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DOCUMENTS

OF THE

SCHOOL COMMITTEE

OF THE

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CITY OF BOSTON

FOR THE YEAR 1903



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BOSTON
MUNICIPAL PRINTING OFFICE
1903

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YEARBOOK

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Boston - Sec. of School Committee

Mar. 15 1906



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SCHOOL DOCUMENT NO. 1—1903

REPORT

OF THE

COMMITTEE ON SUPPLIES



BOSTON
MUNICIPAL PRINTING OFFICE
1903



TWENTY-FIFTH ANNUAL REPORT.

COMMITTEE ON SUPPLIES.

BOSTON, March, 1903.

To the School Committee :

The Committee on Supplies present the following report for the financial year beginning February 1, 1902, and ending January 31, 1903.

The amount appropriated by the School Board at the beginning of the financial year for the requirements of this department was made up as follows :

Fuel and light	\$120,000 00
Supplies and incidentals	214,000 00
Total	<u>\$334,000 00</u>

The expenditures for the year have been as follows :

“Supplies and Incidentals”:

Text-books	\$49,067 23	
Writing-books	5,777 73	
Drawing-books	6,988 92	
Reference-books	2,209 60	
Record-books	435 59	
Books for supplementary reading	10,298 10	
		\$74,777 17
Stationery, including postage	\$23,122 25	
Drawing materials	8,679 79	
Blackboard materials	519 86	
Manual training supplies	13,004 85	
Sewing materials	350 55	
Expenses for music:		
Pianos	4,370 00	
Tuning and care of pianos	1,210 00	
Covers and repairs	128 25	
Kindergarten supplies, and services of maids (\$4,484.90)	6,275 96	
Philosophical, chemical, and mathematical apparatus and supplies	10,400 19	
<i>Carried forward</i>	\$68,061 70	\$74,777 17

<i>Brought forward</i>	\$68,061 70	\$74,777 17
Globes, maps, and charts	1,419 94	
Typewriters and supplies	2,275 04	
Supplies for vacation schools	1,347 90	
Supplies for educational centres	90 40	
	<hr/>	73,194 98
Diplomas	\$2,734 00	
Annual school festival	2,954 02	
Military drill; arms, lunch for regiment, etc.,	2,440 53	
	<hr/>	8,128 55
School census	\$1,600 00	
Tuition paid town of Brookline	1,935 80	
Tuition paid Massachusetts cities and towns for Boston wards	5,055 43	
	<hr/>	8,591 23
Car and ferry tickets (refunded by State, \$2,478.34)		3,415 87
Janitors' and other supplies	\$8,448 41	
Removing ashes and snow	1,739 00	
New flags and repairing of old	199 26	
	<hr/>	10,386 67
Reports of proceedings, School Committee	\$781 19	
Carriage-hire	94 50	
Refreshments, School Committee	698 75	
	<hr/>	1,574 44
Printing and stock	\$11,774 85	
Dedication High Schools, etc.	56 48	
Cost of work for delivering supplies, includ- ing salaries, expenses of teaming, etc.	7,480 00	
Horse and carriage expenses	108 50	
Express and cartage	297 82	
Extra labor and clerk-hire	952 18	
Advertising	516 19	
District telegraph and telephone	363 00	
Washing towels	424 98	
Wrapping paper and twine	103 23	
Case for Schoolhouse Custodian	18 00	
	<hr/>	22,095 23
Engrossing memorials and resolutions, Sarah L. Arnold, Moses Merrill, Robert Swan, Horatio D. Newton, and Henry Hitchings		42 50
Travelling expenses:		
Superintendent and Supervisors	\$301 92	
Principal, Normal School	63 00	
Schoolhouse Custodian	42 00	
Board and travelling expenses, teachers of special classes	201 68	
	<hr/>	608 60
Incidental expenses, lectures Evening Schools		398 00
	<hr/>	
Total for supplies and incidentals		\$203,213 24
	<hr/>	
<i>Carried forward</i>		\$203,213 24

<i>Brought forward</i>		\$203,213 24
"Fuel and Light":		
Fuel	\$73,478 84	
Electric power	2,912 12	
Gas and electric lighting	20,003 65	
	<hr/>	
Total for fuel and light		96,394 61
Gross expenditures for schools, under the charge of the Committee on Supplies		<u>\$299,607 85</u>
Gross expenditures as above		\$299,607 85
Less the following credits:		
Sale of books and supplies,		
High Schools	\$159 10	
Grammar Schools	204 35	
Primary Schools	168 32	
Evening Schools	59 55	
Refunded by State on account of travelling expenses of pupils, Horace Mann School	2,478 34	
	<hr/>	3,069 66
Net expenditures		<u><u>\$296,538 19</u></u>

The income collected during the year consisted of payments for lost or injured books, and the amount received from the State of Massachusetts, refunded for travelling expenses of pupils in the Horace Mann School.

The net amount expended shows an increase of \$27,232.99 in supplies and incidentals, and a decrease of \$10,243.17 in fuel and light—a net increase, as compared with the cost for the previous year, of \$16,989.82.

The average number of pupils belonging to the different grades of schools was 94.871. The average cost of this department per pupil for books, supplies, and incidentals was \$2.11, and for fuel and light was \$1.02—a total cost per pupil of \$3.13.

The value of the stock on hand at the close of the year amounted to \$20,232.20, a reduction of \$581.18 as compared with the value of the stock on hand January 1, 1902. The schools were supplied with the materials represented by this reduction, in addition to those purchased throughout the year, as indicated by the expenses.

The total amount expended for books, drawing materials, and stationery during the year was \$106,579.21, deducting \$591.32, the income received, it leaves \$105,987.89 as the net amount expended for these items, an increase over the previous year of \$11,258.98. Dividing the net amount spent by the average number of pupils belonging to the different grades of schools, it makes the cost for each pupil \$1.12, an increase of eight cents per pupil for the year.

The following table shows the net cost incurred annually by the School Committee for books, drawing materials, and stationery since 1873-74, a period of thirty years :

1873-74 . . .	\$67,937 47	1889-90 . . .	\$50,182 82
1874-75 . . .	78,181 67	1890-91 . . .	52,988 28
1875-76 . . .	72,372 35	1891-92 . . .	50,201 01
1876-77 . . .	75,629 76	(9 months) }	
1877-78 . . .	61,057 13	1892-93 . . .	47,723 15
1878-79 . . .	63,473 78	1893-94 . . .	42,116 13
1879-80 . . .	76,621 67	1894-95 . . .	53,856 82
1880-81 . . .	21,003 26	1895-96 . . .	65,014 08
1881-82 . . .	7,569 57	1896-97 . . .	77,784 56
1882-83 . . .	15,309 74	1897-98 . . .	72,093 34
1883-84 . . .	14,107 76	1898-99 . . .	77,476 43
1884-85 . . .	80,779 82	1899-00 . . .	80,707 78
1885-86 . . .	58,760 77	1900-01 . . .	85,368 28
1886-87 . . .	42,890 13	1901-02 . . .	94,728 91
1887-88 . . .	43,721 29	1902-03 . . .	105,987 89
1888-89 . . .	46,087 54		

The total net expense incurred by the School Committee for books, drawing materials, and stationery for the past nineteen years, during which time the city has been obliged by law to loan books and furnish supplies to all pupils, amounted to \$1,228,469.03, an average each year of \$64,656.26. The average yearly number of pupils covering the same period was 73,896, making an average annual cost of eighty-seven cents per pupil for these items.

As a partial offset to this charge the city owns about 650,000 text-books in the schools, which at a low valuation will be worth \$125,000 for further school use.

For thirteen years previous to 1884, when the city supplied only necessitous pupils with books and materials, the cost for these items averaged \$48,921.39 each year. The average number of pupils was 50,351, making an annual average cost per pupil of ninety-seven cents.

By comparison the cost to the city per pupil under the free text-book law has not increased, but on the contrary shows a decrease of about ten per cent., and the parents of the pupils have been benefited to the extent of more than half a million dollars by being relieved of the cost of books and supplies.

From a financial point of view the free text-book law, as carried on by this committee with the assistance of the teachers, is a gratifying success, and much of the credit is due the teachers for their care and economical use of material.

For the financial year ending January 31, 1903, the Committee on Supplies were favored by the School Committee with a much larger appropriation than usual for books and supplies, and consequently they voted to allow each principal of a grammar school district an appropriation at the rate of twenty-five cents for each pupil in the grammar grades, to be expended for either supplementary reading, reference books, or maps, any or all, according to the needs of the district.

The amount needed to carry out this action was about \$11,000, and, distributed over the entire city, added much to the value of the school equipment, in addition to the regular text-books and supplies.

The expense incurred for supplementary reading was \$10,298.10, in comparison with \$7,346.20 for the previous year, and was nearly double the average cost for the six years preceding.

The plan now in operation for the past few years, of allotting to the schools their share of the money available according to the number of pupils, gives general satisfaction, partly because all are supplied on the same basis; and the oppor-

tunity to secure reference books and maps, also, allows a wider range of choice. In some cases the principals feel that the stock of supplementary reading already is as large as can be used to advantage, and the privilege of expending their allowance for other and more pressing needs is appreciated.

Over twenty per cent. of the cost for books (excluding writing-books, drawing-books, and record-books) was expended the past year for supplementary reading, certainly as large a proportion as would seem to be desirable, especially when the list of authorized text-books has been added to so largely within the past five years.

Since the introduction of the commercial course into the high schools, requests for supplementary reading have diminished somewhat in these schools.

There is a growing demand throughout the schools for stereopticons and neostyles, owing partly to many of the schools now being well supplied with collateral reading; and although this committee believe that the stereopticon is valuable, especially in the study of geography, and the neostyle desirable for general purposes, these articles can only be supplied gradually and as the appropriation will permit.

The cost for stationery and drawing materials purchased for the year was \$31,802.04. Under this head is charged the cost incurred for postage by the entire School Department, amounting the past year to \$1,130.

Among the larger items under drawing materials was the purchase of 150 sets of drawing instruments, at an expense of \$577.50, used principally in the evening drawing schools.

During the past ten years the use of slates and slate pencils has been discontinued, and paper and lead pencils substituted. This one change has added about 20 per cent. to the cost of stationery, and for the purpose, 130,780 blocks weighing one pound each (amounting in the aggregate to over sixty-five tons), at an average cost of three cents

each, were sent to the schools last year principally for arithmetic work

In the early part of each financial year, bids are requested from the largest paper dealers in the city for the greater part of the year's supply of stationery, and last year seven firms submitted bids for the following-named material:

- 5,050 reams note, letter, and examination (cap) paper.
- 7,000 reams ruled paper for use in primary schools.
- 152,000 forty-page blank writing-books.
- 75,000 blank spelling-books.
- 1,800 blank books for bookkeeping.
- 190 reams journal and ledger paper.
- 10,000 packages Parker's commercial blotting paper.
- 1,000 reams map drawing paper.

These supplies called for more than sixty tons of paper.

The contract was awarded to Carter, Rice, & Company Corporation, their bid of \$7,737.50 for the entire lot, being the lowest one received.

The cost for manual training supplies for the wood-working and cookery schools amounted to \$13,004.85, an increase over the previous year of \$3,016.13.

For the past few years the cost for manual training has been growing at the rate of about twenty per cent. each year.

The cost for lumber the past year was \$4,460.79, and the sharpening and renewing of tools amounted to \$2,652.35, — a total of \$7,113.14.

New wood-working classes were established the past year in the Lewis, Minot, and Roger Wolcott Schools, the tools for which cost \$914.86.

The teacher of each cookery school is allowed from \$10 to \$12 each school month for the purchase of perishable supplies.

Each teacher is allowed also about \$3 per month to be expended for washing the floors of the school kitchens.

The total of these two items, including kitchen utensils, amounted to \$4,219.67.

The introduction of cookery lessons into the evening school course added somewhat to the expense for the year.

The cost for apparatus and supplies, in connection with chemistry and physics, amounted to \$10,400.19, as compared with an average cost for the two years preceding of \$5,665.99. This increase was caused principally by the more extensive laboratories in the modern high school buildings which call for a corresponding outlay for apparatus and supplies.

Fourteen pianos were purchased during the year at an expense of \$4,370, and sent to the following-named schools :

South Boston High, Chickering grand	\$270 00
Dorchester High " "	450 00
West Roxbury High " "	450 00
Roger Wolcott Grammar " "	450 00
Hancock Grammar, Miller grand	450 00
Chapman Grammar " "	450 00
Lewis Grammar " "	450 00
Bigelow Grammar " "	450 00
Eliot Grammar, Steinertone grand	450 00
Winship Primary, Miller upright	225 00
Wyman Kindergarten, Miller square	70 00
Stephen M. Weld Kindergarten, Miller square	70 00
Sumner street, Dorchester, Kindergarten, Miller square	75 00
Beech-street Kindergarten, Chickering square	60 00
Total of fourteen pianos, costing	<u>\$4,370 00</u>

Some of the instruments now in the schools are old and not up to date, and should be replaced within a very few years, and this the committee intend to do gradually, as the appropriation will permit.

The 224 pianos belonging to the city, and in use in the schools, represent a cost of about \$63,000. In addition there are 32 pianos in use, owned by private individuals.

The total amount expended for instruments, repairs, covers, and tuning, during the year was \$5,708.25.

The expenses of the annual festival were as follows :

Rent of Mechanics Hall	\$281 00
Flowers (3,515 bouquets)	1,406 00
Collation	892 00
Transportation	194 97
Music	78 00
Decorations	25 00
Sundry small items	77 05
Total cost	<u>\$2,954 02</u>

Among the items in the appropriation bill was one of \$4,000 for installing a telephone service between the high and grammar schools and the School Committee Rooms.

Your committee gave the matter careful consideration, and as it involved an annual expenditure of nearly \$4,000 it was thought advisable to ask an individual expression of opinion from the members of the Board.

A majority of those who replied were in favor of postponing action until the financial outlook was more favorable, and this committee concurred in that opinion.

In connection with a general investigation of the city's finances during the year under the direction of His Honor the Mayor, some criticism was offered by the accountant, Mr. Harvey S. Chase, in his report submitted to the City Government, upon the cost of supplying the schools.

We quote from Mr. Chase's report embodied in the official proceedings of the Board of Aldermen: "A saving of one-third of the supplies now issued should be made. The increase of these items by 150 per cent. in the last ten years, and by 50 to 100 per cent. more per pupil than was the case ten years ago, is sufficient evidence that proper economy in these particulars is not being exercised in many of the schools at present."

In City Document No. 62, containing Mr. Chase's report, the statement made above seems to have undergone a modification and reads as follows: "A saving of a considerable proportion of the supplies now issued should be made. The increase of these items by 50 per cent. to over 200 per cent. in the last ten years, and by 50 to 100 per cent. more per pupil than was the case ten years ago, may be considered sufficient evidence that proper economy in these particulars is not being exercised in many of the schools at present."

While the different items of expense may increase or decrease in percentage, the increase in the cost per pupil

should be figured more closely than from 50 to 100 per cent. In 1892-93 the cost per pupil for supplies and incidentals was \$1.32, while in 1901-02 the cost was \$1.89, an increase of 43 per cent. and not from 50 to 100 per cent. as stated. No report upon increase in expenditures can fairly be made unless it is based upon a more exact statement of percentage.

Supplies and incidentals might be divided into three quarters supplies and one quarter incidentals.

Under incidentals, about \$50,000 were expended the past year, as follows:

	ABOUT
Reports of School Committee meetings, printing, and advertising	\$13,000 00
Employees in supply-room, services of maids in Kindergartens, and extra clerk-hire	13,000 00
Town of Brookline, and other cities and towns for tuition, Car and ferry tickets, cost refunded by State and appears in income	7,000 00
Annual festival	3,000 00
School census, removing ashes, and other expenses	3,000 00
	11,000 00
	<u>\$50,000 00</u>

Some of these are charges which must be met and are incapable of reduction.

Under the head of supplies, \$150,000 in round numbers were expended the past year for materials used by about 100,000 persons, pupils, instructors, janitors, and other employees, an average of \$1.50 for each person.

Any person looking into the matter impartially doubtless would decide that no very great reduction could be made and still give the schools proper material.

Changes in text-books when ordered by the School Board must be made, and the expense the past year for the changes in geographies and music readers cost about ten per cent. of the total outlay.

Books were loaned and supplies furnished to 94,871 pupils in accordance with law, and in addition the schools were furnished with permanent material including maps, globes, guns, swords, typewriters, apparatus, stereopticons, fittings for school kitchens, tools for manual training classes, etc.

As an additional illustration it may be mentioned that the average pupil in the high schools requires twenty-five text-books alone to carry out the course of study.

Considering the quantity and variety of material constantly being required, the wear and tear of books, and the fact that many supplies are of a perishable nature, one dollar and fifty cents per year for each pupil about (three quarters of a cent each day), cannot seem an extravagant amount.

The following letter was issued in reply to the criticism:

To the Editor of The Herald:

From the report submitted to His Honor the Mayor, concerning the expenditures for public schools by Mr. Harvey S. Chase, the expert accountant, the following recommendation occurs, if read correctly: "A saving of one-third of the supplies now issued should be made."

In connection with this statement the following extract from the annual report of the Committee on Supplies of the School Committee, presented last year, may be interesting:

According to the report of the State Board of Education, just issued, the pupils attending the Boston Public Schools are furnished with material under the head of supplies and incidentals at less cost than are the children in the remaining cities and towns. The number of pupils attending the public schools throughout the State was 399,423. The cost for text-books and supplies amounted to \$616,975.21, and for sundries to \$317,046.27, a total cost for supplies and incidentals of \$934,021.48, and an average cost of \$2.34 for each pupil.

The figures above are based on the returns for the financial year 1899-1900, and cover all the expenses of the schools, excepting salaries, fuel, repairs, and new buildings.

Deducting from the total number of pupils in the State the number in Boston, and deducting from the expenses for supplies and incidentals incurred for the entire State the expenses for Boston, we find the number of pupils to have been 312,704, and the cost for supplies and incidentals \$785,535.06, an average cost per pupil of \$2.51. In the year 1899-1900, 86,719 pupils in Boston cost for supplies and incidentals \$148,486.42, or at the rate of \$1.71 per pupil. Had it cost Boston at the same rate per pupil for supplies and incidentals as the average paid for the balance of the State, the cost for that year would have amounted to \$217,664.69, a difference in favor of Boston of \$69,178.27.

There is no doubt but that the City of Boston supplies its pupils with a larger amount and greater variety of material than does the average city or town in the Commonwealth, and the fact that it is supplied at less cost by over 30 per cent. is gratifying to record.

For five years, from 1876-1877 to 1880-1881, inclusive, the net cost for supplies and incidentals averaged \$1.99 per pupil. For the past five

years, from 1897-1898 to 1901-1902, inclusive, the average net cost was \$1.71 per pupil — a reduction of over 14 per cent., although during the latter-named period the city has furnished text-books and all supplies free to the pupils, which was not done during the years 1876-1877 to 1880-1881, and therefore did not enter into the cost.

In comparing expenditures, changes in conditions should also be considered. During the last financial year \$6,479.70, or nearly 4 per cent. of the total expenditure for supplies and incidentals, was paid to various cities and towns throughout the Commonwealth for the tuition of State wards claiming residence in Boston, who have been placed by the authorities in different families for care and education. This is a comparatively new expenditure and one required by law, and for the sake of convenience placed in the accounts under the head of "Supplies and Incidentals."

Several other necessary items of expenditure might be mentioned which did not exist ten years ago. One, perhaps as prominent as any, is the introduction of typewriting into the high schools as a part of the new commercial course. Nearly 300 machines are now in use, purchased at a cost of about \$50 each. The introduction of cookery and manual training into the grammar-school course has necessitated new and considerable expenditures which did not exist ten years ago to any great extent.

The mention of a few of the new items of expense may serve to illustrate how necessary it is in the comparison of expenditures to take into account changes in conditions. Certainly, the schools as they exist to-day, with new high schools in every part of the city, have many avenues of outlay which did not exist ten years ago, and few would be satisfied to return to the conditions then existing.

Surely the city would be "penny wise and pound foolish" to expend over \$4,000,000 for the public schools and deprive the teachers of proper material with which to obtain satisfactory results, especially when the cost for supplies is less than 4 per cent. of the total outlay.

THOMAS J. KENNY,

Chairman Committee on Supplies, School Committee.

28 State street, Sept. 30, 1902.

Your committee has had a harrowing experience during the year just closed in supplying fuel. The schools were supplied with 5,858 tons of hard coal, 3,628 tons of bituminous coal, and 1,060 tons of coke, at a total cost of \$65,431.80. The average price paid per ton for the 10,546 tons of the various kinds used was \$6.20, as compared with \$4.74 paid for hard coal alone during the year preceding.

The amount of coal purchased as compared with the previous year shows a reduction of 7,338 tons. This reduction was one not of choice but of necessity, and was due solely to the prevailing conditions of the market, which made it almost impossible to secure coal in any considerable quantity. During the anthracite coal miners' strike, unusual both in length and persistency, lasting from early in May until October, and even after the strike was declared off, it was difficult at times to secure coal at all, even at any price.

It is usual for this committee to advertise late in May or early in June for the greater portion of the year's supply of coal, in fact all that the bins in the different school buildings will hold; but this year it was useless to advertise, as no dealer could or would furnish the 13,000 tons required.

The committee were advised to wait until the strike was settled. Usually strikes come and go, but this strike showed no signs of ending for many weeks.

After waiting as long as seemed prudent, bids were requested for 2,000 tons hard coal, but as they were about fifty per cent. above the retail price at that time the committee did not feel justified in accepting them.

As the time for reopening the schools drew near it was imperative that some action be taken. An inventory was made of the fuel remaining in the school buildings from the previous year's supply, and about 1,000 tons of coal and 300 cords of wood were found to be available. This amount, however, divided among some three hundred buildings was but a scant supply, and the question of what was best to be done became a perplexing one.

Wood had not advanced then in price, and about double the usual supply was purchased. After a conference with the New England Gas and Coke Company 1,060 tons of coke were housed in the school buildings at a cost of \$5 per ton. Hard coal continued to be scarce and the price high, and therefore your committee advertised, rather reluctantly, for bituminous coal, which up to this time had not been used in the schools, excepting in one or two buildings

specially adapted for the purpose; 1,100 tons of this were bought at \$5 per ton.

Since that time coal has been purchased at about the retail rates, varying from \$9 to \$15 per ton for hard coal and from \$7.50 to \$11.75 for soft coal.

During past years coal has been obtained without difficulty, and the possibility of not being able to get it never before presented itself.

When it is realized that a school plant valued at \$15,000,000, and an annual expenditure of nearly \$3,000,000 for salaries, are in danger of being rendered useless by lack of fuel, the necessity of making that contingency impossible is apparent at once.

In ordinary times the number of concerns who are able to supply the quantity needed in the time specified is very limited, and for this reason combination may play as conspicuous a part in fixing the price as competition.

Wood was purchased to the extent of 634 cords (nearly three times the usual quantity) and delivered to the different school buildings, at a cost of \$7,047.04, an average cost of \$11.12 per cord, as against 280 cords purchased last year at a cost of \$3,112.41, the price being the same per cord.

Electric power, charged under the head of fuel, cost \$2,912.12, and in addition, \$1,000 were paid for weighing and inspecting the coal, making a total charge for fuel of \$76,390.96.

Gas and electric lighting cost \$20,003.65 as compared with \$14,132.82, an increase of over 40 per cent.

This increase is occasioned somewhat by pupils' entertainments held in the evening, mothers' meetings, the introduction of three educational centres, public lectures, the growth of evening school instruction, and the gradual change from gas to electric lighting in the older buildings.

The total expense under the head of fuel and light amounted to \$96,394.61 a reduction, compared with the previous year, of \$10,243.17, due solely to the limited quantity of coal which could be purchased to advantage.

The high schools were supplied with coal as follows:

	Tons.		Tons.
Latin and English High	475	South Boston High	150
Dorchester High	370	East Boston High	149
West Roxbury High	280	Girls' Latin (Copley sq.)	56
Mechanic Arts High	279	Charlestown High	10
Brighton High	252		
Girls' High	249	Total	2,421
Roxbury High	151		

The grammar school buildings were furnished with the following amount of coal during the year:

	Tons.		Tons.
Sherwin	175	Prince	65
Hugh O'Brien	160	Shurtleff	64
Phillips Brooks	160	Quincy	63
Agassiz	159	Henry L. Pierce	62
Mary Hemenway	156	Adams	58
Chapman	144	Harvard	55
Bowdoin	142	Rice	53
Edward Everett	126	Gilbert Stuart	45
Dearborn	124	Lawrence	45
Hyde	123	Bunker Hill	42
John A. Andrew	105	Lowell	42
Longfellow	97	Wells	41
Bowditch	96	Eliot	38
George Putnam	96	Gaston	37
Martin	96	Comins	34
Brimmer	90	Lincoln	34
Franklin	86	Charles Sumner	33
Thomas N. Hart	86	Lyman	31
Dwight	85	Phillips	31
Roger Clap	84	Frothingham	30
Christopher Gibson	78	Tileston	30
Roger Wolcott	78	Everett	25
Bigelow	77	Washington Allston	25
Hancock	76	Bennett	24
Mather	75	Dillaway	24
Norcross	74	Prescott	21
Robert G. Shaw	71	Winthrop	20
Lewis	68	Emerson	10
Warren	67		
Dudley	67	Total	4,269
Minot	66		

The total amount of coal sent to the different grades of schools was as follows :

	Tons.
High schools	2,421
Grammar schools	4,269
Primary and special schools	3,856
	<hr/>
Total amount furnished	<u>10,546</u>

In order that a more accurate cost of each grade of schools may be reached certain expenditures incurred for the schools as a whole are divided among the several grades, charging each its proportional part.

The following are expenses of this description :

Annual festival	\$2,954 02
Horse and carriage expenses, including carriage-hire	203 00
Advertising	516 19
Expenses delivering supplies, etc.	7,480 00
Printing, printing stock, binding, and postage	12,904 85
Car and ferry tickets for messengers and Truant Officers	1,538 18
Telephones and District Telegraph	363 00
Expenses military drill, including lunch at parade	606 22
Tuning pianos	1,210 00
Diplomas	2,734 00
Express and carting, including fares	297 82
Census, including books for same	1,600 00
Extra labor and clerk-hire	884 68
Reporting proceedings of School Committee	781 19
Removing ashes and snow	1,739 00
Tuition of Boston pupils, Brookline schools	1,935 80
Refreshments for School Committee	698 75
Vacation School supplies	1,347 90
Educational centres supplies	90 40
Tuition, Boston wards in Massachusetts towns	5,055 43
Board and travelling expenses, teachers of special classes	201 68
Travelling expenses, school officials and teachers	406 92
Floral tribute and engrossing resolutions	42 50
Paper and twine	103 23
Washing towels	78 40
Sundry items	447 01
	<hr/>
Total	<u>\$46,220 17</u>

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

HIGH SCHOOLS.

Books, drawing materials, and stationery	\$23,773 75
Apparatus and chemical supplies	9,577 71
Fuel and light	16,791 55
Janitors' supplies	1,284 42
Miscellaneous items	5,621 91
Proportion of expenses not chargeable to any particular school	11,076 74
	<hr/>
	\$68,126 08
Income from sale of books to pupils	159 10
	<hr/>
Net cost of High Schools	<u>\$67,966 98</u>
Average number of pupils belonging, 6,782.	
Average cost per pupil, \$10.02.	

GRAMMAR SCHOOLS.

Books, drawing materials, and stationery	\$62,877 39
Apparatus	593 85
Fuel and light	38,263 42
Janitors' supplies	3,487 25
Miscellaneous items	4,373 17
Proportion of expenses not chargeable to any particular school	21,279 06
	<hr/>
	\$130,874 14
Income from sale of books to pupils, etc.	204 35
	<hr/>
Net cost of Grammar Schools	<u>\$130,669 79</u>
Average number of pupils belonging, 42,824.	
Average cost per pupil, \$3.05.	

PRIMARY SCHOOLS.

Books, drawing materials, and stationery	\$14,419 17
Apparatus	215 87
Fuel and light	30,021 84
Janitors' supplies	3,409 08
Miscellaneous items	1,330 42
Proportion of expenses not chargeable to any particular school	9,590 84
	<hr/>
	\$58,987 22
Income from sale of books to pupils	168 32
	<hr/>
Net cost of Primary Schools	<u>\$58,818 90</u>
Average number of pupils belonging, 32,512.	
Average cost per pupil, \$1.81.	

EVENING HIGH AND ELEMENTARY SCHOOLS.

Books, drawing materials, and stationery	\$2,073 35
Fuel and light	7,679 50
Janitors' supplies	16 78
Apparatus	37 60
Miscellaneous items	191 46
Proportion of expenses not chargeable to any particular school	1,941 35
	<hr/>
	\$11,940 04
Income from sale of books to pupils	59 55
	<hr/>
Net cost of Evening Schools	<u>\$11,880 49</u>
Average number of pupils belonging, 6,943.	
Average cost per pupil, \$1.71.	

EVENING DRAWING SCHOOLS.

Books, drawing materials, and stationery	\$1,306 02
Light	1,153 67
Janitors' supplies	13 38
Miscellaneous items	1 04
Proportion of expenses not chargeable to any particular school	480 38
	<hr/>
Net cost of Evening Drawing Schools	<u>\$2,954 49</u>
Average number of pupils belonging, 744.	
Average cost per pupil, \$3.97.	

HORACE MANN SCHOOL.

Books, drawing materials, and stationery	\$97 55
Fuel and light	440 66
Janitors' supplies	30 34
Travelling expenses of pupils	1,877 69
Miscellaneous items	11 33
Proportion of expenses not chargeable to any particular school	477 16
	<hr/>
	\$2,934 73
Income from State, travelling expenses of pupils	2,478 34
	<hr/>
Net cost of Horace Mann School	<u>\$456 39</u>
Average number of pupils belonging, 120.	
Average cost per pupil, \$3.80.	

KINDERGARTENS.

Books, drawing materials, and stationery	\$174 30
Kindergarten materials	1,588 43
Janitors' supplies	84 55
Fuel and light	238 29
Services of maids	4,484 90
Miscellaneous items	509 44
Proportion of expenses not chargeable to any particular school	1,374 64
Net cost of Kindergartens	<u>\$8,454 55</u>
Average number of pupils belonging, 4,862.	
Average cost per pupil, \$1.74.	

MANUAL TRAINING SCHOOLS.

Lumber	\$4,460 79
Hardware, including tools for outfits	3,567 21
Books, drawing materials, and stationery	567 08
Crockery, groceries, and kitchen materials	4,219 67
Miscellaneous	607 56
Janitors' supplies	123 31
Fuel and light	608 17
Net cost of Manual Training Schools	<u>\$14,153 79</u>

SCHOOL COMMITTEE AND OFFICERS.

Books, drawing materials, and stationery	\$483 92
Fuel and light	1,197 51
Janitors' supplies	61 16
Miscellaneous items	21 40
Net cost for School Committee and Officers	<u>\$1,763 99</u>

RECAPITULATION.

Net cost for supplies properly chargeable to	
High Schools	\$67,966 98
Grammar Schools	130,669 79
Primary Schools	58,818 90
Evening High and Elementary Schools	11,880 49
Evening Drawing Schools	2,954 49
Horace Mann School	456 39
Kindergartens	8,454 55
Manual Training Schools	14,153 79
School Committee and Officers	1,763 99
	<u>\$297,119 37</u>
Stock on hand Jan. 1, 1902	\$20,813 38
Stock on hand Jan. 1, 1903	20,232 20
	<u>581 18</u>
Stock delivered purchased previous to Jan. 1, 1902	581 18
Total net amount expended	<u><u>\$296,538 19</u></u>

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

The total number of text-books owned by the city and now in the schools if replaced at publishers' prices would cost about as follows :

High Schools	168,405	books at a cost of	\$84,202 50
Grammar Schools	356,662	" " " "	160,497 90
Primary Schools	111,603	" " " "	22,320 60
Evening Schools	20,282	" " " "	7,098 70
Total number	<u>656,952</u>	" costing	<u>\$274,119 70</u>

This shows a net increase of 23,039 books as against 27,087 last year, being distributed as follows :

	1902-03.	1901-02.
High	10,356	12,230
Grammar	9,958	10,369
Primary	2,145	3,986
Evening	580	502
	<u>23,039</u>	<u>27,087</u>

The number sent to the Evening High School and Branch Schools in Charlestown and East Boston was 7,692. The Evening Elementary Schools called for 12,590 books, making a total of 20,282 books sent to all Evening Schools during the year.

The numbers now in the different schools will allow of the use of about twenty-five books by the pupils in the high schools, eight in the grammar, and about three and a half in the primary schools, these figures being unchanged from last year, with an average of nearly seven for each pupil ; and if new, would cost about \$2.89 per pupil as against an estimate of \$2.93 per pupil for the year preceding.

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

High Schools	429
Grammar Schools	1,735
Primary Schools	611
Evening Schools	705
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Total number reported lost	3,480
In 1901-02 the number was	2,822
“ 1900-01 “ “ “	2,832
“ 1899-00 “ “ “	2,664
“ 1898-99 “ “ “	2,550
“ 1897-98 “ “ “	2,291
“ 1896-97 “ “ “	2,535
“ 1895-96 “ “ “	2,190
“ 1894-95 “ “ “	1,922
“ 1893-94 “ “ “	1,709
“ 1892-93 “ “ “	1,521
“ 1891-92 “ “ “	1,140
“ 1890-91 “ “ “	1,277
“ 1889-90 “ “ “	1,065
“ 1888-89 “ “ “	749
“ 1887-88 “ “ “	662
“ 1886-87 “ “ “	664
“ 1885-86 “ “ “	731
<hr/>	
Total number of books lost in eighteen years	<u>32,804</u>

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

High Schools	10,278
Grammar Schools	36,942
Primary Schools	12,462
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In 1901-02 the number was	68,050
“ 1900-01 “ “ “	56,523
“ 1899-00 “ “ “	48,241
“ 1898-99 “ “ “	50,328
“ 1897-98 “ “ “	48,757
“ 1896-97 “ “ “	45,354
“ 1895-96 “ “ “	47,022
“ 1894-95 “ “ “	38,039
“ 1893-94 “ “ “	41,764
<hr/>	
<i>Carried forward</i>	503,760

<i>Brought forward</i>	503,760
In 1892-93 the number was	44,534
" 1891-92 " " "	38,317
" 1890-91 " " "	29,204
" 1889-90 " " "	23,566
" 1888-89 " " "	25,397
" 1887-88 " " "	14,399
" 1886-87 " " "	6,398
" 1885-86 " " "	3,582
Total number of worn-out books in eighteen years	<u>689,157</u>

In addition, 1,972 books were destroyed for fear of contagion, and 39,883 books were collected from the schools, having been displaced by action of the School Board, which by unanimous action last June dropped from the list of text-books certain books which were deemed to be unsatisfactory.

This exchange of new and up-to-date text-books for those which have been discarded is not yet completed, and will cause a further considerable outlay. But it would surely be false economy and detrimental to the interests of our children to continue the use of antiquated text-books.

The total number of new books supplied to the schools for the last two years may be accounted for as follows :

Replacing books :

	1902-03.	1901-02.
Destroyed	1,972	838
Lost	3,480	2,822
Worn out	59,682	68,050
Displaced	39,883	4,739
Net increase	23,039	27,087
Totals	<u>128,056</u>	<u>103,536</u>

Since the free text-book law went into effect the schools have been supplied with 1,458,315 text-books. Of this number, 656,952 are still in use in the schools, and the balance, 801,363, has either been lost or returned to Mason street as worn out or displaced.

The number of books charged Jan. 1, 1903, used as text-books by the pupils of the High Schools, was as follows :

	Number books.	Number pupils.	Av. number books each pupil.
Normal School.....	3,728	227	16
Public Latin School.....	21,847	578	38
Girls' Latin School.....	12,601	354	36
Brighton High School.....	7,809	263	30
Charlestown High School.....	8,718	225	39
Dorchester High School.....	14,724	879	17
East Boston High School.....	6,191	356	17
English High School.....	17,677	788	22
Girls' High School.....	28,637	882	32
Mechanic Arts High School.....	8,858	629	14
Roxbury High School.....	20,735	711	29
South Boston High School.....	9,652	540	18
West Roxbury High School.....	7,228	350	21
Total number in High Schools,	168,405	6,782	25

The following text-books were charged to the Grammar Schools Jan. 1, 1903, having been ordered during the past eighteen years for the use of the pupils:

Hazen's Fourth Reader	3,738
Claude's Twilight Thoughts	2,292
Franklin Advanced Third Reader	5,541
" Fourth Reader	6,621
" Intermediate Reader	3,671
" Fifth Reader	8,010
" Sixth Reader	4,020
Progressive Course in Reading, Fourth Book	2,563
" " " Fifth Book	1,119
Stepping Stones to Literature, No. 4	3,136
" " " " No. 5	2,031
" " " " No. 6	1,668
" " " " No. 7	1,064
" " " " No. 8	504
Carried forward	45,978

<i>Brought forward</i>	45,978
Cyr's The Children's Third Reader	139
" " " Fourth Reader	3,805
Monroe's New Fourth Reader	3,657
Masterpieces of American Literature	4,472
Meservey's Bookkeeping, Single Entry	4,543
Blaisdell's Our Bodies and How We Live	6,974
" The Child's Book of Health	9,073
Stowell's A Healthy Body	7,875
Franklin Written Arithmetic	7,186
" Elementary Arithmetic	7,544
New Franklin Arithmetic, Book I.	13,367
" " " Book II.	19,762
Warren's Primary Geography	76
" Common School Geography	364
Swinton's Introductory Geography	9
" Grammar School Geography	12
Redway & Hinman's Natural Elementary Geography	5,370
" " " Advanced Geography	7,310
Tarbell's Introductory Geography	6,966
" Complete Geography	7,280
Tarr & McMurry's Geography, First Book	6,717
" " " Second Book	3,199
" " " Third Book	4,389
Higginson's History of the United States	7,347
Montgomery's American History	11,013
Sheldon-Barnes' American History	1,529
Stone's History of England	1,445
Bailey's Physics	19
Cooley's Philosophy	196
Gifford's Elementary Physics	4,539
First Lessons in Natural History	565
Metcalf's Language Exercises	13,785
" English Grammar	17,543
Metcalf & Bright's Language Lessons, Part I.	3,434
" " " " " II.	2,841
Swinton's Language Lessons	820
Tweed's Grammar	514
American System of Music, Reader No. 1	179
" " " " " No. 2	515
" " " " " No. 3	150
Educational Music Course, First Reader	50
" " " Second Reader	3,057
" " " Third "	2,772
" " " Fourth "	2,728
" " " Fifth "	2,331
" " " Sixth "	2,408
<i>Carried forward</i>	255,847

<i>Brought forward</i>	255,847
Normal Music Course, First Reader	1,884
“ “ “ Second Reader, Part I.	4,749
“ “ “ “ “ II.	85
“ “ “ “ “ Complete	7,279
“ “ “ Third “	4,069
National Music Course, New Second Reader	1,910
“ “ “ “ Third “	1,608
“ “ “ “ Fourth “	1,680
Natural Music Course, Reader No 1	1,752
“ “ “ “ “ 2	1,532
“ “ “ “ “ 3	1,532
“ “ “ “ “ 4	893
“ “ “ “ “ 5	914
“ “ “ “ “ Advanced	609
Cecilian Series of Study and Song	5,044
Mowry's Civil Government	4,816
The Clarendon Dictionary, Brown & Haldeman	2,599
Webster's Academic Dictionary	1,981
Worcester's Comprehensive Dictionary	21,737
“ “ Spelling-book	28,315
Boyden's Algebra	3,704
Joynes's French Fairy Tales	126
Grandgent's Short French Grammar	105
“ “ French Lessons and Exercises	522
Hunt's Geometry for Grammar Schools	409
Collar & Daniell's First Latin Book	446
Collar's The New Gradatim	152
Hotchkiss's Le Premier Livre de Française	363
Total number in Grammar Schools	<u>356,662</u>

The text-books charged Jan. 1, 1903 to the several primary teachers were as follows :

The Arnold Primer	602
“ Finch “	3,808
Stepping Stones to Literature, No. 1	6,876
“ “ “ “ No. 2	7,021
“ “ “ “ No. 3	5,877
Cyr's The Children's Primer	8,833
“ “ First Reader	109
“ “ Second “	146
“ “ Third “	20
The Werner Primer	5,273
Progressive Course in Reading, First Book	1,307
“ “ “ Second Book	2,519
“ “ “ Third Book	<u>1,620</u>
<i>Carried forward</i>	44,020

<i>Brought forward</i>	44,020
Franklin Primer and First Reader	7,992
“ Second Reader	7,637
“ Advanced Second Reader	7,200
“ Third Reader	7,314
“ Primary Arithmetic	14,185
American System of Music, Reader No. 1	515
National Music Course, New First Reader	1,499
Normal “ “ First Reader	9,436
Natural “ “ Primer	2,280
McLaughlin & Veazie's Introductory Music Reader	2,267
Educational Music Reader, No. 1	4,052
First Lessons in Natural History and Language	3,206
Total number in Primary Schools	<u>111,603</u>

The books charged to the Primary Schools increased 2,145 during the year, and represent about three and one-half books for each pupil.

