proposed.

In 1875 a Standing Committee on Sewing was established. At this time, a question having arisen as to the legal right of the Board to employ special teachers of sewing, an order was passed requesting the opinion of the City Solicitor on this point. His opinion, given May 18, 1875, was, that it was not

competent for the Board to employ special teachers to teach the art of sewing in the public schools. In 1876, upon the petition of the School Board, the following act was passed:—

Acts and Resolves, 1876, chap. 3.

AN ACT *authorizing the Teaching of Sewing in the Public Schools.*
Be it enacted, etc., as follows:—

SECTION 1. Sewing shall be taught, in any city or town, in all the public schools in which the School Committee of such city or town deem it expedient.

SECT. 2. The action of the School Committee, of any city or town, in causing sewing to be taught in the public schools thereof is ratified, confirmed, and made valid to the same extent as if this act had passed prior to such teaching.

SECT. 3. This act shall take effect upon its passage. [Approved Feb. 1, 1876.]

No part of manual training is more satisfactory in its immediate results than the *sewing*. Training the eye and *both* hands (differing from drawing in this), and carried on at very little expense, this industrial work is assuming its true place as a valuable educational influence. The instruction, which is thorough and practical, is given, for two hours each week, to all girls in the fourth, fifth, and sixth classes, and, in some of the large schools exclusively for girls, is continued in the upper classes for one hour each week. In these classes the pupils are taught, to some extent, the cutting as well as the making of simple dresses and other garments. This small amount of time does not encroach much upon the ordinary school work, and certainly much good is accomplished. The greatest difficulty has been the

lack of systematic gradation of the work; so that any orderly classification of what is done is very difficult. Less trouble is now experienced than formerly, as the teachers keep on hand a supply of fitted work, and care is taken to provide what is suitable for the capacity of each pupil. As far as possible, a regular course is undertaken with each pupil.

This instruction is useful to all, both rich and poor, encouraging habits of carefulness and industry; developing a taste for quiet, regular employment; furnishing a resource against idleness; and adding largely to the power of self-support.

The sewing exhibitions, established a few years ago, have increased the interest, and produced good results. They do not interfere with the regular work of the schools, being usually appointed for the annual visitation day of the schools; but on the contrary give an opportunity to parents and others to observe the practical instruction in this subject.

There are at present 30 sewing teachers employed. The expenditures in this department the past year were: Instructors, \$16,121.07; sewing materials, \$100.03.

HYGIENE.

It has lately been asserted that much of the legislation for the health of the community at large has been brought about by the solicitude of the School Board for the health of the pupils in the public schools. It is the recognized duty of the School Committee to provide for the physical well-being of the pupils, as well as for their mental development;

and earnest and thoughtful consideration is given to the sanitary condition of the school-houses, to the enforcement of the ordinary laws of health, and to the subject of school hygiene in general.

It was not till 1864 that instruction in physical culture was uniformly adopted in the schools, though some attention had been given to the subject by individual teachers. Physical exercises are now required in all classes, and no feature is more attractive or more noticed by visitors to our schools from other cities than this part of the instruction.

Military drill for boys was about the same time introduced into the High Schools, and has proved in many ways a valuable training.

In 1876 the attention of the Board was called to the importance of appointing an officer whose special duty should be to look after the sanitary condition of the school-houses, and, as far as possible, the health of the pupils. The matter was before the Board for several years, and in 1885 the present Instructor in Hygiene was appointed. His annual reports furnish details of what has been done for the promotion of health in the schools.

All available improvements have been considered, and, when possible, adopted, to secure the best sanitary conditions in the school buildings; and a great deal has been done in improving the ventilation, the full importance of which is so thoroughly realized by the School Committee. It is a pity that needed improvements must be so costly, and that there are still rooms to be found where the number of cubic feet of air is far too small for the number of pupils; but these are now the exception.

Special regulations have been adopted to check the spread, and suppress if possible, contagious diseases, by early notification of all cases, and stringent rules to prevent pupils from coming into contact with those suffering from such diseases. In short, every effort is made to secure for the public-school children sound and vigorous bodies, and to keep them in a condition of health and strength.

EXPENDITURES.

The financial school-year ends the first day of May of each year. It has been customary in alluding to the expenditures in the annual reports to make a statement of the expenses for the year ending the first of the preceding May.

The following table shows the expenditures made by the School Committee, the number of pupils, and the average cost per pupil as incurred by them for the past twelve 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
1886-87 . .	1,455,343 29	33,388 28	1,451,955 01	62,259	23 32
1887-88 . .	1,536,552 99	37,092 81	1,499,460 18	62,226	24 10

By examining the above table it will be seen that the cost per pupil has been gradually reduced year by year since the reorganization of the School Board. In 1884-85 the free text-book law went into effect, and the added expense of supplying free text-books increased the cost per scholar \$1.22 for that year. In 1887-88 it became necessary to replace a considerable number of the text-books which had been worn out, and this was the reason, to a large extent, of the increase in the cost per pupil, for that year, of seventy-eight cents. In 1877-78, with 51,759 pupils, at a time when only indigent pupils were supplied with free books, the cost per pupil was \$27.54. In 1887-88, with 62,226 pupils, and when all the text-books and school supplies were furnished without expense to the pupils, the cost per scholar was \$24.10. It seems unnecessary to add anything to such a record to show that the School Board has taken a judicious and economical course in the management of the expenditures under their control.

The expenditures for our public schools amount in the aggregate to a large sum, and it is due to the people that a complete and detailed statement should be submitted to them, and due to the Board that this statement should be carefully considered before any opinions are formed and expressed relating to the management of the school finances. The Board believes that it is not expected of it to enter into elaborate comparisons with the expenditures of School Boards in other cities, to prove that it costs less per scholar to educate a pupil in Boston than in other places. The question with the people of our city has

been, and is, not how much has been spent, but are the expenditures wise and economical. However large the sum which is raised, if honestly and judiciously expended, it contributes to a higher public morality, to greater power of production, and to the general prosperity of the city. In this particular the Board invites the most searching scrutiny. The Board places before the citizens minute and carefully prepared particulars of the school expenses. The people must decide the question.

In February last the Board approved and forwarded to the City Auditor the estimates for the year 1888-89. The amounts asked for were as follows: Salaries of instructors, \$1,269,678; salaries of officers, \$58,180; school expenses, \$288,000; kindergartens, \$20,000; making a total of \$1,615,858. The City Council granted the amounts asked for, with the exception of that for "school expenses," in which a reduction of \$57,680 was made. From the last report of the Committee on Accounts of the School Board, an abstract of which will be found in the Appendix to this report, which we commend to every one interested in our school finances for careful perusal and consideration, we quote the following:—

It is very difficult for a department spending \$1,500,000 per annum to estimate in February precisely the amount needed for the year beginning the May following. Many contingencies may arise not contemplated when the estimates were prepared. A gain of pupils in one locality, although offset by a loss in another, adds to expenses. The increase of pupils in the higher grades adds to salaries, even though the total number of pupils does not increase. Another element to contend with is the price of coal, as an increase of one dollar per ton adds about \$12,000 to expenses.

These few instances will show how difficult it is to estimate just how much money will be required. The rule is to estimate as closely as possible, and to confine expenses to what is absolutely required.

From the statement submitted to the Board by the Committee on Accounts, Nov. 13, 1888, of the appropriations as made by the City Council for the present financial year, and the expenditures incurred to that date, being seven months' payments of the financial year, we learn that "the amount to the credit of school expenses (\$40,868.43) will be sufficient to pay expenses until January 1, leaving the draft payable February 1, partially, and the remaining drafts (March 1 and April 1) entirely unprovided for." This item of "School Expenses," it will be remembered, was reduced by the City Council \$57,678. In alluding to this action of the City Council, the Committee on Accounts, in their report, state that —

Ten years ago the City Council granted the appropriation "School Expenses" \$251,500, and this year the amount granted is \$210,322, a reduction of \$41,178. During the past ten years the pupils have increased 10,467, the amount required for janitors' salaries has increased more than 30 per cent., and the School Board is supplying pupils under a law requiring all books and supplies to be furnished free. Under these circumstances your committee cannot understand why the City Council reduced the appropriation "School Expenses" over 16 per cent. from what was granted ten years ago; and it is difficult to see how the necessary expenses can be met with the money granted.

The increase in the amount granted to the School Board in the last decade was $9\frac{8}{10}$ per cent.; to the Police Department, $43\frac{6}{10}$ per cent.; and to the Fire

Department, $44\frac{9}{10}$ per cent. No comments are necessary on such comparisons as these.

The Board feels confident that the City Council will find the means to defray the expenses for that portion of the present financial year now unprovided for.

SCHOOL ACCOMMODATIONS.

By the act reorganizing the School Committee of the City of Boston, the powers of the Board were increased so that no new school-building can be erected, or any addition to or alteration of a building for school purposes of an estimated cost of over one thousand dollars be made, until the School Board approves the location and plans. This undoubtedly was a wise extension of the powers of the Board. At present, when a new school-building is needed, the School Board calls the attention of the City Council to the fact, and requests that a school-house be erected. Here their power in *obtaining* the building ceases. The City Council decide whether the request of the School Board shall be granted. If the request be granted, the School Committee then have the power to approve or disapprove of the location and plans for the building. It has often been suggested that the School Board should have the power of not only determining when additional school accommodations, temporary and permanent, are needed, but of providing them. There appears to be strong grounds for the suggestion. The City Council are entitled to great credit for their generally liberal appropriations, but in this important particular they

do not and cannot possess the knowledge of the needs for additional school accommodations without great trouble, while the School Board, intrusted by law with the care and management of the schools, are fully acquainted with their wants, and know when and where new buildings are needed. We believe the public-school interests would be better served by increasing the power and responsibility of the Board in this particular. The demands for additional school accommodations is steadily assuming proportions which will call for special attention. At present there are three school-buildings in process of erection, — the Grammar School-house at South Boston, the Horace Mann School-house, and the new building for the Roxbury High School.

During the past year the Board has found it necessary to ask the City Council to erect a new Grammar School-house in Dorchester; three new Primary School-houses in various sections of the city; to make more or less extensive repairs in nine school-buildings; to provide temporary school accommodations in five districts; and to enlarge the yards of two school-houses. In addition there are several orders relating to school Houses now in the hands of the Committee on School-houses of this Board, for their investigation and report. In some of the districts, notably in South Boston, Roxbury, and Dorchester, the needs for increased accommodations are most urgent. The School Board has done all it can do, which is to request the City Council to provide the necessary accommodations. In the South Boston district the demand was so great as to call forth an appeal from

the citizens of that section. The appeal was presented to the School Board four months after a special request had been sent to the City Council calling attention to the numerous requests of the Board covering a period of three years, for additional school accommodations in South Boston. In the Roxbury district the needs for additional school accommodations were so urgent that on the recommendation of the committee in charge, three requests for additional Primary School accommodations in one school district (Lowell) were forwarded to the City Council, the first of which was passed by this Board Nov. 22, 1887. It is not in any spirit of criticism that these statements are made, but in order that the Board may be relieved from any supposed negligence on its part. We appreciate fully the difficulties under which the City Council must labor in trying to meet the demands of the several city departments. Their duty in granting appropriations, restricted in a measure by recent laws limiting taxation, is arduous and perplexing. We have attempted to show the needs of the schools in regard to school accommodations, and have confined ourselves to the statement of the existing demands.

In November, the Board received the sad intelligence of the death of one of its members, Mr. Edward C. Carrigan. At a special meeting of the Board, held Nov. 10, 1888, the following resolutions were unanimously adopted:—

It is with feelings of great sadness that the Board is called together by the announcement of the sudden decease of one of its members, Mr. Edward C. Carrigan.

Cut off in the prime of life, and when he was entering upon a period of especial usefulness, it is pleasant for his friends to remember that his previous record is abundant in good deeds and public benefits. Mr. Carrigan determined to get an education, and with that indomitable courage and perseverance which have been so prominent during his life, he surmounted all obstacles and prepared himself for admission to Dartmouth College, where he graduated in 1877. Soon after his graduation he entered the service of the city of Boston as principal of one of the evening elementary schools. His valuable and successful work attracted the attention of the Board, and he was placed at the head of the Evening High School in 1881, where he remained until his retirement in 1886. The Board has placed upon its records its full appreciation of his faithful and valuable services in the evening schools.

While preparing himself for the legal profession, much of his time and energy was given to the cause of education. His services as a member of the State Board of Education have been recognized, and have been earnest and fruitful. Though a member of the School Board but a short time, yet he had already entered upon his work with that characteristic vigor and devotion which left no doubt that his whole duty would be faithfully performed. He has given his time, thought, and strength to the advancement of our public schools. No task was too difficult which would result to the advantage of teachers and schools.

His genial and generous nature promptly responded to every appeal for assistance and advice. Those who knew him in his early life speak in the strongest terms of his earnestness in every undertaking, his generous and sympathetic impulses, his cheerfulness, and his warm friendship. We who have known him later in life bear testimony that these traits of character strengthened and broadened with his life.

He gave himself heartily and wholly to the cause of others, and no sacrifice was too great to prevent his giving his time and strength where good might be done, or where the cause of education might be advanced. Determined and persistent in his opinions and in the cause he advocated, he aimed at what he felt was just and right and for the best interests of the people.

We shall sensibly miss his genial presence, his courteous and manly bearing in this Board.

We extend to his sorrowing relatives and friends our heartfelt sympathy in their great loss.

We recommend that this expression of our regard for our departed friend be entered in full upon the records of the Board, that a copy be sent to the brother of the deceased, that the desk lately occupied by Mr. Carrigan be draped in mourning for a period of thirty days, and that a committee of three be appointed to attend the funeral of our late associate.