Attention is called to the supplementary statement on the following page.

It gives the expenditures under the head of supplies and incidentals since 1876-77, together with the number of pupils and the cost per pupil for each year.

In order to give the utmost publicity to the work of this department the committee have continued the custom of many years, and publish later in this report the names of all corporations, firms, and individuals who received \$17 or more during the year on account of the expenditures of this committee.

Respectfully submitted,

THOMAS J. KENNY, *Chairman*,
 CHARLES L. BURRILL,
 DANIEL S. HARKINS,
 ROBERT T. PAINE, JR.,
 JAMES J. STORROW,

Committee on Supplies.

SUPPLEMENT.

Comparative statement of net expenditures of the School Committee for the past twenty-seven years, under the item of "Supplies and Incidentals," which includes all the running expenses, except salaries paid instructors, officers, and janitors, and fuel, light, furniture, and repairs.

YEAR.	Supplies and Incidentals.	No. of Pupils.	Rate per Pupil.
1876-77.....	\$122,673 25	50,308	\$2 44
1877-78.....	110,680 46	51,759	2 14
1878-79.....	111,343 68	53,262	2 09
1879-80.....	113,243 02	53,981	2 10
1880-81.....	65,562 93	54,712	1 20
1881-82.....	44,788 33	55,638	80
1882-83.....	46,858 31	57,554	81
1883-84.....	46,966 55	58,788	80
1884-85.....	118,123 97	59,706	1 98
1885-86.....	87,528 30	61,259	1 43
1886-87.....	67,103 54	62,259	1 08
1887-88.....	69,170 87	62,226	1 11
1888-89.....	77,407 97	64,584	1 20
1889-90.....	86,162 83	66,003	1 31
1890-91.....	85,108 95	67,022	1 27
1891-92 (9 mos.).....	79,217 18	67,696	1 17
1892-93.....	91,176 52	68,970	1 32
1893-94.....	85,331 74	71,495	1 19
1894-95.....	96,535 02	73,603	1 31
1895-96.....	114,442 25	74,666	1 53
1896-97.....	128,710 62	78,167	1 65
1897-98.....	128,557 41	81,638	1 57
1898-99.....	135,453 51	83,008	1 63
1899-00.....	146,092 02	86,719	1 69
1900-01.....	157,165 91	88,852	1 77
1901-02.....	172,910 59	91,271	1 89
1902-03.....	200,143 58	94,871	2 11

The total amount expended during the year was paid to the following-named parties :

Metropolitan Coal Co.,	\$49,822 20	Houghton, Mifflin, &	
Carter, Rice, & Co. . .	17,505 19	Co.	\$1,627 38
Edison Electric Illumi-		Boston Gas Light Co.,	1,625 22
nating Co. of Boston.	12,140 66	Thompson, Brown, &	
American Book Co. . .	11,544 47	Co.	1,618 42
Edward E. Babb & Co.,	9,678 08	John W. Slavin . . .	1,600 00
Prang Educational Co.,	8,334 17	American Bank Note	
Ginn & Co.	7,602 11	Co.	1,572 00
Services in Supply-		Wadsworth, Howland,	
room	7,480 00	& Co.	1,501 53
Batchelder Bros. . . .	7,179 43	A. J. Wilkinson & Co.,	1,459 48
Overseers of the Poor,		Palmer, Parker, & Co.,	1,347 26
Wood Account	6,679 54	A. T. Thompson & Co.,	1,344 63
Silver, Burdett, & Co.,	6,528 14	Blacker & Shepard Co.,	1,281 80
J. L. Hammett Co. . .	6,053 83	Perkins Institution .	1,219 00
N. E. Gas and Coke Co.,	5,295 14	United States. . . .	1,180 25
L. E. Knott Apparatus		John M. Woods & Co.,	1,176 74
Co.	5,158 97	Ailyn & Bacon . . .	1,168 83
Butler, Sheldon, & Co.,	4,448 00	J. Fred. Sayer, jr. . .	1,162 43
Werner School Book		Curran & Burton . .	1,146 25
Co.	4,436 00	Andrew J. Lloyd & Co.,	1,133 31
D. C. Heath & Co. . .	4,127 22	Boston Elevated Rail-	
Brookline Gas Light		way Co.	1,130 57
Co.	4,078 36	Thomas Hearn & Co. .	1,088 70
Eagle Pencil Co. . . .	3,901 68	Boston Feather Duster	
Boston Municipal		Co.	1,086 05
Printing Office	3,746 23	Eastern Drug Co. . . .	1,075 54
Printing Department .	3,551 80	The Carter's Ink Co. .	1,047 55
Henry F. Miller & Sons		Chandler & Barber . .	1,034 13
Piano Co.	2,325 50	Dennis, Thompson,	
Kenney Bros. & Wol-		Pierce Co.	1,003 48
kins	2,125 55	Blacker & Shepard . .	1,000 00
Joseph Dixon Cruci-		Samuel Hosea, Jr. . .	1,000 00
ble Co.	1,944 56	E. J. Powers	941 10
Town of Brookline . .	1,935 80	T. D. Cook & Co. . . .	892 00
Oliver Typewriter Co.,	1,929 60	Dorchester Gas Light	
Sarah Fuller	1,877 69	Co.	890 80
Charlestown Gas &		University Publishing	
Electric Co.	1,865 32	Co.	881 44
William Read & Sons .	1,751 81	John L. Whiting &	
P. Sullivan.	1,739 00	Son Co.	867 04
Longmans, Green, &		Boston Daily Adver-	
Co.	1,676 40	tiser	866 94
Chickering & Sons . .	1,628 50	D. Appleton & Co. . .	864 91

East Boston Gas Co.	\$834 38	Lee & Shepard	\$329 16
Boston School Supply Co.	799 27	Shepard, Clark, & Co.	328 36
Henry Holt & Co.	798 52	Boston Electric Light Co.	327 83
A. G. Murdoch	765 00	Hobbs & Warren Co.	318 29
Little, Brown, & Co.	727 02	Benjamin H. Sanborn & Co.	308 40
Frost & Adams Co.	703 21	Hopkinson & Holden	293 99
G. E. Whipple & Co.	665 00	J. A. Hendrie & Bro.	290 00
Jordan & Christie	661 62	Massachusetts Charita- ble Mechanic Asso- ciation	281 00
Jamaica Plain Gas- light Co.	604 40	Jones, McDuffee, & Stratton Co.	271 30
Maynard, Merrill, & Co.	586 38	Fred Theise	269 86
Meade, Dodge, & Co.	577 50	N. E. Reed Co.	266 00
C. C. Birchard & Co.	573 64	W. H. Drew	264 00
American Can Co.	540 30	Rand, McNally, & Co.	256 88
Richardson, Smith, & Co.	530 61	Town of Hingham	256 50
Esterbrook Steel Pen Manufacturing Co.	527 40	Murphy, Leavens & Co.	251 62
Blodgett, Ordway, & Webber	527 39	City of Boston	250 00
E. L. Brown	522 15	Revere Rubber Co.	242 32
Underhill Bros.	497 96	Honora Cochran	238 49
John C. Haynes & Co.	486 92	B. F. Goodrich Co.	236 85
South Boston Gas- light Co.	471 00	Houston & Henderson	233 69
M. Steinert & Sons Co.	450 00	DeWolfe, Fiske, & Co.	232 51
Willard Small	448 95	Samuel Ward Co.	230 89
Town of Dover	436 00	Lee C. Dale	227 65
The Morse Co.	435 08	Baldwin, Robbins, & Co.	226 02
Tileston & Livermore	434 08	Town of Orleans	225 75
Neostyle Co.	399 50	Bacon & Co.	207 91
Lalance & Grosjean Manufacturing Co.	393 07	Valvoline Oil Co.	197 53
H. C. Kendall	392 80	Josephine Morris	197 28
William Ware & Co.	389 92	Town of Medway	195 50
Cobb, Bates & Yerxa Co.	380 62	Oliver Ditson Co.	194 95
Mrs. J. Amia	367 50	Town of Townsend	194 68
Educational Publish- ing Co.	365 23	Town of Marshfield	189 00
New England Tele- phone and Tele- graph Co.	354 25	Essex Publishing Co.	180 00
Town of Williamsburg Phonographic Insti- tute Co.	342 00	Town of Oakham	175 00
	330 00	Grace D. Bachelder	174 31
		Harvard University	173 30
		Althea W. Lindenberg	166 37
		Julia M. Murphy	161 94
		Gilman Joslin & Son	160 75
		Brown, Durrell, & Co.,	160 56

Fred E. Hall	\$160 00	Franklin Laboratory	
Carter's Band	159 00	Supply Co.	\$118 37
Roberta M. Cummins,	157 24	Emeline E. Torrey . .	118 27
P. P. Caproni & Bro. .	155 50	Angeline M. Weaver .	117 81
Crucible Steel Co. . .	154 38	Wax Brothers	116 00
Charles A. Austin		Alice L. Manning . . .	115 86
Brush Co.	154 00	Margaret A. Fay . . .	114 75
Town of Westwood . .	151 00	Town of Berkley . . .	114 00
Rockwell & Churchill,	148 55	Turner & Seymour	
William Robinson & Co.	146 96	M'fg Co.	113 40
Town of Barnstable . .	146 00	A. Morton & Co. . . .	113 21
Dame, Stoddard, & Co.	144 59	Thompson & Taber . .	111 55
Mass. Wharf Coal Co.,	144 00	J. Gardner Bassett . .	111 00
Town of Ashfield . . .	143 00	Mass. Bible Society . .	109 20
Bunkio Matsuki . . .	141 86	Honora Cochran Han-	
Town of Eastham . . .	140 50	son	108 99
Eagle Chemical Co. . .	140 00	Town of Sunderland . .	106 50
Ellen B. Murphy	134 65	A. W. Chesterton &	
Mary C. Mitchell . . .	133 27	Co.	104 60
W. S. Burbank	131 26	Town of Sherborn . . .	103 60
Philip L. Carbone . . .	130 00	Emily H. Hawes	102 97
Florence N. Treat . . .	129 45	Margaret M. Brosna-	
Mary Cunningham . . .	127 39	han	102 71
Bausch & Lomb		R. Blum	102 01
Optical Co.	126 78	J. M. Cohen	100 00
Charles J. Lincoln . . .	126 57	Timothy F. Hannan . .	100 00
Town of Walpole	126 50	Edna F. Henderson . .	100 00
H. M. Connor	124 95	Ada M. Fitts	98 97
Town of Rockland . . .	124 50	Town of Harwich	98 00
Agnes A. Fraser	124 18	Lothrop Publishing Co.	96 90
Margaret W. Howard . .	123 98	Charlotte F. Clark . . .	94 90
Julia T. Crowley	123 23	Charles E. Lauriat Co.	92 44
Elizabeth T. Sumner . .	122 27	Margaret O'Mara	91 50
C. C. Gerry & Co.	120 75	Town of Rutland	87 50
James A. Galvin	120 00	American Glue Co. . . .	86 40
Thomas F. Galvin	120 00	Town of Spencer	85 00
Samuel Hirsch	120 00	A. Storrs & Bement	
Walter S. Parker	120 00	Co.	83 15
J. W. Rogers	120 00	Town of Cummington . .	83 00
George G. Solomon . . .	120 00	The N. K. Fairbank	
Estate of Charles G. B.		Co.	82 47
Smith	119 53	City of Northampton . .	82 00
Robert Burlen	119 00	Cecilia H. Kelly	81 00
D. Doherty	118 75	Helen F. Roche	81 00
Genevieve Huff	118 66	St. Augustine's Band . .	81 00
Dorchester Pottery		E. M. Cundall & Son . .	80 25
Works	118 42	John Fleming & Co. . . .	80 00

William J. McGarry . . .	\$80 00	Katherine Hanratty . . .	\$60 25
M. C. Plummer . . .	80 00	Margaret McCoy . . .	60 25
N.E. Towel Supply Co.,	78 40	Frank Hall	60 00
Elmer E. Towne . . .	78 00	Robert C. Metcalf . . .	60 00
Roxbury Gas Light Co.,	77 80	Victoria Saunders . . .	60 00
Town of Foxboro' . . .	77 50	Jennie Wesson	60 00
Wollaston Foundry Co.	77 35	Mary Monaghan	59 75
Underhay Oil Co. . . .	76 47	Elizabeth Sowle	59 75
City of Quincy	76 00	Annette L. Kane	59 50
L. E. Keenan	75 00	Hammond Typewriter	
Bent & Bush	73 10	Co.	59 38
Journal Newspaper Co.	72 90	Helen Selig	59 25
Katharine E. Gordon . .	72 65	Boston Evening Record	59 13
Lever Bros., Limited,		F. W. Barry, Beale, &	
Boston Works	72 20	Co.	59 00
Eastern Com. & Im-		Florence M. Gilson . . .	59 00
porting Co.	71 21	Annie M. Chambers . . .	58 25
Wm. Beverley Harison,	71 00	George J. Conolly &	
Eastern Salt Co.	70 55	Co.	58 19
Charles M. Clay	70 00	Amelia A. Lane	58 00
Town of Norwood	69 50	Mary McNamara	58 00
S. F. Johnson	68 75	Smith, Hawes, & Co. . .	57 83
Ward's Natural Science		Adeline L. Sylvester . . .	57 77
Establishment	68 50	Rose I. Standel	57 50
Hermann G. Patt	67 50	United Typewriter &	
T. H. Castor & Co. . . .	66 71	Supplies Co.	57 50
Wallace C. Boyden	65 25	Edna Thomas	57 25
W. E. C. Rich	64 90	A. H. Loehr	57 18
Perry Mason Co.	64 50	Ida L. Colson	57 00
Town of Saugus	64 50	Sexton Can Co.	57 00
Town of Braintree	64 00	Sarah H. Alperen	56 75
Julia A. Hughes	63 71	Mary T. Fuller	56 50
Goodyear Tire &		Little Folks Publish-	
Rubber Co.	63 70	ing Co.	56 50
C. A. French	63 00	Town of Wakefield	56 50
Edwin P. Seaver	62 87	Jennie Goodrich	56 25
Annie Lipka	61 50	James Delay	55 00
Marjory A. Fleming	61 25	G. P. Putnam's Sons . . .	55 00
Rose Hanratty	61 25	Town of Natick	54 50
Mabel R. Prior	61 25	Union Bookbinding	
Raphaella Langoni	61 00	Co.	54 48
Frances A. Sweeney	61 00	Anna F. Gray	54 20
Ames Plow Co.	60 77	Town of Concord	54 00
Lydia F. Douglass	60 50	James B. Fitzgerald . . .	53 80
Bertha T. Hucksam	60 50	M. Lewis Crosby	52 68
Town of Millis	60 50	Nellie B. Driscoll	52 30
L. Alice Woodward	60 50	Sarah A. Corrigan	51 50

Boston Traveler Co.	\$50 75	Benjamin M. Watson	\$37 97
Globe Newspaper Co.	50 63	Mary E. Goode	37 75
George F. Partridge	50 27	Mary E. Hannon	37 75
Miller Bros. Cutlery Co.	50 00	Annie M. Eaton	37 71
Charles A. Neuert	50 00	Town of Dedham	37 50
William Ridlon	50 00	Sibley & Ducker	36 02
Florence B. Wadleigh	50 00	Town of Weymouth	36 00
Mary Wortelboer	50 00	William R. Jenkins	35 78
Boston Transcript Co.	49 88	Foreign Plastic Art Co.,	35 50
Boston Herald Co.	49 75	Cherrie McCoy	35 50
Margaret K. Long	49 50	Annetta F. Armes	35 00
Christopher Sower Co.	48 32	Forbes Lithograph Mfg Co.	35 00
Edna Lincoln	48 25	Town of Templeton	35 00
Skinner, Kidder, & Co.	48 25	“ “ Warren	34 50
George B. Frazar	47 45	“ “ Sturbridge	34 00
Town of Chesterfield	47 30	“ “ Randolph	33 80
Ethel F. Staples	47 25	Mamie Larson	33 50
Post Publishing Co.	47 20	Emilie F. Bethmann	33 15
Lulu Moore	46 25	Town of Goshen	33 00
E. & F. King & Co.	45 98	Enterprise Mfg Co.	32 64
Edward C. Baldwin	45 50	Henry Pope Carruth	32 50
Mabel W. Chandler	44 54	Bailey & Weston	32 40
Town of Canton	44 50	Annie Catanzaro	31 50
Alice Noyes	44 50	Sally N. Eldridge	31 50
Edward P. Jackson	44 47	Jennie Garoni	31 50
Edward P. Sherburne	43 77	Winifred A. Kenny	31 50
Heywood Bros. & Wakefield Co.	43 75	Ella Loekley	31 50
Town of Andover	42 50	Bessie M. Lowry	31 50
Edmands & Hooper	42 50	Teresa Parella	31 50
W. A. Connell	42 02	Celia Pote	31 50
Town of Holden	41 40	Gertrude Regan	31 50
Hattie L. Gates	41 24	Ellen Yetter	31 50
Gemma Uggeni	41 00	Thornton D. Apollonio,	31 00
Nellie O'Connell	40 50	Clara Bolster	31 00
Carrie Rosnosky	40 25	Annie Derler	31 00
Lawrence Cotter	40 00	Folsom & Suerngren	31 00
W. J. Moran	40 00	Elva J. Grabia	31 00
Henry Penn	40 00	Clara H. Graham	31 00
Puritan Press	40 00	Ethel Murphy	31 00
Margaret M. Walsh	40 00	May Williams	31 00
Amos M. Keirstead	39 75	Mabel P. Zoller	31 00
Ethel N. Piccott	39 50	Helen A. Parker	30 98
Caroline B. Orvall	39 00	George H. Martin	30 55
Town of Middlebor- ough	38 00	Honora McGrath	30 50
		F. A. Horle	30 33
		J. Q. Adams & Co.	30 00

Clorinda DeMarco . . .	\$30 00	Julia F. Cunningham . . .	\$25 00
Luella C. Drew . . .	30 00	Ernest Evans	25 00
A. H. Gilson	30 00	Blanche S. Levy	25 00
Delia Harte	30 00	Town of Needham	25 00
Addie B. Hoxie	30 00	Boston Music Co.	24 98
Alice Hughes	30 00	W. P. Bigelow & Co.	24 65
Ida Lebovitz	30 00	Tobias & Wall	24 65
Annie E. McAlpine	30 00	Town of Hadley	24 50
Coroline E., Wyberg	30 00	Lottie Johnson	24 50
Mary A. E. Kane	29 75	Edith Welsford	24 50
Philomena Tobaldi	29 75	Town of Cochrattuate	24 00
Dennison Mfg Co.	29 72	Malcolm F. Eaton	24 00
Annie C. Adams	29 50	C. J. Bailey & Co.	23 56
Frances A. Breen	29 50	Dean, Foster, & Co.	23 21
Anna Charrier	29 50	George D. Bussey	23 10
Santina Cuincuilli	29 50	Margaret Martin	23 00
Marion Murphy	29 50	Office, Bank, & Library	
Catherine F. Welsh	29 50	Co.	22 95
Town of Whateley	29 50	Henry E. Meyer	22 90
The Century Co.	29 25	Waldo Brothers	22 75
Edna Faulkner	29 25	Town of Sudbury	22 50
Mary Hay	29 25	Mary McElroy	22 25
Helen Adams	29 00	Abby M. Thompson	22 20
Alice L. Fogg	29 00	Pettingill & Co.	22 00
Sarah Goldstein	29 00	American Writing Ma-	
V. Frances Olin	29 00	chine Co.	21 80
Jessie Young	29 00	George H. Benyon	21 75
John J. Baird	28 80	Dutton & McLean	21 60
Nina G. Stearns	28 58	Sarah Stohn	21 50
Sarah L. Arnold	28 50	Susan M. King	21 25
Town of Stoughton	28 50	H. A. Shepard & Co.	21 00
The Republic Publish-		Wright & Ditson	21 00
ing Co.	28 20	The Beale Press	20 56
Roslindale Cycle Co.	28 10	Mary Giambracco	20 50
Town of New Braintree	28 00	Charles F. Merrick	20 23
Lillian Kuchenmeister,	27 75	Cutter Tower Co.	20 07
Pinkham & Smith	27 74	Boston Ice Co.	20 00
Suffolk Eng. & Elec-		Gertrude Greenblatt	20 00
trotyping Co.	27 66	Katharine S. Haskell	20 00
Ticknor & Co.	27 50	Ida M. Howe	20 00
Charlotte A. Maynard,	27 29	Alberta Lee	20 00
Mary Martin	27 00	E. Gertrude Merrill	20 00
Library Bureau	25 60	George Riley	20 00
Narragansett Machine		Margaret P. Tighe	20 00
Co.	25 60	George H. Walker &	
Jordan, Marsh Co.	25 43	Co.	20 00
Caleb P. Buckman & Co.	25 00	Mary E. Quigley	19 50

Seavey M'fg Co.	\$19 31	Grace W. Allen	\$17 80
Mary J. Carney	19 00	William D. McPherson,	17 70
Town of Conway	19 00	Town of Brewster	17 50
Town of Wellesley	19 00	Town of North	
Peter Becker	18 75	Attleboro'	17 50
D. Blakely Hoar	18 75	Marie Ricciarde	17 50
Frank E. Dodge	18 39	Town of Southampton,	17 50
Margaret A. Collins	18 27	Alice Shannon	17 00
Alfred W. Herrick	18 25	Thorpe & Martin Co.	17 00
Town of Barre	18 00	Alice M. White	17 00
Alexander McDonald	18 00	Sundry bills less than	
Mary Ratchford	18 00	\$17	1,859 88
John H. Thurston	18 00	Total expenditure	<u>\$299,607 85</u>

Requisitions of the Committee on Supplies to the Committee on Accounts :

1902.	Incidentals.	Fuel and Light.	Totals.
February.....	\$13,029 57	\$9,018 67	\$22,048 24
March.....	16,668 50	7,373 88	24,042 38
April.....	10,173 34	11,342 67	21,516 01
May.....	9,278 48	9,026 50	18,304 98
June.....	14,353 08	4,468 72	18,821 80
July.....	27,987 79	2,314 50	30,302 29
August.....	16,682 97	888 49	17,571 46
September.....	36,116 20	3,233 83	39,350 03
October.....	11,847 20	8,719 63	20,566 83
November.....	25,664 87	15,810 29	41,475 16
December.....	12,300 55	3,827 64	16,128 19
1903.			
January.....	9,110 69	20,369 79	29,480 48
Totals.....	\$203,213 24	\$96,394 61	\$299,607 85

TARIFF OF SUPPLIES.

The following tariffs for High, Grammar and Primary Schools show the average amount of each article sent annually to the schools for use of the pupils and instructors during the past few years :

HIGH SCHOOLS.

PUPILS.

Examination paper	10	reams to each 100 pupils.
Letter paper	7	reams to each 100 pupils.
Note paper	2	reams to each 100 pupils.
Composition books	7	to each pupil.
Pens	9	gross to each 100 pupils.
Penholders	1	gross to each 100 pupils.
Drawing pencils	2	to each pupil.
Common pencils	5	to each pupil.
Rubber	2	pieces to each pupil.
Blotters	2	to each pupil.

TEACHERS.

Letter paper	4	quires to each teacher.
Note paper	6	quires to each teacher.
Note envelopes	4	packages to each teacher.
Pens	1	gross to each ten teachers.
Mucilage	1	bottle to each teacher.
Blotters	1	package to each teacher.
Penholders	3	to each teacher.
Drawing pencils	5	to each teacher.
Common pencils	5	to each teacher.
Rubber	3	pieces to each teacher.

Each principal equivalent to two teachers.

SCHOOLS.

Ink	2	gallons to each 100 pupils
Chalk	6	gross to each 100 pupils.
Blackboard erasers	12	to each 100 pupils.
Recitation cards	250	to each 100 pupils.
Mucilage	2	quarts to each building.
Large envelopes	250	to each building.

Supplementary reading, record books, apparatus, drawing instruments, maps, globes, charts, etc., as voted by the committee.

GRAMMAR SCHOOLS.

PUPILS.

Examination paper	1½	reams to each 100 pupils.
Letter paper	3	reams to each 100 pupils.
Note paper	1	ream to each 100 pupils.
Composition books	2	to each pupil.
Pens	8	gross to each 100 pupils.
Penholders	1	gross to each 100 pupils.
Drawing pencils	2	to each pupil.
Common pencils	5	to each pupil.
Rubber	2	pieces to each pupil.
Drawing paper for maps, etc.	12	reams to each 100 pupils.
Blank books for spelling	1	to each pupil.
Blotters	2	to each pupil.
Blocks	3	to each pupil.

TEACHERS.

Letter paper	3	quires to each teacher.
Note paper	5	quires to each teacher.
Note envelopes	3	packages 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.
Pens	1	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	2	gallons to each 100 pupils.
Chalk	3	gross to each 100 pupils.
Blackboard erasers	7	to each 100 pupils.
Recitation cards	200	to each 100 pupils.
Mucilage	2	quarts to each building.
Large envelopes	125	to each building.

Supplementary reading, record-books, apparatus, drawing instruments, maps, globes, charts, etc., as voted by the committee.

PRIMARY SCHOOLS.

PUPILS.

Blocks for number work, 2 to each pupil.
 Drawing pencils, not exceeding 2 to each pupil.
 Common lead pencils, rubber, paper, and clay as wanted.

TEACHERS.

1 quire letter paper. ¼ ream of note paper. 10 large envelopes. 2 packages note envelopes. 1 bottle mucilage. 1 package blotters.	2 pieces of rubber. 4 common lead pencils. 2 penholders. 15 pens. 1 quart bottle ink to each building.
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SCHOOLS.

Scissors Chalk Blackboard erasers Recitation cards Ink	60 to each building. 2 gross to each class. 6 to each class. 120 to each class as needed.
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Record books, primary school paper, charts, colored paper, drawing models, etc., as voted by the committee.
 Drawing paper to be ordered as required, quality and size to correspond with authorized list.
 Pens furnished in limited quantity to third grade teachers using ink.
 Supplementary reading to be furnished in sets of either fifteen or thirty books by the principal of the district, to be supplied from an annual appropriation allowed him for this purpose by the committee.

SCHOOL DOCUMENT NO. 2—1903.

EXPENDITURES FOR THE PUBLIC SCHOOLS.

REPORT
OF
COMMITTEE ON ACCOUNTS.



BOSTON :
MUNICIPAL PRINTING OFFICE.
1903.

THIRTY-FIFTH ANNUAL REPORT.

COMMITTEE ON ACCOUNTS.

BOSTON, March, 1903.

To the School Committee:

The Committee on Accounts in accordance with the Rules of the School Board submit their report for the financial year 1902-03, the detailed account of expenditures required of the Auditing Clerk being included as usual.

The appropriations for the support of the public schools are made in accordance with chapter 448 of the Legislature Acts of 1901, which allows the School Committee to appropriate \$3.40 upon each thousand dollars of the taxable valuation of the city, upon which the appropriations of the City Council are based.

Not less than forty cents out of the rate allowed must be appropriated solely for new school buildings, lands, yards, and furnishings, and not less than twenty-five cents solely for repairs and alterations of school buildings. In addition to the amount available upon the basis of three dollars and forty cents, the School Committee can appropriate the income received throughout the year, and any unexpended balance from the appropriation of the year preceding.

Under the law, the total amount that could be appropriated was \$3,850,487.69. His Honor the Mayor vetoed the item of \$446,000 for the construction of new buildings, etc., and the School Board appropriated the sum of \$90,000 instead, under date of May 13, 1902, which sum was approved.

The appropriation as made for the year was sub-divided as follows:

Salaries of instructors	\$2,430,000 00
Salaries of officers	81,687 69
Salaries of janitors	192,000 00
Fuel and light	120,000 00
Supplies and incidentals	214,000 00
Repairs and alterations of school buildings	279,000 00
Rents of hired school accommodations	52,800 00
Salaries of Schoolhouse Commission	11,000 00
Salaries of employees and expenses (Commission)	24,000 00
Construction and furnishing new school buildings, taking of land, and preparing of school yards	90,000 00
Total	<u>\$3,494,487 69</u>

The expenses of each item under the control of the School Committee having been kept within the amount appropriated no transfers from one item to another were necessary during the year.

The ordinary expenses for the past year were as follows:

Salaries of instructors	\$2,426,850 45
Salaries of officers	80,827 21
Salaries of janitors	190,506 93
Fuel and light	96,394 61
. Supplies and incidentals:	
Books	\$74,771 17
Printing	11,774 85
Stationery and drawing materials	31,802 04
Miscellaneous items	84,865 18
	<u>203,213 24</u>
Schoolhouse repairs, rents, etc.	366,800 00
Expended from appropriation	<u>\$3,364,592 44</u>
From income of Gibson and other funds	4,175 78
Total expenditure	<u>\$3,368,768 22</u>
Total income	50,030 04
Net expenditure	<u>\$3,318,738 18</u>

Net expenditure forward		\$3,318,738	18
Cost of new school-houses, special	\$945,089	34	
Less income (special): Sale of building \$103 45 Rents 231 24			
		334	69
			944,754 65
Total net cost		<u>\$4,263,492</u>	<u>83</u>

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

Non-residents, State and City	\$19,000	00
Trust-funds and other sources	21,000	00
Total estimated income	<u>\$40,000</u>	<u>00</u>

The ordinary income collected in addition to the amount received on account of the tax levy was as follows:

Non-residents, State and City	\$20,630	69
Trust-funds, etc.	26,329	69
Sale of books	591	32
State of Massachusetts, travelling expenses pupils in Horace Mann School		2,478 34
Total income	<u>\$50,030</u>	<u>04</u>

Of the income collected, \$3,298 were received on account of the Gibson and other funds, which amount in addition to a credit balance on hand Feb. 1, 1903, of \$6,332.21, was available for and limited to expenditures under the provisions of these funds.

The balance, \$46,732.04 (less the amount estimated at the beginning of the year, \$40,000), has been carried forward, and is included in the amount that the School Committee can appropriate and expend for general purposes during the year 1903-1904.

The net ordinary expenses, compared with those for 1901-1902 show an increase of \$195,547.38.

The average number of pupils belonging to the different grades the past year was 94,871. The average cost per pupil amounted to \$34.98, an increase, as compared with that for the previous year, of seventy-six cents per pupil.

The gross expenses compared with those for 1901-1902, show a variation in the different items of the appropriation as follows :

Salaries of instructors, increased	\$133,074 09
Salaries of janitors, increased	18,715 10
Supplies and incidentals, increased	28,143 62
School-house repairs, etc., increased	37,209 55
Gibson and other funds, increased	1,383 97
	<hr/>
	\$218,526 33
Salaries of officers, decreased	\$8,704 54
Fuel and light, decreased	10,243 17
	<hr/>
	18,947 71
	<hr/>
Total increase, gross	<u>\$199,578 62</u>

The following shows the variation in the number of pupils and in salaries in the different grades for the past year, compared with that for 1901-1902 :

High Schools, pupils increased 366, salaries increased	\$32,789 67
Grammar Schools, pupils increased 966, salaries increased	34,195 82
Primary Schools, pupils increased 1,180, salaries increased	29,829 86
Horace Mann School, pupils decreased 2, salaries increased	1,094 50
Kindergartens, pupils increased 407, salaries increased	4,429 78
Evening Schools, pupils increased 596, salaries increased	7,121 00
Evening Drawing Schools, pupils increased 71, salaries increased	1,613 00
Manual Training Schools, salaries increased	5,223 68
Special teachers not charged above, salaries increased	16,776 78
Spectacle Island, and special classes, pupils increased 16	
	<hr/>
Total increase in pupils, 3,600 ; in salaries	<u>\$133,074 09</u>

The number of regular instructors on the pay-rolls Jan. 1, 1903, was 2,107, divided among the several grades of schools as follows : High Schools, 216 ; Grammar Schools, 972 ; Primary Schools, 681 ; Horace Mann School, 16 ; Kindergartens, 167 ; Manual Training, including Cookery, 55 — an increase of 86 regular instructors since Jan 1, 1902.

In addition there have been 141 temporary teachers and 156 special assistants employed in the day schools, an average of 267 instructors in the Evening and Evening Drawing Schools, and 115 special instructors, including 42 teachers of sewing, making a total of 2,786 instructors on the pay-rolls during the year.

The amount paid for salaries of instructors the past year was \$2,426,850.45, an increase, as compared with 1901-02, of \$133,074.09. This is a larger increase than usual, and a much greater proportional increase than in the number of pupils.

The increase in this item has been growing steadily. Seven years ago the cost was \$1,584,567, and the past year this amount was exceeded by \$842,283.45, an increase of fifty-three per cent., and an average annual increase for the time of \$120,326.21.

If it be necessary that salaries of instructors should continue to increase in this ratio, immediate steps should be taken to petition the Legislature to increase the tax limit, or, if that cannot be done, to allow the School Committee a larger proportion of the limit as it now exists.

The amount required under present conditions to meet the increase in salaries of instructors for the year (1903-04) will about equal the yearly increase allowed the School Committee for all purposes in accordance with the gain in the assessed valuation of the city, leaving little or nothing with which to meet the expected increase in other items of the appropriation resulting from the yearly growth of the schools.

The following will show the increase in each of the different grades of schools, and may be interesting by way of comparison as compared with 1892-93 — ten years ago:

High Schools, increased	\$241,347 63, or 106 per cent.
Grammar Schools "	351,983 78, " 49 "
Primary Schools "	237,226 45, " 70 "
Kindergartens "	61,360 17, " 146 "
Horace Mann School, increased	10,044 07, " 92 "
Evening and Evening Drawing Schools, increased	34,924 50, " 69 "
Manual Training Schools, increased	37,242 75, " 281 "
Special instructors "	27,876 81, " 108 "
Total increase in salaries	\$1,002,006 18, average 70 "

Attention is called to the comparatively slight increase in the Grammar grade and the great increase in Kindergartens and Manual Training schools.

During the period of ten years preceding this time, from 1882-83 to 1892-93, the increase in High Schools was forty-seven per cent., and in the Grammar and Primary Schools only seventeen and twelve per cent. respectively.

In accordance with the Rules 2,173 cases of absence among the instructors were reported throughout the year on the monthly pay-rolls by the principals, varying from a half day to the entire month. This is not equivalent to the absence of 2,173 different instructors, as in some schools the same person was absent more or less each month.

It would be safe to state that more than one-half of the instructors were not absent a single half day during the entire school year, which speaks well for the health of our teachers; and the total absences reported would average only about fifty teachers for the aggregate sessions, and were less than two and one-half per cent. of the teaching force.

The largest number of absences was in March, 378 cases being reported, or more than one-sixth of the total number.

The amount deducted from the salaries of instructors on account of absences, was \$25,698.02. To take the places of the 2,173 teachers, 1,503 substitutes were employed and received \$18,126,48, showing a difference of \$7,571.54. This does not mean a financial gain to the city as many suppose, but merely that the city to that extent did not pay for services not rendered.

This difference was due principally to the difficulty in procuring substitutes for special instructors, and regular teachers in the high schools. It is almost impossible to fill these positions at short notice, or for only a few days service.

The aggregate number of days teachers were absent from the high schools were reported as follows :

	Days.		Days.
Normal	13	English High	118
Public Latin	38	Girls' High	203
Girls' Latin	76	Mechanic Arts High	7
Brighton High	21	Roxbury High	313
Charlestown High	5	South Boston High	103
Dorchester High	25	West Roxbury High	53
East Boston High	73		

On May 27, 1902, an amendment was made to the Rules, allowing the appointment of a special assistant in any grammar grade when the number of pupils to a teacher exceeds fifty-six or is less than eighty-six.

For three months, during which time the above rule has been in force, twenty-five special assistants have been appointed, who received \$1,388 for services rendered prior to December 16, 1902.

When this rule is fully in operation it will mean, without doubt, the appointment of forty to fifty teachers at an annual outlay of from \$8,000 to \$10,000.

The rule might be amended to advantage by limiting the service of these assistants to such length of time as the number of pupils warranting the appointments holds good.

The cost per pupil for salaries paid instructors in the Normal, Latin, and High Schools the past year was as follows :

Normal School	\$95 33	English High School	\$94 89
Latin School	97 80	Girls' High School	59 32
Girls' Latin School	59 31	Mechanic Arts High School,	73 27
Brighton High School	83 23	Roxbury High School	58 39
Charlestown High School,	102 62	South Boston High School,	47 22
Dorchester High School	45 06	West Roxbury High School,	62 69
East Boston High School,	63 97		
Average cost		\$69 10.	

The average salary paid during the year to each regular

High School instructor was	\$1,916 75
Grammar School instructor was	1,055 31
Primary School instructor was	823 46
Kindergarten instructor was	618 81

During the year \$126,738 were paid for instruction by special teachers as follows :

Sewing : 42 teachers, 418 divisions	\$34,567 63
Music : director	3,000 00
9 assistants	12,501 17
Carried forward	<u>\$50,068 80</u>

<i>Brought forward</i>	\$50,068 80
Drawing : director	3,200 00
5 assistants	7,317 02
2 special teachers, Dorchester High School	2,918 67
special teacher, English High School	2,462 50
Roxbury High School	1,194 00
South Boston High School	1,197 00
West Roxbury High School	435 00
Modern Languages : 4 assistants	6,084 50
Physical Training : director	3,000 00
2 assistants	2,635 00
Military Drill : instructor and armorer	3,050 00
Kindergarten Methods : director and instructor	3,940 00
Vocal and Physical Training and Reading : 9 instructors	9,576 22
Commercial Branches : 18 instructors	18,684 58
Special assistants : Mechanic Arts High School	2,399 50
Chemistry : instructor, Girls' High School	1,620 00
assistant, Girls' High School	936 00
assistant, Roxbury High School	807 25
laboratory assistants, English High School	833 34
laboratory assistant, Mechanic Arts High School	500 00
Special ungraded classes	3,172 62
Evening Lecturers	706 00
Total for special instructors	<u>\$126,738 00</u>

The Evening High School, in the English High School building, on Montgomery street, with branches in Charlestown and East Boston, and ¹fourteen elementary evening schools in different parts of the city opened at the usual time and continued throughout the term as fixed by the Board, with an average number of 2,892 pupils in the high school and two branches, and 4,051 in the elementary schools.

Four of the elementary schools — the Wells and Bowdoin in the West End and the Eliot and Hancock in the North End — are within a short distance of each other, but owing to the density of the population and the preponderance of foreign peoples desirous of learning English, the schools contain about twenty-five per cent. of the whole evening school attendance.

In addition to eighteen buildings occupied during the year for high and elementary evening school work, the Drake, Harvard, and Winthrop Schools were used for instruction in cookery as part of the evening school course.

¹ In addition the Minot Evening School was in session for a short time during the year.

Salaries of instructors in Evening Schools, not including the Evening Drawing Schools, amounted to \$71,625.50 for the year, an increase of \$7,121, as compared with the year preceding.

Salaries paid in the six Evening Drawing Schools, including a school of design, for the usual term, amounted to \$14,035, as compared with \$12,422, for the previous year, and showing an increase of \$1,613.

Previous to 1888 the Kindergartens in the city were carried on at private expense.

In that year the School Committee assumed charge of them, and started with 14 Kindergartens, employing 28 teachers, as part of the educational system.

At the present time there are 90 Kindergartens and 167 teachers, showing an average annual increase of nearly 6 schools and 11 teachers.

The cost for the first year under the School Committee's control, 1889-1890, for salaries paid instructors was \$24,323.60, and the past year the cost was \$103,342.07, showing an average annual increase in salaries of \$6,078.34 for the past thirteen years.

The distribution of the Kindergartens throughout the city is somewhat uneven, and is as follows :

First Division	10	Seventh Division	14
Second Division	6	Eighth Division	16
Third Division	12	Ninth Division	12
Fourth Division	4		—
Fifth Division	8	Total	90
Sixth Division	8		

The average number of pupils belonging the past year was 4,862. This represents only about one-quarter of the children who might be considered of Kindergarten age; and if parents should demand this grade of instruction for all who are eligible, and the School Board should make the necessary provision, the annual cost under present conditions would amount to nearly half a million dollars.

The aggregate amount added to school expenses on account of the Kindergartens being included in the school system is about \$1,150,000.

Early in 1899, His Honor the Mayor, Mr. Josiah Quincy, requested the Committee on Accounts to include in the school budget for 1899-1900 the sum of \$3,000 for opening the school-house yards to a limited extent during the summer vacation, and the request was granted.

An equal amount was appropriated for the financial year 1900-1901, and the \$6,000 granted were expended in those two years under the direction of the Massachusetts Emergency and Hygiene Association. The association had been interested in this line of work for several years, carrying it on successfully by private subscription, and the appropriation granted by the city assisted them to extend it considerably.

In addition to making provision towards opening the yards the School Committee under date of May 22, 1900, appointed a Committee on Vacation Schools, and three schools were opened in the summer in the Bowdoin, Dearborn, and Lyman Districts.

An appropriation of \$3,000 was made, and the expenditures amounted to \$2,052 for salaries and \$83.21 for supplies.

In 1901-1902 four vacation schools were carried on, for which \$5,000 were appropriated, \$4,500 for salaries and \$500 for supplies, out of which \$3,482.50 were expended for salaries and \$509.69 for supplies.

The past year, 1902-1903, showed a still further increase, and schools were opened in seven districts, accommodating pupils in East Boston, Charlestown, the North and West Ends in the city proper, South Boston, Roxbury, Brighton, and Dorchester. The average attendance in each district numbered about 500 pupils.

In addition five playgrounds were opened during the same time in East Boston, Charlestown, the South End in the city proper, South Boston, and Roxbury, and had an average attendance of over 200 children in each.

The total expense during the past year for both vacation schools and playgrounds was \$10,892.90, of which \$1,347.90 were expended for supplies.

In the same general line of supplementary educational work was the appointment February 11, 1902, of a special Committee on Extended Use of School Buildings, to present to the School Board a comprehensive plan for the more complete utilization of the city's school plant.

In accordance with their recommendation, three Educational Centres were opened in the Hancock District North End, Bigelow District South Boston, and Lowell District Jamaica Plain.

For the purpose, an appropriation of \$3,500 was granted. The amount expended was \$2,680.40, of which \$90.40 were for supplies.

Another item included in the annual budget was \$4,200 for the expenses of lectures to be given under the direction of the Committee on Evening Schools.

Of this amount only \$1,104 were expended, \$706 being paid to the lecturers, and the balance for the use of the stereopticon and for incidental expenses.

Special mention is made of these three items of expense because of their recent adoption.

While it may not be within the province of this committee to report upon other than their financial relation to the total school expenditure, it can be said that their popularity is unquestioned.

Many of the large cities of the country are devoting much attention to the problem of education in its wider sense, and Boston cannot afford to lag behind.

It is believed that expenditures in this direction are well invested, not only in the training of children, but of men and women deprived of advantages in their youth.

All these new departures mean, of course, additional expense. Shortness of funds must curtail this work, but there is no doubt that when the people are satisfied of the value to the community, public opinion will demand that provision be made to meet it.

Under the head of salaries of officers, forty-nine persons are employed, including twenty-one truant officers.

The salaries paid during the year amounted to \$80,827.21, a decrease of \$8,704.54, as compared with the previous year.

This reduction was due to the transfer of the charge for repairs, etc., on school buildings from the School Committee to the Schoolhouse Commission.

The salaries of the officials and employees connected therewith were paid after July 1, 1901, from the appropriation allowed the Commission.

The expense incurred the past year for services of janitors, including the amount paid for washing schoolhouse floors during the summer vacation, was \$190,506.93, and an increase over the previous year of \$18,715.10.

This is the largest increase in salaries of janitors recorded in any one year, and was due principally to the new and elaborate high school buildings lately acquired.

During the past few years, when an old building has been replaced by a new one or has received a large addition, it means usually three or four times as much labor to keep it heated and in a cleanly condition, and the salary of the janitor must be increased to correspond.

The number of buildings used for school purposes for which compensation was paid was 319. (In some cases the rental of hired buildings includes heating and care.)

A force of 199 persons was employed as janitors, engineers, or matrons, with salaries ranging from \$4,200 for high school work to \$120 for a portable building.

The average salary paid was \$957.32, but as many janitors employ either permanent or temporary assistance, the net average amount received was considerably less.

During the summer vacation the floors of the school buildings (with very few exceptions) were washed thoroughly at a cost of about \$2,500.

The fuel situation during the greater part of the year increased considerably the labor of the janitors.

It having been necessary to supply the schools in small quantities, the janitors were obliged to be in readiness to receive fuel, on an average, ten or twelve times instead of two or three times as has been customary.

Not that alone, but owing to the attitude of the dealers, who were masters of the situation, the janitors were expected to remain in their buildings an indefinite time after ordering coal or wood, in some cases several days, and be ready to receive it at any hour of the day it might arrive throughout the week, even on Saturday or Sunday.

The janitors, in addition to their willingness to assist the committee in keeping the buildings supplied with fuel, rendered good service in using it as economically as possible; and there is little doubt but that, as the result of their efforts, a saving was made of at least a thousand tons of coal representing a value of about \$10,000.

On pages 39-43 of this report there will be found a tabulated list of buildings with the salaries of janitors receiving over \$300 per annum.

During the past year the Committee on Supplies presented for approval bills to the amount of \$299,607.85, which represents the total expenditures of the School Committee, exclusive of salaries, repairs, and the building of new school-houses. The income amounted to \$3,069.66, leaving the sum of \$296,538.19 as the net amount expended under their direction. There were purchased for the schools 10,546 tons of coal and 634 cords of wood, which, together with the expense for gas and electric lighting, amounted to \$96,394.61. This is included in the above net amount.

Full particulars regarding the method and cost of supplying the schools are given in the report of the Committee on Supplies, lately presented.

The appropriation made for repairs and alterations upon school buildings, including also the expenses of the Commission and payments for rents, amounted to \$366,800. The expenditures during the year were \$366,800. For details see pages 56 and 57 of this report.

Of the amount appropriated \$52,800 were set apart for the payment of rents and taxes.

The following shows the rents and taxes paid for each building hired during the year :

Athenæum Building, Cottage street, Dorchester . . .	\$813 00
23 Byron court, Roxbury	382 00
Beech-street lot, Roslindale	1 00
Bennington-street Chapel, East Boston	672 00
732 Broadway, South Boston	2,220 00
Church of the Redeemer, East Fourth street, South Boston	840 00
341 Centre street, Jamaica Plain	490 00
147 Columbus avenue	1,300 00
Presbyterian Chapel, 33 Chambers street	844 20
St. Andrews Chapel, 38 Chambers street	1,080 00
Room 620 Colonial Building, 100 Boylston street	250 00
Chauncy Hall, Copley square	8,751 80
G. A. R. Building, E street, South Boston	1,450 00
Trustee Building, Eliot street, Jamaica Plain	300 00
Germania Hall, 1448 Columbus avenue, Roxbury	60 00
58 Glenway street, Dorchester	720 00
Greenwood Hall, Glenway, Dorchester	600 00
331-333 Centre street, cor. Gay Head street, Jamaica Plain .	960 00
179 Heath street, Roxbury	433 00
255 Heath street, Roxbury	60 00
17 Hewlett street, Roslindale	240 00
737 Huntington avenue, Roxbury	673 00
741 Huntington avenue, Roxbury	709 00
766 Huntington avenue, Roxbury	780 00
908 Huntington avenue, Roxbury	720 00
170 Lauriat avenue, Dorchester	600 00
20 Mt. Vernon street, Dorchester	1,213 00
Parochial School, Moon street	8,169 01
86 Milton avenue, Dorchester	112 00
Methodist Chapel, Vinton street, South Boston	620 00
31 North Russell street	3,063 33
North End Union, 20 Parmenter street	1,800 00
32 Parmenter street	400 00
Day's Chapel, 974 Parker street, Roxbury	250 00
<i>Carried forward</i>	<u>\$41,576 34</u>

<i>Brought forward</i>	\$41,576 34	
Princeton and Shelby streets, East Boston	50 00	
Roxbury House Association, 1 Dayton avenue, Roxbury	600 00	
Stevenson's Block, Central square, East Boston	235 00	
399 Saratoga street, East Boston	300 00	
124 Shawmut avenue	550 00	
18 Standish street, Dorchester	733 00	
South Baptist Church, East Fourth street, South Boston	600 00	
276 Tremont street, Roxbury	1,066 67	
1508 Tremont street, Roxbury	600 00	
1518 Tremont street, Roxbury	600 00	
1520 Tremont street, Roxbury	184 33	
1634 Tremont street, Roxbury	616 25	
Tomfohrde Hall, 91 Boylston street, Roxbury	400 00	
Unitarian Church, South street, Roslindale	600 00	
727 Walk Hill street, Dorchester	133 00	
Walker Building, 120 Boylston street	2,800 00	
323 Washington street, Dorchester	373 00	
2307 Washington street, Roxbury	1,163 00	
Winthrop Hall, Upham's Corner, Dorchester	15 00	
Total		<u>\$53,195 59</u>

During the year, under authority granted and appropriations transferred by the School Committee, the following sums were expended under the head of new school-houses, completing and furnishing school buildings, and land and buildings for schools, by the Schoolhouse Department:

New Dorchester High School-house:		
Building	\$5,640 10	
Furnishing	4,251 53	
		<u>\$9,891 63</u>
South Boston High School-house:		
Building	\$25,663 28	
Furnishing	2,471 65	
		<u>28,134 93</u>
New East Boston High School-house:		
Building	\$14,392 64	
Furnishing	629 25	
		<u>15,021 89</u>
West Roxbury High School-house, addition:		
Furnishing		630 11
Mechanic Arts High School-house, addition:		
Building	\$3 00	
Furnishing	1,391 91	
		<u>1,394 91</u>
<i>Carried forward</i>		<u>\$55,073 47</u>

<i>Brought forward</i>		\$55,073 47	
Grammar School-house, Eutaw street, East Boston, new Chapman School:			
Building	\$611 97		
Furnishing	833 10		
			1,445 07
Grammar School-house, Fourth and E streets, South Boston, and addition, new Bigelow School:			
Additional site	\$8,093 00		
Building	39,784 30		
Building and land	\$47,877 30		
Furnishing	11,954 86		
			59,832 16
Grammar School-house, Norfolk and Morton streets, Dorchester, Roger Wolcott School:			
Building	\$25,578 73		
Furnishing	16,108 90		
			41,687 63
Primary School-house, Bartlett street, Charlestown:			
Building	\$212 50		
Furnishing	194 74		
			407 24
Primary School-house, Dighton place, Brighton, new Winship School:			
Building	\$16,997 70		
Furnishing	2,969 52		
			19,967 22
Primary School-house, Parker street, Rox- bury, new Ira Allen School:			
Building	\$9,460 19		
Furnishing	816 15		
			10,276 34
Hancock School-house, Parmenter street:			
Addition to lot		21,525 00	
Paul Revere School-house, Prince street:			
Site		67,015 78	
William H. Kent School-house, Moulton street, Charles- town:			
Site		5,300 00	
Gilbert Stuart School-house, Richmond street, Dor- chester:			
Paving and grading yard		1,291 83	
Portable Buildings, erecting, heating, and furnishing		68,613 33	
Lewis School Annex, Dale street, Roxbury		1,002 16	
<i>Carried forward</i>			\$353,437 23

Brought forward \$353,437 23

Sanitation and plumbing in the following-named school buildings:

Auburn	\$4,302 63	
Atherton	3,477 16	
Adams	10,065 95	
Aaron Davis	6,933 93	
Bennett and Bennett Annex	17,582 29	
Charles C. Perkins	5,458 48	
Cook	1,766 95	
Drake	3,655 94	
Dwight	7,542 91	
Emerson Primary	5,297 35	
Everett	7,165 51	
Freeman	180 37	
Florence-street	2,568 25	
George Putnam	9,683 75	
Grant	3,887 31	
Harvard	7,270 67	
Ira Allen	2,745 05	
Lowell	1,310 03	
Mayhew	1,917 07	
Norcross	6,882 36	
Phillips Brooks	490 00	
Parkman	7,111 33	
Quincy	10,173 73	
Rutland-street	6,026 43	
Roxbury High	7,958 68	
Skinner	5,222 68	
Sherwin	8,966 43	
Tyler-street	4,663 91	
Wait	174 71	
Way-street	7,124 11	
Wells	6,617 27	
	<hr/>	174,223 24

Addition to lots and building new buildings:

Extension Mechanic Arts High School-house, site		12 00
Girls' High School-house enlargement, site		14,250 00
Grammar School-house, Lowell District, site		22,940 33
Grammar School-house, Roger Clap District:		
Site	\$26,750 00	
Building	37,679 55	
	<hr/>	64,429 55
Primary School-house, Martin District:		
Site	\$36,300 00	
Building	3,596 12	
	<hr/>	39,896 12
<i>Carried forward</i>		\$669,188 47

<i>Brought forward</i>		\$669,188 47
Primary School-house, George Putnam District:		
Site		13,841 49
Primary School-house, Christopher Gibson District :		
Site	\$9,111 00	
Building	50,795 57	
		<hr/> 59,906 57
Primary School-house, Emerson District:		
Site	\$12,050 00	
Building	2,760 97	
		<hr/> 14,810 97
Primary School-house, Eliot and Hancock Districts:		
Site		75 00
School-house Phillips District:		
Site	\$60,244 11	
Building	9,001 65	
		<hr/> 69,245 76
Savin Hill School-house, enlargement:		
Building		7,876 27
Tuckerman School-house, enlargement:		
Site		24,675 00
Fire escapes, etc.:		
Auxiliary fire alarm, installing		2,079 00
Cook School-house fire escape		1,076 00
Hillside School-house fire escape		972 00
Fire extinguishers		3 25
Addition to School-house yards :		
Hancock School-house		22,500 00
Old Christopher Gibson School-house		1,831 05
Miscellaneous :		
Boilers, English High and Girls' High School-houses,		16,078 25
Engineering expenses		9,451 14
Painting and whitewashing and cleaning furniture		
for sanitary purposes		28,155 82
Incidental expenditures, including salaries, blue-		
printing, stationery, horse-hire, engineering sup-		
plies, etc.		3,323 30
Total amount expended 1902-1903		<hr/> <u>\$945,089 34</u>

The following is a list of school-houses completed during the financial year 1902-1903, with the total cost for the same :

East Boston High School-house:

Land	\$63,180 27
Building	298,373 88
Furnishing	19,473 22
	<u>\$381,027 37</u>

West Roxbury High School-house, addition:

Building	\$225,659 98
Furnishing	14,969 73
	<u>\$240,629 71</u>

Chapman Grammar School-house, East Boston:

Building	\$131,284 09
Furnishing	17,503 68
	<u>\$148,787 77</u>

Paul Revere Primary School-house, Hancock District, North End:

Land	\$206,333 22
Building	164,984 23
Furnishing	5,878 77
	<u>\$377,196 22</u>

Winship Primary School-house, Bennett District, Brighton:

Building	\$123,480 80
Furnishing	7,546 05
	<u>\$131,026 85</u>

Bartlett-street Primary School-house, Warren District, Charlestown:

Land	\$38,609 13
Building	67,979 96
Furnishing	4,116 74
	<u>\$110,705 83</u>

The following table shows the expenditures made for carrying on the schools, exclusive of furniture, repairs, and new school-houses, since the reorganization of the Board, a period of twenty-six years and nine months:

YEAR.	Expenditures.	Income.	Net Expenditures.	Number 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.....	1,485,343 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
1888-89.....	1,596,949 08	39,585 52	1,557,363 56	64,584	24 11
1889-90.....	1,654,527 21	39,912 30	1,614,614 91	66,003	24 46
1890-91.....	1,685,360 28	41,209 06	1,644,151 22	67,022	24 53
1891-92..... } nine months }	1,295,981 34	30,757 31	1,265,224 03	67,696	18 69
1892-93.....	1,768,985 64	37,578 66	1,731,406 98	68,970	25 10
1893-94.....	1,822,052 26	40,709 13	1,781,343 13	71,495	24 92
1894-95.....	1,885,537 38	38,604 35	1,846,933 03	73,603	25 09
1895-96.....	1,964,760 76	39,181 66	1,925,579 10	74,666	25 79
1896-97.....	2,077,377 56	39,500 83	2,037,876 73	78,167	26 07
1897-98.....	2,254,505 50	42,287 16	2,212,218 34	81,638	27 10
1898-99.....	2,425,997 42	42,210 35	2,383,787 07	83,008	28 72
1899-00.....	2,533,988 82	45,681 35	2,488,307 47	86,719	28 69
1900-01.....	2,678,033 99	48,428 07	2,629,605 92	88,852	29 59
1901-02.....	2,839,599 15	45,993 80	2,793,605 35	91,271	30 61
1902-03.....	3,001,968 22	49,108 50	2,952,859 72	94,871	31 12

From this table it will be seen that for the financial year just closed the running expenses, exclusive of repairs, were fifty-one cents more per pupil than for the year previous.

In the following table the total expenditure, exclusive of repairs and new buildings, is divided into the five items which go to make up the appropriation, showing the net amount expended for each of these items during the past twenty-six years and nine months :

YEAR.	Salaries Instructors.	Salaries Officers.	Salaries Janitors.	Fuel and Light.	Supplies and Incidentals.
1876-77.....	\$1,190,575 10	\$56,807 56	\$77,654 63	\$55,490 16	\$122,673 25
1877-78.....	1,128,430 40	58,035 94	75,109 93	53,321 70	110,680 46
1878-79.....	1,085,288 32	55,462 18	73,728 94	47,678 94	111,343 68
1879-80.....	1,085,324 34	53,679 74	74,594 40	40,920 22	113,243 02
1880-81.....	1,087,172 23	52,470 00	77,204 10	57,483 62	65,562 93
1881-82.....	1,085,459 28	55,993 83	79,791 50	57,593 17	44,788 33
1882-83.....	1,094,401 01	57,038 83	81,281 84	60,863 11	46,858 31
1883-84.....	1,118,751 87	58,820 00	83,182 71	66,068 59	46,966 55
1884-85.....	1,143,893 48	60,020 00	84,982 91	61,325 41	118,123 97
1885-86.....	1,162,566 65	58,910 00	86,601 88	58,417 53	87,528 30
1886-87.....	1,182,092 18	55,739 67	89,802 95	57,216 67	67,103 54
1887-88.....	1,202,685 55	57,608 00	98,947 00	71,048 76	69,170 87
1888-89.....	1,247,482 78	58,157 00	99,248 74	75,067 07	77,407 97
1889-90.....	1,295,177 76	58,295 00	101,399 05	73,580 27	86,162 83
1890-91.....	1,325,984 68	60,112 33	103,420 72	69,524 54	85,108 95
1891-92..... } nine months } ..	1,005,050 71	45,638 33	78,652 64	56,665 22	79,217 13
1892-98.....	1,391,121 05	60,566 83	110,669 83	77,872 75	91,176 52
1893-94.....	1,432,808 21	62,023 34	114,512 85	86,666 99	85,331 74
1894-95.....	1,495,799 61	58,970 00	118,336 49	77,291 91	96,535 02
1895-96.....	1,548,910 75	62,454 50	123,871 31	75,900 29	114,442 25
1896-97.....	1,628,510 68	66,290 84	131,560 50	82,804 09	128,710 62
1897-98.....	1,779,039 35	69,385 00	139,220 29	96,016 29	128,557 41
1898-99.....	1,926,974 94	70,645 28	147,777 48	102,935 86	135,453 51
1899-00.....	2,020,324 75	68,945 33	150,737 79	98,965 72	146,092 02
1900-01.....	2,133,422 38	83,168 88	157,385 45	96,528 01	157,165 91
1901-02.....	2,249,941 59	89,531 75	171,791 83	106,637 78	172,910 59
1902-03.....	2,380,811 61	80,827 21	190,506 93	96,394 61	200,143 58
Total.....	\$38,428,091 26	\$1,675,597 37	\$2,921,974 19	\$1,960,279 28	\$2,788,459 26
Average.....	\$1,423,262 64	\$62,059 16	\$108,221 27	\$72,602 94	\$103,276 27

The average annual increase in pupils during the time covered by the preceding table was 1,714, which should enter into the account in comparing expenses.

The following table shows the cost of repairs made and furniture provided since 1876-77. It includes also payment for hired accommodations:

YEAR.	Expenditures.	Income.	Net Expenditures.	Number 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	170,733 79	62,259	2 74
1887-88.....	243,107 89	221 00	242,886 89	62,226	3 90
1888-89.....	251,736 17	153 00	251,583 17	64,584	3 90
1889-90.....	262,208 75	850 20	261,358 55	66,003	3 96
1890-91.....	263,860 16	208 00	263,652 16	67,022	3 94
1891-92..... } nine months } ..	205,344 27	595 50	204,748 77	67,696	3 02
1892-93.....	221,905 53	165 00	221 740 53	68,970	3 22
1893-94.....	190,465 06	.....	190,465 06	71,495	2 66
1894-95.....	214,252 47	25 00	214,227 47	73,603	2 91
1895-96.....	250,107 13	.....	250,107 13	74,666	3 35
1896-97.....	225,973 76	937 68	225,036 08	78,167	2 88
1897-98.....	229,941 27	.....	229,941 27	81,638	2 81
1898-99.....	249,973 69	.....	249,973 69	83,008	3 01
1899-00.....	282,708 26	.....	282,708 26	86,719	3 26
1900-01.....	299,248 46	27 00	299,221 46	88,852	3 37
1901-02.....	329,590 45	5 00	329,585 45	91,271	3 61
1902-03.....	366,800 00	921 54	365,878 46	94,871	3 86

The foregoing tables include all the running expenses of the schools, and form the basis for computing the rate per

pupil. The total running expenses, compared with those for 1901-1902, show an increase of seventy-six cents in the rate per pupil.

The increase in the force of regular instructors, not including special teachers, for the past ten years, was as follows :

1893-94	35	1899-1900	33
1894-95	48	1900-1901	119
1895-96	61	1901-1902	109
1896-97	68	1902-1903	86
1897-98	71		
1898-99	76		<u>706</u>

Average each year, 71.

Later in this report the expenses of each grade of schools are given, but include only such as are chargeable directly to the different grades. In addition, certain expenditures which might be termed general expenses, such as cost of supervision, salaries of officers and directors of special studies, manual training expenses, printing, the annual festival, and similar expenditures, amounting to \$328,328.53, or about ten per cent. of the running expenses, are incurred for the schools as a whole.

In like manner, a certain part of the income collected, amounting to \$26,329.69, is received for the schools in general, and not for any particular grade.

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

	General Expenses.	General Income.
High Schools	\$65,050 98	\$5,216 64
Grammar Schools	148,866 72	11,938 09
Primary Schools	86,422 40	6,930 48
Evening Schools	9,547 14	765 61
Evening Drawing Schools	2,278 59	182 73
Horace Mann School	2,922 20	234 34
Kindergartens	13,240 50	1,061 80
Totals	<u>\$328,328 53</u>	<u>\$26,329 69</u>

The following shows the total net cost for carrying on each grade of schools, by charging and crediting each with its share, *pro rata*, of the general expenses and income:

NORMAL, LATIN, AND HIGH SCHOOLS.	
Salaries of instructors	\$468,652 72
Salaries of janitors	34,102 29
Books, drawing materials, and stationery	23,773 75
Other supplies and miscellaneous items	16,484 04
Fuel and light	16,791 55
Furniture, repairs, etc.	41,878 82
Proportion of general expenses	65,050 98
<hr/>	
Total cost	\$666,734 15
Income from sale of books	\$159 10
Proportion of general income	5,216 64
<hr/>	
	5,375 74
<hr/>	
Net cost	\$661,358 41
<hr/>	
Average number of pupils, 6,782 ; cost per pupil, \$97.52	
Cost of educating 6,782 pupils	\$661,358 41
Tuition paid by 82 non-resident pupils	6,007 57
<hr/>	
Net cost of educating 6,700 resident pupils	\$655,350 84
<hr/>	
Average cost of each resident pupil, \$97.81.	

GRAMMAR SCHOOLS.	
Salaries of instructors	\$1,067,490 53
Salaries of janitors	79,704 35
Books, drawing materials, and stationery	62,877 39
Other supplies and miscellaneous items	8,454 27
Fuel and light	38,263 42
Furniture, repairs, etc.	120,139 29
Proportion of general expenses	148,866 72
<hr/>	
Total cost	\$1,525,795 97
Income from sale of books, etc.	\$204 35
Income from non-resident tuition	251 75
Proportion of general income	11,938 09
<hr/>	
	12,394 19
<hr/>	
Net cost	\$1,513,401 78
<hr/>	
Average number of pupils, 42,824.	
Average cost per pupil	\$35 34

PRIMARY SCHOOLS.

Salaries of instructors		\$576,620 22
Salaries of janitors		68,752 37
Books, drawing materials, and stationery		14,419 17
Other supplies and miscellaneous items		4,955 37
Fuel and light		30,021 84
Furniture, repairs, etc.		104,578 24
Proportion of general expenses		86,422 40
		<hr/>
Total cost		\$885,778 61
Income from sale of books	\$168 32	
Income from non-resident tuition	36 38	
Proportion of general income	6,930 48	
		<hr/>
		7,135 18
		<hr/>
Net cost		<u>\$878,643 43</u>
Average number of pupils, 32,512.		
Average cost per pupil	\$27 03	

HORACE MANN SCHOOL.

Salaries of instructors		\$20,966 74
Salaries of janitors		1,410 63
Books, drawing materials, and stationery		97 55
Other supplies, car-fares, and miscellaneous items		1,919 36
Fuel and light		440 66
Furniture, repairs, etc.		2,193 68
Proportion of general expenses		2,922 20
		<hr/>
Total cost		\$29,950 82
Proportion of general income		234 34
		<hr/>
		<u>\$29,716 48</u>
Average number of pupils, 120.		
Average cost per pupil	\$247 64	
Total cost of educating 120 pupils		\$29,716 48
Received from the State for tuition and travelling expenses of pupils		16,813 33
		<hr/>
Net cost of educating 120 pupils		<u>\$12,903 15</u>
Net average cost of each pupil \$107 53		

KINDERGARTENS.

Salaries of instructors	\$103,342 07
Salaries of janitors	1,349 97
Books, drawing materials, and stationery	174 30
Kindergarten supplies	1,588 43
Services of maids	4,484 90
Other supplies and miscellaneous items	593 99
Fuel and light	238 29
Furniture, repairs, etc.	10,694 86
Proportion of general expenses	13,240 50
Total cost	<u>\$135,707 31</u>
Proportion of general income	1,061 80
Net cost	<u><u>\$134,645 51</u></u>
Average number of pupils, 4,862.	
Average cost per pupil	\$27 69

EVENING HIGH AND ELEMENTARY SCHOOLS.

Salaries of instructors	\$71,625 50
Salaries of janitors	3,136 72
Books, drawing materials, and stationery	2,073 35
Other supplies and miscellaneous items	245 84
Fuel and light	7,679 50
Furniture, repairs, etc.	3,544 50
Proportion of general expenses	9,547 14
Total cost	<u>\$97,852 55</u>
Income from sale of books	\$59 55
Proportion of general income	<u>765 61</u>
Net cost	<u><u>825 16</u></u>
Net cost	<u><u>\$97,027 39</u></u>
Average number of pupils, 6,943.	
Average cost per pupil	\$13 97

EVENING DRAWING SCHOOLS.

Salaries of instructors	\$14,035 00
Salaries of janitors	694 60
Drawing materials and stationery	1,306 02
Other supplies and miscellaneous items	14 42
Fuel and light	1,153 67
Furniture, repairs, etc.	3,871 91
Proportion of general expenses	2,278 59
Total cost	<u>\$23,354 21</u>
Proportion of general income	182 73
Net cost	<u><u>\$23,171 48</u></u>
Average number of pupils, 744.	
Average cost per pupil	\$31 14

One of the duties of this committee is to make out bills for tuition of non-resident pupils and transmit them to the City Collector for collection.

The committee rely upon the principals to report all such cases. The rule is explicit, and provides that 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 pupil, or until a certified copy of the vote of the Committee on Accounts permitting such pupil to attend the school has been transmitted to the principal.

Although every effort is made by the teachers to detect such cases, the city, probably, is put to the expense of educating many pupils who ought to pay tuition but who evade it in one way or another.

The tuition collected last year on account of 213 pupils was sub-divided as follows :

82	Normal, Latin and High School pupils	\$6,007 57
9	Grammar School pupils	251 75
2	Primary School pupils	36 38
120	Horace Mann School pupils	14,334 99
	Total amount received	\$20,630 69

Your committee, in preparing the annual school budget for the present year 1903-04, were confronted with the fact that, in order to continue the schools upon the present basis of expenditures, the sum of about \$110,000 would be needed in addition to the amount that can legally be appropriated.

The fact that expenses must be reduced to keep within the legal limit did not admit of argument, and reductions became not a matter of choice but of necessity.

Your committee did not rely upon their own judgment in so important a matter, and requested the Superintendent to recommend such reductions in the items of expense as, in

his opinion, could be made with the least detriment to the school system.

After long and careful consideration, which the importance of the subject demanded, and obtaining such information as they could the committee completed the appropriation bill, in accordance with their best judgment, and submitted it to the School Board under date of March 10, 1903. For the appropriation in detail, see the last pages of this report.

It is hoped that the carrying into effect of the radical measures proposed may be averted, wholly or in part, by the Legislature granting the School Committee sufficient money to carry on the schools without disturbing their present status.

The appropriation recommended for the financial year 1903-1904 by items was as follows :

Salaries of instructors	\$2,501,000 00
Salaries of officers	77,581 00
Salaries of janitors	195,000 00
Fuel and light	214,000 00
Supplies and incidentals	190,500 00
Repairs and alterations of school buildings	287,133 00
Rents of hired school accommodations	49,000 00
Salaries and expenses of Schoolhouse Commission	20,000 00
	<hr/>
	<u>\$3,534,214 00</u>

The School Committee control the expenditure of the first five items in the table above, amounting to \$3,178,081.

The only way to keep within the available appropriation the present year is by limiting the increase in expenditures to \$180,288.56 ; but, inasmuch as a conservative estimate of the increased cost under the head of fuel and light which includes coal, wood, electric power, gas and electric lighting alone will be \$120,000, leaving but \$60,288.56 for all other items, it seems hardly possible to carry on the schools as they are conducted at present, on the money in sight.

For the past three years the increase in salaries of instructors has averaged over \$120,000, and there is no

reason to suppose that the increase will be much less this year unless radical measures are taken to bring about a reduction.

Salaries of janitors will require a somewhat larger appropriation, but salaries of officers, and the cost of supplies and incidentals, probably can be kept within last year's figures.

The law requires expenses to be kept within the appropriation; that being the case it is hoped that every one connected with the schools will appreciate the necessities of the financial situation, and make every effort to curtail expenses.

In closing, your committee would call attention to the following pages of this report which give more in detail the expenditures for the financial year 1902-1903.

Respectfully submitted,

PHINEAS PIERCE,

Chairman.

GEORGE E. BROCK,

GEORGE A. O. ERNST,

WILLIAM J. GALLIVAN,

WILLIAM F. MERRITT,

Committee on Accounts.

PAY-DAYS FOR THE TEACHERS BY THE CITY TREASURER.

Payments are made at the school-houses on the following *working days* of the schools each month, subject to change in case of holidays or unforeseen circumstances:

Last or first Monday: Mechanic Arts High, Bowdoin, Edward Everett, John A. Andrew, Norcross, Prince, Roger Clap, Shurtleff, and Horace Mann.

Last or first Tuesday: Dorchester High, Brimmer, Eliot, Hancock, Mary Hemenway, Phillips, Quincy, Wells, and Winthrop.

Last or first Wednesday: Normal, East Boston High, South Boston High, Adams, Bigelow, Chapman, Emerson, Gaston, Lawrence, Lincoln, Lyman, Rice, and Thomas N. Hart.

Last or first Thursday: Public Latin, Charlestown High, English High, Gilbert Stuart, Harvard, Henry L. Pierce, Mather, Minot, and Roger Wolcott.

Last or first Friday: Girls' Latin, Girls' High, Bunker Hill, Christopher Gibson, Dearborn, Dwight, Everett, Franklin, Frothingham, Hugh O'Brien, Phillips Brooks, Prescott, and Warren.

Last Monday: West Roxbury High, Agassiz, and Bowditch.

Last Tuesday: Charles Sumner, Longfellow, and Robert G. Shaw.

Last Wednesday: Brighton High, Bennett, and Washington Allston.

Last Thursday: Roxbury High, Dillaway, Dudley, George Putnam, and Lewis.

Last Friday: Comins, Hyde, Lowell, Martin, and Sherwin.

The schools in East Boston, Charlestown, North and West Ends are paid by Mr. McNary, the remainder of the schools in the city proper by Mr. Dana, those in Roxbury (excepting the Dearborn and Hugh O'Brien), West Roxbury, and Brighton by Mr. Carty, and those in South Boston and Dorchester and the Dearborn and Hugh O'Brien by Mr. Pelletier.

Janitors are paid on the same days as the teachers.

Teachers not paid on the regular days will be paid at the Treasurer's office any day during office hours, after the paymaster has visited the schools.

Office hours, excepting Saturdays, 9 A.M. to 2 P.M.; on Saturdays, 9 A.M. to 1 P.M., October 1 to May 31; June 1 to September 30, 9 A.M. to 12 M.

Teachers should collect their salaries in person, except in case of sickness, when orders addressed to the *City Treasurer* will be received.

Evening School Teachers, Special Instructors, and Officers will be paid on the last working day but one of each month (unless notice to the contrary be given) between 10 A.M. and 2 P.M., at the City Treasurer's office, City Hall, unless said day comes on Saturday, when the office will close as stated above.

SCHOOL EXPENSES.

ANNUAL EXPENDITURES for the Public Schools of Boston for the last thirty financial years; also the average number of scholars. Annexation occurred as follows: Roxbury, January 6, 1868; Dorchester, January 3, 1870; Charlestown, Brighton, and West Roxbury, January 5, 1874.

FINANCIAL YEAR.	No. of Day Scholars Belonging.	No. of Evening Scholars Belonging.	Total No. of Scholars Belonging.	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.
1873-74.....	42,544	1,714	44,258	\$1,041,375 52	\$377,081 52	\$1,419,057 04	\$28,848 73	\$1,390,208 31	\$32 14	\$446,603 25	\$1,865,720 29
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	356,069 74	2,081,043 35
1875-76.....	45,924	3,393	49,317	1,296,803 59	470,830 68	1,737,634 27	20,635 72	1,716,998 55	34 82	277,746 57	2,015,380 84
1876-77.....	46,581	3,727	50,308	1,298,604 23	422,472 02	1,691,076 45	21,969 03	1,669,107 42	33 18	125,539 04	1,816,615 49
1877-78.....	47,675	4,084	51,759	1,215,782 03	366,334 02	1,582,116 09	30,109 31	1,552,006 78	29 99	174,324 75	1,726,331 54
1878-79.....	49,700	3,562	53,262	1,172,489 69	347,173 23	1,519,662 92	32,145 54	1,487,517 38	27 93	240,222 98	1,759,885 90
1879-80.....	50,851	3,130	53,981	1,162,258 61	353,108 23	1,515,366 84	49,090 28	1,466,276 56	27 16	136,878 45	1,652,245 29
1880-81.....	51,542	3,170	54,712	1,165,620 69	394,274 82	1,559,895 51	74,076 08	1,485,819 43	27 15	215,359 64	1,710,105 95
1881-82.....	52,611	3,027	55,638	1,165,620 71	405,349 82	1,570,970 57	69,591 58	1,501,379 07	26 98	139,126 88	1,710,105 95
1882-83.....	54,590	2,964	57,554	1,180,193 73	422,968 76	1,603,162 49	79,364 66	1,523,797 83	26 58	77,628 73	1,680,791 22
1883-84.....	55,640	3,148	58,788	1,206,683 23	433,023 33	1,639,706 56	31,350 84	1,608,355 72	26 54	268,879 72	1,908,586 28
1884-85.....	55,888	3,818	59,706	1,230,771 71	474,681 34	1,705,453 14	39,574 75	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	492,269 59	1,673,672 83	33,684 20	1,642,321 99	26 81	362,796 15	2,036,468 98
1886-87.....	58,266	3,993	62,259	1,269,545 91	386,830 09	1,656,376 00	37,313 81	1,622,691 80	26 06	125,687 45	1,782,063 45
1887-88.....	58,310	3,916	62,226	1,296,192 42	488,468 46	1,773,660 88	33,738 52	1,742,347 07	28 00	127,875 90	1,907,536 78
1888-89.....	60,224	4,360	64,584	1,352,506 17	616,179 08	1,848,685 25	40,762 50	1,808,946 73	28 01	121,838 95	1,970,014 20
1889-90.....	60,478	5,525	66,003	1,390,868 87	625,867 69	1,916,735 96	41,417 06	1,875,373 46	28 42	349,602 82	2,266,338 78
1890-91.....	61,019	6,003	67,022	1,424,988 20	624,232 24	1,949,220 44	41,417 06	1,907,803 38	28 47	172,523 90	2,121,744 34
For the nine months ending											
January 31, 1892.....	61,763	5,933	67,696	1,079,848 59	421,477 02	1,501,325 61	31,352 81	1,469,972 80	21 71	527,429 10	2,028,754 71
1892-93.....	63,347	5,623	68,970	1,485,411 12	505,480 95	1,990,891 17	37,743 66	1,953,147 51	28 32	569,700 75	2,560,591 92
1893-94.....	65,256	6,239	71,495	1,532,074 37	480,542 95	2,012,617 32	40,769 13	1,971,808 19	27 58	279,356 81	2,291,974 13
1894-95.....	67,707	5,896	73,603	1,590,600 15	509,189 70	2,099,789 85	38,629 35	2,061,160 50	28 00	397,983 62	2,497,773 47
1895-96.....	69,088	5,578	74,666	1,647,021 50	567,546 39	2,214,567 89	39,181 66	2,175,386 23	29 14	513,735 61	2,728,905 50
1896-97.....	71,773	6,341	78,117	1,730,083 58	573,267 74	2,303,351 32	40,438 51	2,262,912 81	28 95	1,729,653 37	3,033,006 69
1897-98.....	75,227	6,911	82,138	1,886,063 00	597,843 77	2,484,446 77	42,287 16	2,442,159 61	29 91	2,930,716 40	3,415,163 17
1898-99.....	77,378	6,256	83,600	2,032,900 46	642,070 65	2,675,971 11	42,210 35	2,633,760 76	31 95	3,302,515 93	3,962,804 45
1899-00.....	80,463	6,256	86,719	2,132,557 03	684,140 05	2,816,697 08	45,681 35	2,771,015 73	31 95	822,107 37	3,714,406 26
1900-01.....	82,263	6,622	88,885	2,261,795 60	715,515 85	2,977,311 45	48,455 07	2,928,827 88	32 96	3,737,183 81	4,007,964 24
1901-02.....	84,231	7,029	91,271	2,363,308 11	783,881 49	3,169,189 60	45,968 80	3,123,190 80	34 22	4,838,074 64	4,007,964 24
1902-03.....	87,184	7,667	94,871	2,507,677 66	861,090 56	3,368,768 22	50,030 04	3,318,738 18	34 98	5,945,089 34	4,318,857 56

¹ Includes Improvements in Buildings (\$172,450.80) paid from loans.
² Includes Improvements in Buildings (\$42,063.80) paid from loans.
³ Includes Improvements in Buildings (\$175,362.00) paid from loans.
⁴ Includes Improvements in Buildings (\$253,713.58) paid from loans.
⁵ Includes Improvements in Buildings (\$35,065.18) paid from loans.
⁶ Includes Improvements in Buildings (\$235,362.00) paid from loans.

SALARIES OF OFFICERS AND TEACHERS OF THE PUBLIC SCHOOLS.

Superintendent	\$6,000 00
Supervisors (each)	3,780 00
Secretary	3,300 00
Auditing Clerk	3,300 00
Schoolhouse Custodian	2,004 00
Chief Truant Officer	1,900 00
Truant Officers (each)	1,400 00

Normal School.

Head-Master	\$3,780 00
Masters, first year, \$2,340; annual increase, \$144; maximum	3,060 00
Assistants, first year, \$1,140; annual increase, \$60; maximum	1,620 00
Clerical Assistant	600 00

Latin and High Schools.

¹ Head-Masters	\$3,780 00
Masters	3,060 00
Junior-Masters, first year, \$1,476; annual increase (for eleven years), \$144; salary for the twelfth and subsequent years, with the rank of Master	3,060 00
Assistant Principal, Girls' High School	2,040 00
Assistant Principal, Roxbury High School, first year, \$1,620; annual increase, \$72; maximum	1,836 00
Assistants, first year, \$972; annual increase, \$72; maximum	1,620 00

Mechanic Arts High School.

Head-Master	\$3,780 00
Masters	3,060 00
Junior-Masters, first year, \$1,476; annual increase (for eleven years), \$144; salary for the twelfth and subsequent years, with the rank of Master	3,060 00
Instructors, first year, \$1,500; annual increase, \$120; maximum	2,340 00
Assistant Instructors, first year, \$972; annual increase, \$72; maximum	1,620 00
Special Instructors, first year, \$600; annual increase, \$72; maximum	960 00
Instructor of Metal-working, first year, \$1,800; annual increase, \$60; maximum	2,580 00

¹ John Tetlow receives \$420 per annum, in addition to the regular salary of his rank.

Grammar Schools.