In this brief statement of the School System, which leads its pupils from the Kindergarten to the University, the committee has attempted to show that the education given in the schools is broad, generous, and symmetrical. Criticised in some things as being antiquated, and not sufficiently progressive, our schools are yet *good*.

The course of study tried and sifted for years is, on the whole, an excellent course, and if properly carried out, by no means too hard for the ordinary child. Educational instruments and helps of all kinds at the disposal of the schools are plentiful and varied, and everything is done to make school-days happy and pleasant, and the studies attractive. The school-buildings are in good order, with very few exceptions among the older ones; and if the new ones are luxurious and far too costly, they are warmed, ventilated, and lighted in the best manner known to modern science. The position of teacher was never more respected than at the present time, and while it is perhaps too much to say that they are all first-class teachers, it would be hard to find more

faithful, earnest, devoted, and able teachers than those of our city. Most of them are inspired with a true professional enthusiasm, as may be seen in the societies formed for mutual improvement and social intercourse, such as the School Masters' Club, the Association of Lady Teachers, and the Sewing Teachers' Association.

It is to those teachers that we intrust the mental and moral training of the children, of such vital importance to the continued prosperity of our city. Is it too much to expect that our schools shall produce honest, helpful, intelligent, true American citizens?

EMILY A. FIFIELD, *Chairman*,
HENRY CANNING,
JAMES A. McDONALD.

SCHOOL DOCUMENT NO. 19—1888.

L I S T

OF

CANDIDATES ELIGIBLE AS TEACHERS

OF THE

PUBLIC SCHOOLS.

DECEMBER, 1888.

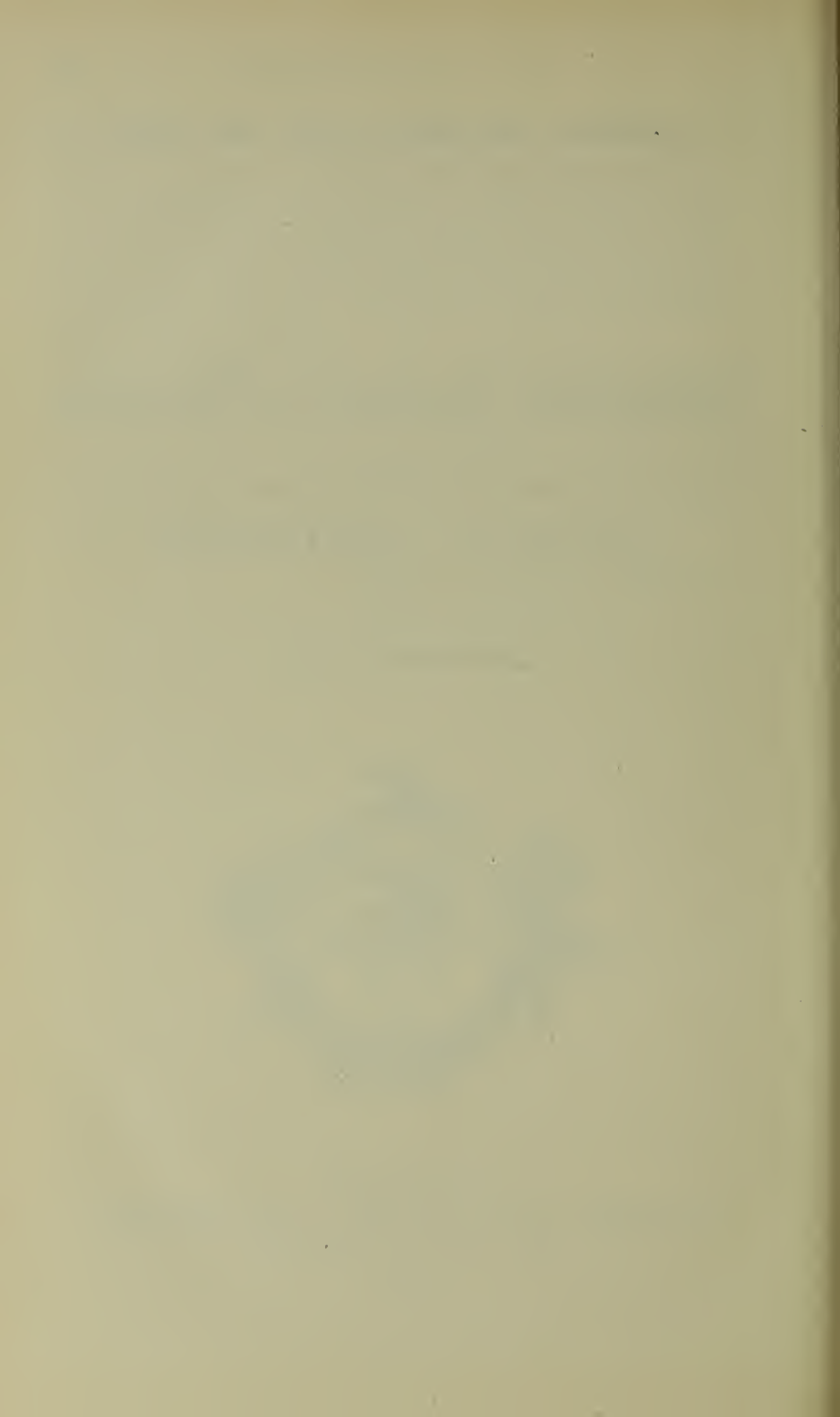


B O S T O N :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

NO. 39 ARCH STREET.

1889.



LIST
OF
CANDIDATES ELIGIBLE AS TEACHERS
OF THE
BOSTON PUBLIC SCHOOLS.

December, 1888.

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, 1889.]

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, 1889.

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 EVENING HIGH SCHOOLS.

- George W. Anderson . . . *Windham, N.H.*
 [Principal Mt. Pleasant Grammar School, Nashua, N.H. 4. Withdrawn for one year.]
- Edward H. Atherton . . . *2 Howland Street, Roxbury.*
 [Teaching in Roxbury Latin School. 8. H. p.]
- Albert W. Bacheler . . . *11 Summer Street, Gloucester, Mass.*
 [Principal High School. 15. H. p.]
- Sidney E. Bailey . . . *92 Davison Street, Hyde Park, Mass.*
 [10. H. G. E. s.t.p.]
- Abby B. Bates *Box 42, Newton, Mass.*
 [Teaching in High School, Grafton. 1. H. p.]
- Nellie A. Bragg *9 Gaston Street, Roxbury.*
 [Assistant in Roxbury High School. 9.]
- Isaac B. Burgess *Newport, R.I.*
 [Teaching in Rogers High School. 7. H. p.]
- John E. Butler *A Street, Jamaica Plain.*
 [2½. E. s.t.p.]
- Eva Channing *Forest Hills Street, Jamaica Plain.*
 [Teaching German in private school. 1½. H. s.t.]
- Harold C. Childs *Needham, Mass.*
 [Principal High School. 11. H. p.]
- Emily L. Clark *Summit Street, Roslindale.*
 [2½. H. s.t.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. 10. H. p.]
- Rest F. Curtis *146 Falmouth Street.*
 [Teaching in Chauncy Hall School. 10. H. p.]
- Edith S. Cushing *19 Ware Street, Cambridge, Mass.*
 [3. H. s.t.p.]
- S. Warren Davis *West Newton, Mass.*
 [Teaching in Newton High School. 9½. H. p.]
- Edgar R. Downs *South Weymouth, Mass.*
 [Principal South High School. 12. H. p.]

- William L. Eaton . . . *Concord, Mass.*
[Principal High School. 16. H. p.]
- John F. Elliot . . . *Hyde Park, Mass.*
[Principal High School. 22. H. G. p.]
- Frederick T. Farnsworth . *Brookline, Mass.*
[Principal High School. 13. H. p.]
- Jeremiah G. Foley . . . *168 West Springfield Street.*
[First Assistant in Martin School. 3. H. p. E. t.p.]
- Mary J. Foley . . . *1 Winthrop Square, Cambridge, Mass.*
[Assistant in Girls' Latin School, Boston. 14.]
- Henry E. Fraser . . . *Puritan Avenue, Dorchester.*
[Teaching in private school. 2. Temporarily withdrawn.]
- William Fuller . . . *9 Sherman Place, Lynn, Mass.*
[Teaching in High School. 10. H. p.]
- Henry H. Gay . . . *Bridgewater, Mass.*
[Principal High School. 9. H. p.]
- Wesley C. Ginn . . . *Hillsdale, Mich.*
[Superintendent of Schools. 27. H. G. s.t.p.]
- Alice Goddard . . . *Worcester, Mass.*
[Associate Professor of Latin and Greek in Women's College, Baltimore, Md. 6. Temporarily withdrawn.]
- John W. Gordon . . . *Barre, Vt.*
[4. H. G. p.]
- Edgar H. Grout . . . *Hopkinton, Mass.*
[Principal Parker Academy, Woodbury, Conn. 3. H. p. July 1, 1889.]
- Joseph C. Hagar . . . *East Marshfield, Mass.*
[Teaching in Franklin School, Cincinnati, O. 3. H. p.]
- William B. Harlow . . . *14 East Castle Street, Syracuse, N. Y.*
[Teaching in High School. 8. H. p.]
- James E. Hayes . . . *20 Everett Street, Charlestown.*
[Sub-master in Frothingham School. 3. H. p.]
- Abby C. Howes . . . *Woonsocket, R. I.*
[Teaching in High School. 2. H. t.p.]
- Ray Greene Huling . . . *195 Cottage Street, New Bedford, Mass.*
[Principal High School. 19. H. p.]
- Merton S. Keith . . . *Quincy, Mass., or 77 Boylston St., Room 55.*
[Teaching private pupils. 15. H. E. p.]
- Mary B. King . . . *Concord, Mass.*
[Assistant in Girls' High School, Boston. 5.]
- William C. Lawton . . . *11 Newbury Street.*
[Teaching in private school. 12. H. p.]
- Edward B. Lefavour . . . *Beverly, Mass.*
[Assistant in Jefferson Physical Laboratory, Cambridge. 2½. Temporarily withdrawn.]
- Arthur G. Lewis . . . *154 Lincoln Street, Worcester, Mass.*
[Principal Belmont-street Grammar School. 19. H. G. p.]
- David F. Lincoln . . . *Waterloo, N. Y.*
[Teaching private pupils, and in Hobart College, Geneva, N.Y. 5. Temporarily withdrawn.]

- Charles E. Lord *Box 973, Franklin, Penn.*
[Principal High School. 12. H. p.]
- Alice H. Luce *232 West Canton Street.*
[Assistant in Girls' Latin School. 5.]
- James Mahoney *North Brookfield, Mass., or 23 Union Park,*
[3. H. s.t.p.]
- Orson L. Manchester . . . *Joliet, Ill.*
[Principal High School. 7½. H. p.]
- C. Dwight Marsh *Ripon, Wis.*
[Professor of Biology, Ripon College. 11. H. p.]
- Alanson H. Mayers *57 Green Street, Charlestown.*
[Sub-master in Dearborn School, Roxbury. 4½. H. E. p.]
- Samuel W. Mendum *Cottage Side, Dorchester.*
[Teaching in High School, Woburn. 3. H. E. p.]
- Arthur B. Morong *755 Tremont Street.*
[21½. Evening High. p.]
- Caroline B. Morse *21 Grove Street, Dover, N.H.*
[Teaching in High School. 3. H. p.]
- William R. Morse *Quincy School, Tyler Street.*
[Sub-master in Quincy School. 10. H. p.]
- Emily Norcross *Wellesley Hills, Mass.*
[5½. H. p.]
- Frederic L. Owen, Jr. . . . *Canton, Mass.*
[Principal High School. 11. H. G. p.]
- George F. Partridge *Caryville, Mass.*
[Teaching in private school, Boston. 1½. Withdrawn for one year.]
- Isaac F. Paul *209 Washington Street, Room 50.*
[Head-master Evening High School. 4.]
- Lucy G. Peabody *16 Rockland Street, Roxbury.*
[Teaching in private school. 7. Temporarily withdrawn.]
- Frank A. Pease *Section C, Granite Block, Fall River, Mass.*
[Supervisor of Evening Schools. 5. Withdrawn for one year.]
- Albert S. Perkins *17 Dix Street, Dorchester.*
[Assistant in Dorchester High School. 4.]
- Charles A. Pitkin *Braintree, Mass.*
[Teaching in Thayer Academy. 13½. H. p. Evening High. s.t.p.]
- Albert Poor *42 Court Street, Room 1.*
[7½. Evening High. p.]
- Walter A. Robinson *Franklin Falls, N.H.*
[Principal High School, Franklin, N.H. 13. H. G. p.]
- George H. Rockwood *44 Prospect Street, Marlborough, Mass.*
[Principal High School. 11. H. G. p.]
- John C. Rolfe *405 Broadway, Cambridgeport, Mass.*
[Student in Athens, Greece. 7. H. p. July, 1889.]
- Frank W. Rollins *Care of "The Evening Post," New York.*
[3½. H. p.]
- Walter H. Russell *57 Cornhill.*
[5½. H. G. E. s.t.p.]

CANDIDATES ELIGIBLE AS TEACHERS.