Masters, first year, \$2,580; annual increase, \$120; maximum	\$3,180 00
Sub-Masters, first year, \$1,500; annual increase, \$120; maximum	2,340 00
First Assistants, first year, \$972; annual increase, \$48; maximum	1,212 00
Assistants, first year, \$552; annual increase \$48; maximum	936 00
Special assistants (per day)	1 50

Primary Schools.

First Assistants, first year, \$984; annual increase, \$48; maximum	\$1,080 00
Assistants, first year, \$552; annual increase, \$48; maximum	936 00
Special Assistants, first grade (per day)	1 50

Kindergartens.

Principals, first year, \$624; increase for second year, \$24; annual increase for three succeeding years, \$48; maximum	\$792 00
Assistants, first year, \$432; annual increase, \$48; maximum	624 00
Special Assistants (per week)	5 00

Horace Mann School for the Deaf.

Principal	\$3,180 00
Assistant Principal, first year, \$1,152; annual increase, \$72; maximum	1,440 00
Assistants, first year, \$780; annual increase, \$72; maximum	1,284 00

Evening and Evening Drawing Schools.

Principal, Evening High School (per week), first year, \$40; second year, \$45; third year and subsequently	\$50 00
Assistants, Evening High School (per evening)	4 00
Principals, Evening Elementary Schools, in schools where average attendance for month is 100 pupils or more (per evening), \$5; in schools where average attendance for month is less than 100 (per evening)	4 00
First Assistants, Evening Elementary Schools, in schools where average attendance for month is 75 pupils or more (per evening), \$2.50; in schools where average attendance for month is less than 75 (per evening)	2 00
Assistants, Evening Elementary Schools (per evening)	2 00

¹ Masters, Evening Drawing Schools (per evening)	\$10 00
Principals, Evening Drawing Schools, including Special Teacher of Design (per evening), first year, \$7; second year and subsequently.	8 00
Assistants, Evening Drawing Schools (per evening), first year, \$4; second year, \$5; third year and subsequently,	6 00

Special Instructors.

CHEMISTRY.

Teachers, Girls' High School	\$1,620 00
Laboratory Assistants, English High School (2)	500 00
Laboratory Assistant, Girls' High School	936 00
Laboratory Assistant, Mechanic Arts High School	500 00
Laboratory Assistant, Roxbury High School	936 00

COMMERCIAL BRANCHES.

Special Instructors, first year, \$1,200; annual increase, \$120; maximum	\$2,040 00
Instructors, first year, \$900; annual increase, \$72; max- imum	1,548 00

DRAWING.

Director	\$3,000 00
Director, for supervision of Evening Drawing Schools, additional	600 00
Assistants to Director (3)	1,500 00
² Assistant to Director	2,508 00
Special Teachers, Dorchester High School (2)	1,200 00
Special Teacher, English High School	2,500 00
Special Teacher, Roxbury High School	1,200 00
Special Teacher, South Boston High School	1,200 00
Special Teacher, West Roxbury High School	1,200 00

FOREIGN LANGUAGES.

Assistant Instructors (2)	\$1,800 00
Teacher of German, Girls' High and Girls' Latin Schools	1,800 00
Teacher of French, South Boston High School	972 00

KINDERGARTENS.

Director	\$2,880 00
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MANUAL TRAINING.

Principal of Manual Training Schools	\$2,508 00
Instructors	1,200 00

¹ The rank of Master in Evening Drawing Schools shall be abolished as the position becomes vacant by the retirement of the present incumbents.

² Also to give instruction in the Normal School.

Assistant Instructors, first year, \$804; annual increase, \$48; maximum	\$996 00
Principal of Schools of Cookery	1,500 00
Instructors, first year, \$552; annual increase, \$48; max- imum	936 00

Teachers of Sewing:

One division \$144 00	Seven divisions . . . \$660 00
Two divisions 240 00	Eight divisions . . . 732 00
Three divisions 336 00	Nine divisions 792 09
Four divisions 432 00	Ten divisions 840 00
Five divisions 516 00	Eleven divisions . . . 888 00
Six divisions 588 00	All over eleven divisions, 936 00

MILITARY DRILL.

Instructor	\$2,000 00
Armorer	1,050 00

MUSIC.

Director	\$3,000 00
Assistant Directors, first year, \$2,004; annual increase, \$72; maximum	2,652 00
Assistants, first year, \$996; annual increase, \$48; maximum,	1,236 00

PHYSICAL TRAINING.

Director	\$3,000 00
Assistant to Director	2,280 00
Assistant to Director	1,800 00
Teacher, Brighton High School	936 00
Teacher, Dorchester High School	1,200 00
Teacher, East Boston High School	1,200 00
Teacher of Physical Training and Reading, Girls' High School	1,200 00
Teacher of Physical Training and Reading, Girls' Latin School	936 00
Teacher, Roxbury High School	1,200 00
Assistant, Roxbury High School	900 00
Teacher, South Boston High School	1,200 00
Teacher, West Roxbury High School	1,200 00
Special Teachers, High Schools	900 00

SCHOOL ON SPECTACLE ISLAND.

Instructor (including all expenses connected with the school except for books)	\$400 00
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SPECIAL CLASSES.

Teachers, first year, \$936; annual increase, \$48; maximum,	\$1,032 00
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Darius Hadley, Henry F. Sears, and Charles F. Kimball, sub-masters, each receive one hundred and twenty dollars (\$120) per annum in addition to the maximum salary of their rank.

Permanent substitutes receive \$10 per month, exclusive of July and August, and in addition \$2 for each day of actual service.

Temporary teachers and substitutes (other than permanent substitutes) receive at the following-named rates for each day of actual service: Junior-master, \$5; assistant High Schools, \$2.50; instructor Mechanic Arts High School, \$4; assistant instructor Mechanic Arts High School, \$2.50; sub-master, \$4; assistant Grammar or Primary Schools, \$2; principal Kindergartens, \$1.75; assistant Kindergartens, \$1.25; assistant instructor Schools of Cookery, \$2.

Temporary teachers and substitutes of other ranks than those enumerated above receive at the rate of one four-hundredth part of the minimum salary of the respective ranks for each day of actual service.

An instructor designated to take charge in any school, district, or department, receives, in addition to his or her regular salary, one-half the difference between said salary and the minimum salary of the higher position during the term of said service but not including the summer vacation.

Teachers in Mechanic Arts High School, required by daily programme to perform extra service outside regular school hours, receive in addition to the regular salaries of their respective ranks as follows: instructors, for each recitation period of extra service, \$2; teachers of shop-work, for each shop period of extra service, \$3.

SALARIES OF JANITORS.

January 1, 1903.

HIGH SCHOOLS.

The salaries paid janitors per annum for taking care of the several High School buildings are as follows:

Latin and English High Schools:

Janitor Latin School	\$1,920 00	
Janitor English High School	4,200 00	
	<hr/>	\$6,120 00
<i>Carried forward</i>		<hr/>
		\$6,120 00

<i>Brought forward</i>		\$6,120 00
Girls' Latin and Girls' High Schools :		
Janitor Girls' Latin School (Copley sq.)	\$960 00	
Janitor Girls' High School	2,220 00	
Janitor Girls' High School	960 00	
	<hr/>	4,140 00
Brighton High School, janitor		1,620 00
Charlestown High School, janitor		1,044 00
Dorchester High School :		
Janitor	\$3,492 00	
Matron	540 00	
	<hr/>	4,032 00
East Boston High School :		
Janitor	\$2,472 00	
Janitor	744 00	
Matron	540 00	
	<hr/>	3,756 00
Mechanic Arts High School :		
Janitor	\$1,992 00	
Engineer	1,080 00	
	<hr/>	3,072 00
Roxbury High School, janitor		2,304 00
South Boston High School :		
Janitor	\$3,492 00	
Matron	540 00	
	<hr/>	4,032 00
West Roxbury High School :		
Janitor	\$2,976 00	
Matron	540 00	
	<hr/>	3,516 00
Total		<u>\$33,636 00</u>

KINDERGARTENS.

North Margin-street	\$300 00
Methodist Chapel	300 00
Cottage-place	240 00
North Bennet-street	180 00
	<hr/>
Total	<u>\$1,020 00</u>

Rooms of School Committee:

Janitor	\$1,548 00
Assistant janitor	840 00
Assistant janitor	300 00
Door-keeper	480 00
Total	<u>\$3,168 00</u>

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 per month being allowed for the first room, and, as a rule, \$2 for each additional room while the schools are in session.

The salaries paid the past year for the special schools were as follows:

Horace Mann School, three janitors	\$1,410 63
Evening Schools	3,136 72
Evening Drawing Schools	694 60
Manual Training Schools	1,356 00
Total for Special Schools	<u>\$6,597 95</u>

GRAMMAR SCHOOLS.

The salaries paid janitors per annum for taking care of the several Grammar School buildings at the present time are as follows:

Bigelow	\$2,004	<i>Brought forward</i>	\$15,324
Chapman, janitor	1,200	John A. Andrew	1,320
engineer	756	Rice	1,320
Roger Wolcott	1,680	Sherwin	1,320
Bowdoin	1,440	Bennett and branch	1,296
Hugh O'Brien	1,404	Martin	1,284
Christopher Gibson	1,380	Bowditch	1,260
Henry L. Pierce	1,380	Agassiz	1,200
Mary Hemenway	1,380	Emerson	1,200
Phillips Brooks	1,380	Lyman	1,200
Gilbert Stuart	1,320	Prince	1,200
<i>Carried forward</i>	<u>\$15,324</u>	<i>Carried forward</i>	<u>\$27,924</u>

<i>Brought forward</i> . . .	\$27,924	<i>Brought forward</i> . . .	\$55,260
Hyde	1,176	Norcross	888
Thomas N. Hart	1,164	Bunker Hill	876
Dearborn	1,140	Eliot	876
Gaston	1,140	Ware (branch of Eliot)	360
Lawrence	1,140	Winthrop	876
Lewis	1,140	George Putnam	864
Shurtleff	1,140	Prescott	840
Dudley	1,116	Robert G. Shaw	816
Lowell	1,104	Wells	816
Adams	1,080	Washington Allston	792
Dwight	1,080	William Wirt Warren	
Frothingham	1,080	(branch of Washington	
Harvard	1,080	Allston)	636
Longfellow	1,080	Allston Club House	
Roger Clap	1,080	(branch of Washington	
Comins	1,020	Allston)	336
Lincoln	1,020	Charles Sumner	780
Warren	1,020	Mather	708
Dillaway	996	Minot	696
Hancock	984		
Everett	960		\$66,420
Franklin	960	In addition, the care of	
Phillips	936	49 school-buildings	
Brimmer	900	used for grammar pur-	
Edward Everett	900	poses, where the annual	
Quincy	900	salary is \$300 or less,	
		amounts to	6,412
<i>Carried forward</i>	\$55,260		
Total for Grammar Schools			<u>\$72,832</u>

PRIMARY SCHOOLS.

The salaries amounting to more than three hundred dollars per annum, paid janitors for taking care of the several Primary School buildings, are as follows:

Paul Revere, janitor	\$2,244	<i>Brought forward</i>	\$8,952
matron	540	Bartlett-st. (Chas.) janitor,	840
Mayhew	1,200	matron,	540
Winship	1,200	Benjamin Cushing	840
Cudworth	1,080	Blackinton	840
Cushman	936	Charles C. Perkins	840
Winchell	888	Cyrus Alger	840
Plummer	864	Frederic A. Whitney	840
<i>Carried forward</i>	\$8,952	<i>Carried forward</i>	\$14,532

<i>Brought forward</i> . . .	\$14,532	<i>Brought forward</i> . . .	\$40,848
Samuel G. Howe . . .	840	William H. Kent . . .	576
William Bacon . . .	840	Lyceum Hall . . .	564
Ticknor . . .	804	School-st. (Dor.) . . .	552
Appleton-st. . . .	780	Sharp	552
Benjamin Dean . . .	780	Abby W. May . . .	540
W. L. P. Boardman . . .	780	Drake	540
Old Dorchester High . . .	780	Polk-st.	540
Aaron Davis	768	Webb	504
Choate Burham	756	Aberdeen	480
Phillips-st. (Rox.) . . .	756	B. F. Tweed	480
Albert Palmer	720	Capen	480
Andrews	720	Emerson, Poplar st. . . .	480
Harris	720	Florence-st.	480
Joshua Bates	720	Francis Parkman	480
Lucretia Crocker	720	Old Agassiz	480
Parkman	720	Phineas Bates	480
Roxbury-st.	720	Rutland-st.	480
Stephen M. Weld	720	Stoughton	480
Tileston	720	Walnut-st.	480
Quincy-st. (Rox.)	708	Dorchester-av.	444
Thetford-st	672	Bunker Hill-st.	432
Howard-av.	660	Common-st.	420
Ira Allen	660	Summer-st. (Dor.)	420
Noble	660	Bailey-st.	408
Tappan	660	George-st.	408
West Concord-st.	660	Medford-st.	384
Kenilworth-st.	648	North Harvard-st.	384
Weston-st.	624	Somerset-st.	384
Atherton	600	Baldwin	372
Baker-st.	600	Old Mather (Dor.)	372
Benjamin Pope	600	Bartlett-st. (Rox.)	360
Clinch	600	Hillside	360
Harvard Hill	600	Pormort	360
Hawes Hall and Simonds, . . .	600	Cook	348
Margaret Fuller	600	Mt. Vernon	348
Morton-st.	600	Williams	336
Wait	600	Tuckerman	324
Wyman	600	Tyler-st.	312
<i>Carried forward</i> . . .	\$40,848		\$57,672

In addition, the care of ninety-three school buildings used for primary purposes, where the annual salary is \$300 or less, amounts to 14,068

Total for Primary Schools \$71,740

APPROPRIATION AND EXPENDITURES
FOR THE
PUBLIC SCHOOLS.

APPROPRIATION.

Appropriation as voted by the School Committee under authority granted by the Legislature \$3,037,687 69

EXPENDITURES.

1902. *Requisitions in accordance with the same for February.*

Instructors .	\$199,156	21	
Officers .	6,754	66	
Janitors .	16,072	74	
Fuel and light,	9,018	67	
Incidentals .	13,029	57	
			\$244,031 85

Requisitions for March.

Instructors .	\$207,165	84	
Officers .	6,459	67	
Janitors .	15,542	89	
Fuel and light,	7,373	88	
Incidentals .	16,668	50	
			253,210 78

Carried forward

	\$497,242 63	\$3,037,687 69
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<i>Brought forward,</i>		\$497,242 63	\$3,037,687 69
<i>Requisitions for April.</i>			
Instructors .	\$206,424 11		
Officers .	6,460 67		
Janitors .	15,469 96		
Fuel and light,	11,342 67		
Incidentals .	10,173 34		
	<hr/>	249,870 75	
<i>Requisitions for May.</i>			
Instructors .	\$199,687 85		
Officers .	6,806 80		
Janitors .	15,096 57		
Fuel and light,	9,026 50		
Incidentals .	9,278 48		
	<hr/>	239,896 20	
<i>Requisitions for June.</i>			
Instructors .	\$194,176 84		
Officers .	6,808 96		
Janitors .	15,432 30		
Fuel and light,	4,468 72		
Incidentals .	14,353 08		
	<hr/>	235,239 90	
<i>Requisitions for July.</i>			
Instructors .	\$386,758 93		
Officers .	13,680 04		
Janitors .	15,595 24		
Fuel and light,	2,314 50		
Incidentals .	27,987 79		
	<hr/>	446,336 50	
<i>Requisitions for August.</i>			
Instructors .	\$4,924 00		
Janitors .	15,145 03		
	<hr/>		
<i>Carried forward,</i>	\$20,069 03	\$1,668,585 98	\$3,037,687 69

Brought forward, \$20,069 03 \$1,668,585 98 \$3,037,687 69

Fuel and light, 888 49

Incidentals . 16,682 97

37,640 49

Requisitions for September.

Instructors . \$196,760 37

Officers . 6,830 10

Janitors . 14,627 32

Fuel and light, 3,233 83

Incidentals . 36,116 20

257,567 82

Requisitions for October.

Instructors . \$189,135 23

Officers . 6,602 63

Janitors . 15,517 32

Fuel and light, 8,719 63

Incidentals . 11,847 20

231,822 01

Requisitions for November.

Instructors . \$202,247 02

Officers . 6,811 62

Janitors . 16,923 96

Fuel and light, 15,810 29

Incidentals . 25,664 87

267,457 76

Requisitions for December.

Instructors . \$219,793 54

Officers . 6,806 10

Janitors . 18,487 30

Fuel and light, 3,827 64

Incidentals . 12,300 55

261,215 13

Carried forward,

\$2,724,289 19 \$3,037,687 69

Brought forward, \$2,724,289 19 \$3,037,687 69

1903. Requisitions for January.

Instructors	\$220,620 51	
Officers	6,805 96	
Janitors	16,596 30	
Fuel and light,	20,369 79	
Incidentals	9,110 69	
	<hr/>	273,503 25
		<hr/>
Total expense	\$2,997,792 44	
Unexpended balance included in the appropriation for the financial year 1903-1904		39,895 25
		<hr/>
		<u>\$3,037,687 69</u> <u>\$3,037,687 69</u>

EXPENDITURES BY THE SCHOOL COMMITTEE.

SALARIES OF OFFICERS.

Superintendent	\$6,000 00
Superintendent's clerks (3)	3,703 20
Supervisors (6)	21,546 00
Secretary	3,300 00
Secretary's assistants (3)	2,580 00
Auditing Clerk	3,300 00
Auditing Clerk's assistant	1,320 00
Assistant in offices of Secretary and Audit- ing Clerk	600 00
Copyist in office of Auditing Clerk	1,008 00
Schoolhouse Agent's assistant (vote of Board)	350 00
Schoolhouse Custodian	2,004 00
Schoolhouse Custodian's clerk	296 01

Carried forward,

\$46,007 21

<i>Brought forward,</i>	\$46,007 21
City Treasurer, as Custodian	1,500 00
Messenger	1,200 00
“	600 00
“	540 00
“	390 00
“	390 00
“	300 00
Truant Officers (21) including Chief	29,900 00
	<hr/>
Total for Officers	<u>\$80,827 21</u>

SALARIES OF INSTRUCTORS.

High Schools.

Normal	\$21,639 70	
Public Latin	56,526 31	
Girls' Latin	20,995 14	
Brighton High	21,888 27	
Charlestown High	23,088 85	
Dorchester High	39,606 77	
East Boston High	22,772 60	
English High	74,773 74	
Girls' High	52,322 67	
Mechanic Arts High	46,084 74	
Roxbury High	41,513 51	
South Boston High	25,499 16	
West Roxbury High	21,941 26	
	<hr/>	
Total for High Schools		\$468,652 72

Grammar Schools.

Adams	\$14,376 64	
Agassiz	18,787 24	
	<hr/>	
<i>Carried forward,</i>	\$33,163 88	<u>\$468,652 72</u>

<i>Brought forward,</i>	\$33,163 88	\$468,652 72
Bennett	17,943 50	
Bigelow	20,403 54	
Bowditch	16,879 34	
Bowdoin	13,429 98	
Brimmer	15,984 84	
Bunker Hill	16,166 35	
Chapman	17,964 50	
Charles Sumner	17,645 73	
Christopher Gibson	23,483 94	
Comins	17,816 54	
Dearborn	22,727 03	
Dillaway	19,603 58	
Dudley	20,835 59	
Dwight	16,998 61	
Edward Everett	17,036 63	
Eliot	32,137 20	
Emerson	26,327 70	
Everett	16,658 38	
Franklin	16,288 81	
Frothingham	19,199 76	
Gaston	21,029 31	
George Putnam	14,792 82	
Gilbert Stuart	13,993 05	
Hancock	24,044 06	
Harvard	17,060 11	
Henry L. Pierce	20,142 34	
Hugh O'Brien	19,909 17	
Hyde	16,037 97	
John A. Andrew	19,433 49	
Lawrence	17,278 03	
Lewis	18,207 35	
Lincoln	16,903 01	
Longfellow	13,197 26	
<i>Carried forward,</i>	\$650,723 40	\$468,652 72

<i>Brought forward</i>	.	\$650,723 40	\$468,652 72
Lowell	. . . .	24,339 55	
Lyman	. . . .	20,109 26	
Martin	. . . .	15,220 83	
Mary Hemenway	. . . .	16,609 85	
Mather	. . . .	25,191 65	
Minot	. . . .	10,142 61	
Norcross	. . . .	15,848 82	
Phillips	. . . .	29,932 87	
Phillips Brooks	. . . .	18,061 79	
Prescott	. . . .	14,792 12	
Prince	. . . .	17,275 03	
Quincy	. . . .	17,212 34	
Rice	. . . .	15,671 43	
Robert G. Shaw	. . . .	13,827 75	
Roger Clap	. . . .	14,438 32	
Roger Wolcott	. . . .	17,267 38	
Sherwin	. . . .	16,820 96	
Shurtleff	. . . .	16,099 08	
Thomas N. Hart	. . . .	15,083 51	
Warren	. . . .	17,234 19	
Washington Allston	. . . .	28,226 54	
Wells	. . . .	22,112 33	
Winthrop	. . . .	15,248 92	
		<hr/>	
Total for Grammar Schools	.	.	1,067,490 53

Primary Schools by Districts.

Adams District	. . . .	\$7,317 56	
Agassiz	"	6,216 17	
Bennett	"	8,320 34	
Bigelow	"	9,608 86	
Bowditch	"	11,891 91	
Bowdoin	"	8,748 88	
		<hr/>	
<i>Carried forward</i>	.	\$52,103 72	\$1,536,143 25

<i>Brought forward,</i>	\$52,103 72	\$1,536,143 25
Brimmer District . . .	6,576 37	
Bunker Hill District . . .	9,338 29	
Chapman " . . .	8,175 90	
Charles Sumner District . . .	8,571 08	
Christopher Gibson District,	14,305 37	
Comins " . . .	6,662 51	
Dearborn " . . .	17,748 21	
Dillaway " . . .	10,193 57	
Dudley " . . .	14,386 20	
Dwight " . . .	10,085 60	
Edward Everett " . . .	6,601 33	
Eliot " . . .	13,754 37	
Emerson " . . .	13,714 35	
Everett " . . .	8,464 77	
Franklin " . . .	12,000 18	
Frothingham " . . .	10,503 04	
Gaston " . . .	7,704 73	
George Putnam " . . .	7,023 52	
Gilbert Stuart District . . .	5,628 81	
Hancock " . . .	24,478 96	
Harvard " . . .	10,883 18	
Henry L. Pierce " . . .	5,691 01	
Hugh O'Brien " . . .	9,434 59	
Hyde " . . .	7,408 72	
John A. Andrew " . . .	9,543 93	
Lawrence " . . .	13,454 62	
Lewis District . . .	9,324 19	
Lincoln " . . .	12,116 25	
Longfellow " . . .	5,977 35	
Lowell " . . .	15,038 73	
Lyman " . . .	10,946 55	
Martin " . . .	5,511 84	
Mary Hemenway District . . .	8,491 37	
<i>Carried forward,</i>	<u>\$391,843 21</u>	<u>\$1,536,143 25</u>

<i>Brought forward,</i>	\$391,843 21	\$1,536,143 25
Mather District	13,610 13	
Minot "	4,544 96	
Norcross "	9,714 11	
Phillips "	6,395 94	
Phillips Brooks District .	12,990 21	
Prescott District	7,424 45	
Prince "	7,069 70	
Quincy "	9,869 91	
Rice "	5,372 21	
Robert G. Shaw District .	5,117 11	
Roger Clap "	9,493 57	
Roger Wolcott "	9,427 32	
Sherwin "	9,917 30	
Shurtleff "	6,126 07	
Thomas N. Hart "	10,240 01	
Warren "	6,884 39	
Washington Allston District,	14,782 60	
Wells District	30,539 13	
Winthrop District	5,266 89	
	<hr/>	
Total for Primary Schools		576,629 22

Special Schools.

Horace Mann, \$20,966 74	
Kindergartens, 103,342 07	
Manual Training, 50,511 86	
Vacation . . . 9,545 00	
Educational Cen- tres 2,590 00	
	<hr/>
	\$186,955 67

Evening Schools.

Evening High . \$22,596 00		
Bowdoin 615 50		
	<hr/>	
<i>Carried forw'd,</i> \$23,211 50	\$186,955 67	\$2,112,772 47

<i>Brought f'rw'd,</i>	\$23,211 50	\$186,955 67	\$2,112,772 47
Comins . . .	3,166 50		
Dearborn . . .	1,987 50		
Eliot . . .	8,031 00		
Franklin . . .	6,684 00		
Hancock . . .	4,206 50		
Lincoln . . .	1,705 00		
Lyman . . .	1,834 00		
Mather . . .	2,013 00		
Minot . . .	490 00		
Norcross . . .	3,573 50		
Quincy . . .	3,131 50		
Warren . . .	2,772 00		
Washington			
Allston . . .	2,191 50		
Wells . . .	6,628 00		
	<hr/>	71,625 50	

Evening Drawing Schools.

Charlestown . . .	\$3,148 00		
Columbus-av. . .	2,832 00		
East Boston . . .	2,259 00		
Roxbury . . .	2,353 00		
Warren-av. . .	2,506 00		
Warren-av. Design,	937 00		
	<hr/>	14,035 00	

Special Instructors.

Director of Kin-			
dergartens . . .	\$2,880 00		
Drawing . . .	10,517 02		
Military Drill . . .	3,050 00		
Music . . .	15,501 17		
Physical Training,	5,635 00		
	<hr/>		
<i>Carried forw'd,</i>	\$37,583 19	\$272,616 17	\$2,112,772 47

<i>Brought f'rw'd,</i>	\$37,583 19	\$272,616 17	\$2,112,772 47
Special Classes,	3,172 62		
Lectures . . .	706 00		
	<hr/>	41,461 81	

Total for Special Schools and Special Instructors	314,077 98
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Total for School Instructors	<u>\$2,426,850 45</u>
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SALARIES OF JANITORS.

Amount paid during year	<u>\$190,506 93</u>
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FUEL AND LIGHT.

Fuel, including electric power	\$76,390 96
Gas and electric lighting	20,003 65
Total	<u>\$96,394 61</u>

SUPPLIES AND INCIDENTALS.

Books	\$74,777 17
Apparatus and supplies	10,400 19
Chalk, blackboard materials, etc.	519 86
Pianos and tuning, repairs, etc.	5,708 25
Cartage, express charges, etc.	297 82
Extra labor and clerk-hire	952 18
Printing	11,774 85
Diplomas	2,734 00
Maps, globes, and charts	1,419 94
Car and ferry tickets (amount refunded by State, \$2,478.34)	3,415 87
Stationery, drawing materials, and postage	31,802 04
Advertising	516 19
<i>Carried forward</i>	<u>\$144,318 36</u>

<i>Brought forward</i>	\$144,318 36
Annual Festival	2,954 02
Delivering supplies	7,480 00
Janitors' supplies	8,448 41
Horse and carriage expenses and hire	203 00
Census, including books	1,600 00
Military drill: arms, lunch, etc.	2,440 53
Manual training supplies	13,004 85
Kindergarten supplies and services of maids,	6,275 96
Reports of proceedings of School Committee,	781 19
Removing ashes and snow	1,739 00
Tuition, Boston pupils in Brookline schools,	1,935 80
Tuition paid Massachusetts towns for Bos- ton wards	5,055 43
District telegraph and rent of telephones	363 00
Sewing materials	350 55
Flags, including repairs on old flags	199 26
Refreshments, School Committee	698 75
Typewriters and supplies	2,275 04
Washing towels	424 98
Supplies for vacation schools and educa- tional centres	1,438 30
Expenses, evening lectures	398 00
Board and travelling expenses, sundry persons	608 60
Sundry small items: wrapping paper, twine, emergency supplies, cases, etc.	220 21
 Total for supplies and incidentals	 <u>\$203,213 24</u>

EXPENDED BY SCHOOLHOUSE DEPARTMENT
FOR RENTS, FURNITURE, REPAIRS, AND AL-
TERATIONS, AND EXPENSES OF COMMISSION.

Furniture	\$53,369 76
Carpentry, lumber, and hardware	60,963 40
Heating apparatus	41,537 45
Ventilation	1,395 77
Masonry, paving, drains, etc.	20,772 95
Rents and taxes :	
High Schools	\$8,751 80
Grammar Schools	11,294 01
Primary Schools	17,019 11
Kindergartens	5,273 00
Manual Training Schools	4,043 00
Evening Drawing Schools	2,698 00
Offices for Schoolhouse Depart- ment, Schoolhouse Custodian, and Truant Officers	4,116 67
	<hr/>
	53,195 59
Painting and glazing	28,427 57
Whitening and plastering	1,344 30
Blackboards.	2,533 33
Locks and bells	2,206 89
Roofing and gutters	17,764 42
Iron fences and wire-screen work	3,158 29
Asphalting	1,839 45
Rubber stair treads	125 47
Plumbing	11,672 86
Gas-fitting and electric light fixtures	9,652 78
Cleaning buildings, including supplies	1,617 65
Horseshoeing, board and hire of horses, repairs of carriages, harnesses, etc.	2,469 60
Salaries	36,544 60
Printing, stationery, and postage	2,810 95
	<hr/>
<i>Carried forward,</i>	\$353,403 08

<i>Brought forward,</i>	\$353,403 08
Rent and care auxiliary fire-alarm boxes	3,929 38
Cleaning vaults	456 00
Flagstaffs, new, and care of old	1,472 32
Telephone and messenger service	654 76
Care of lawns	135 75
Electric motors and engines	1,100 51
Teaming	948 04
Insurance on boilers	2,400 00
Car fares and travelling expenses	673 85
Electric lighting	152 05
Gymnasium apparatus	179 25
Fire escapes and extinguishers, repairs	1,090 67
Plans, blue prints, and advertising	204 34
	<hr/>
Total for repairs, etc.	<u>\$366,800 00</u>

TOTAL AMOUNT EXPENDED.

Salaries of officers	\$80,827 21
Salaries of instructors	2,426,850 45
Salaries of janitors	190,506 93
Fuel and light	96,394 61
Supplies and incidentals	203,213 24
Furniture, repairs, etc.	366,800 00
	<hr/>
Total expenditure from the appropriation,	<u>\$3,364,592 44</u>

PUBLIC SCHOOLS.

The public schools of the city comprise one Normal School, two Latin Schools, ten High Schools (including the Mechanic Arts High School), fifty-eight Grammar Schools, six hundred and eighty-one Primary classes, ninety Kindergartens (employing one hundred and sixty-seven teachers), one school for the Deaf, one Evening High School (with a branch each in Charlestown and East Boston), fifteen Evening Elementary Schools, six Evening Drawing Schools (including a school of design), thirty-three Woodworking Schools and twenty-eight Schools of Cookery, one school on Spectacle Island, and six Special Classes.

NORMAL, LATIN, AND HIGH SCHOOLS.

Name.	Location.	No. of feet in lot.	When built.	Valuation, May 1, 1902.	No. of rooms.	No. of regular instructors.	Remarks.
Normal.....	Dartmouth and Appleton sts....				2 and hall.	13	Occupies the upper story of the Rice School and one room in the Appleton-st. School.
{ Public Latin..	Dartmouth and Montgomery sts. and Warren av.	85,560	1880	\$581,700	78 & 2 halls.	20	(78) Including rooms for recitation and apparatus.
{ English High..						23	
{ Girls' High...	W. Newton st....	35,186	1870	265,600	66 and hall.	26	(66) Including rooms for recitation and apparatus.
{ ¹ Girls' Latin..						12	
Brighton High..	Cambridge st....	41,871	1895	120,900	17 & 2 halls.	10	
Charlestown High,	Monument sq....	19,635	1848	70,300	10 and hall.	11	Remodeled in 1870.
Dorchester High,	Talbot av.....	56,870	1901	289,800	24 & 2 halls.	23	
E. Boston High,	Marion st.....	27,500	1901	245,600	22 & 2 halls	11	
Mechanics Arts High.....	Belvidere st.	22,881	1893	148,000	16	19	
Roxbury High..	Warren st.	25,617	1891	224,300	19 and hall.	21	
So. Boston High,	Thomas pk.	79,646	1901	384,300	26 & 2 halls.	16	
² West Roxbury High.....	Elm st., J. P.	47,901	1867	150,000	26 & 2 halls.	11	

¹The larger part of this school occupies the Chauncy Hall School building, Copley square. Rental \$7,000 per annum, taxes, and water rates.

²Addition built in 1900.

EXPENDITURES FOR THE NORMAL, LATIN, AND HIGH SCHOOLS.

Expenditures made by the School Committee and the Schoolhouse Department for the High Schools during the financial year, 1902-1903:

Salaries of instructors	\$468,652 72
Expenditures for text-books, maps, globes, drawing materials, stationery, etc.	40,257 79
Salaries of janitors	34,102 29
Fuel and light	16,791 55
	<hr/>
	\$559,804 35
Rent, furniture, repairs, etc.	41,878 82
	<hr/>
Total expense for High Schools	<u>\$601,683 17</u>
Number of instructors in High Schools, ex- clusive of temporary teachers and special instructors	216
Salaries paid the same	\$414,018 40
Average amount paid each instructor	\$1,916 75
Temporary teachers employed	17
Salaries paid the same	\$3,925 76
Average number of pupils belonging	6,782
Salaries paid to special instructors in Chem- istry (including laboratory assistants), Draw- ing, French, German, Vocal and Physical Training, Commercial Branches, and Kinder- garten Methods, and special assistants in Mechanic Arts High School	\$50,708 56
Average cost of each pupil	\$88 72
Average number of pupils to a regular in- structor, including principal	31
The original cost of the buildings and land for the several High Schools, including the Mechanic Arts High School, to Jan- uary 1, 1903, amounted in the aggregate to about	\$3,415,000 00

GRAMMAR SCHOOLS.

Name.	Location.	No. of feet in lot.	When built.	Valuation, May 1, 1902.	No. of rooms.	No. of regular instructors.	Remarks.
Adams	Belmont sq., E.B..	21,000	1856	\$63,400	13 and hall.	12	
Agassiz	Brewer st., J.P....	42,244	1893	109,600	12 "	17	Inc. one each in Francis Parkman, Francis Parkman Port. Building, No. 70, and Washington-st. Schools.
{ Bennett.....	Chestnut Hill av.,	26,648	1874	54,300	7 "	8	
	Br.....						
{ Bennett B'ch..	Dighton pl., Br....	9,605	1886	17,900	6 "	6	
Bigelow.....	Fourth st., S. B....	26,704	1902	201,300	23 "	19	Original building erected in 1850.
Bowditch.....	Green st., J. P....	23,655	1891	115,400	12 and hall.	15	
Port. Building, No. 52.....	" "		1901	1,900	1	1	
Bowdoin	Myrtle st.....	10,777	1848	145,000	16 "	12	Remodeled in 1896.
Brimmer.....	Common st.....	11,401	1843	91,500	14 "	13	
Bunker Hill....	Baldwin st., Ch'n..	19,660	1866	77,500	14 "	12	
Chapman.....	Eutaw st., E. B....	29,150	1901	146,800	14 "	16	Original building erected in 1850.
Chas. Sumner...	Ashland st., Ros..	30,000	1877	33,600	10 "	14	Inc. two in Stephen M. Weld School.
Christo'r Gibson	Bowdoin av., Dor.	39,620	1895	99,900	14 "	16	Inc. one each in Old Gibson and Atherton Schools.
Port. Build'gs, Nos. 4, 5.....	" "		1900	3,800	2	2	
Port. Build'gs, Nos. 43 44, 45	" "		1901	5,700	3	3	
Port. Building, No. 65.....	" "		1902	1,900	1	1	
Comins.....	Tremont st., Rox..	22,169	1856	73,300	13 "	15	
Dearborn.....	Dearborn pl., Rox.	36,926	1852	47,000	14 "	17	Inc. one in Albert Palmer Port. Building, No. 8.
Port. Building, No. 51.....	" "		1901	1,900	1	1	
Port. Building, No. 66.....	" "		1902	1,900	1	1	
Dillaway	Kenilworth st., R..	22,824	1882	82,800	12 and hall	19	Inc. six in Kenilworth-st. School.

Grammar Schools. — Continued.

Name.	Location.	No. of feet in lot.	When built.	Valuation May 1, 1902.	No. of Rooms.	No. of regular instructors.	Remarks.
Dudley	Cor. Dudley and Putnam sts., Rox.	26,339	1874	\$107,900	14 and hall.	18	
Port. Buildings, Nos. 41, 42.....	" "	.....	1901	3,800	2	2	
¹ Port. Building, No. 60...	" "	.....	1901	1,900	1		
Dwight.....	W. Springfield st..	19,125	1857	88,700	14 "	14	
Edw. Everett....	Sumner st., Dor...	33,890	1876	38,200	10 "	12	
Port. Building, No. 39.....	" "	.....	1901	1,900	1	1	
Port. Building, No. 69.....	" "	.....	1902	1,900	1	1	
Ellot	North Bennet st...	11,077	1838	78,100	14 "		
Ware	" " ..	12,858	1852	32,800	4 and ward-room.	31	Inc. nine in Moon-st. School.
Emerson	Prescott st., E.B...	39,952	1865	110,000	16 and hall.	24	Inc. six in Blackinton School.
Everett.....	W. Northamp't'n st.	32,409	1860	108,000	14 "	15	
Franklin	Ringgold st.....	16,439	1859	91,100	14 "	17	
Port. Building, No. 71.....	" "	.....	1902	1,900	1	1	
Frothingham....	Prospect st., Ch'n.	22,079	1874	84,300	16 "	19	
Gaston	East Fifth st., S.B.	35,358	1872	44,400	14 "	19	Inc. two in Pilgrim Hall.
Port. Buildings, Nos. 72, 73.....	" " "	.....	1902	3,800	2	1	
George Putnam.	Columbus av., Rox.	31,784	1880	41,400	10 "	12	Inc. one in Williams School.
Gilbert Stuart...	Richmond st., Dor.	30,128	1896	109,300	14 "	11	
Hancock.....	Parmenter st.....	36,042	1847	99,100	14 "	23	Inc. five in Paul Revere School, and one at 32 Parmenter st.
Harvard.....	Devens st., Ch'n...	16,306	1871	102,400	14 "	14	
Henry L. Pierce.	Washington st., Dor.....	64,439	1891	132,200	12 "	13	
Port. Buildings, Nos. 2, 3.	" "	.....	1900	3,800	2	2	
² Port. Buildings, Nos. 31, 32, 33.....	" "	.....	1901	5,700	3	2	
Hugh O'Brien...	Cor. Dudley and Langdon sts., Rox.....	40,554	1887	118,000	14 "	19	

¹ Occupied by Manual Training classes.

² No. 31 occupied by sewing classes.

Grammar Schools. — *Continued.*

Name.	Location.	No. of feet in lot.	When built.	Valuation, May 1, 1902.	No. of Rooms.	No. of regular instructors.	Remarks.
Hyde	Hammond st., Rox.	20,754	1884	\$84,000	14 and hall.	12	
Port. Building, No. 50.....	" "	.....	1901	1,900	1	1	
Port. Building, No. 88.....	" "	.....	1902	1,900	1	1	
John A. Andrew	Dorchester st., S.B.	24,889	1876	65,000	16 "	17	
Port. Building, No. 57.....	" "	.....	1901	1,900	1	1	
Lawrence.....	B st., S.B.....	14,343	1856	54,300	14 "	15	
Lewis.....	Dale st., Rox.....	27,850	1868	73,900	12 "	15	
Port. Buildings, Nos. 29, 30.....	" "	.....	1901	3,800	2	2	
Port. Building, No. 75...	" "	.....	1902	1,900	1	1	
Lincoln	Broadway, S.B...	24,500	1859	40,300	14 "	14	
Port. Buildings, Nos. 77, 78.....	" "	.....	1902	3,800	2	2	
Longfellow.....	Hewlett st., Ros...	29,919	1897	83,400	10 "	13	Inc. one each in Phineas Bates School, Phineas Bates Portable Building, No. 92, and at No. 17 Hewlett street.
Lowell	310 Centre st., J.P.	35,241	1874	67,400	14 "	18	Inc. one in Wyman Portable Building, No. 26.
Port. Buildings, Nos. 10, 11.....	" "	.....	1900	3,800	2	2	
Port. Buildings, Nos. 24, 25.....	" "	.....	1901	3,800	2	2	
Lowell Annex..	Mozart st., Rox....	.....	1896	3,000	2	2	
Lyman.....	Gove st., E. B....	26,200	1870	92,000	14 "	16	
Old East Boston High....	Meridian st.....	13,616	1846	60,000	6	3	Attached to Branch Library and Municipal Court.
Martin	Huntington av., Rox.....	28,307	1885	89,500	14 "	14	
Port. Building, No. 79...	" "	.....	1902	1,900	1	1	

Grammar Schools. — *Continued.*

Name.	Location.	No. of feet in lot.	When built.	Valuation, May 1, 1902.	No. of Rooms.	No. of regular instructors.	Remarks.
Mary Hemenway	Adams st., Dor...	30,000	1897	\$89,000	13 and hall.	16	Inc. five in Old Dorchester High School, Centre street.
Mather	Meeting House Hill, Dor.....	123,050	1872	79,000	10 "	20	Inc. seven in Lyceum Hall School.
Port. Buildings, Nos. 19, 20.....	" "	.....	1901	3,800	2	2	
Port. Buildings, Nos. 80, 81.....	" "	.....	1902	3,800	2	2	
Minot.....	Neponset av., Dor.	31,500	1885	67,900	7 "	9	
Norcross	D st., S. B.....	12,075	1868	63,600	14 "	15	
Phillips.....	Phillips st.....	11,190	1862	74,000	14 "	30	Inc. four in Grant School, and five in Somerset-st. School.
Phillips Brooks.	Quincy st., Dor...	32,388	1900	136,300	15 "	17	Inc. one in Quincy-st. School.
¹ Port. Building, No. 23...	" "	.....	1901	1,900	1		
Prescott.....	Elm st., Ch'n.....	16,269	1857	35,000	10 "	13	
Prince.....	Newbury st.....	22,960	1875	180,000	12 "	15	Inc. two in Charles C. Perkins School and one in Charles C. Perkins Port. Building No. 13.
Quincy	Tyler st.....	12,413	1847	79,000	14 "	13	Damaged by fire, and rebuilt in 1859.
Rice.....	Dartmouth st.....	27,125	1869	139,600	14 "	11	Inc. two in Appleton-st. School.
Robert G. Shaw	Hastings st., W. R.	40,000	1892	34,200	8 "	9	Inc. one each in Washington - st., Germantown, and Baker-st. Schools.
Port. Building No. 83.....	" " "	.....	1902	1,900	1	1	
Roger Clap.....	Harvest st., Dor...	21,548	1896	68,600	10 "	13	
Port. Building No. 16.....	" "	.....	1901	1,900	1	1	
Port. Building No. 85.....	" "	.....	1902	1,900	1	1	

¹ Occupied by sewing class.

Grammar Schools. — *Concluded.*

Name.	Location.	No. of feet in lot.	When built.	Valuation May 1, 1902.	No. of Rooms.	No. of regular instructors.	Remarks.
Roger Wolcott...	Norfolk st., Dor...	39,764	1902	\$134,900	18 and hall.	16	Inc. two in Tileston School.
Sherwin.....	Madison sq., Rox.	32,040	1870	94,200	16 "	12	
Port. Building No. 18.....	" "	.....	1901	1,900	1	1	
Shurtleff.....	Dorchester st., S.B.	40,553	1869	107,400	14 "	15	
Thomas N. Hart	E. Fifth st., S. B...	26,264	1889	130,500	13 "	14	
Warren.....	Summer st., C'hn..	14,322	1867	63,600	14 "	15	
Washington Allston.....	Cambridge st., Allston.....	22,000	1878	55,500	10 "	13	Inc. one in Frederic A. Whitney School.
Port. Building No. 90....	"	.....	1902	1,900	1	1	
Allston Club House.....	"	11,477	1889	21,300	5 "	6	
William Wirt Warren.....	Waverley st., No. Brighton.....	27,137	1892	43,500	6 "	7	
Wells.....	Blossom st.....	10,770	1868	90,000	12 "	24	Inc. five at 31 No. Russell street, and one each in Mayhew School and Mayhew Port. Building No. 54, and at 33 Chambers street.
Winthrop.....	Tremont st.....	16,100	1855	307,500	14 "	17	

EXPENDITURES FOR THE GRAMMAR SCHOOLS.

Expenditures made by the School Committee and the Schoolhouse Department, for the Grammar Schools, for the financial year 1902-1903 :

Salaries of instructors	\$1,067,490 53
Salaries of janitors	79,704 35
Books, drawing materials, and stationery	62,877 39
Apparatus	593 85
Fuel and light	38,263 42
Janitors' supplies	3,487 25
Miscellaneous items	4,373 17
	<hr/>
	\$1,256,789 96
Rent, furniture, repairs, etc.	120,139 29
	<hr/>
Total expense for Grammar Schools	<u>\$1,376,929 25</u>

Number of instructors in Grammar Schools, exclusive of temporary teachers and in- structors in sewing	972
Salaries paid the same	\$1,025,759 82
Average amount paid each instructor	\$1,055 31
Temporary teachers employed	69
Salaries paid the same	\$5,775 08
Special assistants employed	25
Salaries paid the same	\$1,388 00
Average number of pupils belonging	42,824
Average cost of each pupil	\$32 15
Average number of pupils to an instruc- tor, including principal, and exclusive of special instructors above mentioned	44

Forty-two instructors in sewing were employed, who taught 418 divisions. The salary paid varies according to the number of divisions taught. Total amount paid to sewing instructors, \$34,567.63 ; average amount to each, \$823.04.

PRIMARY SCHOOLS.

Name.	Location.	No. of feet in lot.	When built.	Valuation May 1, 1902.	No. of rooms.	No. of instruct-ors.
Aaron Davis ...	Yeoman st., Rox..	18,200	1870	\$55,000	12	10
Port. Building, No. 58.....	" " "	.....	1901	1,900	1	1
Abby W. May..	Thornton st., Rox.,	11,052	1893	23,600	6	5
Aberdeen	Chestnut Hill av., Brighton.....	25,000	1897	25,700	2	1
Adams-street...	Cor. Chestnut st., Charlestown	20,399	1900	28,000	2	2
Adams-street...	Dorchester.....	44,555	1861	7,500	2	1
Port. Building, No. 1.....	"	.....	1900	1,900	1	1
Albert Palmer..	Eustis st., Rox....	16,165	1895	57,000	6	6
¹ Port. Building, No. 8.....	" " "	.....	1901	1,900	1	
Port. Building, No. 62.....	" " "	.....	1902	1,900	1	1
Andrews.....	Genesee st.....	12,578	1896	91,900	9	8
Appleton-street.	Near Dartmouth st	18,454	1870	81,100	12	6
Atherton.....	Columbia rd., Dor.	24,751	1872	61,100	8	5
² Port. Building, No. 61.....	" " "	.....	1902	1,900	1	
Auburn	School st., Bri....	12,340	.....	6,900	4	3
Austin	Paris st., E. B....	4,640	1849	50,900	6	2
Bailey-street....	Dorchester	21,838	1880	9,800	4	4
63-65 Bailey st...	"	.....	.....	.....	4	1
Baker-street....	West Roxbury....	21,000	1899	32,500	4	2
Baldwin.....	Chardon ct.....	6,139	1864	33,000	6	5
Bartlett-street..	Charlestown	16,115	1901	61,000	8	6
Bartlett-street..	Roxbury	7,627	1846	20,700	6	6
Beech-street Port. Build- ing No. 12....	Roslindale.....	.....	1900	1,900	1	1
B. F. Tweed....	Cambridge st., Ch.	16,727	1892	41,800	6	3
Benj. Cushing..	Robinson st., Dor.	25,032	1897	45,000	8	7
Benjamin Dean,	H st., S. B.....	11,477	1899	36,600	8	6
Benjamin Pope,	O st., S. B.....	20,000	1883	39,000	8	8

¹ Occupied by Grammar classes.² Occupied by Kindergarten.

Primary Schools.—Continued.

Name.	Location.	No. of feet in lot.	When built.	Valuation May 1, 1902.	No. of rooms.	No. of instructors.
Port. Building, No. 36.....	O st., S. B. ....	.....	1901	\$1,900	1	
Port. Building, No. 63.....	“ “ .....	.....	1902	1,900	1	1
¹ Bigelow.....	Fourth st., S. B. ....	.....	.....	.....	.....	2
Blackinton.....	Leyden st., Orient Heights, E. B. ...	29,166	1892	58,000	6 and hall.	3
Port. Building, No. 56.....	“ “ .....	.....	1901	1,900	1	1
Bon Homme Richard.....	Meeting House Hill, Dor.....	.....	1895	1,500	1	1
¹ Bowdoin.....	Myrtle st.....	.....	.....	.....	.....	3
¹ Brimmer.....	Common st.....	.....	.....	.....	.....	1
Bunker Hill-st..	Cor. Charles st., Charlestown .....	.....	.....	12,500	8	7
Canterbury-st..	Near Bourne st., W. R.....	20,121	1864	4,000	2	2
Capen.....	Sixth st., S. B.	12,354	1871	26,200	6	6
¹ Chapman.....	Eutaw st., E. B. ....	.....	.....	.....	.....	3
Chas. C. Perkins,	St. Botolph st.....	16,000	1891	96,500	8 and hall	6
² Port. Buildings Nos. 13, 14. ....	“ “ .....	.....	1901	3,800	2	1
Chauncey-place.	Charlestown.....	7,410	.....	4,700	1	1
Chestnut-avenue	Jamaica Plain....	13,733	.....	7,500	2	2
Port. Building No. 9.....	“ “ .....	.....	1900	1,900	1	1
Choate Burnham	Third st., S. B.	17,136	1894	41,900	8	7
Clinch.....	F st., S. B.	13,492	1871	34,500	6	7
Common-street..	Charlestown	7,001	.....	18,500	6	3
Cook.....	Groton st.....	10,170	1852	32,800	6	5
³ Cross-street....	Charlestown	1,708	.....	3,100	2	
Cudworth.....	Gove st., E. B.	25,000	1894	105,000	11	9
Cushman.....	Parmenter st.....	.....	1867	92,000	16	15
Cyrus Alger....	Seventh st., S. B. ...	16,560	1880	52,000	8	6
Dorchester-av..	Dorchester	34,460	.....	14,500	4	2
Drake.....	C st., S. B.	10,260	1869	32,800	6	5

¹ In Grammar building.

² No. 13 occupied by Grammar class.

³ Unoccupied.

Primary Schools. — *Continued.*

Name.	Location.	No. of feet in lot.	When built.	Valuation May 1, 1902.	No. of rooms.	No. of instructors.
Edward Everett Port. Building No. 33.....	Sumner st., Dor...	.....	1901	\$1,900	1	1
Emerson	Poplar st.....	5,924	1861	30,000	6	7
Port. Building No. 55.....	" "	.....	1901	1,900	1	1
Everett.....	Brentwood st., Bri.	44,237	.....	10,000	2	1
Port. Building No. 68.....	" " "	.....	1901	1,900	1	1
Florence-street..	Roslindale.....	25,030	1862	8,000	6	4
Francis Parkm'n	Walk Hill st., Forest Hills.....	30,000	1899	27,500	4	2
¹ Port. Building No. 70.....	" "	.....	1902	1,900	1	
Fr'd'c A. Whitn'y	Islington st., Bri..	19,761	1899	54,300	8	6
Freeman	Charter st.....	5,247	1868	33,000	6	6
² Frothingham..	Prospect st., Ch'n..	.....	.....	.....	.....	1
Frothingham Annex .....	" "	.....	1898	2,700	2	2
² George Putnam	Columbus av., Rox.	.....	.....	.....	.....	1
Port. Building, No. 48.....	" "	.....	1901	1,900	1	1
George-street....	Roxbury	18,894	1861	33,000	6	6
Port. Building, No. 74.....	" .....	.....	1902	1,900	1	1
Glenway	Near Blue Hill av., Dorchester.....	38,867	1880	22,200	2	2
¹ Grant	Phillips st.....	3,744	1852	17,500	4 and hall.	
Harbor View-st..	Dorchester	27,808	1883	22,100	4	4
Port. Building, No. 59.....	" .....	.....	1901	1,900	1	1
Harris.....	Adams st., Dor...	37,150	1861	29,600	8 and hall.	8
Harvard.....	No. Harvard st., Brighton.....	20,750	1848	12,100	4	3
Harvard Hill....	Harvard st., Ch'n..	4,645	.....	18,000	8	8
Hawes Hall....	Broadway, S. B...	16,647	1823	42,550	8	8
Heath-street....	Roxbury.....	10,669	1857	5,800	2	2

¹ Occupied by Grammar classes.² In Grammar building.

Primary Schools. — *Continued.*

Name.	Location.	No. of feet in lot.	When built.	Valuation May 1, 1902.	No. of rooms.	No. of instructors.
Hillside	Elm st., J. P.	18,613	1858	\$35,000	6	5
Hobart-street...	Faneuil.....	10,000	1884	5,700	2	2
Howard-avenue.	Dorchester.....	29,090	1882	51,500	6	5
Howard-avenue Annex .....	" .....	.....	1896	1,500	2	2
¹ Port. Build'gs, Nos. 21, 22....	" .....	.....	1901	3,800	2	1
² Hugh O'Brien..	Dudley st., Rox., .....	.....	.....	.....	.....	1
Hugh O'Brien Annex .....	" .....	.....	1896	3,000	2	1
Port. Build'gs, Nos. 6, 7.....	" .....	.....	1900	3,800	2	2
Port. Build'gs, Nos. 34, 35..	" .....	.....	1901	3,800	2	2
Ira Allen	Parker st., Rox....	20,057	1901	63,000	6	5
Joshua Bates....	Harrison av.	15,237	1884	53,000	8	8
¹ Port. Build'g, No. 37.....	" .....	.....	1901	1,900	1	.....
³ Kenilworth - st. (Old Rox. High),	Roxbury	6,990	1861	36,300	8	.....
⁴ Little Em'ly....	Adams st., Dor....	.....	1895	1,500	1	.....
² Longfellow	Hewlett st., Ros. ....	.....	.....	.....	.....	4
Port. Building, No. 76.. ..	" .....	.....	1902	1,900	1	1
Lucretia Crocker	Parker st., Rox....	30,000	1884	51,500	8	7
³ Lyceum Hall...	Meeting House Hill, Dor.....	21,319	.....	20,600	6	.....
Margaret Fuller,	Glen rd., J. P.	14,252	1892	34,700	6	5
² Martin.....	Huntington av., Roxbury .....	.....	.....	.....	.....	2
Mayhew.....	Chambers st.	14,128	1897	135,000	14	13
³ Port. Building, No. 54.....	" .....	.....	1901	1,900	1	.....
⁵ Mayflower.....	Harbor View st., Dorchester.....	.....	1895	1,500	1	.....
Mead-street.....	Charlestown	5,857	1847	17,000	4	2
Medford-street..	"	12,112	1886	16,000	4	4
Morton-street....	Mattapan.....	21,115	1895	32,900	4	4

¹ Nos. 22 and 37 occupied by Kindergartens.² In Grammar Building.³ Occupied by Grammar classes.⁴ Unoccupied.⁵ Cookery School.

Primary Schools. — *Continued.*

Name.	Location.	No. of feet in lot.	When built.	Valuation May 1, 1902.	No. of rooms.	No. of instructors.
Morton-st. Annex.....	Mattapan.....		1898	\$2,700	2	1
Mt. Pleasant-av.	Roxbury.....	9,510	1847	7,500	2	2
Mt. Vernon.....	Mt. Vernon st., West Roxbury..	38,732	1862	6,000	4 and hall.	3
Noble.....	Princeton st., E. B.,	17,500	1874	49,600	8	7
Noble Annex....	“ “		1898	2,700	2	2
Oak square.....	Nonantum st., Bri.,	17,966	1894	11,600	2	2
Old Agassiz.....	Burroughs st., J. P.		1849	22,000	6 and hall.	5
¹ Old Baker-st....	West Roxbury.....	10,464	1855	2,200	1	
² Old Dor. High.,	Centre st., Dor....	59,340	1870	83,700	8	
Old Edw. Everett	Sumner st., Dor... ..		1855	10,300	7	5
Old Gibson.....	School st., Dor....	53,398	1857	30,700	6	6
Old Gibson Annex.....	“ “		1898	2,700	2	1
³ Old Ira Allen...	Leon st., Rox.....	10,057	1851	13,500	4	
Old Mather.....	Meeting House Hill, Dor.....		1856	27,000	7	6
³ Old Oak-square	Wash'gton st., Bri.,	9,796	.....	4,400	2	
³ Old Parkman..	Silver st., S. B....	5,306	1848	15,200	6	
Old Thornton-st.,	Roxbury.....	6,640	1847	3,300	2	1
⁴ Parkman.....	Broadway, S. B. ...	10,160	1842	51,400	12	6
Paul Revere... .	Prince st.	18,986	1898	269,000	18	11
Phillips-street... .	Roxbury.....	20,355	1867	49,200	8	9
Phineas Bates. .	Beech st., Ros.	37,500	1896	26,800	4	3
⁵ Pierpont	Hudson st.....	4,216	1850	24,000	4	
Plummer.....	Sumner st., E. B. .	35,073	1891	96,000	10 and hall.	8
Port. Building, No. 53.....	“ “		1901	1,900	1	1
Polk-street	Charlestown	12,143	1878	26,200	6	5
³ Poplar-street... .	Roslindale	7,842	.....	1,200	1	
Pormort.....	Snelling pl.....	4,373	1855	14,400	6	6
⁶ Prince	Newbury st.....					2
⁶ Quincy.....	Tyler st.....					1
Quincy-street ...	Dorchester.....	12,826	1882	8,700	2	2

¹ Occupied by Kindergarten.
² Occupied by Grammar classes.
³ Unoccupied.

⁴ Formerly the Mather School.
⁵ Occupied by Manual Training classes.
⁶ In Grammar building.

Primary Schools.— *Continued.*

Name.	Location.	No. of feet in lot.	When built.	Valuation May 1, 1902.	No. of rooms.	No. of instructors.
Quincy-street ...	Roxbury	23,453	1875	\$27,000	8	6
Port. Building, No. 49.	"		1901	1,900	1	1
Port. Building, No. 82...	"		1902	1,900	1	1
¹ Roger Clap....	Harvest st., Dor..					1
Port. Building, No. 15.....	" "		1901	1,900	1	1
Port. Building, No. 84.....	Mt. Vernon st. " ..		1902	1,900	1	1
Roxbury-street..	Cor. King st., Rox.	14,147	1874	44,100	8	7
² Port. Building, No. 40.....	" " "					
Rutland-street ..	Near Shawmut av.	7,850	1851	31,800	6	3
Samuel G. Howe,	Fifth st., S. B.....	12,494	1874	38,700	8	7
Savin Hill.....	Savin Hill av., Dor.	20,060	1884	10,000	2	3
³ School-street...	Roxbury	20,200			2	2
Sharp.....	Anderson st.....	5,887	1824	40,000	6	7
⁴ Sherwin	Madison sq., Rox.					5
Port. Building, No. 17.....	" "		1901	1,900	1	1
⁴ Simonds.....	Broadway, S. B... ..		1840	21,550	3	3
Skinner	Fayette st.....	5,238	1870	37,000	6	6
⁵ Somerset-street,	Cor. Allston st....	6,300	1824	90,000	4	1
Stephen M. Weld,	Seymour st., Ros..	34,266	1895	33,400	6	3
Stoughton.....	River st., Dor....	29,725	1856	18,700	8	5
Tappan	Lexington st., E. B.	11,500	1873	46,900	8	6
Thetford street..	Cor. Evans st., Dor.	29,879	1875	25,400	8	7
Ticknor	Dorchester st., S. B.	11,486	1865	31,800	12	12
Tilleston	Norfolk st., Dor..	83,640	1868	40,500	8 and hall.	
Tuckerman.....	Fourth st., S. B....	21,584	1850	11,500	6	6
Tyler-street	Near Kneeland st.,	3,900	1855	34,500	6	6
⁶ Union-street....	Brighton	67,280		11,000	2	
Wait.....	Shawmut av.....	16,341	1860	80,100	8	8
Port. Build'gs, Nos. 86, 87...	" "		1902	3,800	2	1

¹ In Grammar building.

² Occupied by special class.

³ On George Putnam School-house lot.

⁴ On Hawes School Lot.

⁵ Occupied mostly by Grammar classes.

⁶ Unoccupied.

Primary Schools.—*Concluded.*

Name.	Location.	No. of feet in lot.	When built.	Valuation. May 1, 1902.	No. of rooms.	No. of instruct-ors.
Walnut-street ...	Neponset	22,790	1856	\$14,600	7	5
Ward-room.....	Meeting House Hill, Dor.....				1	
Ware Port. B'ld., No. 67.....	No. Bennet st.....		1902	1,900	1	1
¹ Washington-Allston.....	Camb'dge st., Alls.....					1
Washington-st..	Near Franklin pl., Forest Hills....	24,010	1870	4,600	2	1
Washington-st..	Cor. Stimson st., Germantown ..	13,130		2,900	2	1
Way-street	Near Harrison av.,	2,508	1850	15,300	3	3
Webb.....	Porter st., E. B....	7,492	1853	18,700	6	2
West Concord-st.	Near Newland st..	10,756	1845	60,000	10 and ward-room 8	10
Weston-street ...	Roxbury	14,973	1877	50,000		9
Port. Building, No. 28.....	"		1901	1,900	1	1
William Bacon..	Vernon st., Rox..	17,256	1897	77,300	10	9
William H. Kent,	Moulton st., Ch'n..	15,817	1895	58,000	6	5
² Port. Build'gs, Nos. 46, 47...	" " ..		1901	3,800	2	1
¹ William Wirt Warren.....	Waverley st., No. Brighton					1
Port. Build'gs, Nos. 89, 91...	"		1902	3,800	2	2
Williams	Homestead st., Rox	26,145	1892	30,500	4	3
Winchell	Blossom st.....	14,465	1885	110,000	12	13
Winship	Dighton pl., Bri...	34,366	1901	131,200	13	5
Winthrop-street,	Roxbury.....	9,775	1857	11,000	4	4
W. L. P. Boardman.....	Munroe st., Rox...	17,639	1900	40,000	8	7
Port. Building, No. 64.....	" " ..		1902	1,900	1	1
Wyman	Wyman st., J. P...	30,414	1892	44,700	6	5
³ Port. Build'gs, Nos. 26, 27...	" " ..		1901	3,800	2	1

¹ In Grammar building.² No. 47 is unoccupied.³ No. 26 occupied by Grammar class.

In addition there are twenty-nine Primary teachers in rooms in hired buildings.

HIRED BUILDINGS.

In addition to the foregoing, the following rooms have been hired for school purposes. Rents, taxes, and water rates paid for the same, and for the offices of the Schoolhouse Department, the Schoolhouse Custodian, and the Truant Officers, amounted to \$53,195.59 during the year:

For	Location.	Remarks.
Girls' Latin School.....	Chauncy Hall, Copley sq..	Rent, per annum, \$6,000 to July 1, 1902, thereafter \$7,000; also taxes and water rates.
Emerson District.....	399 Saratoga st., East Boston.....	Rent, \$300 per annum.
Emerson District.....	Maverick Chapel, Bennington st., East Boston.	Rent, \$672 per annum, heating included.
Emerson District Kindergarten.....	Shelby and Princeton sts., East Boston.....	Rent, \$300 per annum, from Oct. 20, 1902.
Elliot District.....	St. John's Parochial School, Moon st.....	Rent, \$8,040 per annum and water rates.
Hancock District.....	North End Union, 20 Parmenter st.....	Rent, \$1,900 per annum, heating and janitor service included.
Hancock District.....	32 Parmenter st.....	Rent, \$400 per annum, heating and janitor service included.
Wells District.....	Presbyterian Chapel, 33 Chambers st.....	Rent, \$800 per annum, water rates, and one-half cost of gas used.
Wells District.....	St. Andrew's Chapel, 38 Chambers st.....	Rent, \$1,080 per annum, heating and janitor service included.
Wells District.....	31 North Russell st.....	Rent, per annum, \$2,300 to Sept. 6, 1902, thereafter \$4,500; heating, lighting and janitor service included.
Franklin District.....	124 Shawmut av.....	Rent, \$600 per annum. Vacated Nov. 15, 1902.
Gaston District.....	Pilgrim Hall, 732 East Broadway, South Boston,	Rent, per annum, \$2,400 to Oct. 1, 1902, thereafter \$1,680; heating and janitor service included.

HIRED BUILDINGS. — *Continued.*

For	Location.	Remarks.
Gaston District Kindergarten.....	Chapel, Church of the Redeemer, East Fourth st., South Boston	Rent, \$840 per annum, heating and janitor service included.
John A. Andrew District Kindergarten.....	Methodist Chapel, Vinton st., South Boston.....	Rent, per annum, \$600 to Sept. 1, 1902, thereafter \$660; heating included.
Lincoln District.....	South Baptist Church, East Fourth st., South Boston.	Rent, \$600 per annum, heating and janitor service included.
Comins District Kindergarten.....	Germania Hall, 1448 Columbus av., Rox.....	Rent, \$720 per annum, from Nov. 20, 1902, heating and janitor service included.
Dearborn District	Roxbury House Association, 1 Dayton av., Rox..	Rent, \$600 per annum, heating and janitor service included.
George Putnam District Kindergarten.....	23 Byron ct., Roxbury.....	Rent, \$360 per annum, and water rates, including janitor service.
George Putnam District....	Tomfohrde Hall, 91 Boylston st., Roxbury.....	Rent, \$400 per annum, heating included.
Martin District.....	1634 Tremont st., Rox.....	Rent, \$900 per annum, heating and janitor service included. Vacated Aug. 1, 1902.
Martin District.....	737 Huntington av., Rox...	Rent, \$660 per annum and water rates, heating and janitor service included.
Martin District.....	1520 Tremont st., Rox.....	Rent, \$720 per annum, from Sept. 12, 1902, heating and janitor service included.
Martin District... ..	910 Huntington av., Rox...	Rent, \$720 per annum, heating and janitor service included.
Martin District Kindergarten.....	766 Huntington av., Rox...	Rent, \$780 per annum, heating and janitor service included.
Martin District.....	741 Huntington av., Rox...	Rent, \$696 per annum and water rates, heating and janitor service included.
Longfellow District.....	17 Hewlett st., Roslindale..	Rent, \$240 per annum.
Longfellow District.....	Beech-street Portable Building, No. 12, Roslindale	Rent, \$1.00 per annum for land.

HIRED BUILDINGS. — *Continued.*

For	Location.	Remarks.
Longfellow District Kindergarten.....	Unitarian Church Vestry, South st., Roslindale.....	Rent, \$600 per annum, heating and janitor service included.
Lowell District.....	974 Parker st., Roxbury....	Rent, \$300 per annum. Vacated Nov. 5, 1902.
Lowell District.....	341 Centre st., Jamaica Plain.....	Rent, \$480 per annum and water rates.
Lowell District.....	179 Heath st., Roxbury....	Rent, \$420 per annum and water rates.
Lowell District Kindergarten.....	255 Heath st., Roxbury....	Rent, \$720 per annum, heating and janitor service included.
Christopher Gibson District,	58 Glenway st., Dor.....	Rent, \$720 per annum, heating and janitor service included.
Christopher Gibson District,	18 Standish st., Dor.....	Rent, \$720 per annum and water rates, heating and janitor service included.
Christopher Gibson District,	323 Washington st., Dor. ..	Rent, \$360 per annum and water rates.
Christopher Gibson District Kindergarten.....	Greenwood Hall, Glenway, Dor.....	Rent, \$600 per annum, heating and janitor service included.
Henry L. Pierce District....	86 Milton av., Dor.....	Rent, \$336 per annum. Vacated May 1, 1902.
Roger Clap District.....	20 Mt. Vernon st., Dor.....	Rent, \$1,200 per annum and water rates.
Roger Clap District.....	Athenæum Building, East Cottage st., Dor.....	Rent, \$800 per annum and water rates.
Roger Clap District.....	Winthrop Hall, Upham's Corner, Dor.....	Rent, \$15 for graduation exercises.....
Roger Wolcott District Kindergarten.....	170 Lauriat av., Dor.....	Rent, per annum, \$600 to Jan. 1, 1903, thereafter \$700, heating and janitor service included.
Manual Training School....	Grand Army Building, E st., South Boston.....	Rent, \$1,900 per annum, heating and janitor service included. Vacated Oct. 1, 1902.
Manual Training and Cookery Schools.....	331-333 Centre st., cor. Gay Head st., Jamaica Plain..	Rent, \$960 per annum.

HIRED BUILDINGS. — *Concluded.*

For	Location.	Remarks.
Manual Training School....	Trustee Building, Eliot st., Jamaica Plain.....	Rent, \$300 per annum, heating and janitor service included.
Manual Training School....	1508 Tremont st., Rox.....	Rent, \$600 per annum, including heat and janitor service.
Manual Training School....	727 Walk Hill st., Dor.....	Rent, \$300 per annum, heating and janitor service included. Vacated May 1, 1902.
School of Cookery	1518 Tremont st., Rox.....	Rent, \$600 per annum, heating and janitor service included.
Evening Drawing School...	Stevenson's Block, Central sq., East Boston.....	Rent, \$940 per annum, heating included. Vacated April 1, 1902.
Evening Drawing School...	147 Columbus av.....	Rent, \$1,300 per annum.
Evening Drawing School...	2307 Washington st., Rox..	Rent, \$1,000 per annum.
Offices, Schoolhouse Department.....	276 Tremont st.....	Rent, \$2,000 per annum, heating and janitor service included. Vacated May 1, 1902.
Office, Schoolhouse Custodian	Room 620 Colonial Bldg., 100 Boylston st.....	Rent, \$250 per annum, heating and janitor service included.
Office, Truant Officers.....	276 Tremont st.....	Rent \$400 per annum, heating included.
Offices Schoolhouse Department.....	Walker Bldg., 120 Boylston st.....	Rent, \$4,200 per annum from May 1, 1902, heating and janitor service included.

EXPENDITURES FOR THE PRIMARY SCHOOLS.

Expenditures made by the School Committee and the Schoolhouse Department for the Primary Schools for the financial year 1902-1903 :

Salaries of instructors	\$576,629 22
Salaries of janitors	68,752 37
Books, drawing materials, and stationery	14,419 17
Apparatus	215 87
Fuel and light	30,021 84
Janitors' supplies	3,409 08
Miscellaneous items	1,330 42
	<hr/>
	\$694,777 97
Rent, furniture, repairs, etc.	104,578 24
	<hr/>
Total expense for Primary Schools	<u>\$799,356 21</u>

Number of instructors in Primary Schools, exclusive of temporary teachers and special assistants	681
Salaries paid the same	\$560,775 22
Average amount paid to each instructor	\$823 46
Temporary teachers employed	41
Salaries paid the same	\$3,353 00
Special assistants employed	110
Salaries paid the same	\$12,501 00
Average number of pupils belonging	32,512
Average cost of each pupil	\$24 59
Average number of pupils to an instructor	48

The original cost of the several buildings, with the land, used for Grammar and Primary Schools, to Jan. 1, 1903, amounted in the aggregate to about . \$12,020,000 00

KINDERGARTENS.

Name.	Location.	School District.	No. of instructors.	Remarks.
Plummer.....	Belmont sq., E.B.....	Adams.....	4	2 Kinder- gartens.
Tappan.....	Lexington st., E.B.....	Chapman.....	4	2 Kinder- gartens.
Noble.....	Princeton st., E.B.....	Emerson.....	1	
Shelby-street.....	22 Shelby st., E.B.....	"	1	Rent \$300 per annum.
Cudworth.....	Gove st., E.B.....	Lyman.....	3	2 Kinder- gartens.
Webb.....	Porter st., E.B.....	"	2	
Austin.....	Paris st., E.B.....	"	1	
B. F. Tweed.....	Cambridge st., Ch'n..	Bunker Hill.....	1	
William H. Kent...	Moulton st., Ch'n.....	Frothingham.....	2	
Common-street....	Charlestown.....	Harvard.....	2	
Polk-street.....	"	Prescott.....	2	
Bartlett-street....	"	Warren.....	2	
Mead-street.....	"	"	1	
Sharp.....	Anderson st.....	Bowdoin.....	4	2 Kinder- gartens.
¹ No. Bennet-street..	39 North Bennet st....	Eliot.....	2	
Cushman.....	Parmenter st.....	Hancock.....	2	
North End Union...	20 Parmenter st.....	"	2	
No. Margin-street..	64 North Margin st....	"	1	Valuation, \$7,200.
Paul Revere.....	Prince st.....	"	4	2 Kinder- gartens.
Baldwin.....	Chardon ct.....	Phillips.....	2	
Winchell.....	Blossom st.....	Wells.....	2	
Mayhew.....	Chambers st.....	"	2	
St. Andrew's Chapel	38 Chambers st.....	"	2	
¹ Barnard Memorial,	Warrenton st.....	Brimmer.....	2	
Charles C. Perkins..	St. Botolph st.....	Prince.....	2	
Andrews.....	Genesee st.....	Quincy.....	2	
Quincy.....	Tyler st.....	"	2	
Rutland-street....	Rutland st.....	Dwight.....	2	
Joshua Bates Port. Building No. 37....	Harrison av.....	"	2	Valuation, \$1,900.
W. Concord-street..	W. Concord st.....	Everett.....	2	
Cook.....	Groton st.....	Franklin.....	2	
Appleton-street....	Near Dartmouth st....	Rice.....	2	

¹ Rent free.

Kindergartens.—Continued.

Name.	Location.	School District.	No. of instruct-ors.	Remarks.
Hyde.....	Hammond st., Rox...	Hyde.....	2	
¹ Ruggles-street.....	147 Ruggles st., Rox...	Sherwin.....	2	
Ira Allen.....	Parker st., Rox.....	".....	2	
East Fourth-street..	South Boston.....	Gaston.....	2	Rent, \$840 per annum, heating and janitor service included.
Methodist Chapel...	Vinton st., S.B.....	John A. Andrew,	2	Rent, \$660 per annum, heating included.
Samuel G. Howe....	Fifth st., S.B.....	Lawrence.....	2	
Parkman.....	Broadway, S.B.....	".....	2	
Choate Burnham...	Third and I sts., S.B..	Lincoln.....	2	
Cyrus Alger.....	Seventh st., S.B.....	Norcross.....	2	
Shurtleff.....	Dorchester st., S.B...	Shurtleff.....	1	
Benjamin Dean....	H st., S.B.....	Thomas N. Hart.	4	
Cottage-place.....	Roxbury.....	Comins.....	2	Valuation, \$16,700.
Smith-street.....	".....	".....	1	Valuation, \$5,200.
Columbus-avenue...	1448 Columbus av., Rox.....	".....	1	Rent, \$720 per annum, heating and janitor service included.
Aaron Davis.....	Yeoman st., Rox.....	Dearborn.....	2	
Kenilworth st. (Old Rox. High School),	Roxbury.....	Dillaway.....	2	
Abby W. May.....	Thornton st., Rox....	".....	2	
Roxbury-street.....	Cor. King st., Rox....	Dudley.....	2	
Willam Bacon.....	Vernon st., Rox.....	".....	2	
Byron-court.....	23 Byron ct., Rox....	George Putnam..	2	Rent, \$360 per annum and water rates, janitor service included.
Hugh O'BrienAnnex	Dudley st., Rox.....	Hugh O'Brien...	2	
W. L. P. Boardman.	Monroe st., Rox.....	Lewis.....	2	
Huntington-avenue..	766 Huntington av., Rox.....	Martin.....	2	Rent, \$780 per annum, heating and janitor service included.
Howard-av. Port. Building, No. 22....	Dorchester.....	Phillips Brooks..	2	Valuation, \$1,900.

¹ Rent free.

Kindergartens. — *Continued.*

Name.	Location.	School District.	No. of instructors.	Remarks.
Quincy-street	Roxbury.....	Phillips Brooks..	2	
Agassiz (old building)	Burroughs st., J.P....	Agassiz	1	
Francis Parkman... ..	Walk Hill st., Forest Hills.....	"	2	
Hillside	Elm st., J.P.....	Bowditch.....	2	
Margaret Fuller.....	Glen rd., J.P.....	"	2	
Stephen M. Weld... ..	Seymour st., Ros.	Charles Sumner..	2	
Florence-street	Roslindale	" ..	2	
South-street	Unitarian Church, Ros.	Longfellow	1	Rent, \$600 per annum, heating and janitor service included.
Wyman	Wyman st., J. P.....	Lowell	2	
Lucretia Crocker ...	Parker st., Rox.....	"	2	
Heath-street	255 Heath st., Rox.....	"	2	Rent, \$720 per annum, heating and janitor service included.
Robert G. Shaw....	Hastings st., W. R....	Robert G. Shaw..	2	
Baker-street (old building).....	West Roxbury.....	" ..	1	
Winship	Dighton pl., Bri.....	Bennett	2	
Everett.....	Brentwood st., Bri....	Washington Allston	2	
Frederic A. Whitney.....	Islington st., Bri.....	"	2	
Auburn	School st., Bri.....	"	2	
Atherton Port. Bl'd, No. 61	Columbia rd., Dor....	Christopher Gibson	2	Valuation, \$1,900.
Old Gibson Annex..	School st., Dor	"	2	
Greenwood Hall....	Glenway, Dor	"	2	Rent, \$600 per annum, heating and janitor service included.
Edward Everett (old building).....	Sumner st., Dor.....	Edward Everett..	2	
Stoughton.....	River st., Dor.....	Gilbert Stuart ...	2	
Adams-street	Dorchester	"	1	
Bailey-street	63-65 Bailey st., Dor...	Henry L. Pierce,	2	

Kindergartens. — *Concluded.*

Name.	Location.	School District.	No. of instructors.	Remarks.
Dorchester-avenue..	Cor. Gibson st., Dor...	Mary Hemenway	2	Valuation, \$14,500.
Benjamin Cushing..	Robinson st., Dor.....	Mather	1	
Walnut-street	Dorchester	Minot.....	2	Rent, \$700 per annum, heat- ing and jani- tor service included.
Lauriat-avenue	170 Lauriat av., Dor...	Roger Wolcott ...	2	
Thetford-street	Dorchester	"	2	

The expenses for Kindergartens were as follows:

Salaries of instructors	\$103,342 07
Kindergarten materials, etc.	1,588 43
Services of maids	4,484 90
Books, drawing materials, and stationery	174 30
Salaries of janitors	1,349 97
Fuel and light	238 29
Miscellaneous items	593 99
Repairs, furniture, etc.	10,694 86
Total expenses for Kindergartens	\$122,466 81
Average number of pupils belonging	4,862
Average cost of each pupil	\$25.19
Number of instructors	167
Average number of pupils to an instructor	29
Average amount paid to each instructor	\$618.81

SPECIAL SCHOOLS.

HORACE MANN SCHOOL FOR THE DEAF.

Name.	Location.	No. feet in lot.	When built.	Valuation, May 1, 1902.	No. rooms.	No. instructors.
Horace Mann,	Newbury street...	8,400	1890	\$98,000	13	16

The expenses of this school were as follows :

Salaries of instructors	\$20,966 74
Books, stationery, etc.	97 55
Car-fares and miscellaneous items	1,919 36
Salaries of janitors	1,410 63
Fuel and light	440 66
Furniture, repairs, etc.	2,193 68
Total expense for the school	\$27,028 62

Average number of pupils belonging, 120.

Average number of pupils to an instructor, 8.

Average cost of each pupil, \$225.24.

The city received from the State on account of tuition the past year, \$14,334.99, which was at the rate of \$100 for each city pupil, and \$150 for each out-of-town pupil.

MANUAL TRAINING SCHOOLS.

Wood-Working Schools.

Cudworth School, Gove street	East Boston.
Chapman School, Eutaw street	East Boston.
Harvard School, Devens street	Charlestown.
¹ Prescott School Annex, Elm street	Charlestown.
Appleton-street School	Boston.
Pierpont School, Hudson street	Boston.
Dwight School, West Springfield street	Boston.
Prince School, Newbury street	Boston.
Sherwin School, Madison square	Roxbury.
Bigelow School, Fourth street (two rooms)	South Boston.
Thomas N. Hart School, H street	South Boston.
Lincoln School, Broadway	South Boston.
Lawrence School, B street	South Boston.

¹ Built in 1896, valuation, \$2,000.

Dudley Portable School, No. 60	Roxbury.
¹ 1508 Tremont-street School	Roxbury.
Lewis School Annex, Dale street	Roxbury.
Phillips Brooks School, Quincy street	Dorchester.
² Eliot School, Trustee Building, Eliot street	Jamaica Plain.
Agassiz School, Brewer street	Jamaica Plain.
³ 333 Centre street	Jamaica Plain.
Robert G. Shaw School, Hastings street	West Roxbury.
Longfellow School, South street	West Roxbury.
Washington Allston School, Cambridge street	Allston.
Winship School, Dighton place	Brighton.
Brighton High School, Cambridge street	Brighton.
Lyceum Hall School, Meeting House Hill	Dorchester.
Roger Clap School, Harvest street	Dorchester.
Henry L. Pierce School, Washington street	Dorchester.
Christopher Gibson School, Bowdoin avenue	Dorchester.
Mary Hemenway School, Adams and King streets	Dorchester.
Gilbert Stuart School, Richmond street	Dorchester.
Minot School, Neponset street	Dorchester.
Roger Wolcott School, Norfolk street	Dorchester.

Schools of Cookery.