- Josiah P. Ryder *25 Saratoga Street, East Boston.*
 [Assistant in East Boston High School. 4.]
- Melville C. Smart *Biddeford, Me.*
 [Principal High School. 12. H. p.]
- Frank W. Smith *Box 1037, Westfield, Mass.*
 [Teaching in Westfield State Normal School. 9½. H. p.]
- Iram N. Smith *1 Winter Street, Fall River, Mass.*
 [Teaching in High School. 9. H. p.]
- John J. Stearns *Eastport, Me.*
 [Principal Boynton High School. 3½. H. p.]
- Thomas S. Stein *Schuylkill Seminary, Fredericksburg, Penn.*
 [Teaching in Schuylkill Seminary. 11. Temporarily withdrawn.]
- Frederick E. Stratton *1314 Farnam Street, Davenport, Io.*
 [Principal High School. 18. H. p.]
- Benjamin Tenney *28 Berwick Park.*
 [Student in Harvard Medical School. 5. H. G. s.t. E. s.t.p.]
- Alfred O. Tower *Mansfield, Mass.*
 [9. H. G. s.t.p. March, 1889.]
- Samuel F. Tower *68 Arlington Street, Hyde Park, Mass.*
 [Temporary junior-master English High School, Boston. 4. H. s.t.p.]
- Caroline W. Trask *33 Warner Street, Gloucester, Mass.*
 [Teaching in High School. 5. H. p.]
- John F. Tufts *Wolfville, Nova Scotia.*
 [Teaching in Acadia College. 14. H. p.]
- Rollin U. Tyler *Tylerville, Conn.*
 [Teaching in Nichols Academy, Dudley, Mass. 2. H. p.]
- John Vaughn *77 East Brookline Street.*
 [Temporary junior-master English High School. 5. H. E. s.t.p.]
- Mary E. Whipple *16 Oread Street, Worcester, Mass.*
 [8. H. s.t.p. April, 1889.]
- Bessie R. White *149 Perkins Street, Somerville, Mass.*
 [Teaching in High School. 2½. H. p. July, 1889.]
- Frank W. Whitney *15 Elm Street, Dover, N.H.*
 [Principal High School. 11. H. p.]
- C. Howard Wilson *Newton Centre, Mass.*
 [Assistant in Adams School, East Boston. 10 H. p.]
- Julia E Winslow *Waterville, Me.*
 [Teaching in Coburn Classical Institute. 5. H. t.p.]
- Henry M. Wright *Westford, Mass.*
 [Principal Derby Academy, Hingham. 3. H. E. t.p.]

ADDITIONAL CANDIDATES WHO HOLD VALID CERTIFICATES.

- | | |
|---------------------|---------------------|
| Franklin E. Brooks, | Henry L. Everett, |
| Egbert M. Chesley, | J. Norton Johnson, |
| Lewis W. Craig, | George W. H. Libby. |

SECOND GRADE.

MASTERS AND SUB-MASTERS OF GRAMMAR SCHOOLS, PRINCIPALS OF EVENING
ELEMENTARY SCHOOLS, AND ASSISTANTS OF EVENING HIGH SCHOOLS.

- Arthur W. Armstrong . . . *West Acton, Mass.*
[Teaching High School. 8. G. p.]
- Horace T. Atwood . . . *Norwood, Mass.*
[Principal Everett Grammar School. 14. G. p.]
- Benson B. Banker . . . *City Hospital, Harrison Avenue.*
[7. E. s.t.p.]
- Herbert H. Bates . . . *20 Wendell Street, Cambridge, Mass.*
[Principal Wellington Training School. 11½. G. p.]
- John L. Bates . . . *East Boston.*
[2½. Temporarily withdrawn.]
- Harvey L. Boutwell . . . *209 Washington Street, Room 32.*
[6½. E. s.t.p.]
- Clarence Boylston . . . *Milton, Mass.*
[Principal North Grammar School. 13. G. p.]
- Benjamin F. Brown . . . *7 Kenwood Street, Dorchester.*
[Assistant in Gibson School. 14.]
- William H. Brown . . . *85 Devonshire Street, Room 4.*
[5. E. p.]
- George B. Buffington . . . *2 McClellan Avenue, Dorchester.*
[22½. G. E. s.t.p.]
- Edward C. Burbeck . . . *Box 244, Danvers, Mass.*
[Principal Maple-street Grammar School, Danvers Plains. 15. G. p.]
- Lewis A. Burr . . . *Malden, Mass.*
[Principal Centre Grammar School. 15. G. p.]
- George H. Cary . . . *Lynn, Mass.*
[Teaching in English High School. 15½. G. E. p.]
- Henry J. Chase . . . *East Douglas, Mass.*
[Principal High School. 16. G. p.]
- Samuel W. Clarke . . . *31 Buckingham Street.*
[23½. G. E. s.t.p.]
- Daniel A. Clifford . . . *55 Eleanor Street, Chelsea, Mass.*
[Principal Carter Grammar School. 21. G. p.]
- Clarence P. Coburn . . . *P.O., Station A, Boston.*
[5½. G. p. E. s.t.p.]
- Frank M. Copeland . . . *53 Tremont Street.*
[8. E. s.t.p.]
- Mott A. Cummings . . . *Box 629, Winchester, Mass.*
[3. E. s.t.p.]
- Elmer G. Derby . . . *86 Myrtle Street.*
[4½. G. s. E. s.t.p.]

- Edwin P. Dewey . . . *Marcella-street Home, Roxbury.*
 [Assistant Superintendent and Principal of Marcella-street Home. 6. G. p.]
- Rebecca L. Duncan . . . *129 Pembroke Street.*
 [First Assistant in Brimmer School. 33.]
- Frederic W. Elliott . . . *232 Dudley Street, Roxbury.*
 [6½. E. p.]
- Henry C. Fall *2644 Indiana Avenue, Chicago, Ill.*
 [Teaching in Manual Training School. 4. G. p.]
- Edward P. Fitts *Middleborough, Mass.*
 [Superintendent of Schools. 12. G. p.]
- William H. Furber *Franklin, Mass.*
 [Teaching in Dean Academy. 7. G. p.]
- E. Emmons Grover *Medfield, Mass.*
 [Principal High and Grammar School. 7. G. t.p.]
- William H. Hobbs *Brockton, Mass.*
 [Principal Perkins Grammar School. 6. G. p.]
- Charles E. Hussey *Newton Upper Falls, Mass.*
 [Principal Prospect School. 12. G. p. E. s.t.p.]
- Amy Hutchins *6 White Street, North Cambridge, Mass.*
 [First Assistant in Hillside School, Jamaica Plain. 18.]
- George R. Keene *Hotel Bowdoin, New Seaver Street, Dor-*
chester.
 [Assistant in Pierce School. 6. E. s.t.p.]
- William A. Lenihan *9 Chelsea Street, East Boston.*
 [2. G. E. s.t.p.]
- Susan C. Lougee *21 Linwood Street, Roxbury.*
 [First Assistant in Dudley School. 13. H. p.]
- Augustus E. Marden *82 East Brookline Street.*
 [Student in Medical School of Boston University. 2½. E. p.]
- Frank M. McCutchins *Thompson Square, Charlestown.*
 [12. G. E. s.t.p.]
- Frank P. McGregor *Box 185, Derry Depot, N.H.*
 [14. G. s.t.p.]
- John W. Mitchell *Freedom, Me.*
 [Student in State Normal School, Bridgewater, Mass. 10. Temporarily
 withdrawn.]
- John J. Moran *370 E Street, South Boston.*
 [2½. G. E. s.t.p.]
- Herbert L. Morse *79 Boston Street, Somerville, Mass.*
 [Principal Luther V. Bell School. 14. G. p.]
- William S. Murphy *31 McLean Street.*
 [1½. G. s.t.p.]
- Louis P. Nash *Hingham, Mass.*
 [Superintendent of Schools. 6. G. p.]
- Harry H. Newton *Box 331, Wellfleet, Mass.*
 [Principal High School. 6. G. p. After March, 1889, G. E. s.t.p.]
- John G. Owens. *Rockland, Mass.*
 [Principal Howard-street Grammar School. 2. G. s.t.p.]¹

- Emil C. Pfeiffer 22 *College House, Cambridge, Mass.*
 [Student in Harvard University. 4½. G. s.E. s.t.p.]
- John D. Philbrick . . . 46 *Dale Street, Roxbury.*
 [3. G. E. s.t.p.]
- George G. Pratt 28 *School Street, Room 18.*
 [11½. E. p.]
- Winfield S. Rich *Wellfleet, Mass.*
 [Principal High School, Yarmouth Port. 5. G. p.]
- John S. Richardson . . . 27 *Tremont Row, Room 5.*
 [3½. E. p.]
- Edward P. Sherburne . . *Brookline, Mass.*
 [Principal Pierce School. 16. G. E. p.]
- Abram T. Smith *Atlantic, Mass.*
 [Principal Quincy School, Quincy. 7. G. p.]
- Seth P. Smith 23 *Court Street.*
 [4½. E. s.t.p.]
- Edwin S. Thayer 30 *Walnut Street, Fall River, Mass.*
 [Principal Davis Grammar School. 21. G. p.]
- Daniel G. Thompson . . . 22 *Central Park Avenue, Hyde Park, Mass.*
 [Principal Greenwood School. 17. G. p.]
- Edgar E. Thompson . . . 26 *Highland Street, Brockton, Mass.*
 [Principal Whitman Grammar School. 12½. G. p.]
- George H. Tripp *Fairhaven, Mass.*
 [Principal Middle-street Grammar School, New Bedford. 13. G. p.]
- W. Scott Ward *Ashburnham, Mass.*
 [Teaching in Cushing Academy. 5. G. E. s.t.p.]
- Milton B. Warner 33 *College House, Cambridge, Mass.*
 [4. G. E. s.t.]
- *George T. Wiggins . . . *Hyde Park, Mass.*
 [Principal Union School, Fayetteville, N. Y. 30½. G. E. s.t.p.]
- Edward A. Wilkie 23 *Milk Street.*
 [4½. E. s.t.p.]

ADDITIONAL CANDIDATES WHO HOLD VALID CERTIFICATES.

Clarence L. Judkins,
 Volney Skinner,
 Herbert L. Smith,

William R. Taylor,
 L. Roger Wentworth,
 True W. White.

* Certificate of service.

THIRD GRADE.

ASSISTANT PRINCIPALS, AND ASSISTANTS OF THE NORMAL AND HIGH SCHOOLS.

- Lucy M. Adams 29 *Washington Avenue, North Cambridge, Mass.*
 [4. H. s.t.p.]
- Sarah J. Agard *Staffordville, Conn.*
 [Teaching in St. Mary's School, New York, N.Y. 12. H. p.]
- Winnie Austin 52 *East Walnut Street, Taunton, Mass.*
 [Teaching in Lyman School, Westboro'. 3. H. p.]
- Sarah L. Bailey 3024 *Prairie Avenue, Chicago, Ill.*
 [25. H. p.]
- Carrie L. Barker *West Henniker, N.H.*
 [2. H. G. t.p.]
- Sarah L. Bennett *Wellesley, Mass.*
 [Student in Wellesley College. 12. H. p.]
- Gertrude E. Bigelow . . . *Rockland, Mass.*
 [Teaching in Rice Training School, Boston. 7. H. p.]
- Almira Bixby 49 *Grove Street.*
 [Student in Boston University. 8½. E. s.t.p.]
- Emma F. Black 204 *Warren Street, Roxbury.*
 [Teaching in Lewis School. 8. H. p.]
- Clara S. Blanchard *Box 196, Malden, Mass.*
 [Teaching in Roxbury Latin School, Boston. 10. Temporarily withdrawn.]
- Elizabeth H. Brewer . . . *Stockbridge, Mass.*
 [14½. H. s.t.p.]
- Emma F. Briggs *Cor. of Bellevue and Francis Streets, Roxbury.*
 [9½. H. s.t.p.]
- Grace M. Clark 69 *St. James Street, Roxbury.*
 [4½. H. G. s.t.p.]
- Caroline J. Cole 27 *Linden Street, Salem, Mass.*
 [Teaching in State Normal School. 25. H. p.]
- O. Frederica Dabney . . . 37 *West Cedar Street.*
 [Teaching in Chauncy Hall School. 5. Withdrawn for one year.]
- Gertrude P. Davis 116 *Zeigler Street, Roxbury.*
 [Teaching in Minot School, Neponset. 6. H. p.]
- Florence Dix 177 *Falmouth Street.*
 [2¾. H. s.]
- Lucy C. Elliott 8 *Brighton Street, Charlestown.*
 [5. H. s.t.]
- S. Maria Elliott 118 *Charles Street.*
 [Teaching in Walnut-street Primary School, Neponset. 14. H. p.]

- Lilla N. Frost *Harvard, Mass.*
[Teaching in Bromfield School. 13. H. p.]
- Emma C. B. Gray *North Brookfield, Mass.*
[4½. H. s.t.]
- Maud Hadley *Cumberland Road, Lowell, Mass.*
[Teaching in High School. 3. H. t.p.]
- Mrs. Eliza F. Hammond . . *Brookfield, Mass., or 39 East Newton Street.*
[Teaching in High School. 13. H. p.]
- Jennie E. Hintz *248 Newbury Street.*
[9½. H. P. E. s.t.p.]
- Grace Hooper *29 Dorr Street, Roxbury.*
[Teaching in Rice Training School, Primary Department. 18. H. p.]
- Kate A. Howe *137 Hancock Street, Dorchester.*
[Teaching in Mather School. 3½. H. p.]
- Fannie W. Kaan *Pleasant Avenue, Somerville, Mass.*
[Teaching in High School. 15. H. p.]
- Alice T. M. Miller *166 Cambridge Street.*
[3 months. H. G. s.t.p.]
- Sarah L. Miner *62 Oak Street, Hyde Park, Mass.*
[Teaching in High School. 10. H. p.]
- Kate M. Murphy *50 Regent Street, Roxbury.*
[17. H. E. s.t.p.]
- Minna B. Noyes *283 Columbus Avenue.*
[10. H. G. E. s.t.p.]
- Lillie M. Packard *538 Broadway, South Boston.*
[Teaching in Lasell Seminary, Auburndale. 2. Withdrawn for one year.]
- Sibylla A. Pfaffman *Wollaston, Mass.*
[Teaching in High School, Quincy. 6½. H. p.]
- Emily M. Porter *Helena Street, Jamaica Plain.*
[Teaching in Mt. Vernon School, West Roxbury. 15. H. p.]
- Josephine Rice *Warren Street, Allston.*
[Teaching in Allston School. 5. H. p.]
- Alice S. Rollins *Rutledge Street, West Roxbury.*
[Teaching in Brewster Academy, Wolfboro', N.H. 4. Withdrawn for one year.]
- Elizabeth B. Sharp *3 Allston Street, Dorchester.*
[Teaching in private schools. 17. Withdrawn for one year.]
- Alma F. Silsby *158 Belmont Street, Brockton, Mass.*
[Teaching in High School. 10. H. p.]
- Helen H. Spaulding *Box 2021, Woburn, Mass.*
[Teaching in Central School, Brooklyn, N.Y. 5. H. p. June, 1889.]
- Annabel Stetson *Care of C. W. Stetson, 39 North St., Boston.*
[Student in Cornell University, Ithaca, N.Y. 8½. Withdrawn for one year.]
- Idella M. Swift *241 West Canton Street.*
[13½. H. s.t.p.]
- Carrie A. Teele *3 Pearl Street, Medford, Mass.*
[Teaching in High School. 11½. H. p.]

- Mary A. Tenney . . . *Hotel Mt. Pleasant, Mt. Pleasant Street,
East Somerville, Mass.*
[9½. H. E. s.t.p.]
- Addie L. Thing . . . *19 Cherry Street, Lynn, Mass.*
[Teaching in Manning High School, Ipswich. 8. H. t.p.]
- Hattie J. Thing . . . *Swampscott, Mass.*
[Teaching in High School, Dover, N.H. 10. H. p.]
- Mary F. Thompson . . . *85 Chester Square.*
[First Assistant in Dor.-Everett School. 17. H. p.]
- Grace A. Tuttle . . . *113 Federal Street, Salem, Mass.*
[Teaching in High School. 4½. H. p.]
- Ellen Watson . . . *Plymouth, Mass.*
[8½. H. s.t.p.]
- Emily V. White . . . *South Weymouth, Mass.*
[Teaching Grammar School, North Hampton, N.H. 9½. H. G. p.]
- Harriet J. Williams . . . *Adams Street, Somerville, Mass.*
[Teaching in High School, Wakefield. 14½. H. p.]
- Mabel Williston . . . *15 Berkeley Street, Cambridge, Mass.*
[Teaching in private school. 5. H. p. June, 1889.]
- Mrs. Belle P. Winslow . . . *40 Dudley Street, Roxbury.*
[First Assistant in Prescott School, Charlestown. 12. H. p.]
- Lizzie J. Woodward . . . *29 Copeland Street, Roxbury.*
[Teaching in private school. 5. Temporarily withdrawn.]

ADDITIONAL CANDIDATE WHO HOLDS A VALID CERTIFICATE.

Cora E. Caldwell.

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. 5. P. p.]
- Mary I. Adams . . . *Greenfield, Mass.*
[Teaching in Grammar School. 12½. G. p.]
- Mary F. Atwood . . . *297 Chestnut Street, Chelsea, Mass.*
[Teaching in Williams Grammar School. 16. G. p.]
- *Mrs. Sarah A. Atwood . . . *304 Harvard Street, Cambridge, Mass.*
[Teaching private school and Kindergarten. 16. G. p.]
- Mrs. Ida E. Bailey . . . *92 Davison Street, Hyde Park, Mass.*
[4. Temporarily withdrawn.]
- Margaret Bamford . . . *Newton, Mass.*
[Teaching in Miss Spear's private school. 15. G. P. p.]

* Certificate of service.

- Addie P. Barnes *291 Chestnut Street, Chelsea, Mass.*
[Teaching in Williams Grammar School. 19. G. p.]
- Esther E. Barry *Newtonville, Mass.*
[3½. Temporarily withdrawn.]
- Annie J. Barton *West Dedham, Mass.*
[Principal Colburn High and Grammar School. 17. G. 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. 11½. G. p.]
- *Annie H. Berry *Kent Street, cor. Longwood Ave., Brookline, Mass.*
[15. P. s.t.]
- Olivia G. Berry *289 Main Street, Biddeford, Me.*
[Teaching Washington-street Primary School. 7. Withdrawn for one year.]
- Alice B. Bessie *Tewksbury, Mass.*
[Teaching mixed school, Tewksbury Centre. 4. G. P. p.]
- Grace E. Bessie *Box 209, Lowell, Mass.*
[Teaching in Franklin Evening School. 4½. G. P. s.t.p.]
- Ernest W. Branch *1 Causeway Street.*
[3. E. s.t.p.]
- *Elizabeth C. Bredeen . . . *26 Eden Street, Charlestown.*
[10½. G. P. s.t.p.]
- Mrs. Sarah Brigham *97 Pleasant Street, Worcester, Mass.*
[Teaching in High School. 18. Withdrawn for one year.]
- Emma F. Brown *34 Franklin Street, Malden, Mass.*
[4. G. P. E. s.t.p.]
- Anna W. Bumstead *367 Adams Street, Dorchester.*
[5. G. s.t.p.]
- Lydia J. Butler *Spencer, Mass.*
[Teaching ungraded school, North Spencer. 9. G. P. p.]
- *Mrs. Anna S. Cameron . . . *Paul Gore Street, Jamaica Plain.*
[16½. G. P. s.t.p.]
- Frances A. Carpenter . . . *Needham, Mass.*
[Teaching in Kimball School. 6. G. s.t.p.]
- Orrin H. Carpenter *10 Tremont Street, Room 61.*
[2½. E. s.t.p.]
- *Clarabel E. Chapman . . . *5 Way Place, Roxbury.*
[12. G. P. s.t.p.]
- Helen P. Cleaves *21 Hammond Street.*
[Teaching in Fairmount Grammar School, Hyde Park. 11. G. P. p.]
- Helen M. Cleveland *Holyoke, Mass.*
[Teaching in Indiana Normal University, Princeton, Ind. 10. G. p.]
- Mary Colesworthy *83 Chestnut Street, Chelsea, Mass.*
[Teaching private pupils. 27. G. s.t.p.]

- *Mrs. Mary A. Connor . . . *1584 Tremont Street, Roxbury.*
 [3. G. P. s.t.p.]
- Addie C. Cook *Woburn, Mass.*
 [Teaching mixed school, Quissett, Mass. 0. Temporarily withdrawn.]
- Edith G. Cram *Hampton Falls, N.H.*
 [2. G. P. s.]
- *Sarah E. Crocker *169 Warren Avenue.*
 [22. P. s.t.]
- *Ada L. Cushman *63 Inman Street, Cambridgeport, Mass.*
 [13. G. P. s.t.]
- Harriet F. Damon *Reading, Mass.*
 [Teaching Haverhill-street School. 3. G. P. p.]
- Jane A. Davey *South Hampton, N.H.*
 [Principal Barnard High School. 4½. G. P. t.p.]
- *Lillie E. Davis *15 Putnam Street, Roxbury.*
 [Teaching private school. 21. Temporarily withdrawn.]
- Mrs. Sarah A. Dimick . . . *47 Fowle Street, Woburn, Mass.*
 [11. Temporarily withdrawn.]
- *Frances L. Dodge *407 Main Street, Charlestown.*
 [12½. G. s.t.]
- Helen Doherty *129 Roxbury Street, Roxbury.*
 [Temporary teacher in Dearborn School. ¾. G. P. s.t.p.]
- Eliza F. Dolan *Quincy, Mass.*
 [Teaching in Adams Primary School. 7½. G. P. p.]
- Georgie F. Drake *267 West Fifth Street, South Boston.*
 [Teaching in Intermediate School, Southbridge. 4½. G. P. E. s.t.p.]
- Gertrude A. Earle *2 Myrtle Street, Somerville, Mass.*
 [Teaching in Davis Primary School, East Somerville. 4½. G. (girls') p.]
- Adelaide F. Eaton *South Hampton, N.H.*
 [Teaching in Intermediate School, Brockton, Mass. 1½. G. P. t.p.]
- Mrs. Alice W. Emerson . . . *Box 229, Reading, Mass.*
 [12. G. s.t.p.]
- Sarah J. Fahy *120 Third Street, East Cambridge, Mass.*
 [1½. G. P. s.t.p.]
- Emma C. Fisher *Norwood, Mass.*
 [Teaching in North High School, Weymouth. 1. G. p.]
- Carrie L. Fletcher *124 Central Street, Worcester, Mass.*
 [Teaching in Ash-street Grammar School. 1½. G. P. p.]
- Harriett Foster *Reading, Mass.*
 [Teaching in Shepard School, Cambridge. 3. G. p.]
- Anna R. French *Dedham, Mass.*
 [2. G. P. s.t.p.]
- Gertrude A. Fuller *32 Hancock Street, Salem, Mass.*
 [Teaching in Oliver Primary School. 6. Temporarily withdrawn.]
- Gertrude Goodwin *82 F Street, South Boston.*
 [Teaching in Wollaston Grammar School, Quincy. 2. G. P. s.t.p.]

* Certificate of service.

- Lena A. Gookin *5 Walden Street, Lowell, Mass.*
 [Teaching in Green Grammar School. 11½. G. p.]
- Mrs. Helen S. Hale . . . *Rowley, Mass.*
 [Teaching Grammar School. 8. G. p.]
- Ida E. Hall *106 Camden Street.*
 [Teaching in Morse Grammar School, Somerville. 12. G. p.]
- Margaret A. Hanlon . . . *Sharon, Mass.*
 [Teaching ungraded school. 3. G. P. s.t.p.]
- Sarah E. Hannegan . . . *11 South Street, Portland, Me.*
 [Teaching in North Primary School. 3. Withdrawn for one year.]
- Nellie A. Hanson *26 Central Street, Montvale, Mass.*
 [Principal Grammar School, West Acton. 5. G. P. p.]
- Roberta J. Hardie *Needham, Mass.*
 [Teaching in Mason Grammar School, Newton Centre. 8. G. p.]
- Ellen M. Harrigan *Bowers Street, Newtonville, Mass.*
 [Teaching in Clafin Grammar School. 4½. Withdrawn for one year.]
- Alice M. Haynes *Sturbridge, Mass.*
 [Preceptress of Burr and Burton Seminary, Manchester, Vt. 6. Withdrawn for one year.]
- Abby A. Hayward *High Street, Ballardvale, Mass.*
 [Teaching in Grammar School. 3. G. t.p.]
- Alzie R. Hayward *South Milford, Mass.*
 [Teaching in Wollaston Grammar School, Quincy. 10. G. p.]
- Julia F. Holland *132 Bunker Hill Street, Charlestown.*
 [1. G. p. E. s.t.p.]
- Mary W. Hooke *Castine, Me.*
 [Teaching Primary School. 18. Temporarily withdrawn.]
- Cora E. Hosmer *25 Cambridge Street.*
 [Teaching in Harvard Grammar School, Cambridge. 8. G. p.]
- Fannie M. Houghton . . . *West Acton, Mass.*
 [Teaching Grammar School, South Acton. 2½. G. P. t.p.]
- Lizzie L. Howes *Dennis, Mass.*
 [Teaching in Huntington School, Campello. 4. G. P. t.p.]
- *Mary P. Howland. . . . *20 Oak Street.*
 [Temporary teacher in Bailey-street School, Dorchester. 14½. G. P. E. s.t.p.]
- Annie L. Kendall *201 Pleasant Street, Brockton, Mass.*
 [Teaching in Perkins Primary School. 12. P. p.]
- Persis E. King *729 Tremont Street.*
 [16½. E. s.t.p.]
- Carrie M. Kingman *Stoneham, Mass.*
 [Teaching in Pierce School, Brookline. 17. G. p.]
- Jacobina Koch *60 New Heath Street, Roxbury.*
 [Teaching in High School, Leyden Centre. 6. G. p.]
- Liela M. Lamprey *277 Haverhill Street, Lawrence, Mass.*
 [Assistant Principal of Training School. 5. G. P. p.]
- Maria H. Lathrop *68 Warrenton Street.*
 [19. G. E. s.t.p.]