Chapman School, Eutaw street	East Boston.
Lyman School, Paris street	East Boston.
Bunker Hill School, Baldwin street	Charlestown.
Harvard School, Devens street	Charlestown.
Bowdoin School, Myrtle street (two schools)	Boston.
Hancock School, Parmenter street	Boston.
Winthrop School, Tremont street	Boston.
Prince School, Newbury street	Boston.
Horace Mann School, Newbury street	Boston.
Rutland-street School	Boston.
Hyde School, Hammond street	Roxbury.
Drake School, Third street	South Boston.
¹ 1518 Tremont-street School	Roxbury.
Kenilworth-street School	Roxbury.
Phillips Brooks School, Quincy and Perth streets	Dorchester.
Winship School, Dighton place	Brighton.
Bowditch School, Green street	Jamaica Plain.
³ 331 Centre-street School	Jamaica Plain.
Robert G. Shaw School, Hastings street	West Roxbury.
Charles Sumner School, Ashland street	Roslindale.
Washington Allston School, Cambridge street	Allston.
Christopher Gibson School, Bowdoin avenue	Dorchester.
Gilbert Stuart School, Richmond street	Dorchester.

¹ Rent, \$600 per annum.

³ Rent, 331-333 Centre street, \$960 per annum.

² Rent, \$300 per annum

Henry L. Pierce School, Washington street . . .	Dorchester.
Mary Hemenway School, Adams and King streets . . .	Dorchester.
Mayflower School, Harbor View street . . .	Dorchester.
Roger Wolcott School, Norfolk street . . .	Dorchester.

The expenses were as follows:

Salaries of instructors	\$50,511 86
Salaries of janitors	1,356 00
Fuel and light	608 17
Lumber, hardware, kitchen materials, etc.	12,247 67
Miscellaneous items	1,297 95
Furniture, repairs, etc.	14,326 44
Total expense for Manual Training Schools	<u>\$80,348 09</u>

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

EVENING SCHOOLS.

Name.	Location.	Av. No. of Instructors.	Remarks.
High.....	Montgomery street.....	42	In English High School.
High branches.....	Charlestown and East Boston,	8	In Charlestown and E. Boston High Schools.
Bowdoin	Myrtle street	11	
Comins.....	Tremont street, Roxbury.....	12	
Dearborn.....	Dearborn place, Roxbury.....	7	
Ellot.....	North Bennet street.....	33	
Franklin.....	Ringgold street	24	
Hancock	Parmenter street	14	
Lincoln	Broadway, South Boston	7	
Lyman	Paris street, East Boston	8	
Mather	Meeting House Hill, Dor	6	In Lyceum Hall School.
¹ Minot	Neponset avenue. Dor.....	2	
Norcross	D street, South Boston.....	15	
Quincy	Tyler street.....	12	
Warren.....	Pearl street, Charlestown.....	11	
Washington Allston ..	Cambridge street, Allston.....	7	
Wells	Blossom street.....	18	

¹ This school not reopened in September, 1903.

EVENING DRAWING SCHOOLS.

Name.	Location.	Av. No. of Instructors.	Remarks.
Charlestown	Old City Hall, City square.....	7	
Columbus avenue.....	147 Columbus avenue.....	6	Rent, \$1,300 per annum.
East Boston	Old High School, Meridian st.,	5	
Roxbury.....	2307 Washington street.....	5	Rent, \$1,000 per annum.
Warren avenue.....	Latin School, Warren avenue,	5	
Warren av. Design....	" " " "	2	

EVENING SCHOOLS.

Salaries of instructors . . .	\$71,625 50
Books, stationery, etc. . . .	2,073 35
Salaries of janitors	3,136 72
Fuel and light	7,679 50
Apparatus	37 60
Janitors' supplies, etc. . . .	208 24
Furniture, repairs, etc. . . .	3,544 50

Total expense for Evening Schools . . . \$88,305 41

Average number belonging, including the High School and branches, 6,943.

Average number of instructors, 236.

Average cost of each pupil for the term,
\$12.72.

EVENING DRAWING SCHOOLS.

Salaries of instructors	\$14,035 00
Drawing materials, stationery, models, boards, etc.	1,320 44
Salaries of janitors	694 60
Fuel and light	1,153 67
Rent, furniture, repairs, etc. . .	3,871 91

Total expense for Evening Drawing Schools . 21,075 62

Average number belonging, 744.

Number of instructors, 30.

Average cost of each pupil for the term, \$28.33.

Aggregate expense for all Evening Schools . \$109,381 03

EXPENDITURES FOR OFFICERS AND SPECIAL INSTRUCTORS.

Salaries paid Superintendent, Supervisors, Secretary, Auditing Clerk, Schoolhouse Custodian, Clerks, and Messengers	\$50,927 21
Salaries paid twenty-one Truant Officers	29,900 00
“ “ Music Director and Assistants	15,501 17
“ “ Drawing Director and Assistants	10,517 02
“ “ Director and Instructors Physical Training	5,635 00
“ “ Instructors, Vacation Schools	9,545 00
“ “ “ Educational Centres	2,590 00
“ “ for lectures	706 00
“ “ Military Instructor and Armorer	3,050 00
Salary paid Director of Kindergartens	2,880 00
Salaries “ eight special teachers (special classes)	3,172 62
Stationery and record-books for School Committee and officers and office expenses	566 48
Fuel and light	1,197 51
Total	<u>\$136,188 01</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, carriage-hire, tuning pianos, and other items:

Annual festival	\$2,954 02
Horse and carriage-hire	203 00
Advertising	516 19
Census of school children	1,600 00
Printing, printing stock, binding, and postage	12,904 85
Diplomas	2,734 00
Extra labor and clerk-hire	884 68
Expenses military drill, including lunch for Boston School Cadets	606 22
Teaming and expressage, including fares	297 82
Tuning pianos	1,210 00
Expenses delivering supplies	7,480 00
Carried forward	<u>\$31,390 78</u>

REPORT OF EXPENDITURES.

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<i>Brought forward</i>	\$31,390 78
District telgraph and rent of telephones	363 00
Car and ferry tickets for pupils, messengers, and Truant Officers	1,538 18
Reporting proceedings, School Committee	781 19
Removing ashes and snow	1,739 00
Tuition of Boston pupils, Brookline Schools	1,935 80
Vacation School supplies	1,347 90
Educational Centres, supplies	90 40
Washing towels	78 40
Tuition Boston wards in Massachusetts towns	5,055 43
Refreshments, School Committee	698 75
Board and travelling expenses, teachers' special classes	201 68
Travelling expenses, school officials and teachers	406 92
Sundry items	592 74
	<hr/>
	\$46,220 17
Expenses connected with school-house repairs not charged to any particular school	65,572 26
	<hr/>
Total	<u>\$111,792 43</u>

SPECIAL EXPENDITURES.

Cost for new school-houses for the financial year 1902-1903,	<u>\$945,089 34</u>
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See pages 17-20 full detailed statement.

RECAPITULATION.

TOTAL EXPENDITURE.

High Schools,	\$601,683 17
Grammar Schools	1,376,929 25
Primary Schools	799,356 21
Kindergartens	122,466 81
Horace Mann School	27,028 62
Manual Training Schools	80,348 09
Evening Schools	88,305 41
Evening Drawing Schools	21,075 62
Officers and Special Instructors	136,188 01
Incidentals	111,792 43
Expended from income Gibson and other funds	4,175 78
	<hr/>
<i>Carried forward</i>	\$3,369,349 40

<i>Brought forward</i>	\$3,369,349 40
Stock delivered, purchased previous to Jan. 1, 1902	581 18
	<hr/>
Gross expenditure	\$3,368,768 22
Less income	50,030 04
	<hr/>
Net expenditure	\$3,318,738 18

SPECIAL EXPENDITURES.

High Schools, new buildings	\$93,372 40
Grammar and Primary Schools, new buildings	851,716 94
	<hr/>
	\$945,089 34
Less income, sale of old buildings	334 69
	<hr/>
Net special expenditure	944,754 65
	<hr/>
Total net expenditure for the Public Schools for the financial year 1902-1903	<u>\$4,263,492 83</u>

INCOME IN DETAIL.

Refunded by State, travelling expenses	\$2,478 34
From State, for pupils Horace Mann School	14,334 99
non-residents	6,295 70
Gibson Fund	3,027 50
Bowdoin Fund	180 00
Horace Mann School Fund	90 50
Smith Fund	324 00
Stoughton Fund	212 00
sale of books	591 32
other sources	22,495 69
	<hr/>
Total income for the financial year 1902-1903.	<u>\$50,030 04</u>

SCHOOLS.

APPROPRIATION, 1903-1904.

SCHOOL COMMITTEE,
OFFICE OF ACCOUNTS, March 10, 1903.

To the School Committee:

In accordance with Section 36, Chapter 2 of the Rules of the School Board, and under Section 1, Chapter 448 of the Acts of 1901, the Committee on Accounts present herewith, in detail, an estimate of the amount which in their opinion should be appropriated for the support of the public schools for the financial year 1903-1904.

The Board of Assessors have certified that the average taxable valuation of the City, which forms the basis for computing the sum allowed the School Committee for the present year, amounts to \$1,148,529,060.88. Three and forty one-hundredths on each thousand dollars of this valuation (the rate fixed by Chapter 448 of the Acts of 1901) amounts to \$3,904,998.80, and to this sum should be added the unexpended balance for the financial year 1902-1903 of \$39,895.25, an excess of income over that estimated for 1902-1903 of \$6,732.04, and a probable income of \$42,000 for the present year, making a total amount of \$3,993,626.09. This is the total legal limit which the School Committee can appropriate for all purposes during the present year.

Of this amount not less than \$287,132.26 (at the rate of twenty-five cents on each thousand dollars of the valuation) shall be appropriated solely for repairs and alterations of school buildings; and \$459,411.62 (at the rate of forty cents on each thousand dollars of the valuation) solely for the purchase of lands and additions to school yards and the erection and furnishing of new school buildings.

The appropriation as recommended is based upon the following statement:

Money available, exclusive of forty cents per thousand dollars for new buildings, etc.

\$3.00 per thousand, on \$1,148,529,060.88 equals	\$3,445,587 18
Balance unexpended 1902-03	39,895 25
Surplus income 1902-03	6,732 04
Income estimated 1903-04	42,000 00
Total	<u>\$3,534,214 47</u>

The committee desire to state that, in preparing the Appropriation Bill for the financial year 1903-04, they found themselves confronted with a serious problem.

The amount of coal required to supply the schools for the financial years 1902-03 and 1903-04 is about 40,000 tons, which in former years cost about \$5 per ton.

The actual cost will average probably \$7.50 per ton, which will call for an increase in expenses of \$100,000.

This increase the School Committee are unable to meet.

To continue the schools upon the present basis of expenditure will require about \$110,000 in addition to the amount that can legally be appropriated under the present law.

After a thorough examination of the situation, and consultation with those in authority as to wherein expenses could be reduced with the least detriment to the school system, the committee have decided that the following recommendations should be carried into effect during the present year, provided the Legislature does not take favorable action upon the bill granting an additional appropriation, now under consideration:

First. — That the Committee on Courses of Study and Text Books be requested to recommend that few changes, if any, be made in the present authorized list of books, maps, etc.

Second. — That the general expenses of the evening schools be reduced by the sum of \$4,000, and that the appropriation for lectures to be given under the direction of the Committee on Evening Schools be reduced from \$3,000 to \$1,500.

Third. — That the Committee on Supplies curtail the cost for supplementary reading as much as possible, and furnish paper or blank books for drawing books and writing books.

Fourth. — That the Committee on Truant Officers recommend such changes as may be necessary to reduce the expenses for truant officers \$4,500, either by reduction of salary or a less number of officers.

Fifth. — That the Committee on School Houses recommend that janitors in charge of portable buildings be paid \$120 per annum for the first, and \$72 per annum for each additional, portable building.

Sixth. — That the Committee on Extended Use of School Buildings be granted an appropriation of \$7,000 for Educational Centres, instead of \$17,000 asked for.

Seventh. — That no Vacation Schools be opened during the summer vacation.

Eighth. — That the Annual School Festival be dispensed with.

Ninth. — That all teachers needed after April 1 be appointed by the Superintendent as temporary teachers for the balance of the school year.

Tenth.— That the services of directors of, and special instructors or assistants in, Drawing, Military Drill, Music, and Physical Training, the Armorer, the special teachers of vocal and physical training and reading in High Schools, and the teachers of sewing in the Grammar Schools, be discontinued on and after September 1, 1903.

In making the foregoing recommendations, the committee are not to be understood as personally believing in the wisdom of any such wholesale reductions. They merely have made a choice of evils; curtailment being necessary, they have cut off what, after consulting with the Superintendent, they find the school system can spare with the least educational loss. The only alternative would seem to be a large reduction in the salaries of teachers, which the committee think should be avoided except as a last resort.

There are three things that can be done :

- (1.) Reduce salaries of teachers ;
- (2.) Cut off the various departments, as suggested in this report;
- (3.) Obtain from the Legislature a larger share of the tax rate.

Relief from our present financial condition can be obtained only from the Legislature. An opportunity is now afforded for an expression of public opinion. Does the City of Boston want Music, Drawing, Sewing, Military Drill, Physical Training, Vacation Schools, Evening Lectures, Educational Centres, and other departments, practically on the scale heretofore adopted? If so, is it willing to pay for them, and will it make that fact known to the Legislature? Unless it does this committee and the School Board are powerless to prevent a serious crippling of the school service.

The items in the Appropriation Bill are made to correspond with the above recommendations.

In accordance with these statements, this committee recommend the passage of the following order.

For the Committee on Accounts,

PHINEAS PIERCE,
Chairman.

Ordered, That to meet the current expenses payable during the financial year beginning February 1, 1903, and ending January 31, 1904, the items as contained herein be appropriated for the purposes stated.

SALARIES OF INSTRUCTORS.

Normal School.

1 Head-master	\$3,780	\$3,780	
1 Master	2,484	2,484	
6 Assistants	1,620	9,720	
2 "	1,560	3,120	
1 Assistant	1,500	1,500	
1 "	1,320	1,320	
1 "	1,200	1,200	
1 Clerical Assistant	600	600	
			<hr/>
			\$23,724

*Latin and High Schools.***First Grade.**

1 Head-master	\$4,200	\$4,200	
9 Head-masters	3,780	34,020	
36 Masters	3,060	110,160	
4 Junior-masters	2,916	11,664	
2 " "	2,772	5,544	
1 Junior-master	2,628	2,628	
3 Junior-masters	2,484	7,452	
6 " "	2,340	14,040	
7 " "	2,196	15,372	
2 " "	2,052	4,104	
3 " "	1,908	5,724	
3 " "	1,764	5,292	
2 " "	1,620	3,240	
			<hr/>
			223,440

Third Grade.

1 Assistant Principal	\$2,040	\$2,040	
1 " "	1,836	1,836	
37 Assistants	1,620	59,940	
8 "	1,548	12,384	
16 "	1,476	23,616	
11 "	1,404	15,444	
2 "	1,332	2,664	
2 "	1,260	2,520	
3 "	1,188	3,564	
12 "	1,116	13,392	
12 "	1,044	12,528	
4 "	972	3,888	
1 Assistant on half pay	810	810	
			<hr/>
			154,626

Carried forward \$401,790

Brought forward \$401,790

Mechanic Arts High School.

1 Head-master	\$3,780	\$3,780
3 Masters	3,060	9,180
1 Junior-master	2,772	2,772
2 Junior-masters	2,196	4,392
2 " "	1,908	3,816
1 Junior-master	1,620	1,620
1 " "	1,476	1,476
1 Instructor in metal working	2,520	2,520
4 Instructors	2,340	9,360
1 Instructor	1,500	1,500
1 Assistant Instructor	1,620	1,620
1 " "	1,332	1,332
1 " "	1,116	1,116
1 Special Instructor	672	672
6 Special Assistants		2,750
1 Laboratory Assistant		500
Additional compensation for extra work of instructors named above		3,100

51,506

Grammar and Primary Schools.

Second Grade.

51 Masters	\$3,180	\$162,180
1 Master	3,060	3,060
1 "	2,940	2,940
2 Masters	2,820	5,640
3 "	2,700	8,100
3 Sub-masters	2,460	7,380
40 " "	2,340	93,600
4 " "	2,220	8,880
5 " "	2,100	10,500
5 " "	1,980	9,900
2 " "	1,860	3,720
4 " "	1,740	6,960
5 " "	1,620	8,100
1 Sub-master	1,500	1,500

332,460

Fourth Grade.

76 First Assistants, Grammar	\$1,212	\$92,112
2 " " "	1,164	2,328

Carried forward \$94,440 \$785,756

	<i>Brought forward</i>		\$94,440	\$785,756
5	First Assistants, Grammar	\$1,116	5,580	
7	" " "	1,068	7,476	
10	" " "	1,020	10,200	
4	" " "	972	3,888	
386	Assistants, Grammar	936	361,296	
66	" " "	888	58,608	
51	" " "	840	42,840	
34	" " "	792	26,928	
59	" " "	744	43,896	
52	" " "	696	36,192	
41	" " "	648	26,568	
21	" " "	600	12,600	
8	" " "	552	4,416	
16	Assistants, Grammar, on half pay		7,488	
72	First Assistants, Primary	1,080	77,760	
2	" " "	1,032	2,064	
2	" " "	984	1,968	
301	Assistants, Primary	936	281,736	
62	" " "	888	55,056	
33	" " "	840	27,720	
25	" " "	792	19,800	
34	" " "	744	25,296	
49	" " "	696	34,104	
40	" " "	648	25,920	
30	" " "	600	18,000	
12	" " "	552	6,624	
5	" " on half pay, days		2,340	
56	Temporary Teachers, 100 days	\$11,200		
40	Special Assistants, 100 days	6,000		
20	Permanent Substitutes	2,000		
		<u>\$19,200</u>		
	Less amount city will receive from absent teachers	7,500		
			<u>11,700</u>	
				<u>1,332,504</u>
	<i>Kindergartens.</i>			
	Director		\$2,880	
55	Principals	\$792	43,560	
10	"	744	7,440	
11	"	696	7,656	
7	"	648	4,536	
	<i>Carried forward</i>		<u>\$66,072</u>	<u>\$2,118,260</u>

REPORT OF EXPENDITURES.

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<i>Brought forward</i>		\$66,072	\$2,118,260
1 Principal	\$624	624	
20 Assistants	624	12,480	
26 "	576	14,976	
16 "	528	8,448	
15 "	480	7,200	
5 "	432	2,160	
Special Assistant Service		200	
		<hr/>	112,160

Manual Training Schools.

Carpentry : Principal		\$2,508	
5 Instructors	\$1,200	6,000	
18 Assistant Instructors,	996	17,928	
3 " "	948	2,844	
4 " "	900	3,600	
3 " "	852	2,556	
1 Assistant Instructor	804	804	
Cookery : Principal		1,500	
6 Assistants	936	5,616	
5 "	888	4,440	
2 "	840	1,680	
3 "	792	2,376	
1 Assistant	744	744	
2 Assistants	648	1,296	
3 "	600	1,800	
1 Assistant	552	552	
Sewing: 42 Instructors, 449 Divisions, 8 months		24,189	
		<hr/>	80,433

Horace Mann School for the Deaf.

Principal		\$3,180	
1 Assistant	\$1,440	1,440	
9 Assistants	1,284	11,556	
1 Assistant	1,212	1,212	
2 Assistants	1,140	2,280	
2 "	780	1,560	
		<hr/>	21,228

School on Spectacle Island.

Instructor		\$400	
		<hr/>	400

Foreign Languages.

2 Assistants in French and German	\$1,800	\$3,600	
<i>Carried forward</i>		\$3,600	\$2,332,481

<i>Brought forward</i>	\$3,600	\$2,332,481
1 Instructor in German, Girls' Latin School	1,800	
1 Instructor in French, South Boston High School	972	
	<hr/>	6,372

Music.

Director, 8 months	\$2,000	
1 Assistant Director, 8 months	\$2,652	1,768
3 " Directors, "	2,076	4,152
4 Assistants, "	1,044	2,784
	<hr/>	10,704

Drawing.

Director, 8 months	\$2,400	
Assistant Director, 8 months		1,672
3 Assistants to Director, "	\$1,500	3,000
2 Special Teachers, Dorchester High School	1,200	2,400
1 Special Teacher, English High School		2,500
1 Special Teacher, Roxbury High School,		1,200
1 Special Teacher, South Boston High School		1,200
1 Special Teacher, West Roxbury High School		1,200
	<hr/>	15,572

Chemistry.

1 Instructor Girls' High School	\$1,620	
1 Laboratory Assistant, Girls' High School		936
1 Laboratory Assistant, English High School		500
1 Laboratory Assistant, Roxbury High School		936
	<hr/>	3,992

Physical Training.

Director, 8 months	\$2,000	
Assistant to Director, 8 months		1,520
" " " "		1,200
	<hr/>	4,720

Vocal and Physical Training and Reading.

Instructor, Girls' Latin School, 8 months	\$624	
" Brighton High School, 8 months,	624	
	<hr/>	
<i>Carried forward</i>	\$1,248	\$2,373,841

<i>Brought forward</i>	\$1,248	\$2,373,841
Instructor, Dorchester High School, 8 months,	800	
“ East Boston High School, 8 months,	800	
“ Girls' High School, 8 months .	800	
“ Roxbury High School, 8 months,	800	
“ South Boston High School, 8 months	800	
“ West Roxbury High School, 8 months	800	
Assistant to Instructor, Roxbury High School, 8 months	600	
	—	6,648

Military Drill.

Instructor, 8 months	\$1,334	
Armorer, 8 months	700	
	—	2,034

Commercial Branches.

2 Instructors, Brighton High School .	\$2,400	
1 Instructor, Charlestown High School .	1,200	
1 Special Instructor, Charlestown High School	1,560	
2 Special Instructors, Dorchester High School	3,180	
1 Instructor, Dorchester High School .	972	
1 “ East Boston “ “ .	1,200	
1 Special Instructor, East Boston High School	1,500	
1 Special Instructor, English High School	1,320	
3 Instructors, Girls' High School . . .	3,372	
1 Instructor, Roxbury High School .	1,200	
2 Instructors, South Boston High School,	2,400	
1 Special Instructor, West Roxbury High School	1,560	
1 Instructor, West Roxbury High School	972	
	—	22,836

Special Classes.

6 Instructors	\$984	\$5,904
1 Instructor		936
		—
Educational Centres		6,840
		7,000
<i>Carried forward</i>		\$2,419,199

Brought forward \$2,419,199

Evening High School.

Head-master, 22 weeks	\$1,100	
2 Assistants in charge, 66 evenings	660	
44 Assistants, 22 weeks	19,360	
Clerk	440	
	<hr/>	21,560

Evening Elementary Schools.

11 Principals, 22 weeks	\$6,050	
3 " "	1,320	
12 First Assistants, 22 weeks	3,300	
3 Assistants, Post Graduate Course, 22 weeks	825	
158 Assistants, 22 weeks	34,760	
	<hr/>	46,255

Evening Drawing Schools.

2 Masters, 69 evenings	\$1,380	
4 Principals, 69 "	2,208	
20 Assistants, 66 "	7,920	
5 " 66 "	1,650	
6 Curators	828	
	<hr/>	13,986

Total for Instructors \$2,501,000

Salaries of Officers.

Superintendent	\$6,000	
Six Supervisors at \$3,780	22,680	
Clerks to Superintendent (4)	4,100	
Secretary	3,300	
Clerks to Secretary (3)	2,580	
Auditing Clerk	3,300	
Clerks to Auditing Clerk, (2)	2,328	
Assistant in offices Secretary and Auditing Clerk	600	
Messengers in Office (6)	3,373	
Twenty-one (21) Truant Officers	25,400	
City Treasurer, Custodian	1,500	
School-house Custodian	2,004	
Clerk to School-house Custodian	416	
	<hr/>	
Total for Officers		<u><u>\$77,581</u></u>

SALARIES OF JANITORS.

High Schools.

Latin and English High:		Girls' High: Janitor .	\$2,220 00
Janitor, Latin . . .	\$1,920 00	Janitor	960 00
Janitor, English		Mechanic Arts High:	
High	4,200 00	Janitor	1,992 00
Girls' Latin	960 00	Engineer	1,080 00
Brighton High	1,620 00	Roxbury High	2,304 00
Charlestown High	1,044 00	South Boston High:	
Dorchester High:		Janitor	3,492 00
Janitor	3,492 00	Matron	540 00
Matron	540 00	West Roxbury High:	
East Boston High:		Janitor	2,976 00
Janitor	2,472 00	Matron	540 00
Janitor	744 00		
Matron	540 00	Total for High Schools, <u>\$33,636 00</u>	

Grammar Schools.

Bigelow	\$2,004 00	Gaston	\$1,140 00
Chapman:		Lawrence	1,140 00
Janitor	1,200 00	Lewis	1,140 00
Engineer	756 00	Shurtleff	1,140 00
Roger Wolcott	1,680 00	Dudley	1,116 00
Bowdoin	1,440 00	Lowell	1,104 00
Hugh O'Brien	1,404 00	Adams	1,080 00
Christopher Gibson	1,380 00	Dwight	1,080 00
Henry L. Pierce	1,380 00	Frothingham	1,080 00
Mary Hemenway	1,380 00	Harvard	1,080 00
Phillips Brooks	1,380 00	Longfellow	1,080 00
Gilbert Stuart	1,320 00	Roger Clap	1,080 00
John A. Andrew	1,320 00	Comins	1,020 00
Rice	1,320 00	Lincoln	1,020 00
Sherwin	1,320 00	Warren	1,020 00
Bennett and branch	1,296 00	Dillaway	996 00
Martin	1,284 00	Hancock	984 00
Bowditch	1,260 00	Everett	960 00
Agassiz	1,200 00	Franklin	960 00
Emerson	1,200 00	Phillips	936 00
Lyman	1,200 00	Brimmer	900 00
Prince	1,200 00	Edward Everett	900 00
Hyde	1,176 00	Quincy	900 00
Thomas N. Hart	1,164 00	Norcross	888 00
Dearborn	1,140 00	Bunker Hill	876 00

Eliot	\$876 00	Allston Club House	
Ware (branch of Eliot),	360 00	(branch of Washing-	
Winthrop	876 00	ton Allston) . . .	\$336 00
George Putnam	864 00	Charles Sumner . .	780 00
Prescott	840 00	Mather	708 00
Robert G. Shaw	816 00	Minot	696 00
Wells	816 00	Forty-nine outside	
Washington Allston . .	792 00	buildings, \$300 or	
William Wirt Warren		less per annum . .	6,412 00
(branch of Washing-			
ton Allston)	636 00	Total for Grammar	
		Schools	<u>\$72,832 00</u>

Primary Schools.

Paul Revere: Janitor . .	\$2,244 00	Parkman	\$720 00
Matron	540 00	Roxbury-street . . .	720 00
Mayhew	1,200 00	Stephen M. Weld . . .	720 00
Winship	1,200 00	Tileston	720 00
Cudworth	1,080 00	Quincy-street (Rox.) .	708 00
Cushman	936 00	Thetford-street . . .	672 00
Winchell	888 00	Howard-avenue . . .	660 00
Plummer	864 00	Ira Allen	660 00
Bartlett-street (Chsn.):		Noble	660 00
Janitor	840 00	Tappan	660 00
Matron	540 00	West Concord-street .	660 00
Benjamin Cushing . . .	840 00	Kenilworth-street . .	648 00
Blackinton	840 00	Weston-street	624 00
Charles C. Perkins . . .	840 00	Atherton	600 00
Cyrus Alger	840 00	Baker-street	600 00
Frederic A. Whitney . .	840 00	Benjamin Pope	600 00
Samuel G. Howe	840 00	Clinch	600 00
William Bacon	840 00	Harvard Hill	600 00
Ticknor	804 00	Hawes Hall and Si-	
Appleton-street	780 00	monds	600 00
Benjamin Dean	780 00	Margaret Fuller	600 00
W. L. P. Boardman . . .	780 00	Morton-street	600 00
Old Dorchester High . .	780 00	Wait	600 00
Aaron Davis	768 00	Wynman	600 00
Choate Burnham	756 00	William H. Kent	576 00
Phillips-street (Rox.),	756 00	Lyceum Hall	564 00
Albert Palmer	720 00	School-street (Dor.) .	552 00
Andrews	720 00	Sharp	552 00
Harris	720 00	Abby W. May	540 00
Joshua Bates	720 00	Drake	540 00
Lucretia Crocker	720 00	Polk-street	540 00

Webb	\$504 00	Somerset-street	\$384 00
Aberdeen	480 00	Baldwin	372 00
B. F. Tweed	480 00	Old Mather (Dor.)	372 00
Capen	480 00	Bartlett-street (Rox.),	360 00
Emerson, Poplar-street	480 00	Hillside	360 00
Florence-street	480 00	Pormort	360 00
Francis Parkman	480 00	Cook	348 00
Old Agassiz	480 00	Mt. Vernon	348 00
Phineas Bates	480 00	Williams	336 00
Rutland-street	480 00	Tuckerman	324 00
Stoughton	480 00	Tyler-street	312 00
Walnut-street	480 00	Amount required to	
Dorchester-avenue	444 00	pay janitors for	
Bunker Hill-street	432 00	ninety-three school	
Common-street	420 00	buildings where the	
Sumner-street (Dor.)	420 00	salary paid is \$300	
Bailey-street	408 00	or less per annum,	14,068 00
George-street	408 00		
Mead-street	384 00	Total for Primary	
North Harvard-street,	384 00	Schools	<u>\$71,740 00</u>

Special and Evening Schools.

Horace Mann School :		
1 Janitor	\$780 00	
1 "	420 00	
1 "	300 00	
		\$1,500 00
Vacation Schools and Educational Centres		300 00
Manual Training Schools :		
5 Janitors at less than \$300 per annum		936 00
Kindergartens :		
6 Janitors at \$300 or less		1,120 00
Evening Schools :		
Evening Elementary and Branch High Schools,		
20 Janitors at less than \$300		2,600 00
Evening Drawing Schools :		
5 Janitors at less than \$300		600 00
		<u>\$7,056 00</u>
Total for Special and Evening Schools		
School Committee Rooms :		
1 Janitor	\$1,548 00	
1 "	840 00	
1 "	300 00	
1 Doorkeeper	480 00	
		<u>\$3,168 00</u>
Total for School Committee Rooms,		

RECAPITULATION.

High Schools	\$33,636 00
Grammar Schools	72,832 00
Primary Schools	71,740 00
Special and Evening Schools	7,056 00
School Committee Rooms	3,168 00
Estimate for additional buildings to be acquired and temporary accommodations that may be needed during the year	3,968 00
Cleaning Company, for washing floors in August, or in case the janitors are required to do this work, the probable amount needed to increase salaries to correspond	2,600 00
Total for Janitors	<u>\$195,000 00</u>

Fuel and Light

24,000 tons of coal at \$7.60 (including weighing)	\$182,400 00
Electric power	3,000 00
	<u>\$185,400 00</u>
425 cords of wood at \$12 (including splitting and housing)	5,100 00
Gas and Electric Lighting	23,500 00
Total, under the head of "Fuel and Light"	<u>\$214,000 00</u>

Supplies and Incidentals.

Text-books, reference books, and exchange of books,	\$55,000 00
Books for supplementary reading	2,000 00
Globes, maps, and charts	2,000 00
Music expenses: instruments, repairs and covers	3,000 00
Printing and stock used for same, including reports of School Committee meetings	11,000 00
Philosophical, chemical, and mathematical apparatus and supplies	9,000 00
Lectures and expenses pertaining to the same, under the direction of the Committee on Evening Schools,	1,500 00
Rents and repairs, under the direction of the Committee on School Houses	1,000 00
School census	1,700 00
Stationery, drawing materials, and record books	32,000 00
Commercial Course in High Schools	3,000 00
Diplomas, blackboard materials, etc.	3,400 00
Carried forward	<u>\$124,600 00</u>

<i>Brought forward</i>	\$124,600 00
Advertising	600 00
Military Drill: arms, repairs, and expenses of annual parade	1,500 00
Removing ashes from school-houses and snow from yards	1,900 00
Flags for school-houses	500 00
Janitors' and other supplies, including disinfectant	9,500 00
Supplies for Manual Training	14,000 00
Supplies for Kindergartens and services of maids	9,500 00
Cost of work for delivering supplies, including salaries, expenses of teaming, etc.	7,500 00
Tuition of Boston pupils in the Schools of Brookline, Everett, and Winthrop	3,000 00
Car and ferry tickets, Horace Mann School (cost refunded by State)	3,000 00
Transportation of pupils, Blackinton School	300 00
Tuition of Boston wards boarding in sundry cities and towns of the State (see chapter 496, Acts of 1898)	6,300 00
Travelling expenses of Truant Officers, School-house Custodian, Instructor of Military Drill, and pupils in special classes	1,200 00
Materials for study of Natural History, including stereopticon slides	600 00
Toilet paper	1,500 00
Supplies for Educational Centres	300 00
Carriage hire	250 00
Refreshments	1,000 00
Miscellaneous, including sewing materials, teaming, extra labor, postage, car and ferry tickets, badges for licensed minors, extra clerk-hire, and sundry small items	3,450 00
Totals for Supplies and Incidentals	\$190,500 00

Schoolhouse Department.

Repairs and alterations of school buildings	\$287,133 00
Rents of hired school accommodations	49,000 00
Salaries and expenses of Schoolhouse Commission	20,000 00
Total for Schoolhouse Department	\$356,133 00

RECAPITULATION.

Salaries of instructors	\$2,501,000 00
Salaries of officers	77,581 00
Salaries of janitors	195,000 00
Fuel and light	214,000 00
Supplies and incidentals	190,500 00
Repairs and alterations of school buildings	287,133 00
Rents of hired school accommodations	49,000 00
Salaries and expenses of Schoolhouse Commission	20,000 00
	<hr/>
Total amount appropriated	<u>\$3,534,214 00</u>

The committee do not recommend at the present time that an appropriation be made of the sum available according to law (at the rate of forty cents on each thousand dollars of the valuation) for the purchase of lands and additions to school yards, and the erection and furnishing of new school buildings, amounting to \$459,411 62

The report and the accompanying order were presented to the School Board under date of March 10, 1903.

The report was accepted and the appropriation order covering the full amount allowed by law, exclusive of new buildings, viz. : \$3,534,214, was laid over, under the rule.

SCHOOL DOCUMENT NO. 3—1903

TWENTY-THIRD ANNUAL REPORT

OF THE

SUPERINTENDENT

OF

PUBLIC SCHOOLS

OF THE

CITY OF BOSTON

MARCH, 1903



BOSTON
MUNICIPAL PRINTING OFFICE
1903



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REPORT.

To the School Committee:

The Superintendent of Public Schools respectfully submits his twenty-third annual report:

STATISTICS.

Whole number of pupils belonging to all the day schools on the thirty-first day of January, each year:

	1899.	1900.	1901.	1902.	1903.
	77,464	80,724	82,168	84,778	86,797
Normal School:					
	261	231	189	187	226
Latin and High Schools:					
	5,184	5,411	5,592	5,989	6,337
Grammar Schools:					
	37,945	39,439	40,522	41,749	42,635
Primary Schools:					
	30,187	31,438	31,438	32,241	32,839
Kindergartens:					
	3,887	4,205	4,427	4,612	4,760

Average number of pupils belonging to all the day schools during the five months ending the thirty-first day of January, each year:

	1899.	1900.	1901.	1902.	1903.
	77,246	80,309	82,065	84,274	86,980
Normal School:					
	314	261	214	208	227
Latin and High Schools:					
	5,400	5,615	5,800	6,208	6,555
Grammar Schools:					
	38,059	39,419	40,582	41,858	42,824
Primary Schools:					
	29,666	38,851	31,110	31,545	32,512
Kindergartens:					
	3,807	4,163	4,359	4,455	4,862
Average number of pupils belonging to the special schools during the time these schools were in session to the thirty-first day of January, each year:					
Horace Mann School for the Deaf:					
	116	115	121	122	120
Evening High:					
	2,177	2,275	2,311	2,476	2,892
Evening Elementary:					
	2,887	3,338	3,679	3,871	4,051
Evening Drawing:					
	566	643	632	673	744
Spectacle Island:					
	16	18	18	19	11
Special Classes:					
		21	26	49	73

GROWTH.

Taking all the regular day schools, we find that the whole number of pupils belonging on the thirty-first day of January, 1903, was 86,797, which is greater than the corresponding number for the previous year by 2,019. This increase is less than the average increase during the last four years, which has been 2,333.

Taking the same schools, we find that the average number of pupils belonging during the half-year ended January 31, 1903, was 86,980, which is greater than the corresponding number for the previous year by 2,706. This increase is greater than the average increase during the last four years, which has been 2,434.

Taking the lowest figures above reported as representing the current growth of the school system, the needs for additional school-houses and land, created by the past year's growth, cannot be estimated at less than half a million dollars.

Soon after the opening of schools in September inquiry was made concerning the housing of the pupils. The facts ascertained were substantially the same as they were a year before that time.

The total number of pupils in schools September, 1902, was 85,829. Of these there were:

In regular school-rooms	76,631
In halls, corridors, basements, etc., of school-houses owned by the city	1,539
In "portable" buildings	4,701
In hired rooms	2,958
	<hr/>
	85,829

And there were 231 pupils then waiting for admission. The number waiting for admission has since increased to 440.

Of the 9,198 pupils placed elsewhere than in regular school-rooms, there were: High school pupils, 276; grammar, primary, and kindergarten pupils living in East Boston, 355; in Charlestown, 216; at the North and West Ends, 1,726; in the central city, 123; at the South End, 413; in South Boston, 641; in Roxbury, 2,189; in Brighton, Jamaica Plain, and West Roxbury (Eighth Division), 1,045, and in Dorchester, 2,214.

The rentals now paid by the city for the hired school accommodations are as follows:

For the Girls' Latin School	\$7,000 00
Grammar and Primary Schools	29,790 80
Kindergartens	7,460 00
Manual Training Rooms	2,460 00
Evening Drawing Schools	2,300 00
Kindergarten and Cookery (one building)	399 96
	<hr/>
Total	\$49,410 76

It is my purpose in the main body of this report to give a brief general survey of

THE PUBLIC SCHOOL SYSTEM OF BOSTON.

At the outset it should be remembered that the system of public instruction now maintained by this city is the product of a long process of growth starting in the earliest years of the colony and going on continuously in vital connection with the religious, social, civic, and commercial development of the community. This fact lends a certain importance to the historic point of view, whenever we seek to understand our schools and their work, as we observe them

to-day. Things may be observed in them which seem inexplicable or hardly justifiable when looked at solely from the theoretic point of view, but which are easily accounted for on historic grounds. In new communities, where the school system is a recent complete creation rather than the outcome of slow evolution, the historic may be less significant than the theoretic point of view, at least for local purposes. In surveying our own school system, therefore, it will be well to follow the order of historical development.

THE BOSTON LATIN SCHOOL.

This school was the earliest, and for nearly half a century, 1635 to 1682, the only public school in the town of Boston. Its purpose was not at all like that of the common schools of later times, the elementary education of all the children in the town, but solely the preparation of boys for the university, in order that the colony might be aided in securing, says the historian, "a body of learned men, who 'by acquaintance with ancient tongues' should be able to obtain 'a knowledge of the Scriptures' and qualified 'to discover the true sense and meaning of the original.'" There were no lawyers in the colony at that early time, nor any physicians. The profession of medicine was practised, so far as it was practised at all, by the ministers of religion and by certain experienced women. The only apparent motive, therefore, a parent had in sending his son to the one public school in Boston was his desire to educate him for the ministry. Other motives came into play later and augmented the number of boys to be prepared for the university.

The original purpose of the Boston Latin School—preparation for the university—has never been changed. As in the beginning, so ever since down to the present time this school has aimed to give to all the boys of Boston who wished to take it the best possible preparation for the university. Of course the “University at Cambridge” was the only one thought of in the earlier time, but as other universities and colleges have arisen this school has opened the way to them all.

It has always been a classical school; its headmasters and many of its teachers have been eminent classical scholars; and so long as classical studies shall be generally believed to afford an excellent preparation for college, this school will have no sufficient reason for changing its character. It will stand by its traditions and be a classical school for many years to come. Other schools, taking advantage of recent changes in the requirements for admission to college, may prepare boys with little Latin and no Greek, but the Latin School will continue to provide the old and excellent classical preparation.

But even in this field there is a larger opportunity now opening to the Latin School. It can, if it will, not merely prepare boys to pass the admission examinations, but prepare them still further so that they shall be able to take advantage of the recent change whereby the term of residence required for the Bachelor of Arts Degree has been reduced from four years to three. This change does not imply, in the case of Harvard College, that the scholarship to be exacted for the degree is any less in quantity or lower in

grade than that hitherto required; but it does intend to make the shortened term of residence practicable for two classes of boys: first, diligent boys whose preparation has been so thorough as to enable them without undue strain to do the work of four years in three, and second, boys who at the time of entrance are prepared to pass creditably examinations in some of the college studies—the studies thus anticipated being allowed to count towards their degree. In two ways, therefore, the Latin School can prepare boys for the shorter term of residence at the university: first, by carrying the work in the studies required for admission to the highest pitch of thoroughness, and secondly, by anticipating some of the college studies.