- Fannie F. Lincoln . . . *Biddeford, Me.*
[Teaching in Bradbury-street Grammar School. 8. Withdrawn for one year.]
- Myrtie A. Low . . . *86 Falcon Street, East Boston.*
[$\frac{1}{2}$. P. s.t.]
- *Mrs. Mary A. D. Maclean, *136 Falcon Street, East Boston.*
[28 $\frac{1}{2}$. G. P. s. E. s.t.p.]
- Mary J. Marlow . . . *100 Camden Street.*
[Teaching in Williams Grammar School, Chelsea. 3. G. P. p.]
- Mary M. McCarthy . . . *Malden, Mass.*
[9. G. P. s.t.p.]
- Emma C. McClellan . . . *22 Harrington Avenue, Worcester, Mass.*
[Teaching in Belmont-street School. 24 $\frac{1}{2}$. Temporarily withdrawn.]
- Deborah A. McColl . . . *Hopkinton, Mass.*
[Teaching Grammar School, No. 2. 2 $\frac{1}{2}$. G. p.]
- Mary T. McColl . . . *Hopkinton, Mass.*
[Teaching Primary School. 7. G. P. s.t.p.]
- Emma M. McCormick . . . *Spencer, Mass.*
[Teaching in Maple-street Primary School. 1 $\frac{1}{2}$. G. P. p.]
- Teresa McDonnell . . . *Box 26, Quincy, Mass.*
[Teaching in Primary School, Abington. 5. P. s.t.p.]
- Catherine A. McEleney . . . *Box 1817, Woburn, Mass.*
[0. G. p. July, 1889.]
- Susan E. McLane . . . *Millis, Mass.*
[Teaching in Adams Grammar School. 17. G. p.]
- *Mrs. Helen A. Melrose . . . *13 Gainsborough Street, Suite 2.*
[7. P. s.t.p.]
- Lydia Mendum *Melrose Highlands, Mass.*
[Principal Franklin Grammar School. 14. Withdrawn for one year.]
- Ida A. Merriam *Main Street, Somerville, Mass.*
[6. E. s.t.p.]
- Susan N. Monk *Framingham, Mass.*
[Principal Central Grammar School, Bridgewater. 16 $\frac{1}{2}$. G. (higher class.) p.]
- Elizabeth F. Mullen . . . *54 Elm Street, Cambridgeport, Mass.*
[Teaching in Wellington Grammar School. 1. G. P. s.t.p.]
- Marietta S. Murch . . . *103 Elm Street, Portland, Me.*
[Teaching in Forster Grammar School, Somerville, Mass. 8. G. p.]
- Adeline M. Murphy . . . *Stoneham, Mass.*
[1. G. P. E. s.t.p.]
- Margaret Nason *Box 317, Kennebunk, Me.*
[0. G. P. s.t.p.]
- Sarah D. Noyes *Elmwood, Mass.*
[1 $\frac{1}{2}$. G. P. E. s.t.p.]
- Jennie W. Papworth . . . *955 Madison Avenue, Cleveland, O.*
[Teaching in Grammar School. 10 $\frac{1}{2}$. G. p.]

- Carrie F. Parker 29 *Waverly Street, Brockton, Mass.*
[Principal Keith Intermediate School. 3. G. P. p.]
- Ellen N. Parsons 37 *Wilder Street, Lowell, Mass.*
[8. G. p.]
- Lizzie G. Perry 151 *Worcester Street.*
[Teaching in Forster Primary School, Somerville. 14½. P. p.]
- *Mary W. Perry 29 *Lynde Street.*
[16½. G. P. E. s.t.p.]
- Susan F. B. Perry 151 *Worcester Street.*
[13. G. P. s.t.p.]
- Kate L. Pierce 1703 *Tremont Street, Roxbury.*
[1. G. P. s.t.p.]
- Ada F. Piper *Wolfboro' Junction, N.H.*
[Teaching ungraded school, South Berwick Junction, Me. 1. G. P. s.t.p.]
- Annie B. Porter 11 *East Shelby Street, Worcester, Mass.*
[Teaching in Belmont-street Evening School. 0. G. P. p.]
- Edward N. Quinn 74 *Church Street, Waltham, Mass.*
[3. G. s.t.p.]
- Abbie E. Richards *Danversport, Mass.*
[Principal Wadsworth Grammar School, Danvers Centre. 2. G. P. p.]
- Sylvia A. Richards 9 *Park Street, Charlestown.*
[12½. G. P. E. s.t.p.]
- Mary F. Riley *Winchester, Mass., or 25 Allen Street.*
[3 months. G. P. E. s.t.p.]
- Leonard G. Roberts 61 *Chauncy Street.*
[Student in Boston University Law School. 3. E. s.t.p.]
- Fanny L. Rogers 68 *Warrenton Street.*
[16½. G. (higher class, girls') E. s.t.p.]
- *Mrs. Josephine A. Slayton, 2777 *Washington Street, Roxbury.*
[13. G. P. s.t.]
- Lucy S. Smith *Easthampton, Mass.*
[Student in Normal Art School, Boston. 21½. E. s.t.p.]
- Mrs. Mary S. C. Smith 146 *Brooks Street, East Boston.*
[5. G. s.t.]
- Mrs. Althea W. Somes 29 *Alaska Street, Roxbury.*
[Teaching in Quincy-street School of Cookery. 7.]
- Winella W. Stratton 80 *West Rutland Square.*
[6½. G. P. s.t.p.]
- Mrs. Maria R. Swan 75 *Appleton Street, Lowell, Mass.*
[Teaching in Edson Grammar School. 22. G. p.]
- Mary C. Swift *Sharon Springs, N. Y.*
[Teaching in Intermediate School. 9. G. P. p.]
- Ila F. Taylor 12 *Union Park.*
[7½. G. P. E. s.t.p.]
- Mrs. Mary E. Thompson 47 *Chelsea Street, East Boston.*
[16½. G. P. E. s.t.p.]

- *Mrs. Fannie B. Thorpe . . . *760 Tremont Street.*
 [13. P. s.t.]
- *Mrs. Annie M. Trundy . . . *109 Charles Street.*
 [5. G. P. s.t.p.]
- Annie E. Tucker . . . *Melrose, Mass.*
 [Teaching in Centre Primary School, Wakefield. 3½. Temporarily with-
 drawn.]
- Mary E. Wall *Spring Street, Watertown, Mass.*
 • [Teaching in Lincoln School, Newton. 2. Withdrawn for one year.]
- Sarah S. Waterman . . . *6 Greenwood Avenue, Woburn, Mass.*
 [Teaching in Luther V. Bell Grammar School, Somerville. 3. G. P. p.]
- Annie A. Webster *581 Union Street, Manchester, N.H.*
 [First Assistant in Ash-street Grammar School. 12. G. (higher class.) p.]
- Daniel W. Weis *46 Haskins Street, Roxbury.*
 [Teaching in Harvard-street Grammar School, Natick. 0. G. s.t.p.]
- Blanche G. Wetherbee . . *East Marshfield, Mass.*
 [Teaching in North High School, Weymouth. 4. Temporarily withdrawn.]
- Mabel F. Wheaton *144 Warren Street, Roxbury.*
 [8. G. s.t.p.]
- Maud S. Wheeler *Salem, Mass.*
 [Teaching in Saltonstall Grammar School. 4½. G. P. p.]
- Mary A. Winslow *117 School Street, Roxbury.*
 [Teaching in Grew Grammar School, Hyde Park. 13. G. p.]
- Clara A. Wood *66 Charles Street, Springfield, Mass.*
 [Teaching in Elm-street Grammar School. 14. G. p.]
- Mrs. Sarah C. Woodward, *25 Old Harbor Street, South Boston.*
 [Teaching in Drake School of Cookery. 6.]
- *Mrs. Effie A. Worcester . . *2 Dunstable Street, Charlestown.*
 [13½. G. P. s.t. April, 1889.]

ADDITIONAL CANDIDATES WHO HOLD VALID CERTIFICATES.

- | | |
|----------------------|-------------------------|
| Elizabeth E. Backup, | Alexandra H. McMasters, |
| Adelaide W. Baldwin, | Rufus Moulton, |
| Joseph Boylston, | Ella M. Packard, |
| Mary A. Donahue, | Beulah M. Peirce, |
| E. Gertrude Dudley, | Mary F. Power, |
| Annie L. Reilly. | |

* Certificate of service.

FIFTH GRADE.

TEACHERS OF PRIMARY SCHOOLS AND ASSISTANTS OF EVENING ELEMENTARY SCHOOLS.

- Emma F. Chater *Box 295, Natick, Mass.*
 [Teaching in Centre Grammar School. 15½. P. p.]
- Emma S. Fisk *8 Albion Place, Charlestown.*
 [8½. E. p.]
- Annie L. Wood *17 Cortes Street, Suite 2.*
 [Teaching in Underwood Primary School, Newton. 12. P. p.]

SPECIAL GRADE.

ASSISTANT IN EVENING HIGH SCHOOL.

- *William H. Knight . . . *16 Hancock Street.*

ASSISTANTS IN EVENING ELEMENTARY SCHOOLS.

- †Moses Berger *38 A. Windsor 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.*
- Fredrik Petersen *10 Tremont Row.*
 [To teach English to Swedes.]
- Elizabeth N. Smith . . . *86 Pinckney Street.*
- Edward E. Sparhawk . . . *142 Seaver Street, Roxbury.*

TEACHERS OF PHONOGRAPHY, EVENING HIGH SCHOOL.

- Thornton D. Apollonio . . *43 Franklin Street.*
- C. Howard Montague . . . *242 Washington Street.*
- Thomas E. Major *Box 2495, Boston.*
- Stephen O'Meara *262 Washington Street.*
- E. Norris Sullivan *50 Bromfield Street.*
- Richard F. Sullivan . . . *58 Baldwin Street, Charlestown.*

* Certificate of service.

† Holds also certificate of service as principal of evening school for instruction in English to German pupils.

TEACHERS OF PENMANSHIP, EVENING HIGH SCHOOL.

Orrin H. Carpenter . . .	10 Tremont Street, Room 61.
Charles A. French . . .	Inquiry Dept., Boston Post Office.
Henry C. Kendall . . .	26 Essex Street.
Leon M. Wallace . . .	18 Post Office Square, Room 4.
Arthur T. Whittemore . .	68 Chauncy Street.

TEACHER OF VOCAL AND PHYSICAL CULTURE.

Fanny L. Rogers . . .	68 Warrenton Street.
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TEACHER OF MUSIC.

John A. O'Shea . . .	49 Chelsea Street, East Boston.
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TEACHERS OF FRENCH AND GERMAN.

Jacob Lehmann . . .	Box 18, Melrose Highlands, Mass.
Emil Sage . . .	6 Sharon Street.
Carrie A. Teele . . .	3 Pearl Street, Medford, Mass.

TEACHERS OF FRENCH.

Tobias N. Genoud . . .	181 and 182 Tremont Street.
Gatien de Lestrade . . .	Paris, France.
*Eugene Raymond . . .	12 Holyoke Street, Malden, Mass.
Robert L. Sanderson . . .	Harvard College, Cambridge.

TEACHERS OF GERMAN.

Helene H. Boll . . .	150 Chandler Street.
Adolf Bromberg . . .	201 West Chester Park, Suite 2.
Florence M. Cross . . .	High School, East Bridgewater, Mass.
Marguerite V. d'Eckstadt .	10 Allston Street, Dorchester.
Bernhard Schroeder . . .	53 Boylston Street.
Helen E. Stoddard . . .	31 Rutland Square.
†Julius A. Weigmann . . .	213 Pyncheon Street, Roxbury.

TEACHERS OF COOKERY.

Sarah M. Chase . . .	16 Woodville Square, Roxbury.
Julia M. Murphy . . .	50 Regent Street, Roxbury.

* Certificate of service.

† Holds also a special certificate as principal of evening school for instruction in English to Germans, Russians, and other foreigners.

TEACHERS OF DRAWING.

- *Charles L. Adams 20 Charles Street, *Dorchester*.
 Herbert W. Adams *Institute of Technology*.
 S. Herbert Adams *Paris, France*.
 Ralph W. Allen 1 Cortes 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 Cedar Avenue, *Jamaica Plain*.
 Mrs. Anna K. Blaisdell 10 Hillside Avenue, *Malden, Mass.*
 Annie E. Blake 195 Warren Avenue.
 Walter F. Brackett *State Normal Art School*.
 Emma W. Bragdon *Park Square, corner of Boylston Street*.
 Wallace Bryant *Melrose, Mass.*
 Henry K. Burrison *West Newton, Mass.*
 Florence Cleaves 272 Dudley Street, *Roxbury*.
 Florence Coffin *Box 51, Newton Highlands, Mass.*
 Frank H. Collins *Denver, Col.*
 Ida Collins *Newton Highlands, Mass.*
 Ada L. Cone *New York City*.
 Anson K. Cross 60 East Newton Street.
 Walter L. Dean *South Boston, Mass.*
 Eliza S. Eaton 221 West Canton Street.
 M. Louise Field 528 Columbus Avenue.
 Frank F. Frederick *State Normal Art School*.
 *John L. Frisbee *Everett, Mass.*
 Edward W. Hamilton *Paris, France*.
 Fred W. Hersey *Everett, Mass.*
 W. Bertha Hintz 248 Newbury Street.
 *George Jepson 105 Summer Street.
 William L. Judkins *State Normal Art School*.
 Edward R. Kingsbury 152 Franklin Street.
 Hermon A. MacNeil *Warren Street, Chelsea, Mass.*
 Frank S. Mason 5 Huliburton Place, *Cambridge, Mass.*
 Rena McLauthlin *Matfield, Plymouth County, Mass.*
 Helen F. Meehan 24 Oakdale Street, *Jamaica Plain*.
 M. Emeline Mendum *Cottage Street, Dorchester*.
 George E. Morris *Waltham, Mass.*
 Albert H. Munsell 45 Quincy Street, *Roxbury*.
 Adelaide C. Palmer 99 Boylston Street.

Abbie E. Rice	76 Warren Street, Charlestown.
Carl Richter	East Dedham, Mass.
William S. Robinson	Maryland Institute, Baltimore, Md.
Daniel F. Santry	12 West Street, Room 23.
William L. Skinner	School of Design, Providence, R.I.
Alice M. Spaulding	Dedham, Mass.
Amy Swain	State Normal Art School.
Thomas E. Sweeney	State Normal Art School.
Ella C. Talbot	8 Oakdale Street, Jamaica Plain.
Emma Todd	95 Prospect Street, Gloucester, Mass.
Robert W. Vonnoh	Paris, France.
Albert L. Ware	32 Columbia Street, Cambridgeport, Mass.
*George H. Young	186 Devonshire Street.

TEACHERS OF KINDERGARTENS.