As to the first way, thoroughness of preparation, it may be said justly that this school has left little or nothing to be desired for many years past. But even more thoroughness may be expected to result from the new conditions, since there will now be opened to the boys and their parents the double prospect of a shortened term of university residence and the corresponding reduction in the cost of a college education—two powerful motives for their earnest coöperation with the teachers in their effort to secure the utmost thoroughness of preparation.

Anticipation of college studies has not hitherto effected any visible advancement towards a degree except in the case of those students who were prepared to anticipate the whole work of the Freshman year and so to enter at once upon the work of the Sophomore year. There are schools, like the Phillips Academy at Exeter, in which boys are prepared to anticipate a whole year's college work. Such schools simply

add to the ordinary preparatory course the college work of the Freshman year, and then enter their graduates for the Sophomore year. The Latin School has never done this. But now that the studies of the Freshman year, in Harvard at least, have been made elective and, above all, *separable*, so that the anticipation of single studies is practicable and credit therefor towards a degree is regularly obtainable, surely the Latin School would seem to have much encouragement for taking up some of the earlier college studies. This would seem to be the path of future progress for this school.

My personal belief is that it will be better for most boys to be prepared for shortening their term of university residence through anticipation of college studies than through crowding the work of four years into three. But both modes of preparation are within the resources of scholarship existing at the Latin School, and both may easily be tried. Indeed, it may be said that the trial has already been made. It is to the honor of the teachers of the Latin School, as well as a confirmation of the views above set forth, that already many graduates of this school have finished their college studies in less than four years, and that their preparation for this success has been obtained by voluntary extra work done with the teachers out of school hours. Also a considerable number of boys have prepared themselves by working after school to anticipate certain college studies, but hitherto without a view to shortening residence at college.

There would be obvious advantages if this "extra work" could be made a part of the regular work of the school. The additional cost would probably not be

great, merely that due to a somewhat increased number of boys at first and later the cost of one or two additional young teachers to relieve the older of a part of their elementary work and to do some of the new advanced work. Young men of the right sort, fresh from college, can often do such advanced work exceedingly well.

THE GRAMMAR SCHOOLS.

The primitive schools from which our modern grammar schools have been developed were first established in 1682, nearly half a century later than the beginning of the Latin School. In that year the Latin School, then taught by the celebrated Master Cheever, being much overcrowded, the town voted to set up two schools "for the teaching of children to write and cipher." This was an extremely simple course of study; it did not even cover the three R's, but only two of them, writing and arithmetic. Reading was learned at home or from private teachers.

One of these two schools soon took up classical studies in addition to the writing and the ciphering, and for more than a century was known as the North Latin School.¹ This fact indicates how strong the notion then was that the only education worthy of much consideration was that which came from classical studies. Nevertheless the vote of the town establishing the two writing and ciphering schools must be taken as a deliberate public recognition of the value of some elementary education for the common purposes of life, and likewise of the importance of providing this for all who wished

¹The old Latin School was then on School street, at the rear of King's Chapel.

to obtain it. Therefore is the date, 1682, to be taken as the beginning of the common schools in Boston.

In 1790, the North Latin School was restored to its original purpose, and later became known as the Eliot Grammar School, a name which it still bears. Meanwhile the other writing and ciphering school was held to its original purpose, and in the course of time also became a grammar school, long known as the South Reading and Writing School and later as the Adams Grammar School. It occupied a building where the School Committee rooms now are, and was discontinued in 1852. Other schools of the primitive type were established as the town grew larger, the studies being limited to writing and ciphering through the rest of the seventeenth and well on towards the middle of the eighteenth century.

These early schools were open only for boys. For more than a century girls were not admitted at all; and when they were first admitted, in 1789, they were permitted to attend only half the year, from April to October. This was doubtless because many of the boys had work to do in the summer season, and so left room in the schools for the girls. It was not before 1828 that girls were admitted to the grammar schools on equal terms with the boys.

Meanwhile the educational wants that demand reading, grammar, geography, and history were making themselves felt more and more. Towards the middle of the eighteenth century the introduction of these studies into the public schools was advocated by enlightened persons who believed that the schools ought to be reformed by such an enlargement of the scope of their instruction. These studies became the fads of the

day, that is, new things not yet accepted by the great majority. We may be sure that the new studies were strenuously opposed; for the masters of the schools at that time, having been chosen merely for their ability to teach children to write and to cipher, were generally incompetent to teach reading, grammar, geography, and history. Very naturally they were unwilling to give up their places or to be subordinated to other masters of larger education than their own; and they had friends who sympathized with them in this view. Hence arose a long controversy which ended in a compromise whereby a peculiar plan of school organization, known as the Double-headed System, came into existence.

A new master, called the grammar master, was appointed in each school to teach the new studies, reading, grammar, geography, and whatever other higher studies might be added from time to time, while the old master, thenceforth called the writing master, was still employed to teach writing and ciphering, to which branches book-keeping appears to have been added in the course of time. The children in each school were divided into two parts, the one attending in the grammar master's room forenoons and in the writing master's room afternoons, while the other part attended in the reverse order. The grammar master's room was usually upstairs and the writing master's downstairs.¹ This unique arrangement prevailed in the Boston schools for more than a hundred years, and was discarded only when its inherent faults had grown to the point of rendering it no longer tolerable.

¹ There is one building still standing, though long since abandoned for school uses, which was designed to accommodate a two-headed school. It is the old Mayhew school-house on Hawkins street, now used by the city for a tramps' lodging-house.

Speaking of the Double-headed System, Dr. Samuel K. Lothrop says, "it was not a system adopted on deliberation as the wisest and best plan of school organization, but an arrangement made under the pressure of necessity to meet existing circumstances and avoid the disagreeable duty of discharging the masters of the schools 'for the teaching of children to write and cipher,' when it was determined to enlarge the course of instruction at these schools beyond what these masters were competent to teach. The arrangement once made soon became entrenched within the authority of usage and prescription, and for more than a century continued, without exception, and with occasional slight modifications, the form of organization of the grammar schools of Boston."

Thus the reform which enlarged the course of instruction by adding reading, grammar, geography and history became permanently established in the common schools of Boston; but the peculiar form of school organization that came with it was not worthy to be permanent.

The first strong effort to abolish the Double-headed System was made in 1830 by Lemuel Shaw, Chief Justice of the Supreme Court of Massachusetts, then a member of the School Committee. His attack was made by bringing forward a new plan, called the Single-headed System, which provided for one master at the head of each school, with a sufficient number of subordinate and assistant teachers to instruct in all the branches of a good English education. But this new system had a long and hard struggle to establish itself. With all the sound arguments of reason and experience on its side, a campaign of no less than seven-

teen years was necessary to bring its merits into general recognition. Like many another school reform, it was seen to be inimical to what the schoolmasters were pleased to regard as their vested rights and interests. The first decisive victory was won over this stubborn opposition in 1847 by the establishment of the Quincy School, with John D. Philbrick as master. Thus the Quincy School marks an important epoch in school organization. Incidentally, too, it marks an epoch in school architecture. The building now standing on Tyler street was specially designed to accommodate the new single-headed plan of organization; and it has since served as the model for many buildings of the same type, both in Boston and elsewhere.¹ One feature of this design, the single desk and chair for each pupil, came into use at this time.

In a few years after the establishment of the Quincy School the single-headed system became universal in Boston. As one school after another was reorganized the writing masters were dropped from their places and the grammar masters became sole rulers, each of his own school.²

¹ Strict accuracy requires the statement that the original building was destroyed by fire in 1858. But the new building was erected on the foundations of the old one and in close accordance with the original design, the only noteworthy departure being made in the fourth story, where two school-rooms were placed instead of giving the whole space to a hall.

² This dropping of the old writing masters was doubtless a cruel blow to most of them, but it is pleasant to record one instance at least in which mercy was shown. It is the curious case of James Robinson, Writing Master, who drew his salary virtually as a pension during all the latter part of his long life. Annually, when all the other teachers of the schools had been appointed, special action was taken in his case, and he was appointed "to perform such services and give such instruction in arithmetic and bookkeeping as he might be called upon to perform by the chairman of any of our committees, his salary to be the same as for the last year." He went to the City Hall every quarter to draw his salary, but he was never called upon to do any work. Mr. Robinson's last appointment was made by the new School Committee in September, 1876. He died in 1877, nearly ninety-six years of age.

Another reform proposed and strongly advocated by Chief Justice Shaw, prospered for a time, but public sentiment has since turned against it. It was the separation of the sexes, so that boys and girls in the grammar schools should attend in different buildings. This became the established practice in Boston and in Roxbury, where it still continues, but not elsewhere. If it be asked how Boston now stands on the question of co-education the answer is that, in practice, she stands for separate education and for all degrees of co-education, since she has boys and girls in separate buildings, in separate rooms of the same building, on different sides of the same room, and seated promiscuously in the same room. Experience has shown no strong reason for desiring a change in any of the established schools. The cost of changing a building designed to be used by either boys or girls alone into one designed to be used by both, has always been accepted as a conclusive reason for making no change in old buildings. New grammar schools are now usually organized for co-education, and this practice seems to be in accord with public sentiment.

We have now noticed the first and the second periods in the history of our grammar schools, the first from 1682 to about 1740, the primitive period when they were not grammar schools at all, but only writing and ciphering schools; and the second from about 1740 to 1847, when they were partly grammar and partly writing schools under the double-headed system of organization. There remain two more periods.

The third period, from 1847 to the creation of the Board of Supervisors in 1876, was a period of recon-

struction and enlargement. The studies that had already been given room in the schools needed to be rearranged and adjusted to the system of grades which the new organization had made necessary. The requirements for promotion from grade to grade and for the grammar school diploma at the end needed to be defined and to be made operative in the schools. Not only was there lack of uniformity in the standards of proficiency set up in the different schools, but there were wide differences in the range of instruction offered. The schools had never been subjected to efficient supervision, and had thus enjoyed a free scope for the development of individual ideas. The consequence was that boys went up to the high school, some well and some ill prepared for advanced work; and that girls, for whom no high school existed in the earlier part of this period, were permitted to take some advanced studies in the grammar schools. Thus it came to pass that the girls' grammar schools were considerably superior to the boys' grammar schools both in the range of the instruction given and in its quality. Then there were new branches of instruction like music, drawing, physiology, physical geography, and natural history, room for which in the grammar schools was demanded by the enlightened reformers of the day. Public interest in the schools had become unusually lively through the influence of Horace Mann and the wide discussions provoked by his advanced views on common-school education.

The whole situation called for a master hand in constructive work, and it was John D. Philbrick who answered the call. His official career as Superintendent of Schools, extending from 1856 to 1878, covered the greater part of the period now under review. His

great work in the grammar schools was to design and bring into effective operation a uniform course of study. This work was partly constructive, but partly reconstructive. Circumstances did not then permit an entire clearing of the ground for a wholly new structure, symmetrical and complete; but the new construction must be combined with the old, after the method of builders in the reconstruction of old buildings too valuable to be torn down. In a newer community, without much of a history and with a school system to be constructed for the first time, the work would have been far easier. It must be acknowledged that Mr. Philbrick's work had solidity and has lasted well. The course of study in use to-day is mainly that which he framed, the changes being comparatively few and not of a radical nature.

What Mr. Philbrick was prevented from accomplishing in his time was the bringing of his course of study into effective and complete operation in all the schools. There was much passive opposition to be overcome. Schoolmasters are usually great for passive opposition, and perhaps none were ever greater than the Boston schoolmasters of the last generation. Each was a supreme ruler in his own school district, and, relying on the support of his district committee, he could defy the interference of all other authorities, and he often did so: A single instance will illumine the whole matter: "I would like to see your classes in natural science," said a visitor to one of the grammar masters of that time. "We do not have any classes in natural science," said the master. "Ah, but I see that natural science is set down in your course of study," returned the visitor. "That is true," replied the master. "We allow our

Superintendent to keep it there for ornamental purposes, but we do not pretend to do anything with it in the schools." This is what passive opposition meant at that time.

What the Superintendent needed was a staff of assistants to overcome such opposition and make the course of study effective. Toward the end of this period the need of such help was redoubled by the necessity of applying the Boston course of study to the grammar schools of Roxbury, Charlestown, Dorchester, Brighton, and West Roxbury, when these municipalities were annexed. This need of more force in the supervision of the schools was one of the reasons which led to the reorganization of the School Committee in 1876, and in particular suggested the creation of a Board of Supervisors.

The fourth period in the history of our grammar schools is that which has been passed under the supervision of the Board of Supervisors. It is a period during which, thus far, less attention has been paid to reconstruction and enlargement than to the effective working of the existing system. The course of study has been carefully revised two or three times, but not radically changed at any time. The only important enlargement has been in the matter of manual training, which has been given two hours a week of the school time. This manual training in the grammar schools consists of sewing, cooking, cardboard work, and carpentry. Of these, the first was introduced prior to the present period, and the others in recent years. These branches will be separately noticed in another part of this report.

Beside attention to the smooth and effective working

of the existing system of instruction, a leading aim of the Supervisors has been to improve the methods of teaching. It is characteristic of the present period that the value of good methods in teaching is appreciated more and more. The study of pedagogy, formerly neglected or even despised, has now come to be regarded as the essential part of every teacher's preparation, even of the preparation of high school teachers.

The reform work that now seems most needful in our grammar schools is to rid the several studies of masses of useless details. There is an almost irresistible tendency to over-elaboration in every branch of study. The maker of the text-book wishes to put therein everything that any teacher may be expected to look for, and the teacher fears lest he may be considered deficient if he fail to teach everything in the book. Thus teacher and book-maker react the one upon the other to bring about a congestion of details which is burdensome and useless to the child.

The study of arithmetic has been attacked repeatedly in recent years on the ground of over-elaboration. The study of grammar has been much complained of on the same ground. Geography used to be burdened with a mass of rubbish called political geography, which has now been replaced by a mass of physical geography and recent geology, hardly less unsuited to young minds. The trouble with music and drawing is that the attempt is made to elaborate both these subjects beyond what the fixed time limits fairly allow. It is the same in some degree with all the other studies. Supplementary reading would be more effective if it were less

diffuse and miscellaneous and more concentrated and systematic. In all our school work we need to change our aim from the acquisition of masses of knowledge to the development of mental power; and this will require much simplification in the material presented for instruction, with less appeal to the memory and more to observation and reason.

When the grammar school studies have been simplified by relieving them of masses of unessential details, it will be practicable to lay out the work below the high school and above the kindergarten in eight grades instead of nine. Eight grades is the rule in nearly all the school systems of the country; in a few there are only seven, and in but few are there as many as nine. It appears to be a serious question whether Boston can wisely persist much longer in retaining the plan of nine grades. The Board of Supervisors has prepared a plan for eight grades, which omits no important part of the present work, but only simplifies it, and which still awaits favorable action by the the School Committee. The difficulty appears to be that few teachers can bring themselves to view an eight-grade course as anything else than a nine grade course truncated by cutting off the top grade; whereas it is the nine-grade course so simplified that the work can be done just as easily in eight grades and bring the pupils up to the same maturity of mental power. There are two ways of dealing with this difficulty; one is to ignore it and make the change in spite of it; the other is to persuade the teachers to take a different view of the matter. The latter is the longer, but in the end is likely to be more satisfactory. But we should not wait too long.

THE PRIMARY SCHOOLS.

Early in the nineteenth century there were two highly important educational measures adopted by the inhabitants of the Town of Boston both of which resulted in permanent enlargements of the field of public education. One of these was the extension of elementary education downwards by the opening of primary schools in 1818, and the other was the extension of non-classical education upwards by the establishment of the English High School in 1821. Both these measures grew out of a revived interest in popular education and were beneficial effects of the rising democratic spirit of the time. People were beginning to realize, as never before, that the safety and honor of a free community under democratic government were dependent on the education of all the children, rich and poor alike, in free public schools.

That public primary schools "for children under seven years of age" were greatly needed in Boston was a surprising and unwelcome truth to the officials and the leading men. "The Selectmen and gentlemen of science chosen by the Town as a School Committee," with other eminent gentlemen, who visited the schools annually in July and thereafter "dined together in Faneuil Hall at the expense of the Town," either had not learned that there were hundreds of children in Boston, who, from the poverty or neglect of their parents, had no means of preparation for admission to "our justly celebrated grammar schools," and other hundreds of grammar school age who were growing up in ignorance, or, knowing these facts, made no allusion to them in their after-dinner speeches in Faneuil Hall.

These discreditable facts were first brought to light by the managers of the Sunday-schools. A report published in 1817 states that "of three hundred and thirty-six children admitted to 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." Other Sunday schools furnished similar evidence. This state of things was all the more discreditable, since a law of the Commonwealth, passed in 1790, providing for the establishment of "preparatory schools," that is, schools to prepare children for admission to grammar schools, had been neglected by the authorities in Boston for more than a quarter of a century. Other towns, meanwhile, had taken action under the law, and were enjoying their primary schools. That this neglect is to be charged upon the authorities and some of the leading men in Boston, and not upon the people, is evident from the prompt and favorable response the people gave whenever the subject of primary schools was brought before them for action. The authorities looked upon primary schools as an expensive fad ; the people took a different view.

In May, 1817, a petition was brought before the Selectmen stating that it appeared "important that schools should be provided at the expense of the town for the instruction of children under the age of seven years," and praying that a meeting of the inhabitants might be called to take the subject into consideration. A town meeting was held, and the matter was referred to the School Committee with the addition of one person from each ward, to be appointed by the Selectmen. There were twelve wards, and the School Com-

mittee consisted of the nine Selectmen and twelve other members. It was therefore possible for the Selectmen to make their appointments in such a way as to secure a majority of the thirty-three members of this special committee who would be favorable to their views. It was known that their views were hostile to the project of establishing public primary schools, and, as might have been expected, an unfavorable report resulted from the deliberations of the special committee.

This committee began by canvassing the town to enumerate the children both below and above the age of seven years who were attending no school. Of the former there were found 283 and of the latter 243, or 526 in all — a number which in a town of forty thousand inhabitants certainly called for serious attention. But the chairman of the Selectmen, Charles Bulfinch, wrote a report carefully designed to persuade the people that there was nothing in the facts that need cause any uneasiness, and concluding that it was inexpedient to establish primary schools at the public expense for children under seven years of age, and that “an increase in the number of reading and writing schools was not required by any evident public necessity.” The financial argument played its usual part in favor of keeping down the tax-rate and protecting the heavy taxpayers.

The School Committee accepted this report and printed it for the information of the people, supposing that this action would end the matter, inasmuch as the vote of the town was understood to have referred the whole matter to the School Committee, with full powers. But the report was highly unsatisfactory to the petitioners, and it was vigorously assailed in the

public press. James Savage wrote in the Daily Advertiser: "We are told that the number of children between the ages of four and fourteen is 526, '*who go to no school.*' What are these children doing? Who has charge of them? Where do they live? Why are they not at school? The committee have not informed us. Have they not a right to a good bringing up and to a common-school education? And have they not a right to a common share of the friendship of the community? If their parents neglect to provide them a school, is it not the duty of the town to do it? And if the town takes no interest in their welfare, is it not the duty of the Legislature to enact laws for the purpose of saving these dependents, these sufferers?"

In May, 1818, a new petition, signed by 186 inhabitants, among whom were many eminent and influential men of that time, was presented at a town meeting, referred to a special committee, and favorably reported upon. The report with proposed votes (1) instructing the School Committee to appoint three gentlemen from each ward to provide instruction for children between four and seven years of age, and (2) appropriating five thousand dollars for the purpose, came up before the town meeting for final action on the 11th of June. The opposition was led by the Hon. Harrison Gray Otis and the Hon. Peter O. Thatcher, who supported by their logic and eloquence the position that had been taken by the School Committee the year before. The leading petitioners, Elisha Ticknor, formerly one of the grammar masters of Boston, and James Savage, supported their case earnestly, aided by others, among whom was Thomas B. Waitt. Of Mr. Waitt it is recorded that he was a practical printer,

who had never before spoken in public, but on this occasion he expressed his views with such clearness and effect as to render the eloquent opposition of Mr. Otis unavailing. The report and the votes were adopted almost unanimously.

This was a signal triumph of the people over the Selectmen and School Committee, who were almost to a man hostile to the measure. "To them," says the historian, "the result was as mortifying as it was unexpected, inasmuch as they had anticipated a different effect from the popularity of Mr. Otis and the consideration of the views published in their report of the year before. They were entirely unprepared for so marked and signal a defeat." They bowed gracefully, however, to the will of the people; and meeting five days later, chose thirty-six gentlemen, three from each ward, to carry into execution the votes of the town. Thus was constituted the Primary School Committee, a body which had the whole management of the public primary schools from 1818 to 1855, a period of thirty-seven years. The history of this organization and its schools is most instructive. A potent agency of reform and progress in its earlier years, it gradually became fixed in its views, conservative, unprogressive and even obstructive, insomuch that its abolition became at last a necessary measure of reform.

The "Annals of the Primary Schools," written by a loyal member and defender of the Primary School Committee, Mr. Joseph M. Wightman, was published by the Board of Aldermen in 1859. In reading those annals, one meets with many a germ of modern theory and practice in school matters; but these germs did not flourish then; many of them grew but slowly, and

others seemed to perish for the time, to be revived under the more favoring influences of a later period. Two instances amongst the many which could be cited will suffice to illustrate the conservative spirit of the Primary School Committee and the hard struggles which every important improvement in the schools has cost the promoters.

In 1833 oral instruction was much in vogue for adults, and it was highly recommended for the purpose of enriching the courses of study in the schools. The New England Lyceum was then at the height of its popularity and success. The lectures, which had done so much for the enlightenment of adults would, it was thought, be equally beneficial in the schools. Some attempts were made to enrich the rather arid courses of study in the Primary Schools of Boston by this means. Oral instruction with some simple illustrative apparatus, together with a little supplementary reading, were reported to have been introduced without authority, in one or more of the primary schools. The Primary School Committee was quick to take the alarm. It made a formal investigation and discovered that "in Primary School Number Eight, in the Sixth District, Peter Parley's Geography with maps and a Globe" had been introduced, also "Geometrical cards and models of various figures." The Geography, it was learned, "was used as an occasional reading book by the children [here is the germ of supplementary reading] and the other things were also used by the teacher. In three other schools more or less of the same things had been introduced. It appeared further that all of them had been given to the schools, though in some cases the parents had been requested to purchase the

geography for their children. It also appeared that the gentleman elected at the last quarterly meeting to take charge of School Number Eight, District Number Six, had been the cause of the introduction of those studies ”

These acts were formally censured by the committee on the ground that variations had been made in the course of study by a district committee without first obtaining the consent of the whole board. The newly-elected member, whose acts were thus gravely censured, was Josiah Holbrook, the celebrated promotor of lyceums—an educational reformer of originality and merit in his day. In thus passing censure upon Mr. Holbrook, the committee was no doubt technically in the right; but the real motive was not so much a desire to vindicate its authority as it was an unreasoning dread of innovation.

This dread of innovation manifested itself a month later, when one member moved “that each District Committee be allowed to select one school in their district, in which new methods of instruction may be experimentally introduced”; and another member asked leave to introduce, at his own expense, certain articles for the purpose of instruction, namely, “a blackboard, a number of slates and pencils, and some forms suitable for the children to write at, on the slate.” Both motions were laid on the table. The first was not taken up again; but the slates and pencils were allowed, after due deliberation, later the same year, and the blackboards some years afterwards.

As a second instance of obstructive conservatism may be cited the action relative to the Infant Schools,

the precursors of the modern Kindergartens. There is a striking similarity between the views held by the primary teachers of that day concerning the effect of infant school instruction, and the views of some primary teachers of the present day as to the effect of kindergarten instruction.

"Among other benevolent enterprises," says the historian, "which were connected with public education, 'Infant Schools' had occupied considerable attention, and at this time (1830) were quite popular and successful under the auspices of societies and individuals. These schools were started with the laudable object of taking charge of those children from two to four years of age, whose parents were dependent upon their daily labor, and during school hours to interest them in some way adapted to their age and capacity. To render the schools attractive, pictures and natural objects, singing, marching, and other exercises were introduced, which were made the means of imparting instruction to the pupils; and it was also thought by its friends that the instruction and discipline to which the children were thus early subjected, would be advantageous to the primary schools." After commending the kind-heartedness of the enterprise the historian goes on to say, "but the attempt to learn (*sic*) children of this tender age spelling lessons, and even lessons in arithmetic and geography, by singing them in concert while marching to time, gave them a restless habit and a sing-song style which it was subsequently found almost impossible to eradicate, and caused more trouble to the teachers of the primary schools than all the advantage the pupils had derived from the instruction they had received."

The alleged bad effects of these habits were brought to the attention of the Primary School Committee, and, on the motion of Mr. George B. Emerson, an investigation was ordered. The primary teachers were instructed to observe particularly the children who came from the infant schools, and to compare their progress with that of other children of the same age. Then members of the committee collected the evidence from the teachers and made their reports. The reports were remarkably similar. One of these, which was given as answering for the whole, says: "With regard to children from infant schools, it is the decided opinion of every instructress in the district, who has had any experience on the subject, that it is better to receive children into the primary schools who have had no instruction whatever than those that have graduated with the highest honors of the infant seminaries. It is stated that those children are peculiarly restless in their habits, and are thereby the cause of restlessness and disorder among the other children; and it does not appear that their previous instruction renders them, in any respect, peculiarly proficient or forward in the studies of the primary schools." In other reports these children are described by their teachers as "intractable and troublesome, restless from want of constant excitement, and their attention with difficulty fixed upon their studies."

These expressions remind us strongly of the opinions some primary teachers now hold of children from the kindergartens. When such opinions are warranted by facts, either the kindergarten is not what it should be or the primary school is not well managed, or both are bad; for children passing from a good kindergarten

into a good primary school afford no ground for unfavorable opinions of this kind. But the Primary School Committee, in 1830, seem to have been well satisfied with their own schools, and unanimously concluded that "no good effect had resulted from the new and popular system of infant schools regarded as a means of discipline and instruction, preparatory to admission to the primary schools." So infant schools were no more heard of for forty years; and then they reappeared in the form of kindergartens. Even in this form it took them half a generation more to become established as a part of the system of public instruction of this city.

It was not until the primary schools had been in existence about seventeen years that they were provided with permanent houses. The buildings or rooms used during all this earlier period were, with few exceptions, hired by the Primary School Committee. The first appropriation for the purchase of land and the erection of primary school-houses was made in 1834. In recommending this appropriation the Mayor, Hon. Charles Wells, said that the primary schools "have been a prominent part of our school system, and will, undoubtedly, always be supported at the expense of the public. The experiment has exceeded the most sanguine expectations of its warmest advocates, and its permanency, as a part of our public school education, is firmly established." The appropriation amounted to \$12,500. The first primary school-house built by the city was in South Margin street. It was finished in 1834, contained two school-rooms, and cost, exclusive of the land, \$2,528.69. Four more houses on the same two-room plan were built the next year, at a total cost

of about \$12,500, including about \$4,000 for the sites. One of these is still standing in North Margin street, and is now occupied by a kindergarten. If any one wishes to obtain an idea of the progress made in school architecture in sixty years he should visit this little school-house and then visit the Paul Revere School-house a few rods away. Each room in this latter building cost about as much as all the eight rooms built in 1835.

In 1854 there were fifty-two primary school-houses owned by the city containing one hundred and fifty-three "schools." By a "school" was meant a single primary teacher with her class; and this signification has attached to the word ever since for statistical purposes.

The early policy was to place but few primary schools in a building, but to have many buildings, so that the little children should not have far to walk from their homes. And this policy has been favored in spite of increasing difficulties for a long time. But of late years large primary buildings containing twelve, sixteen, and more rooms have been erected. The only considerations that can be alleged in favor of large primary buildings are economy in the cost of construction and a certain convenience of administration; but these are more than offset by other considerations, among which that of easy access from the homes of the children is of great importance. It is to be hoped, therefore, that the policy which provides small primary buildings and many of them scattered all over the territory will prevail in Boston so far as possible for years to come.

The Primary School Committee was dissolved in

1855. Opposition to its continued existence had been growing for some years. This opposition was grounded not alone on the conservative and even obstructive character of the later policy of this body, but also on a widespread conviction that it was highly unwise to leave the two great departments of school affairs to be managed by two practically independent school boards. The double-headed system of management in each grammar school had lately been discarded, and the time had come to rid the city of a cumbersome double-headed administration of school affairs. Education in the primary schools and education in the grammar schools were seen to be but parts or stages of one process, for the best results of which unity of administration is absolutely essential.

The transfer of the primary schools to the care of the general School Committee threw upon Mr. Philbrick another great task of reconstruction and improvement. In this, as in the case of the grammar schools, he found the conditions unpromising. Where pulling down and building anew would have been better he was obliged to preserve and readapt. Teachers long accustomed to the old order of things were called upon to adapt themselves to a new order. The schools furnished many evidences of neglect. The houses were ill-lighted and ventilated, and were not well provided with playgrounds and sanitariums. The rooms were small and badly overcrowded. Attendance was irregular and truancy prevalent. The furniture was scanty, no desks for the use of slates, only little movable arm-chairs for the children to sit in. There was no course of study in the modern sense of the term. The principle of gradation had not been

recognized, and promotion from one teacher's room to another was unknown. It is true that each teacher had six classes, but this meant that her children began their A, B, C's with her and stayed in her room until they were ready for admission to the grammar school. Many children were kept in the primary schools long after they were ready for admission to the grammar school, because their teachers were unwilling to impoverish their first classes by parting with their most brilliant pupils.

One of the first objects which Mr. Philbrick set about accomplishing was to enlarge and dignify the office of the grammar master. To the master's duties connected with his grammar school, were added new duties connected with all the primary schools of his district; and thus each grammar master became a sort of deputy-superintendent in a certain territory. He was to supervise the primary instruction, aid in the discipline, examine the pupils, promote them from teacher to teacher, that is, from grade to grade, and finally to the grammar schools. Upon him rested the local administration of the new course of study laid down for the primary schools. The teachers were not disposed, many of them, to place confidence in the new masters who had thus been set over them, nor willing to relinquish the habits of independent action which the older and looser form of organization had engendered. They were slow to co-operate either with the master or with each other.

The masters, too, were generally averse to exercising their authority over these independent primary teachers. There is evidence enough to show that many of the older grammar masters in Mr. Philbrick's time never performed their duties towards their primary schools

save in the most superficial and perfunctory manner. They were not greatly interested in them otherwise than as feeders to their grammar schools; and they were incompetent or unwilling to exercise a helpful control over the methods of primary teaching. But fortunately there were younger and more enterprising masters, who were disposed to give more serious attention to these primary schools; and fortunately, too, improvements which are made in one school or district are apt to spread to another district where the teachers are enterprising, even if the master be not so.

Speaking broadly, it must be said that the improvement which took place in the primary schools during the period of twenty years from 1855 to 1875 was immense — much greater than has taken place during the last twenty years, inasmuch as the room for improvement was much greater. The improvements that have taken place of late years relate more to the methods of teaching, the spirit of the discipline, the supply of reading matter and other apparatus of instruction. These are less obvious and striking than improvements in organization, but none the less essential to the highest excellence. Attention is now more concentrated on the preparation of the teachers for their work. Hence the importance of the normal school as an agency in further improvement.

But the importance of the grammar masters' relation to their primary schools was not fully realized by them during the earlier period. It was not until the care of the primary schools was taken away and given to the supervisors for a while that the grammar masters in a body unanimously realized the importance of their having control over instruction in the lower

grades. They strongly insisted on the restoration of that control, and after a few years were successful in that effort. But this very success reimposed all their former obligations towards the primary schools, and took away all possible excuse for neglect. And, indeed, it is but fair to say that the primary schools have been, in general, better cared for since their restoration to the grammar masters than they had been during any earlier period of their history.

The primary schools are now thoroughly amalgamated with the grammar schools into one solid system so far as the substance of the work done and the supervision thereof are concerned. Indeed, were it not for the persistency of old habits of speech and thought, we could easily drop the terms "grammar school" and "primary school" and speak only of "the grade school" or "the grades," as people do in many other parts of the country. There would be a certain convenience in abolishing all remaining distinctions between primary and grammar assistants. That which was based on a difference in salary disappeared years ago; but in the Regulations there still exists a technical distinction which stands in the way of transferring a teacher from the third grade to the fourth, or from the fourth to the third. She must resign as a primary and be appointed a grammar teacher, or vice versa, in order to effect a transfer at this point. At any other point she could be transferred from one to another of two grades by a mere act of the master in assigning work. Why should not the passage from the third grade to the fourth be as easy for a teacher as it is from the fourth to the fifth? There is no good answer to this question.

It is therefore recommended that the Regulations be

revised with the view to making them consistent with the idea of a system of grades, in each district, running uniformly from the lowest to the highest, and free from obsolete technicalities or arbitrary distinctions. And in the same connection there are certain improvements to be suggested in the provisions governing the number of permanent teachers, of temporary and special assistants, and of temporary and permanent substitutes. These need not here be given in detail. Their general purpose would be simplification of administration.

THE ENGLISH HIGH SCHOOL.

That boys who were not to be prepared for the university, but for active life, needed a more liberal education than was afforded by the grammar and writing schools of the period became manifest to the School Committee soon after the inhabitants of the town had expressed their sentiments on the primary school question. This time the School Committee did not wait to be forced by public opinion into action, but took the lead. A plan for the establishment of an "English Classical School" was suggested by one of the members, Samuel A. Wells, Esq., and became the subject of earnest deliberation during most of the year 1820. The matured plan was brought to the Selectmen, with a request that a public meeting of the inhabitants of the town be called to consider and act thereon. The town meeting was held on the fifteenth day of January, 1821, and the plan "was nearly unanimously accepted, but three persons voting in the negative."

The course of studies proposed for this "English

Classical School"¹ is quite simple in comparison with the courses in modern high schools. It appears to have been based on the idea, suggested by the name of the school, that a good education could be obtained through the study of English Classics in much the same way as a good education comes through the study of Greek and Roman Classics. Accordingly the greater part of the time was given to "Composition; Reading from the most approved authors; Exercises in criticism, comprising critical analyses of the language, grammar, and style of the best English authors, their errors and beauties; and Declamation." These subjects were to be carried uninterruptedly through the three years of the course. The only additional studies the first year were Geography and Arithmetic.²

The additional studies for the second year embraced a formidable array of mathematical subjects. They were Algebra; Ancient and Modern History and Chronology; Logic; Geometry; Plane Trigonometry, and its application to mensuration of heights and distances; Navigation; Surveying; Mensuration of Superficies and Solids; and Forensic Discussion. It is probable that much of this mathematical work went over into the third year, for we find provision there made for mathematics and logic as continued studies. The additional studies for the third year were History of

¹The original name, "English Classical School," did not pass into general use; and even in the School Committee's Records the name "English High School" appears frequently down to the year 1832, when an effort was made to correct this erroneous usage by a formal declaration that "the only proper and legal title by which it can be known is that, given it by the town, of ENGLISH CLASSICAL SCHOOL." This name was also thought to be "more significant and appropriate than that now used." But in the following year a vote was passed restoring the name "by which it has always been designated in the records and in the regulations of the board since the year 1824, viz.: ENGLISH HIGH SCHOOL."

²"Arithmetic continued," according to the record; which seems to indicate that but a limited amount of arithmetic was taught in the writing schools of the period. "Colburn's First Lessons" was one of the text-books used by Mr. George B. Emerson, the first master of the English Classical School.

the United States; Natural Philosophy, including Astronomy; and Moral and Political Philosophy.

This course of study, containing no foreign languages, no bookkeeping, no chemistry, and no drawing, remained unchanged for eleven years. In 1832 the French language was added and a French teacher was appointed.¹ Drawing was also added as a "permitted study" about the same time. The Spanish language was also a permitted study for some years following the Mexican War, but few pupils took it; and it was finally dropped for lack of interest. Bookkeeping was added in 1842, and became, in course of time, an important study of the second year, contributing much to render the school commercial in its character. Commercial Arithmetic, which received much attention in the entering class, also contributed a feature to the commercial aspect of the course of study. Chemistry and the German language were added to the list of studies in 1870, but were open only to the few boys who remained in school for a fourth year. Physical Geography, Geology, Mineralogy, Botany and Physiology appear to have received some attention at different times prior to 1877, but the instruction in these branches is described in the committee's reports as rather meagre, desultory and ineffective.

The great strength of the English High Schools, as developed during the first fifty or sixty years of its existence, resided in the department of mathematics. Chief reliance appears to have been placed on mathematical studies for mental discipline, and these studies were given the largest share of the school time. The

¹There is evidence that French was taught in the school at a much earlier date, for Mr. Emerson speaks of the performance of the French class at the public exhibition held by him in 1823. It would appear, however, that French was not a *required* study prior to 1832.

French language, bookkeeping, and natural philosophy (physics) came next in importance; while English classical literature, which formed the chief feature of the earliest course of study, gradually came to occupy a place only less inferior than that given the natural history branches. Such was the character of the course of study in this school, when the Supervisors, in 1877, undertook a thorough reconstruction of the courses of study in this and all the other high schools of the city, with a view to making them all uniform. On the nature and effects of this enterprise, something will be said in another part of this report.

Although the original, and for a long time the only, purpose of the English High School was the preparation of boys for active life in various mercantile and mechanical pursuits, and although, doubtless, such will continue to be its chief purpose for many years to come, it is interesting, nevertheless, to note that this school in late years has become quite important as a fitting school for higher institutions, like the Massachusetts Institute of Technology and Harvard College. When the requirements for admission to college were changed so as to permit the substitution of a modern language or physics and advanced mathematics for Greek, some of the boys in this school at once took advantage of the change, and after being prepared in the new way were admitted to college. And every year since that time graduates of this school in considerable numbers have proceeded to college, where they have maintained themselves well, reflecting no little credit upon their school.

During the first three years of its existence the English High School occupied a part of a school-house

on Derne street, at the corner of Temple, the rest of that building being occupied by the grammar and writing school then or soon afterwards known as the Bowdoin School. The Derne Street School-house was pulled down many years ago to clear the ground for the Beacon Hill Reservoir, which in its turn was demolished to make room for the extension of the State House. The next home of the English High School, from 1824 to 1844, was in a building specially designed for it, which is still standing on Pinckney street. In 1844, the English High, and the Latin Schools became co-tenants of the building on Bedford street; whence they were removed at Christmas, 1880, to the fine large buildings they now occupy, on Montgomery and Appleton streets.

For some years prior to the last removal a plan for uniting these two schools into one had been favorably considered in some quarters, but fortunately the union never took place. The two schools have distinctly different purposes, and each school is large enough to justify a separate administration of its affairs. Were the schools small and likely to remain so there might be reasons of economy that could be urged in favor of a union. It is fortunate for Boston that these High schools of different types have each been large enough to be carried on separately without waste of money and effort.

THE GIRLS' HIGH SCHOOL.

Public provision for the education of girls in this community has always lagged behind — often far behind — that made for boys. The Town of Boston had already completed the system of public instruction so

far as boys were concerned by the establishment of the English High School; but it remained for the City to make the system complete for the girls. There were two great defects to be remedied; for there was no high school for girls, and, moreover, girls were excluded from the grammar and writing schools during four months of the year, while boys were permitted to attend all the year round.

In the year 1825 the School Committee instructed a sub-committee¹ of its body "to consider the expediency and practicability of establishing a publick school for the instruction of girls in the higher departments of science and literature"; adopted unanimously a favorable report on the subject; provided for the accommodation of the "High School for Girls," as it was named, in the vacant story of the Bowdoin School-house, and unanimously elected Ebenezer Bailey, "Master of the Grammar Department of the Franklin School," to be master of the new school.

The history of this school is a short one, but there are some facts gathered from the records which seem suggestive enough to be worth publishing.

The number of girls who presented themselves at the admission examination was surprisingly large, two hundred and eighty-six. Of these there were —

37	between	the	ages	of	11	and	12	years,
69	"	"	"	12	"	13	"	
72	"	"	"	13	"	14	"	
94	"	"	"	14	"	15	"	
								and 14 were over 15 years of age.

Applicants were examined in reading prose and verse, in English grammar, in arithmetic, and in writing; and

¹ A member of this sub-committee and an active leader in carrying out its recommendations was the Rev. John Pierpont, whose celebrated reading-book made an epoch in the literary instruction of the schools.

were carefully graded. After rejecting all applicants below the age of twelve years and all others who received less than thirteen and one-half credits out of a possible twenty, the School Committee admitted one hundred and thirty-five girls, and authorized the opening of the school "on Thursday next (March 2, 1826), at nine o'clock A.M. with such religious services or other ceremonies as are usual on similar occasions."