Annie S. Burpee	23 Union Park.
Adelaide B. Camp	166 West Canton Street.
Marion E. Child	East Walpole, Mass.
Bertha F. Cushman	Perry Street, Brookline, Mass.
Daisy G. Dame	Box 197, West Medford, Mass.
Mabel S. Eddy	Box 398, Melrose, Mass.
Della A. Fay	Florence, Mass.
Eleanor P. Gay	20 St. James Street, Roxbury.
Sarah E. Kilmer	Sycamore Street, Somerville, Mass.
Lucy Kummer	Medford, Mass.
M. Elizabeth Lombard	22 Hancock Street.
Marian T. Morse	108 Cedar Street, Malden, Mass.
Mary B. Morse	49 Clarendon Street.
Edith Noble	11 Meacham Street, North Cambridge, Mass.
Ada C. Williamson	Belfast, Me.

TEACHERS OF SEWING.

Mary F. Baker	27 Woodbine Street, Roxbury.
Mrs. L. Maria Barker	114 White Street, East Boston.
H. Augusta Barnes	169 West Newton Street.
Mary E. Barry	1 Rockland Street, Roxbury.
Susan E. Bartlett	66 Elm Street, Charlestown.
Mrs. Emily S. Beckford	Beverly, Mass.
Mrs. Eldora M. S. Bowen	55 Hancock Street, Dorchester.

- Mrs. Theoda C. Bowker . . . *Natick, Mass.*
 Mrs. Elizabeth M. Brown . . . *41 Fort Avenue, Roxbury.*
 Mrs. Alice G. Buffum . . . *242 Adams Street, Dorchester.*
 Harriet A. Bullard . . . *63 West Newton Street.*
 Mrs. Eliza J. Burbank . . . *11 Joy Street.*
 Mary A. Casey *10 Rutherford Avenue, Charlestown.*
 Helen M. Cazimay *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 Edgworth Place, East Boston.*
 Mrs. Margaret Coyle *43 Upham Street, Melrose.*
 Margaret C. Crane *16 Knoxclton Street, South Boston.*
 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 *13 Kenilworth 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.*
 Mrs. Margaret L. Harrison, *17 Ellery Street, South Boston.*
 Lucy P. Higgins *93 Boylston Street.*
 Emma W. Hyland *132 D Street, South Boston.*
 Mrs. Sarah A. Ireland *860 Main Street, Cambridge, Mass.*
 Catherine F. Johnson *Boylston, cor. Centre Street, Jamaica Plain.*
 Margaret A. Johnston *44 East Brookline Street.*
 Maria C. Josselyn *Wollaston, Mass.*
 Mrs. Ida C. Knight *Pope's Hill, Dorchester.*
 Minnie J. Lawrence *115 Pembroke Street.*
 Harriet Lemist *44 Highland Street, Roxbury.*
 Adelaide L. Lovejoy *Malden, Mass.*
 Ellen F. Lowell *9 Douglass Street, Cambridgeport.*
 Annie F. Marlowe *239 Dorchester Street, South Boston.*

- Mary E. McCarthy . . . 435 Fourth Street, South Boston.
 Annie S. Meserve . . . 19 Woodville Square, Roxbury.
 Mrs. Evangeline K. Mitchell, 281 Shawmut Avenue.
 Ella F. Moore . . . 37 Old Harbor Street, South Boston.
 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.
 Anna H. Pope . . . 266 Devonshire Street, Dorchester.
 Sarah M. H. Porter . . . 266 Devonshire Street.
 Esther C. Povah . . . 68 West Sixth Street, South Boston.
 Elizabeth Pyc . . . 833 East Fourth Street, South Boston.
 Mrs. Angeline A. Richards, 1 Cordis Street, Charlestown.
 Mary V. Riley . . . 6 G Street, South Boston.
 Mrs. Mary E. Roach . . . 443 West Broadway, South Boston.
 Lucy S. Robbins . . . 81 Roxbury Street, Roxbury.
 Henrietta J. Ruggles . . Buttonwood Street, Dorchester.
 Mrs. Addie E. Sanborn . . 49 Soley Street, Charlestown.
 Mrs. H. M. Savage . . . 27 Sharon Street.
 Mrs. Annie H. Shaw . . . 39 Hammond Street.
 Martha P. Simmons . . . George Street, East Somerville, Mass.
 Mrs. Lydia R. Skinner . . 178 Lexington Street, East Boston.
 Mrs. Sarah H. Strauss . . 36 Dwight Street.
 Margaret T. Sullivan . . 37 Old Harbor Street, South Boston.
 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.
 Lizzie M. Weld . . . Asbury Place, Jamaica Plain.
 Caroline R. Wells . . . 12 Rockland Avenue, Roxbury.
 Ella Whiting . . . 19 Harvard Street, Charlestown.
 Marianna Whitney . . . 480 Columbus Avenue.
 Annie M. Williams . . . 56 Myrtle Street.
 Mrs. Bessie Wilson . . . 300 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 SUBSTITUTE, TEMPORARY, OR PERMANENT ASSISTANTS OF GRAMMAR, PRIMARY, AND EVENING ELEMENTARY SCHOOLS.

[The year following the name indicates the year of graduation.]

- Margaret J. Adams (1887) . . . *27 Dorr Street, Roxbury.*
[4 months. G. P. s.t.p.]
- Mary L. Allen (1885) . . . *14 Ware Street, Cambridge, Mass.*
[2. G. P. s.t.p.]
- Angie P. S. Andrews (1888) . . . *617 Shawmut Avenue.*
[0. G. P. s.t.p.]
- Agnes A. Aubin (1887) . . . *Corner Everett and Holton Streets, Allston.*
[7 months G. P. s.t.p.]
- Elizabeth J. Baldwin (1883) . . . *113 Auburn Street, Cambridgeport, Mass.*
[Teaching in Mason Primary School. 5. Temporarily withdrawn.]
- Maggie D. Barr (1888) . . . *Coleridge Street, Harbor View, East Boston.*
[0. G. P. s.t.p.]
- Anna K. Barry (1888) . . . *5 Bowdoin Avenue, Dorchester.*
[2½. G. s.t.p.]
- Alice L. Bates (1887) . . . *75 Maple Street, Waltham, Mass.*
[Teaching in South Primary School. 1. Withdrawn for one year.]
- Emma M. Bates (1887) . . . *44 Saratoga Street, East Boston.*
[1. G. P. E. s.t.p.]
- Eugenia D. Bearse (1888) . . . *574 Broadway, South Boston.*
[0. G. P. s.t.p.]
- Louise W. Betts (1888) . . . *89 Leverett Street.*
[0. G. P. E. s.t.p.]
- Matilda F. Bibbey (1888) . . . *7 Vernon Place, Charter Street.*
[0. G. P. E. s.t.p.]
- Lucy L. C. Bigelow (1888) . . . *273 Cambridge Street, Allston.*
[0. G. P. s.t.p.]
- Hattie P. Bill (1875) . . . *143 Crescent Street, Waltham, Mass.*
[Teaching in South Grammar School. 9½. G. P. p.]
- Isabella L. Bissett (1888) . . . *Hotel Enfield, Adams Place, Roxbury.*
[Temporary teacher in Howard-avenue Primary School. 0. G. P. s.t.p.]
- Annette S. Blaney (1887) . . . *34 Park Street, Dorchester.*
[6 weeks. G. P. t. p.]
- Ellen S. Bloomfield (1888) . . . *Rear 216 Marginal Street, East Boston.*
[0. G. P. E. s.t.p.]

- Lucy M. Bosworth (1876) . . . *67 Elm Street, Charlestown.*
[5. E. s.t.p.]
- Kate T. Brooks (1886) . . . *18 Oak Street, Charlestown.*
[1. P. s.t.p.]
- Ellen L. Brown (1881) . . . *23 Wabon Street, Roxbury.*
[1 month. G. P. s.t.p.]
- Mary Butler (1885) . . . *A Street, Jamaica Plain.*
[Temporary teacher in Centre-street Primary School, West Roxbury.
6 months. G. P. s.t.p.]
- Katherine L. Campbell (1888) *17 Burlington Avenue.*
[0. G. P. E. s.t.p.]
- Rebecca E. Campbell (1884) . *Waltham, Mass.*
[Teaching in Newton-street Primary School. 4. G. P. t.p.]
- Helen M. Canning (1887) . . . *Walnut Hill, Dedham, Mass.*
[Teaching in Avery Grammar School. 1. G. P. p.]
- Margaret E. Carey (1887) . . . *Auburndale, Mass.*
[1. G. P. s.t.p.]
- Jennie G. Carmichael (1886) . . . *North Attleboro', Mass.*
[Teaching in School-street Primary School. 2. G. P. p.]
- Louise L. Carr (1887) . . . *Everett Street, Dorchester.*
[$\frac{1}{2}$. G. P. s.t.p.]
- Bessie H. Chapin (1888) . . . *140 M Street, South Boston.*
[0. G. P. s.t.p.]
- Amy Cheever (1888) . . . *14 Hawthorne Street, Roxbury.*
[0. G. P. s.t.p.]
- Sadie G. Christie (1888) . . . *702 East Fifth Street, South Boston.*
[0. G. P. s.t.p.]
- Elenora R. Clare (1888) . . . *15 St. Charles Street.*
[0. G. P. E. s.t.p.]
- Winifred M. Clarkson (1885) *308 Dorchester Street, South Boston.*
[2. G. P. E. s.t.p.]
- Addie F. Cleary (1888) . . . *213 Washington Street, Somerville, Mass.*
[0. G. P. s.t.p.]
- Susie J. Clough (1886) . . . *Mattapan, Mass.*
[4 months. G. P. s.t.p.]
- Velma E. Cobb (1888) . . . *3 Hudson Street, Dorchester.*
[0. G. P. s.t.p.]
- Fanny E. Coe (1887) . . . *Amory Street, Jamaica Plain.*
[0. Temporarily withdrawn.]
- Anna S. Coffey (1888) . . . *Newhall Street, Dorchester.*
[0. G. P. s.t.p.]
- Agnes F. Collier (1888) . . . *55 Lowell Street.*
[0. G. P. E. s.t.p.]
- Rose V. Collier (1885) . . . *9 Fourth Street, East Cambridge, Mass.*
[Teaching in Lassell Primary School. 3. G. P. p.]
- Evelyn Condon (1888) . . . *493 Broadway, South Boston.*
[0. G. P. E. s.t.p.]

- Mary E. Connor (1856) . . . *15 Codman Park, Roxbury.*
[1. G. P. s.t.p.]
- Alice T. Cornish (1858) . . . *461 Fourth Street, South Boston.*
[0. G. P. s.t.p.]
- Adelaide L. Corson (1858) . . . *99 Franklin Street, Allston.*
[0. G. P. s.t.p.]
- Eva M. Cotton (1857) . . . *Warren Street, Brighton.*
[6 months. G. P. s.t.p.]
- Katharine M. Coulahan (1858) *802 Parker Street, Roxbury.*
[0. G. P. s.t.p.]
- Ellen V. Courtney (1858) . . . *649 Broadway, South Boston.*
[0. G. P. s.t.p.]
- Mary P. Crosby (1858) . . . *70 Boylston Street, Jamaica Plain.*
[0. G. P. s.t.p.]
- Catherine J. Cunningham (1856) *4 Snelling Place.*
[Temporary teacher in Ware School. 2. G. P. E. s.t.p.]
- Grace R. Curtis (1858) . . . *133 St. Botolph Street.*
[0. G. P. s.t.p.]
- Mrs. Mabel D. Dennett (1854) *Bellevue Street, West Roxbury.*
[2. Temporarily withdrawn.]
- Elizabeth G. Desmond (1857) *11 School Street, Charlestown.*
[3. G. P. E. s.t.p.]
- Lottie S. DeWolfe (1856) . . . *17 Monument Street, Charlestown.*
[0. G. P. E. s.t.]
- Sarah R. Dodge (1858) . . . *40 Winthrop Street, Charlestown.*
[0. G. P. E. s.t.p.]
- Sarah A. Driscoll (1858) . . . *283 Walnut Avenue, Roxbury.*
[0. G. P. s.t.p.]
- Caroline J. Duff (1856) . . . *14 Sheafe Street, Charlestown.*
[Teaching in Harvard School of Cookery.]
- Heleen L. Duncklee (1858) . . . *Chestnut Hill Avenue, Brighton.*
[0. G. P. s.t.p.]
- Lena Le V. Dutton (1856) . . . *12 Clarence Place, Dorchester.*
[1½. G. P. s.t.p.]
- Amanda C. Ellison (1875) . . . *2717 Washington Street, Roxbury.*
[Teaching in Primary School, West Newbury. 6. G. P. p.]
- Annie P. Elwell (1855) . . . *33 Utica Street.*
[0. G. P. s.t.p.]
- Laura Emmell (1857) . . . *128 Otis Street, East Cambridge, Mass.*
[1. G. P. p.]
- Mabel A. English (1857) . . . *455 Cambridge Street, Allston.*
[7 months. G. P. s.t.p.]
- Rosanna Follan (1876) . . . *87 Green Street, Jamaica Plain.*
[Temporary teacher in Thomas-street Primary School. 4½. G. P. s.t.p.]
- Jessie C. Fraser (1856) . . . *Puritan Avenue, Dorchester.*
[1½. G. P. E. s.t.p.]
- Jennie C. Frazier (1855) . . . *West Somerville, Mass.*
[Teaching in Highland Grammar School. 2. G. P. p.]

- Anna M. Fries (1882) . . . *369 Dudley Street, Roxbury.*
[Teaching in private school. 4. G. P. p.]
- Fanny Frizzell (1888) . . . *158 K Street, South Boston.*
[0. G. P. s.t.p.]
- Agnes G. Gilfether (1888) . . . *127 W. Fourth Street, South Boston.*
[0. G. P. E. s.t.p.]
- Gertrude M. Gleason (1888). *North Abington, Mass.*
[Teaching Plain-street Intermediate School, Rockland. 0. G. P. p.]
- Esther E. Glynn (1884) . . . *Goddard Avenue, Brookline, Mass.*
[0. G. P. s.t.p.]
- Abby G. Grandison (1888) . . . *9 Short Street, Charlestown.*
[0. G. P. E. s.t.p.]
- Annie V. Hagerty (1888) . . . *39 East Brookline Street.*
[0. G. P. E. s.t.p.]
- B. Louise Hagerty (1888) . . . *39 East Brookline Street.*
[0. G. P. s.t.p.]
- Sarah J. Handrahan (1888) . . . *Common Street, Waltham, Mass.*
[0. G. P. s.t.p.]
- Martha S. Harding (1886) . . . *Leyden Street, Orient Heights.*
[2. G. P. E. s.t.p.]
- Florence Harlow (1888) . . . *587 Eighth Street, South Boston.*
[0. G. P. s.t.p.]
- Belle M. Harrington (1888) . . . *152 K Street, South Boston.*
[0. G. P. s.t.p.]
- Nellie E. Hastings (1885) . . . *31 Sixth Street, East Cambridge, Mass.*
[Teaching in Boardman Primary School, Cambridgeport. 3. P. p.]
- Hattie C. Hathaway (1885) . . . *Waltham, Mass.*
[Teaching in New Church School. 2. P. p.]
- Rose S. Havey (1888) . . . *770 Dudley Street, Dorchester.*
[0. G. P. E. s.t.p.]
- Theresa E. Hayes (1888) . . . *20 Everett Street, Charlestown.*
[0. G. P. E. s.t.p.]
- Laura K. Hayward (1873) . . . *Malden, Mass.*
[Teaching in Pierce Primary School. 15. P. p.]
- Mary L. Hennessy (1888) . . . *24 Melrose Street.*
[0. G. P. E. s.t.p.]
- Agnes A. Herlihy (1887) . . . *32 Winthrop Street, Charlestown.*
[1½. G. P. E. s.t.p.]
- Josephine Higginbotham (1884) *56 South Street, Waltham, Mass.*
[Teaching in West Primary School. 2. G. p.]
- Mary A. Higgins (1887) . . . *117 Cabot Street, Roxbury.*
[1. G. (girls') P. E. s.t.p.]
- Edna A. Hill (1888) *23 Preble Street, South Boston.*
[0. G. P. s.t.p.]
- Lillian S. Hilton (1887) . . . *3 Dimock Street, Roxbury.*
[Temporary teacher in Lucretia Crocker Primary School. 3 months.
G. P. s.t.p.]

- Edith M. Hobbs (1886) . . . *34 Thornton Street, Roxbury.*
[2 months. G. P. s.t.p.]
- Edith K. Hodsdon (1882) . . . *19 Linden Street, South Boston.*
[3½. G. P. E. s.t.p.]
- Grace E. Holbrook (1887) . . . *581 East Ninth Street, South Boston.*
[4 months. G. P. s.t.p.]
- Edith J. Holden (1887) . . . *Reading, Mass.*
[Teaching in Union-street Grammar School. 1. G. p.]
- Edith Hovey (1888) . . . *39 Circuit Street, Roxbury.*
[0. G. P. E. s.t.p.]
- Agnes B. Hudson (1887) . . . *291 Dudley Street, Roxbury.*
[1. G. P. s.t.p.]
- Louisa E. Humphrey (1885) . . . *North Weymouth, Mass.*
[0. G. P. s.t.p.]
- Adelaide E. Ingraham (1876) . . . *Norwood, Mass.*
[Teaching in Shepard Grammar School, North Cambridge. 11. G. P. p.]
- Emma J. Irving (1888) . . . *19 Marion Street, East Boston.*
[0. G. P. s.t.p.]
- Jennie M. Jamison (1888) . . . *48 West Cedar Street.*
[0. G. P. s.t.p.]
- Bessie C. Jones (1887) . . . *High Street, Meeting-house Hill, Dorchester.*
[4 months. G. P. s.t.p.]
- Cecilia A. Kelley (1888) . . . *96 Bunker Hill Street, Charlestown.*
[0. G. P. E. s.t.p.]
- Delia A. Kelley (1882) . . . *Warren Street, Brookline, Mass.*
[Teaching in Heath Primary School. 6. Temporarily withdrawn.]
- Annie M. Keough (1888) . . . *471 Columbus Avenue.*
[0. G. P. E. s.t.p.]
- Nellie L. Knight (1884) . . . *9 Wyoming Street, Roxbury.*
[1. G. P. s.t.p.]
- S. Josephine Lavery (1885) . . . *653 Broadway, South Boston.*
[1. G. P. E. s.t.p.]
- Helena F. Leary (1888) . . . *173 Athens Street, South Boston.*
[0. G. P. E. s.t.p.]
- Hattie C. Leatherbee (1887) . . . *Commonwealth Avenue, Allston.*
[½. G. P. s.t.p.]
- Jane C. Levi (1887) . . . *149 Charles Street.*
[7 months. G. P. E. s.t.p.]
- Mary L. Lewis (1885) . . . *292 Princeton Street, East Boston.*
[2½. G. P. E. s.t.p.]
- Minnie B. Lincoln (1887) . . . *Suite 1, Hotel Parthia, 690 Shawmut Ave.*
[½. G. P. s.t.p.]
- Ella F. Little (1888) . . . *1 Malbon Place, Roxbury.*
[0. G. P. s.t.p.]
- Alice H. Long (1875) . . . *Melrose, Mass.*
[Principal Vinton-street Intermediate School. 11. G. P. p.]
- Sarah N. Macomber (1885) . . . *181 Walnut Avenue, Roxbury.*
[3½. G. P. E. s.t.p.]

- Mrs. Mary A. Mahan (1882) *8 Moon Street.*
[$\frac{1}{4}$. G. P. E. s.t.p.]
- Margaret H. Manning (1888) *East Milton, Mass.*
[2. G. P. s.t.p.]
- Henrietta S. Manson (1887) *47 Saratoga Street, East Boston.*
[3 months. G. P. s.t.p.]
- Susie L. Mara (1888) . . . *93 Pembroke Street.*
[0. G. P. s.t.p.]
- Margaret F. Marden (1887) **36 Gray Street.*
[$\frac{1}{4}$. G. P. E. s.t.p.]
- Edith M. Martine (1888) . *River Street, Dorchester.*
[0. G. P. s.t.p.]
- Mrs. Alice M. McDonald [1879] *208 Lexington Street, East Boston.*
[$\frac{7}{8}$. G. P. s.t.]
- Mary F. McDonald (1888) . *9 Warren Place, Roxbury.*
[0. G. P. E. s.t.p.]
- Mary J. McDonough (1883) *Box 484, Watertown, Mass.*
[Principal of Spring Grammar School. 5. G. P. p.]
- Annie C. McFarland (1888) *18 Erie Street, Dorchester.*
[Temporary teacher in School-street School. 0. G. P. s.t.p.]
- Esther E. McGrath (1887) . *16 Langdon Street, Roxbury.*
[$1\frac{1}{4}$. G. P. E. s.t.p.]
- Margaret A. McGuire (1887) *78 Hampshire Street, Roxbury.*
[Temporary teacher in Comins School. 8 months. G. P. E. s.t.p.]
- Marian A. McIntyre (1885) . *4 Highland Place, Roxbury.*
[Temporary teacher in Mount Vernon School, W. R. 2. G. P. p.]
- Annie S. McKissick (1888) . *47 Telegraph Street, South Boston.*
[0. G. P. E. s.t.p.]
- Ellen A. McMahan (1886) . *223 Gold Street, South Boston.*
[Teaching in Marcella street Home, Roxbury. $1\frac{1}{2}$. G. P. p.]
- Katharine A. McMahan (1886) *51 Allston Street, Charlestown.*
[$\frac{1}{2}$. G. P. E. s.t.p.]
- Emma L. Merrill (1875) . . *21 Greenville Street, Roxbury.*
[Temporary teacher in Eustis-street Primary School. $6\frac{1}{2}$. G. P. E. s.t.p.]
- Emma L. Mitchell (1887) . *10 Mill Street, Charlestown.*
[3 months. G. P. E. s.t.p.]
- Margaret D. Mitchell (1887) *86 Tremont Street, Charlestown.*
[6 months. G. P. E. s.t.p.]
- Sara Mock (1888) . . . *458 Shawmut Avenue.*
[Temporary teacher in Joshua Bates Primary School. 0. G. P. E. s.t.p.]
- Rose A. Mohan (1888) . . *42 Carson Street, Dorchester.*
[0. G. P. E. s.t.p.]
- Anna G. Molloy (1886) . . *Randolph, Mass.*
[Teaching in Winthrop Grammar School, Brookline. $1\frac{1}{2}$. G. p.]
- Florence I. Morse (1888) . *11 Concord Street, Charlestown.*
[0. G. P. s.t.p.]
- Julia G. L. Morse (1888) . *77 Myrtle Street.*
[Temporary teacher in Sharp Primary School. 0. G. P. E. s.t.p.]
- Mary E. Mullen (1885) . *5 Calvary Street, Waltham, Mass.*
[$2\frac{1}{2}$. G. P. s.t.p.]

- Amelia M. Mulliken (1877) . *Box 103, Lexington, Mass.*
[Teaching in Hancock Primary School. 10. G. P. p.]
- J. Gertrude Mulloney (1887) *42 Parkman Street.*
[6 months. G. P. s.t.p.]
- Sarah A. Mulloney (1885) . *12 Brookline Street, Cambridgeport, Mass.*
[0. Temporarily withdrawn.]
- Florence E. Neill (1888) . *385 Fourth Street, South Boston.*
[0. G. P. E. s.t.p.]
- Mrs. Mary E. Nichols (1876) *Bowdoin Street, Dorchester.*
[8. G. P. s.t.p.]
- Fannie A. Nickerson (1878) *Medford, Mass.*
[Teaching in Tufts School. 3. G. P. p.]
- Eliza R. Noyes (1874) . . *Canton, Mass.*
[Teaching in High School. 7. G. (higher class.) p.]
- Mary F. O'Brien (1886) . . *19 Mitchell Street, South Boston.*
[14½. G. P. E. s.t.p.]
- Elizabeth E. O'Connell (1876) *50 Vale Street, Roxbury.*
[6. P. p. E. s.t.p.]
- Margaret A. M. O'Dowd (1887) *4 Baldwin Place.*
[Temporary teacher in Hancock School. 1½. G. P. s.t.p.]
- Martha T. O'Hea (1887) . . *423 Main Street, Charlestown.*
[9 months. G. P. E. s.t.p.]
- Margaret C. O'Hearn (1886) *98 Boylston Street, Brookline, Mass.*
[1. G. P. s.t.p.]
- Mary A. O'Hearn (1886) . *98 Boylston Street, Brookline, Mass.*
[Teaching in Sewall Primary School. 1½. G. P. p.]
- Emily H. Osborne (1887) . *10 Melrose Street.*
[8 months. G. P. s.t.p.]
- Sarah L. Park (1888) . . *922 Broadway, South Boston.*
[0. G. P. E. s.t.p.]
- Bertha Peirce (1887) . . . *929 East Fourth Street, South Boston.*
[1. G. P. E. s.t.p.]
- Mary M. Perry (1888) . . *10 Gordon Street, Jamaica Plain.*
[0. G. P. s.t.p.]
- Elizabeth F. Pinkham (1888) *39 Pleasant Street.*
[0. G. P. E. s.t.p.]
- Lura M. Power (1887) . . *583 Broadway, South Boston.*
[½. G. P. s.t.p.]
- Theresa G. Power (1888) . *80 Devens Street, Charlestown.*
[0. G. P. E. s.t.p.]
- Leila L. Rand (1888) . . . *67 Morrison Street, West Somerville, Mass.*
[0. G. P. E. s.t.p.]
- Minnie V. Reid (1887) . . *21 Park Street, Cambridgeport, Mass.*
[Teaching in Webster Grammar School, Cambridge. 1. G. p.]
- Harriet Rice (1888) . . . *Warren Street, Allston.*
[Teaching ungraded school, Bolton. 0. G. P. s.t.p.]
- Emeline W. Ripley (1888) . *22 Mt. Vernon Street, Charlestown.*
[0. G. P. E. s.t.p.]

- Alice E. Robinson (1884) . . . *1 Howland Street, Roxbury.*
[2. G. P. s.t.p.]
- Lillian E. Rogers (1887) . . . *Box 386, Newtonville, Mass.*
[Teaching in Wellington Grammar School, Cambridgeport. 7 months.
G. P. s.t.p.]
- Sarah E. Roome (1885) . . . *Clarendon Hills, Mass.*
[Teaching in Greenwood Grammar School, Hyde Park. 2½. G. P. p.]
- Gertrude E. Sackrider (1888) *31 Bowdoin Street, Cambridge, Mass.*
[0. G. P. s.t.p.]
- Ariel D. Savage (1885) . . . *62 Washington Avenue, Chelsea, Mass.*
[Teaching in Carter Grammar School. 3. G. p. July, 1889.]
- Olive J. Sawyer (1886) . . . *18 Monument Court, Charlestown.*
[Temporary teacher in Harvard School. 7 months. G. P. s.t.p.]
- Edith A. Scanlan (1888) . . . *18 Linden Park Street, Roxbury.*
[0. G. P. s.t.p.]
- Alice H. Shaw (1887) . . . *20 Pacific Street, Rockland, Mass.*
[Teaching in High School. 6 months. Temporarily withdrawn.]
- Mary N. Sherburne (1888) . . . *45 Eliot Street, Jamaica Plain.*
[0. G. P. s.t.p.]
- Grace L. Sherry (1888) . . . *52 Dale Street, Roxbury.*
[0. G. P. s.t.p.]
- Alice M. Smith (1887) . . . *17 Spring Garden Street, Dorchester.*
[1½. G. P. E. s.t.p.]
- Annie E. Smith (1884) . . . *1 Phillips Court.*
[1 month. G. P. E. s.t.p.]
- Bertha M. Smith (1888) . . . *5 Albion Place, Charlestown.*
[0. G. P. s.t.p.]
- C. Florence Smith (1886) . . . *95 Columbia Street, Cambridgeport, Mass.*
[Teaching in Boardman Primary School. 2. G. P. p.]
- Etta M. Smith (1886) . . . *Hotel Kensington, 33 Wellington Street.*
[14½. G. P. s.t.p.]
- Harriet L. Smith (1886) . . . *86 Pinckney Street.*
[1. G. P. E. s.t.p.]
- Helen D. Smith (1888) . . . *Alfred Street, Jamaica Plain.*
[0. G. P. s.t.p.]
- Isabel A. Smith (1888) . . . *41 Crescent Street, Cambridge, Mass.*
[0. G. P. s.t.p.]
- Annie M. Stickney (1888) . . . *Park Street, Roxbury.*
[0. G. P. s.t.p.]
- Sarah E. Stumpf (1875) . . . *640 East Fourth Street, South Boston.*
[5½. G. P. E. t.p.]
- H. Adelaide Sullivan (1885) *70 River Street, Mattapan.*
[Temporary teacher in Tappan Primary School, East Boston. 1½. G. P. s.t.p.]
- Katharine C. Sullivan (1887) *18 Hudson Street.*
[½. G. P. E. s.t.p.]
- Henrietta Thompson (1888) . . . *8 Moon Street.*
[0. G. P. E. s.t.p.]

- Kate V. Tiernay (1887) . . . *110 Tyler Street.*
[8 months. G. P. E. s.t.p.]
- Eliza L. Tilden (1888) . . . *91 School Street, Charlestown.*
[0. G. P. s.t.p.]
- Althea M. Todd (1888) . . . *49 Clarendon Street.*
[0. G. P. E. s.t.p.]
- Myra F. Towle (1886) . . . *10 Brighton Street, Charlestown.*
[1½. G. P. s.t.p.]
- Mary N. Valentine (1838) . . . *Wellesley Hills, Mass.*
[0. G. P. s.t.p.]
- Lilian A. Wellington (1885) *93 High Street, Charlestown.*
[1½. G. P. s.t.p.]
- Ingemisca G. Weyssse (1888) *Park Street, West Roxbury.*
[0. G. P. s.t.p.]
- Mrs. Mary E. Wilbar (1873) *12 Minot Street, Neponset.*
[5. P. s. E. s.t.p.]
- Annie M. Wilson (1886). . . *37 Glenwood Street, Roxbury.*
[Temporary teacher in Dearborn School. 1½. 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.*
[8 months. G. P. E. s.t.p.]
- Helen A. Woods (1887) . . . *14 Oscar Street, Roxbury.*
[Temporary teacher in Armandine-street Primary School, Mattapan.
4 months. G. P. s.t.p.]
- Helen A. Woods (1888) . . . *105 West Chester Park.*
[0. G. P. s.t.p.]

ADDITIONAL CANDIDATES WHO HOLD VALID CERTIFICATES.

- | | |
|----------------------|----------------------|
| Clara B. Andrews, | Emma F. Porter, |
| S. Frances Carbee, | Hattie L. Rea, |
| Emma F. Cogan, | Helen E. Risteen, |
| Agnes G. Flanagan, | Ada A. Spence, |
| Mabel C. Friend, | Sarah E. Stuntz, |
| Martha A. Lovely, | Kate A. Sullivan, |
| Helen J. Morris, | Elizabeth S. Tash, |
| Susie M. S. Perkins, | Augusta G. Williams. |

Certificated at the August Examination, or later, and appointed since.

First Grade.

Mary J. Foley (Assistant in Girls' Latin School).

Second Grade.

James Burrier, Charles C. Haines,
John J. Sheehan.

Special Grade.

Teachers of Kindergartens.

Mary B. Bacon,	Etta D. Morse,
Lelia A. Flagg,	Mary G. Murray,
Grace H. Mather,	Ada L. Peabody,
Flora S. McLean,	Ellen L. Sampson,
	Frauces Williamson.

Graduated from Normal School, June, 1888, and appointed since.

Rose A. Carrigan,	Mary C. Moller,
Celia B. Hallstrom,	Mabel F. Wilkins.

SCHOOL DOCUMENT NO. 20—1888.

BOSTON PUBLIC SCHOOLS.

LIST OF AUTHORIZED
TEXT AND REFERENCE BOOKS,

AND

SUPPLEMENTARY READING-BOOKS,

FOR

SCHOOL YEAR 1888-89.



BOSTON :
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1888.

IN SCHOOL COMMITTEE, Nov. 13. 1888.

Ordered, That the list of authorized text-books, 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. — ¹ Franklin 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.

Normal Music Course in the Rice Training School and in the schools of the third and sixth divisions. National Music Course (revised edition) in the schools of the first and second divisions.

GRAMMAR SCHOOLS.

Sixth Class. — Franklin Advanced Third Reader. ² Warren's Primary Geography. Intermediate Music Reader. Franklin Elementary Arithmetic. ³ Greenleaf's Manual of Mental Arithmetic. Worcester's Spelling-Book.

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 Swinton's Introductory Geography allowed in Charlestown Schools.

³ 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.

Fifth Class. — Franklin Intermediate Reader. ¹ New Franklin Fourth Reader. Franklin Elementary Arithmetic. ² Greenleaf's Manual of Mental Arithmetic. ³ Warren's Primary Geography. Intermediate Music Reader. Worcester's Spelling-Book.

Fourth Class. — Franklin Fourth Reader. ¹ New Franklin Fourth Reader. Franklin Written Arithmetic. ² Greenleaf's Manual of Mental Arithmetic. ³ Warren's Common-School Geography. Intermediate Music Reader. Worcester's Spelling-Book. ⁵ Blaisdell's How to Keep Well.

Third Class. — Franklin Fifth Reader. ¹ New Franklin Fifth Reader. Franklin Written Arithmetic. ² Greenleaf's Manual of Mental Arithmetic. ³ Warren's Common-School Geography. Swinton's New Language Lessons. Worcester's Comprehensive Dictionary. Higginson's History of the United States. ⁴ Fourth Music Reader. [Revised edition.] ⁵ Blaisdell's How to Keep Well.

Second Class. — Franklin Fifth Reader. Franklin Written Arithmetic. ³ Warren's Common-School Geography. Tweed's Grammar for Common Schools. Worcester's Comprehensive Dictionary. Higginson's History of the United States. ⁴ 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. ³ Warren's Common-School Geography. Tweed's Grammar for Common Schools. Worcester's Comprehensive Dictionary. Stone's History of England. Cooley's Elements of Philosophy. ⁴ 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; Payson, Dunton, and Scribner's; Harper's Copy-Books; Appleton's Writing-

¹ To be furnished at the discretion of the Committee on Supplies.

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 The revised edition to be furnished at the discretion of the Committee on Supplies to schools where this book is used. Swinton's Grammar-School Geography allowed in Charlestown schools.

⁴ The revised edition to be supplied as new books are needed.

⁵ 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.

Books. 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.

Normal Music Course in the Rice Training School and the schools of the third and sixth divisions. National Music Course (revised edition) in the schools of the first and second divisions.

HIGH SCHOOLS.

English. — Abbott's How to Write Clearly. Hill's or Kellogg's Rhetoric, or Meiklejohn's Rhetoric. Strang's English Lessons. Scott's Lady of the Lake. Selections from Addison's Papers in the Spectator, with Macaulay's Essay on Addison. Irving's Sketch-Book. Trevelyan's Selections from Macaulay. Hales's Longer English Poems. Shakespeare, — Rolfe's or Hudson's Selections. Selection 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 Caesar. 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. — Anderson's New General History. Martin's Civil Government.

Mythology. — Berens's Hand-book of Mythology.

Mathematics. — Meservey's Book-keeping. Bradbury's Eaton's Algebra. ¹Wentworth and Hill's Exercises in Algebra. Bradbury's Elementary Geometry, or Chauvenet's Geometry, or Wells's Geometry. Greenleaf's Trigonometry.

²Metric Apparatus.

Physics. — Cooley's New Text-book of Physics. Avery's Physic's, or Gage's Physics.

Astronomy. — Sharpless & Phillips's Astronomy.

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.

Chemistry. — Eliot & Storer's Elementary Manual of Chemistry, edited by Nichols. Eliot & Storer's Qualitative Analysis. Hill's Lecture Notes on Qualitative Analysis. Tables for the Determination of Common Minerals. [Girls' High School.]

Botany. — Gray's School and Field Book of Botany.

Zoölogy. — Morse's Zoology 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 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. Strang's English Lessons. 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 Biograph-

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.

ical 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. — Bulfinch's Age of Fable.

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.

Mineralogy. — Tables for the Determination of Common Minerals. [Girls' Latin School.]

Mathematics. — The Franklin Written Arithmetic. Bradbury's Eaton's Algebra. ¹Wentworth and Hill's Exercises in Algebra. Chauvenet's Geometry. Lodge's Elementary Mechanics.

Physics. — Arnett'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. ²Sauveur's Petites Causeries. Hennequin's Lessons in Idiomatic French. Gasc's French Dictionary. Êreckmann-Chatrian's Le Conscrit de 1813. Êreckmann-Chatrian's Madame Thérèse. Bôcher's College Series of French Plays. Nouvelles Genevoises. 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. Ventura's Peppino. Halévy's

¹ This book is not intended to, and does not in fact, displace any text-book now in use, but is intended merely to furnish additional problems in algebra.

² To be furnished as new French Readers are needed. The use of the book confined for this year to the English, Charlestown, Roxbury, and West Roxbury High Schools.

L'Abbé Constantin. La Fontaine's Fables. About's La Mère de la Marquise. Daudet's Siège de Berlin.

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. Putlitz's Das Herz Vergessen. Grimm's Märchen. Goethe's Prose. Schiller's Prose. Stein's German Exercises. Heine's Die Harzreise.

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.

Normal Music Course.

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. Bradbury's Elementary Geometry.

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. ¹ Anderson's Märchen. 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.

SCHOOLS OF COOKERY.

Boston School Kitchen Text-Book, by Mrs. D. A. Lincoln.

¹ In schools in which the English language is taught to German pupils.

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 Revolution. 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.). White's Manikin. 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. Labberton's Historical Atlas and General History (one book for the desk of each teacher).

NORMAL AND HIGH SCHOOLS.

Chart's of Life. Wilson's Human Anatomical and Physiological Charts. Hough's American Woods.

BOOKS FOR SUPPLEMENTARY READING.

BOYS' LATIN SCHOOL.

[45 copies of each book.]

Moss's First Greek Reader. Tomlinson's Latin for Sight Reading. Walford's Extracts from Cicero, Part I. Jackson's Manual of Astronomical Geography.

GIRLS' LATIN SCHOOL.

Sheldon's Greek and Roman History.

LATIN AND HIGH SCHOOLS.

Books required for admission to Harvard College.

A list of suitable books, carefully prepared under the direction of the Committee on Text-Books, 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; Froude's Cæsar; Forsythe's Life of Cicero; Ware's Aurelian; Cox's Crusades; Masson's Abridgment of Guizot's History of France; Scott's Abbot; Scott's Monastery; Scott's Talisman; Scott's Quentin Durward; Scott's Marmion (Rolfe's Student Series); Scott's Lay of the Last Minstrel (Rolfe's Student Series); Kingsley's Hereward; Kingsley's Westward Ho; Melville's Holmby House; Macaulay's Essay on Frederick; 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 Tales 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; Tennyson's Selected Poems (Rolfe's Student Series); Tennyson's Elaine; Tennyson's In Memoriam; Byron's Prisoner of Chillon; Goldsmith's Deserted Village; Goldsmith's Traveller; Coleridge's Ancient Mariner; Wordsworth's Excursion; Monroe's Sixth Reader; Webster — Section 2 [Annotated English Classics, Ginn & Co.]; Wordsworth's Poems — Section 2 [Annotated English Classics, Ginn & Co.]; Sheldon's Greek and Roman History.

French. — St. German'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; Goethe's Prose; Schiller's Jungfrau von Orleans; Schiller's Prose; Boisen's German Prose; Bernhardt's Novellen Bibliothek.

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. Robinson Crusoe.

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). Robinson Crusoe.

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. Phillips'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; Drake's The Making of New England; 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 Feath-

ers 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 Road from Long Ago till Now; Scott's Tales of a Grandfather; Hayes's Cast Away in the Cold. Sharp Eyes and other Papers; Lessons on Practical Subjects; Stories of Mother Nature; Play Days; Jackanapes; Children's Stories of American Progress; Little Lord Fauntleroy.

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.

¹ Easy Steps for Little Feet. ¹ 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. An Illustrated Primer (D. C. Heath & Co.).

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 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.

¹ The books of the above titles in stock to be used, but no more copies to be purchased.

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 will 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, McGuffey's Alternate 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, New Normal, 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, Woodward's Number Stories.