The course of study adopted for the new school was as follows :

"THE COURSE OF STUDY IN THE HIGH SCHOOL FOR GIRLS."
"FIRST YEAR."

Required: No. 1. Reading—2. Spelling—3. Writing words and sentences from dictation—4. English grammar, with exercises in the same—5. Composition—6. Modern and ancient geography—7. Intellectual and written arithmetic—8. Rhetoric—9. History of the United States.

Allowed: Logic or botany."

"SECOND YEAR."

Required: Nos. 1, 2, 5, 6, 7, 8, continued—10. Book-keeping by single entry—11. Elements of geometry—12. Natural philosophy—13. General history—14. History of England—15. Paley's Natural Theology.

Allowed: Logic, botany, demonstrative geometry, algebra, Latin, or French."

"THIRD YEAR."

Required: Nos. 1, 5, 12, 15, continued—16. Astronomy—17. Treatise on the globes—18. Chemistry—19. History of Greece—20. History of Rome—21. Paley's Moral Philosophy—22. Paley's Evidences of Christianity.

Allowed: Logic, algebra, principles of perspective, projection of maps, botany, Latin, or French.

"The *allowed* studies to be pursued at the discretion of the master with the sanction of the School Committee."

This is not a very high course of study, although it may have been relatively high in its day. Nearly the

whole work for the first year and a large part of that for the second year are found in the modern grammar school. Taken together with the course of study adopted for the English High School five years earlier, it would seem to indicate the prevalence of a low standard of instruction in the grammar and writing schools of the period.

In one of the reports recommending the establishment of the High School for Girls may be found the following early expression of an argument which has since been used in support of a city normal school:

“A school like that now in contemplation (High School for Girls) would certainly and permanently furnish teachers for the primary schools, competent in every respect to render the city efficient service, and especially in this respect, that they will have gained by their own experience a thorough knowledge of our whole system of public instruction, and the relations of its several parts to each other.”

The success of the new High School for Girls was immediate and great and alarming. At least the masters of the grammar schools were alarmed by the prospect of losing their most proficient girls at an early age by their entering the high school. This loss would be injurious, it was thought, to the grammar schools. Whether any thought was taken for the interests of the children does not appear. The fears of the grammar masters for their schools appear to have been communicated to the School Committee and to the Mayor, the Hon. Josiah Quincy, who instituted an inquiry “as to the effect produced upon the character and prospects of the other (*i.e.* grammar) schools by the institution in question.” The Mayor on October 16, 1826, addressed a letter to all the masters stating that suggestions had been made “that the effect of the High School for Girls has been disadvantageous

upon the character and prospects of the other schools of the metropolis, (1) by diminishing the zeal of the generality of the other females in these schools, (2) by taking away from them their most exemplary scholars, (3) by disqualifying the masters from a gradual introduction into those schools of the monitorial system (by thus removing from them the class of females best qualified to become monitors), (4) by reducing the other schools from the highest to secondary grade (by early depriving them of those scholars in whom they have the greatest pride and who are of the highest promise)"; and inquiring "whether, as far as your experience extends, there is any foundation for these suggestions; and, if not, then whether any, and what effect, has been produced by the establishment of the High School for Girls on the character and prospect of your schools."

The answers to these leading questions were such as to satisfy the committee of inquiry that one of three things should be done: "1. Either the High School for Girls must be wholly discontinued or, 2, the city must provide for two high schools the present year, with a prospective certainty of increasing the number of this species of schools every succeeding one or two years as the city increases; or, 3, new principles must be adopted in relation to admission into this school, so as to diminish the number of candidates and to retain the females longer in the Grammar and Writing schools." The last of these alternatives was taken. A higher standard was set up for the admission examination, and only girls above the age of fourteen and below sixteen were to be received, and those who passed were to be allowed to stay only one year in the school.

About a year after this action the master, Mr.

Bailey, who had twice asked in vain to have his salary made the same as that paid to the master of the Latin School and to the master of the English High School, handed in his resignation. The election of a successor was postponed, and the School Committee was divided about evenly on the question of discontinuing the school. The question went over to the following year, 1828, when it was proposed to reorganize the school on the Monitorial or Mutual Instruction Plan,¹ and on this new basis to ask the City Council for an appropriation. But no appropriation was made, and so the school came to an end.

Still, this loss to the girls was not wholly without compensation, for it was just at this time that a measure was adopted for admitting girls to the grammar and writing schools all the year round. Moreover, from about this time may be dated a certain enlargement and enrichment of the courses of study open to girls in the grammar schools, which became more substantial when, a few years later, the girls were given separate schools of their own. In this way, for nearly thirty years, the girls' grammar schools supplied in some measure the place of a high school.

The next public movement for a girls' high school was started in 1853, when a petition bearing over three thousand signatures was brought to the School Committee, praying that a high school for girls might be established. The first conclusion was adverse to the project, the unsuccessful high school of 1826-28

¹This plan was considerably in vogue at this time. It had been introduced into some of the schools of Boston by a teacher called from Albany, N. Y., and further applied by Mr. Fowle, a teacher in Boston, and afterwards a member of the School Committee. But the plan never had much but its cheapness to recommend it, and it soon passed out of use.

being cited in support thereof. Meanwhile the Committee on Public Instruction of the City Council came to the conclusion that there ought to be four high schools for girls, "one at East Boston, one at South Boston, one at the South End, and one at the West End of the city proper." Finally, November 14, 1854, the School Committee decided to introduce high school studies into the existing Normal School, and to enlarge the Normal School Committee for the purpose of doing this. Thus the Normal School, originally established in 1852 for the sole purpose of preparing young women for the business of teaching, came to be also a High School, and soon acquired the name of the Girls' High and Normal School.

The normal element in this combination became relatively more and more inconspicuous, insomuch that it became necessary in 1872 to give the Normal School a separate existence in order to save it from total absorption. Thus the Girls' High School dates its separate and independent life from 1872, although it had existed in the bosom of the Normal School for eighteen years prior to that time. Its first home was in the old Adams School building on Mason street, and its second is on West Newton street in a building which for convenience of managing a high school has no superior among more modern structures.

OTHER HIGH SCHOOLS.

The foregoing sketches have shown how the chief component parts of the school system of Old Boston came into existence one after another, and were gradually adjusted and united into a well-working whole. That system was in some ways peculiar, for it had

been built up in a long course of years by a people very much inclined to provide for their own wants in their own way. But it was regarded as complete and effective during the period just preceding the enlargement of the city by the annexation of adjoining municipalities.

By the annexation of Roxbury in 1868, Dorchester in 1870, Charlestown, Brighton, and West Roxbury in 1874, the school system of Boston was enlarged by the addition of a great many primary and grammar schools, and five high schools. The primary and grammar schools, being quite similar to those of the old city, were easily placed under the same system of administration; but the high schools were of a kind hitherto unknown in the city, and, moreover, differed materially from one another. They were alike in being open to both boys and girls, and four of them had courses of preparation for college. The Roxbury High School was opened for girls in 1854, and for boys in 1861. The Dorchester High School was opened in 1852, the Charlestown High in 1848, the Brighton High in 1841, and the West Roxbury High in 1849. They were all comparatively new schools at the time of annexation.

According to the views prevailing in 1877 all these high schools, together with the English High and the Girls' High of the old city, needed to be brought into uniformity and placed upon one and the same course of study. It was insisted upon as essential that the boys and the girls should do the same kinds of work, and in the same proportions and amounts. The college-preparatory courses in the suburban high schools were lopped off, and the boys fitting for college were required

to attend the Public Latin School. The remaining studies, together with those that had been pursued in the two central high schools, were then arranged upon a uniform plan, and this plan was applied to all the high schools, except the Latin School. This was one of the chief tasks laid upon the Board of Supervisors during the early years of the existence of that Board.

And it is but fair to recognize that the effect of the enforcement of this uniform course of study was beneficial in many respects. Some of the suburban high schools were thereby brought to a higher standard of efficiency in teaching and given a better equipment. Also studies in literature and in history, which had fallen into neglect in some schools, were given a proper share of time, while the excessive proportion of time given to mathematics and commercial studies was suitably reduced. Moreover, there was afforded just ground for claiming that the suburban schools were not inferior to the central schools in respect to the advantages offered. This was a fact of no little importance at a time when a certain disposition to centralize high-school instruction threatened the destruction of the suburban high schools.

But along with these beneficial efforts were produced others of a less desirable kind. An experience of twenty-four years has proved that an absolutely uniform course of study fails to meet the intelligent wants of large numbers of boys and girls of the high school age; and that, even if it is possible to enforce such a course, it is not wise to do so. Even the course of study drafted by the Board of Supervisors, which purported to be uniform, allowed some options, which were used in one school one way and in another school another

way. But the great difficulty with this course was that it was practically uniform for all the pupils in the same school. Under it little provision could be made for the various needs, capacities, and purposes in life that large numbers of the pupils were conscious of. It was a growing sense of this difficulty that led most of the head-masters to favor, as they did two years ago, a change to the elective plan of studies. The present course of study is uniform so far as it concerns the several schools that use it; but it is widely variant in relation to the pupils who select their studies under it. It is, therefore, adapted to supply a much wider range of educational wants than any former course has been.

To the five suburban high schools already mentioned and the two central high schools there have been added the East Boston High School, established in 1878, and the South Boston High School, established in 1901. The desire of the inhabitants of these two sections of the city for high schools in their respective localities found expression, as we have seen (page 49), as early as the year 1854; and repeatedly since that time the same desire has been manifested with ever increasing force. Perhaps these people now feel well repaid for their long waiting.

There are, therefore, now nine high schools working under the elective plan of studies. They seem to meet all reasonable wants, each in its own locality; and they are even going so far, under the free selection of studies allowed, as to undertake the fitting of some of their pupils for college. Indeed, if permission to teach Greek should be granted to these schools, as has lately been recommended, the older suburban high schools would

again be enjoying the privilege of which they were deprived soon after annexation.

To complete the list of high schools it remains to notice two, the Girls' Latin School and the Mechanic Arts High School.

THE GIRLS' LATIN SCHOOL.

This school was established twenty-five years ago to provide the girls with the same opportunities to fit for college as had long been enjoyed by the boys. The demand for such a school arose from the rapidly increasing numbers of girls who were seeking the higher education recently opened to them in women's colleges. Already girls had been prepared for college in the Girls' High School; but inasmuch as such work was somewhat aside from the main purpose of the school, it had not produced results that were altogether satisfactory. In the suburban high schools, too, or in some of them, girls had been fitted for college; but the opportunity for doing such work any longer had been cut off when those schools were reorganized in 1877.

There were three different measures proposed, and each measure had earnest advocates and opponents. The first was to organize a college preparatory department in the Girls' High School, opening it for girls from all parts of the city; the second, to admit girls to the Boys' Latin School on equal terms with them; and the third, to establish a separate and independent Latin school for girls. After due consideration given to all the conflicting views of the matter the School Committee resolved to adopt the last measure, and establish the Girls' Latin School in February, 1878.

This school has been remarkably successful from the

beginning. Its growth has doubtless surpassed the highest expectations of its friends. For seven years past the number of pupils belonging has been above three hundred, and in a few years more it may be expected to exceed four hundred. Five years ago it became necessary to place a part of this school in the building formerly occupied by the Chauncy Hall School. It is gratifying to be assured that a suitable building on a convenient site may be expected within a short time.

In response to my request for a statement of the facts of present interest relating to the Girls' Latin School, the head master, Mr. Tetlow, has made an interesting report, to which justice can hardly be done by making extracts therefrom; it is therefore printed in full in the Supplement, pp. 151-155.

THE MECHANIC ARTS HIGH SCHOOL.

This school concludes the list of high schools belonging to the Boston school system. It was established in 1893 to promote a kind of education for boys which had been brought to public attention by Professor John D. Runkle and others in the years immediately following the Centennial Exposition at Philadelphia in 1876. This school has had a most gratifying success. The number of boys now belonging to the school is more than double the number which the original building was designed to accommodate. Plans are now well advanced for an enlargement of the plant to a capacity for about one thousand boys. Full and detailed information concerning the history and the present equipment and working of this school may be found in the very valuable report made in 1901 by the Committee on Manual Training. (See School Document No. 4, 1901.)

In this document will be found a Register of Graduates from 1896 to 1900 inclusive, showing the present occupation of most of the graduates. A glance through this register shows that the greatest number of them have gone into mechanical occupations either as draughtsmen or as workmen. The next greatest number have become students, chiefly in the Massachusetts Institute of Technology, and will most of them enter similar occupations later. A considerable number have entered mercantile establishments as clerks or salesmen. The fact to be noted is that most of the occupations these young men have entered are those for which the Mechanic Arts High School is believed to afford the most serviceable preparation.

This school has prepared many of its pupils for the Institute of Technology, and this may be regarded as one important function of the school; but it is not the only, nor even the most important function. Its most important function is to give the best possible preparation to those boys who will enter upon mechanical pursuits directly on leaving school. These, as we have already seen, outnumber any other class of boys in the school. Moreover, their preparation for active life must end with what this school can give them. There are other schools in which boys can be satisfactorily fitted for the Institute of Technology; but this is the only school which can fit boys directly for the arts and crafts.

The present course of study provides a smaller proportion of shop-work than was originally designed. This has been caused in part doubtless by the overcrowded condition of the school, which has made it necessary to reduce the time and increase the number of classes in each shop. It is very much to be desired,

therefore, that in the contemplated enlargement of the building, ample provision may be made for increasing the amount of shop-work for those boys at least who are not in course of preparation for the Institute of Technology.

THE KINDERGARTENS.

The extension of public instruction downward by the establishment of public kindergartens in 1888 is second in importance only to the similar extension downwards which took place seventy years earlier, when the primary schools were first opened. The kindergartens made their first appearance in the statistical tables in January, 1889, when there were 19 kindergartens, 36 teachers, and 1,074 pupils. In January, 1903, there were 89 kindergartens, 167 teachers, and 4,760 pupils. This growth in a period of fourteen years is greatly in excess of the growth of population in the same period; and this excess of growth may be taken as the measure of the popular appreciation of the value of kindergarten instruction. Kindergartens have been spreading in response to popular demand for them, so that every year a larger proportion of the total number of young children in the city has been brought under public instruction.

The great function of the kindergarten is to carry the child pleasantly through the transition from the home to the school. The kindergarten is more like a good home than the best school can possibly be, and yet is more of a school than any home can be. Hence its usefulness as a connecting link between the home life and the school life of the child.

This useful function of the kindergarten is easily understood and appreciated by parents. This is one cause of its growing popularity. But this cause alone would not be enough to insure a lasting popularity. The kindergarten, to hold the enduring regard of thoughtful people, must realize its true ideal in its management and teaching. It is believed that our own kindergartens have been generally well managed and taught, and that their steady gain in popularity has been a legitimate consequence.

The most important feature of the management is constant supervision by a highly competent expert. The teachers meet their director every week for the purpose of considering the aim and method of the work laid out for the following week. Variations, improvements, and new views are suggested and discussed. The general effect of this custom is to keep the work up to a high standard, to vitalize it with renewed spirit, and to keep it from degenerating into a fixed and deadening routine. Mechanical schools are bad, but a mechanical kindergarten is unspeakably worse. And the danger of a teacher becoming mechanical, if left to herself, is even greater in the kindergarten than in the school. It is just here that weak kindergarten teachers make their worst failure.

The mothers' meetings have been attended by most happy and interesting results. In some districts the practice of holding these meetings has been adopted by the primary and other teachers. It is a practice which deserves the utmost encouragement. Whatever can bring the homes and the schools into closer, more sympathetic, relations works beneficially for both.

The Director of Kindergartens, Miss Fisher, has prepared by request a short statement of some recent developments in the kindergarten work now carried on in our schools, which will be found in the Supplement, pages 156-158. Particularly important is the fact that a course of work for two years — the first being for very young children — has been brought into successful operation.

THE NORMAL SCHOOL.

The first recommendation for the establishment of a Normal School was made in the year 1851, by Nathan Bishop, the first Superintendent of the Public Schools of Boston. He says :

I recommend the establishment of a Normal School as a part of the Boston system of public instruction. It is due to the inhabitants of this city to establish an institution in which such of their daughters as have completed with distinguished success the course of studies in the Grammar Schools may, if they are desirous of teaching, qualify themselves in the best manner for this important employment.

The Normal School was established in 1852, for the sole purpose expressed in the foregoing recommendation. Soon afterwards there was a strong demand for high school instruction of girls, without any regard to the professional use that might be made of such instruction. Instead of establishing a high school for girls, as many at the time desired, high school studies were introduced into the Normal School, and the institution soon became known as the Girls' High and Normal School. The high school studies, thus introduced, soon absorbed the greater share of the time even of those girls who entered the school with the fixed purpose of becoming teachers, the distinctly professional part of their work being in consequence put off till the latter

part of their course. This must be considered a fortunate phase in the development of the Normal School, because it had the effect of requiring a period of general culture as preliminary to professional training. Had the original idea of the Normal School been carried into practice the professional training of the young teachers would have had for a basis only the scholarship the girls had acquired in the grammar schools, and the Normal School, instead of being placed above the High School, as it eventually was, would have been placed side by side with it, thus leaving the girls, immediately upon their graduation from the grammar schools, to choose between a school of general culture and a school of professional training, when in reality they needed both to become acceptable teachers.

But in the combined High and Normal School it became more and more apparent, as time went on, that the general culture studies were inevitably absorbing by far the greater share of attention and interest, and that professional training was receiving relatively less and less consideration. In 1872 it had become clear that a separation must take place in order to preserve to the Normal School its distinctive character and efficiency as a professional school. A separation was therefore ordered by the School Committee, and the City Council was requested to provide suitable accommodations for the Normal School as a separate school.

In the following year the legal question was raised as to the right of the School Committee to establish and maintain a normal school, either then, or originally in 1852, and an opinion of the City Solicitor denying the existence of such a right was relied on by the Mayor and a part of the City Council in declining

to provide the accommodations that had been asked for. The effect of this opinion went even further and prevented the payment of the head master's salary for about a year. But this troublesome question was disposed of in 1874 by the Legislature, which legalized all the acts of the School Committee done in establishing and maintaining a normal school, and granted full power and authority to maintain such a school in future (Acts of 1874, Chapter 167).

In 1897 the question of the expediency of longer maintaining a City Normal School was seriously considered. The suggestion that the State might be led to establish a normal school in Boston, thereby rendering the City Normal School superfluous, was an attractive one to many minds; and in other minds grave doubts existed concerning the wisdom of a policy which permitted the school to prepare twice as many teachers annually as the grammar and primary schools could advantageously employ. The result was that in May, 1898, the School Committee passed orders to discontinue the Normal School on and after September 1, 1899, and to suggest to the Secretary of the Board of Education that the establishment of a State Normal School in Boston would be acceptable. This action gave the popular support which the Normal School really possessed an opportunity to display its strength. So strong was the remonstrance against the abolition of the school that in November of the same year the School Committee reversed its former action, no less than ten members changing their attitude on the question. From that time the continued existence of the Normal School, as a city school, has seemed assured.

For thirty years past the Normal School has been

housed, but not well accommodated, in the Rice Grammar School building. So much has been said in past years concerning the need of a proper building that it would be mere waste of words to say more now. He who has not been convinced is not open to conviction.

Concerning the present condition and working of the school the following quotations from a recent report of its supervisor, Mr. Martin, will give important information:

The Normal School "has always suffered from cramped accommodations in borrowed quarters. Its equipment for teaching has been of the most meagre kind. It has no laboratories and no library. Its teachers have been drawn almost wholly from its own graduates, and little provision has been made to enable them to keep in touch with the educational movements in the country at large.

"Most serious of all defects has been the inadequacy of opportunity for its students to become acquainted with the practical side of their work. They have had little opportunity to measure themselves by the tests of actual school-room experience. In spite of these hindrances the school has done much excellent work, steadily improving in character, and never more than at present.

"Its standards of scholarship have steadily been raised, its relations with the other schools of the system have become more intimate and more friendly.

"By thoughtfully devised plans for post-graduate study under the direction of the faculty of the school, a broader professional spirit has been developed among its graduates, and the influence of the school itself has been greatly extended.

“The work of the school has been facilitated by the entrance examinations held by the Board of Supervisors in 1901 and 1902. In both of these years the same number of persons presented themselves for examinations, and the same number failed. Of 125 candidates, twenty were rejected in each year.

“These twenty who, under the old rule, would have been admissible without examination, would have been a burden to the school, a tax upon the energy and patience of the instructors, and an impediment to the progress of the better students. Sooner or later they would almost certainly have been dropped from the school. To exclude such applicants is a kindness to them, and not the imposition of a hardship.

“It might be well if the lines were drawn still more strictly. As it is, a considerable number of young women succeed in passing through the High School, pass the Supervisors' examination and all the tests of the Normal School, and receive a diploma which allows them to teach, who are only passable scholars.

“They just squeeze through all the barriers on averages. Some of them have weaknesses of character and elements of personality which predestine them to be low-grade teachers. These traits do not appear upon any records.

“But having received their diplomas and having obtained a foothold in some school their future is comparatively secure. If they are not absolute failures, and few of them are, sooner or later they find a place and settle down in complacent inferiority.

“More effectual barriers are needed against such persons, for if they are allowed to accumulate, nothing can save our system from dry rot.

“The recent change in the rules, by which special assistants are allowed in grades above the first, is affording an opportunity for graduates to serve a sort of apprenticeship which they have not heretofore had. They become familiar with school-room ways and acquire some self-possession in the presence of classes.

“The actual work which they do is often miscellaneous, and tests their teaching power but slightly. In the absence of direct responsibility there is little opportunity for them to show whether they have ability to control.

“The plan of securing more observation and practice by the Normal students, included in the proposed three-years' course, is a long step in advance. If carried out according to the ideal it would afford a superior criterion of actual teaching and governing power.

“Its chief merit lies in the provision for personal responsibility for class-room management for an extended period, with competent help in the immediate background for criticism, for advice and, if need be, for support.

“Weaknesses, which under the present system remain undiscerned until too late for remedy, would reveal themselves in time for the Normal School to bring its influence to bear.

“The principals of schools and the supervisors would have an opportunity to become acquainted with these prospective teachers, and to form their own judgment of their character and worth.

“With such provision for practice, with a suitable model school for observation, with longer time for becoming acquainted with the course of study, with a new building adequately equipped, the Boston Normal

School might hope to do its work as well as any training school in the country. Without these the whole school system of the city must continue to suffer."

Concerning the appointment of graduates of the Normal School to places in the grammar and primary schools and in the kindergartens, there appear to be differences of opinion, or, perhaps more accurately speaking, differences of feeling. On the one hand the masters of the schools have been more or less disinclined to favor the appointment of young and inexperienced teachers. They desire only the best teachers, and they know that these can be found only among experienced teachers of proved excellence. If they were perfectly free to act on their judgment as to the best interests of their schools they would accept but few, if any, young and inexperienced teachers from the Normal School, or from any other source. On the other hand there has never been a time when the desire of citizens to have their daughters become teachers in the public schools has not influenced the appointing powers; there probably never will be a time when this desire will cease to exist, and there never ought to be a time when it should cease to be respected in due measure and in a proper manner.

Indications of a disinclination to accept young normal graduates and of a purpose to press them into the school service occur in the course of the School Committee's legislation relative to the Normal School. Quite early a rule to govern the district committees in their choice of teachers was adopted, providing that "other things being equal a graduate of the Normal School should be preferred." This is a standing rule to-day, and it is fully respected and obeyed. Later

there was a rule which placed the Boston Normal graduate on the second year's salary as soon as she received her first permanent appointment; but this rule has not been continued. These pieces of legislation betoken a purpose to press our own normal graduates into the service somewhat faster than they were willingly received.

Now the great question to be decided is this: How far can young inexperienced teachers from the Normal School be taken into the general service without detriment to the schools? That *no* normal graduates shall be appointed and that *only* normal graduates shall be appointed are equally extreme and untenable positions. Somewhere between these extremes lies the reasonable position. What the practice has been during the last (nearly) five years may be seen by examining the following table, from which it appears that of 617 places technically open to Boston Normal graduates, 426 were given to them, and 191 were given to others, that is, to older and more experienced teachers. This is favoring the Normal School in the proportion of 69 to 31. Whether this proportion is about right, or too high, or too low, is a question about which interested people will differ. My own belief is that it cannot be forced much higher without serious detriment to the schools. Nor do I feel that any unfavorable reflection is cast upon the Normal School by saying so; for it is not a question of professional training, but of personal maturity and power.

APPOINTMENTS TO PLACES OPEN TO BOSTON NORMAL
SCHOOL GRADUATES.

YEAR OF APPOINTMENT.	School.	Normal Graduates.	Others.	Totals.
1898-1899.....	Grammar,	17	11	28
	Primary,	20	6	26
	Kindergarten,	7	4	11
1899-1900.....	Grammar,	27	25	52
	Primary,	36	5	41
	Kindergarten,	23	5	28
1900-1901.....	Grammar,	52	23	75
	Primary,	61	4	65
	Kindergarten,	11	11	22
1901-1902.....	Grammar,	37	29	66
	Primary,	46	10	56
	Kindergarten,	11	8	19
1902-1903.....	Grammar,	23	32	55
	Primary,	43	12	55
	Kindergarten,	12	6	18
Total.....		426	191	617
Per cent.....		69%	31%	100%

March 11, 1903.

THE HORACE MANN SCHOOL FOR THE DEAF.

This interesting and justly celebrated school, first opened in 1869, owes its existence to the efforts of a few earnest people who believed that the oral system of instruction for the deaf, which Horace Mann had observed in Germany and brought to public attention in this country twenty-five years previously, could be made

to succeed here as well as there ; and that this method had great advantages over all others. One of these advantages is pointed out by the Hon. Gardiner G. Hubbard, in his historical address read at the dedication of the new building on Newbury street in 1890. He says :

This was the first public day-school ever opened to deaf children. Before this they had been gathered into institutions, apart from friends, isolated from the world around them, a distinct and separate community. This plan was thought necessary to their education. Our experiment, carried on for twenty-one years, has proved by its continued and growing success, that to the deaf as well as to others all the advantages of school education can be extended without the severance of home and family ties.

During the first twenty-one years of its existence the school was not as well housed as it needed to be. It occupied such spare rooms as could be found, first in East street, then in Somerset street, then in Pemberton square, and later at 63 Warrenton street. The transfer of the school to its permanent and beautiful home in Newbury street took place in 1890. The new building gave opportunities for a number of desirable changes in the plans for work and for the introduction of additional means for manual training.

One important change was the adoption of the departmental plan of work. "Previous to this time each teacher had had, as a rule, the entire work with a single class ; but the need of training the pupils to read speech from the lips of as many teachers as possible, as well as the advantage of allowing each teacher to take children through the whole course of study," led to the change. Woodworking, type-setting and printing, cookery, and other branches of manual training have been introduced by the aid of friends of the school, the expense being

assumed afterwards by the School Committee. "The various occupations chosen by former pupils, whose first knowledge of tools was obtained while attending this school, attest the value of elementary manual training, and answer the question frequently asked, What can these boys and girls do when they leave school?"

There have been numerous cases of children who, after finishing the course of training in the Horace Mann School, have passed into other schools, taking their places side by side with hearing children and keeping well up with them, sometimes leading them in their studies. Of one deaf girl it is reported that "when she undertook the study of Latin and of French, I confess that I anticipated trouble. How was she to get hold of the pronunciation? Well, she has done it! How, I don't know. But one member of her class has a better average in studies than she has. . . . I find that with the single exception of standing or sitting in such a position as to be seen readily by the children, the teacher is not inconvenienced at all" by the presence of a deaf pupil.

But the most remarkable triumph of the oral method as practised in the Horace Mann School for the Deaf was won by the principal, Miss Fuller, in the case of Helen Keller who was born both deaf and blind. Miss Fuller has offered her personal narrative of this celebrated case for publication with this report. It will be found in the Supplement, pages 159-167.

The course of study adopted two years ago for the Horace Mann School is the same as that prescribed for the other public schools (primary and grammar) of Boston. The hope is confidently expressed that "this standard of attainment may be reached by increasing

numbers of deaf-born children." Already some have done so. How this is done is best learned from the following paragraphs taken from a report of the principal :

In order to prepare children deaf from birth to take up the work of Grade I., arranged in the course of study for the Primary Schools, three or more years must be spent in teaching them to know and to use the ordinary language of childhood. Little beginners are first taught to control, consciously, the movements of their tongues, lips, and teeth, by imitating the positions assumed by the teacher's mouth, and are afterwards given a knowledge of their own voices, and those of others, by feeling vibrations of the bony framework of the chest. They are next led to mould the voice into the various elements of speech by placing the mouth parts in positions necessary to produce them. The written representatives of these elements are learned and reproduced in writing when the positions for them are seen upon the mouths of teachers or classmates, and are also recognized and read by the pupils when written by the teacher. This combination of speech and speech-reading with writing forms the basis for spoken language, and combinations of vowel and consonant elements representing the names of familiar objects and actions enable the children to grasp the idea of associating things and acts with speech, and stimulate them to a use of spoken and written language. At this stage of the work pictures are freely used, and are a valuable aid in the acquisition of a vocabulary. Exercises designed to develop the sense of touch through sound-producing instruments, the training of the eye and hand by lessons in penmanship, and by means of selected kindergarten work leading to an appreciation of color, form, and number, interspersed with the lessons in speech and speech-reading and written lessons, constitute the principal work of the first year.

Pupils are considered ready to take up the work of the second year when they are able to give all of the elementary English sounds, and can, unaided, write their representatives, recognize them when spoken by another, and when written or printed ; can recognize, read, and write a small vocabulary, chiefly nouns, adjectives, and verbs, and can use it in making simple sentences. An interest in the printed page has been awakened by the use of an illustrated primer, and a certain sense of time acquired by having their attention directed to the name and number of each day upon the calendar. Having had this preliminary drill, the second year's work is begun by exercises employing objects, pictures, simple stories, and primers, to aid in developing the language forms of direct statements and of questions. These also help the children to an appreciation of incidental language. Phonic drill and speech-reading form a part of the work for each day. A beginning of the language of number is made during this year.

The progress of the children doing third year's work is evident from less dependence upon objects and pictures to aid in the understanding of the relations of things to each other, in greater freedom in the use of both spoken and written language; in an enlarged vocabulary and in increasing ability to use speech.

When, in the fourth year, the work of Grade I. is begun there is constant need of close attention to the speech and language of the pupils, lest faulty habits of enunciation arise and abbreviated or incorrect forms of expression escape notice. This vigilance is a necessity for the majority of deaf pupils until an ambition is roused in them to excel in correctness of spoken and written forms of expression. This watchful care on the part of teachers, and the many repetitions of corrected oral and written statements by pupils consume an amount of time that prevents a completion by deaf pupils of the course of study in the time assigned for it in the other public schools.

All grades except the fifth are represented in the Horace Mann School, and that will be added next year. Our great need is a teacher for each grade. The plan which is now followed — because of an insufficient number of teachers — of having two grades share the time results in a loss to both, and we hope will not be a necessity another year.

SPECIAL CLASSES FOR MENTALLY DEFICIENT CHILDREN.

Three more of these classes have been opened this year, one in the Hyde District for girls, taught by Ada M. Fitts, appointed November 10, 1902; one in South Boston, taught by Margaret M. Brosnahan, appointed on the same date; and one in Charlestown, taught by Schassa G. Row, appointed March 31, 1903. All three of these teachers were selected from the regular teachers in the schools, and prepared for this special work by a period of study and observation, chiefly at Elwyn in Pennsylvania. There are now seven of these classes, the first of which was opened in 1898. The history of the earlier classes will be found in my reports for 1900 and 1902. Not much public attention has been called to these classes for the reason that publicity — too much of it — is likely to interfere with their success. There is

need of some care and delicacy in dealing with parents of these unfortunate children.

During the year I have had the expert assistance of Arthur C. Jelly, M.D., who has given his services as a contribution to the public good. The three classes latest formed were selected by Dr. Jelly, after examination of a large number of cases reported by the teachers. Incidentally Dr. Jelly has succeeded in persuading a number of parents to send their children to Waverly, the children being beyond the reach of any methods of instruction that could be applied to them in the special classes. It is pleasant to point out that public gratitude is due to Dr. Jelly for his very valuable services; but I must say also that I should like to feel more free to call upon him from knowing that a suitable compensation would be allowed him. I wish to recommend this matter to the consideration of the School Committee.

THE EVENING SCHOOLS.

These schools, like some other important branches of the present system, originated as private charitable enterprises. They were carried on in this way until their public utility was recognized as good ground for giving them public support. There was, however, a legal objection to the granting of money raised by taxation for the support of schools designed to teach the elementary branches to pupils above fifteen years of age. This objection was not supposed to hold against the use of money not raised by taxation, and so the fees collected at the city hay-scales, amounting to about \$1,200 annually, were granted for the use of evening schools. Meanwhile the legal question was

removed by the passage of an Act of the Legislature in 1857, authorizing the establishment of schools, other than those already required by law, for the instruction of persons over fifteen years of age.

Thus evening schools were legalized in 1857, but in this city they were not granted a regular appropriation and placed under the responsible care of the School Committee until 1868, in which year nine evening schools were opened with a total registration of 1,566 pupils. The rooms at first provided for these schools were ward-rooms and other more or less unsuitable places. The influence of such surroundings was not altogether favorable. Both within and around some of the schools disorderly conduct was not infrequent. It was not until Superintendent Eliot, in 1879, had effected the removal of the evening schools into the pleasant rooms of the day schools that disorderly conduct began to disappear. Even after this removal, so strong was the tradition of disorder in one district that police officers were called upon to make arrests of some outside disturbers of the school. This action and the proceedings in court next morning settled matters effectually and permanently. The disorderly youth of the streets have ever since regarded the evening schools with a wholesome respect, at least to the extent of refraining from disturbance.

But these schools have done more than to manage to defend themselves against the disorderly elements surrounding them; they have, to quite an extent, absorbed and converted those elements. This has been done by improving the quality of the teaching in these schools, providing them with more suitable books, grading the pupils, offering them a progressive course of study, and

finally certifying those who have satisfactorily finished the course for admission to the Evening High School or for a diploma. The condition of these schools has been steadily improving for many years past, but more strikingly in the last four or five. Experience is making it more and more evident that the best teaching skill is none too good for the evening schools. Places in these schools ought not to be given in charity to necessitous persons whose friends think that they "will do" for evening school service. Of course not; but there is need of making the remark and asking attention to it; for there are frequently urged for appointment unsuitable candidates of this sort by persons in the community who ought to know that public schools are not maintained as a public charity for the teachers. The elementary evening schools are now fourteen in number, attended by 4,051 pupils (the average number belonging), and taught by 192 teachers.

THE EVENING HIGH SCHOOL.

The Evening High School was opened in 1869, and was for some time taught by teachers from the English High School, in one of the buildings occupied by the latter school at that time. The school was always an interesting and successful one, although up to the time of its removal to its present quarters in the English High School building the number of pupils had never been very large.

It is an indication of the low estimation in which evening schools were still held in 1881, that the Evening High School was at that time denied admission to the new English High School building. To the late Edward C. Carrigan belongs the credit for arousing public atten-

tion to the value of this school, and for procuring its lodgement in its present quarters. Here it has flourished in point of numbers beyond all expectation.

The administration of the Evening High School, though somewhat tumultuous for a period after its sudden increase in size, became more settled and effectual as time passed, so that needed internal improvements could be made. Examinations for admission were instituted, that the school might be relieved of the presence of those pupils who properly belonged in the elementary evening schools. An excellent course of study was prepared and gradually brought into effective operation. Pupils at first were offered examinations for the purpose of testing the thoroughness with which they had done the work in single branches of the course of study; then they were offered certificates of proficiency to be awarded on the basis of the results of these examinations; and finally diplomas were offered to those pupils who should obtain a sufficient number of those certificates. These things came gradually, indicating a steadily rising standard of work, and a growing ambition among the pupils to meet it. The highest praise is due to the intelligent and unremitting supervision exercised over this school by Mr. Ellis Peterson for many years, and down to the time of his resignation from the Board of Supervisors. Most of the improvements in the school were of his suggestion, and have been carried into effect under his guidance and care.

In 1888 the Evening High School had become so large that the experiment of a Branch High School in Charlestown was begun, and the next year of another in East Boston. The success of these branches has

suggested the establishment of another in South Boston ; and I have no hesitation in recommending this. Indeed, we may look forward to a time not distant when every high school-house in the city may have its evening high school.

The total number of different pupils this season registered at the Evening High School and its two branches is 4,225. The highest number in any previous season is 3,682. The average attendance has been 2,310. The whole number of teachers has been forty-five, of whom twenty-nine belonged to the Central School, nine to the Charlestown Branch, and seven to the East Boston Branch. The number of graduates this year is sixteen, and the highest number in any previous year is thirteen. Over 1,600 certificates of proficiency were granted this year, and the highest number in any previous year is 1,300. More careful attention has been given this year to the grading of pupils in the classes, and to the examination of pupils as to their qualifications for the work they have selected. The increased interest and attendance at the Charlestown Branch have led to the opening of classes on Tuesday and Thursday nights, as well as on the other nights of the week.

THE FREE EVENING INDUSTRIAL DRAWING SCHOOLS.

The first of these schools was opened in 1870, in compliance with an act of the Legislature of that year requiring all cities and towns having ten thousand or more inhabitants to maintain such schools. There are now six of these schools, one in East Boston, one in Charlestown, one in Roxbury, and three in the city proper. The branches taught are free-hand, machine

and architectural drawing, also clay modeling (at Warren avenue), ship draughting (at Charlestown), and (in the School of Design at Warren avenue) the principles of design, composition and color, as applied in all branches of industry. These schools opened in October last with a considerably increased number of pupils registered, as compared with the previous season. The whole number reported as belonging November 1, 1902, was 864; and March 1, 1903, it was 637. The classes attend on the evenings of Monday, Wednesday, and Friday, and sixty-six evenings constitute a term or season.

There are some interesting statements concerning the recent improvements in the courses of study in these schools and concerning the present and future needs in the matter of accommodations, which may be read in the Report of the Director, printed on pages 168-181 of the Supplement.

There is, in my belief, a large future development awaiting the industrial drawing school idea in this country and in this city. The application of art to an industry cannot be adequately taught through drawing alone. It is not enough to be able to produce an artistic design on paper, there is equally needed the ability to work out the design in the material to which it is applicable. Art ideas may indeed be expressed by drawing, but the application of these ideas to material requires the craftsman's knowledge of the material and of the methods of handling it. Therefore the industrial drawing school when fully developed will become a school of arts and crafts. It is an inspiring thought that Boston may some day have an Institute of Arts and Crafts into which shall be

gathered the now somewhat scattered schools for industrial art instruction, and from which shall be sent into the industrial world young men and women completely instructed both in the theory and in the practice of their chosen art or craft. One could hardly suggest a more attractive enterprise for endowment by patriotic Bostonians.

SCHOOL ATTENDANCE.

The aim of our provisions for public instruction is to make education universal. This aim is not fully realized by making public instruction wholly free. It must also be made compulsory. There are parents who are unwilling to send their children to any school, and they must be compelled to do so. There are also parents who feel unable, through poverty, to send their children to school, and they must be helped. Laws designed to secure universal school attendance must embrace these two leading provisions: first, a provision defining and enforcing the parental obligation; and, second, a provision restricting and regulating or wholly forbidding the labor of all children under a certain age.

The laws of Massachusetts require every parent or other person having control of a child seven to fourteen years of age to cause such child to attend school regularly during the whole time the public schools are in session, that is to say about forty weeks in the year. The parent may send the child to a private school for an equal length of time, or may have him instructed at home; but otherwise, unless the child be physically or morally unfit to be in school, the parent is liable to a penalty for not complying with the law.

It used to be said that this part of the law was a dead letter so far as the City of Boston was concerned, but the successful prosecution of a few offending parents some years ago put a different aspect on the matter, and now obedience is easily secured by pointing out the consequences of persistent disobedience.

Again, the laws of Massachusetts forbid the employment of children under the age of fourteen in any workshop, factory, or mercantile establishment, and provide adequate means for enforcing this prohibition. The penalty for a violation of this law falls upon the employer, and is therefore much more effective than if it fell upon the parent. However much the parent may desire to take his child out of school and put it to work, he cannot find an employer willing to incur the risk of a penalty for employing the child. Thus the great temptation to disobedience is removed from the parent. The law of 1898 is a great improvement upon the earlier laws; first, by requiring attendance at school the whole year instead of twenty weeks, or thirty weeks, as formerly; and, second, by permitting no employment of a child until the age of compulsory school attendance is fully passed, that is to say, until the child is fourteen years old. Moreover, the law provides for a system of certificates, and for an effective supervision of employers, which have made easy a thorough enforcement of the law.

To procure the regular attendance of every child who ought to be in school two things have been found indispensable: first, the constant vigilance of an adequate force of truant officers, and, second, a school census thoroughly taken annually. There is no doubt but that the latter very much aids the former in discovering

children who ought to be put into school. If both agencies could work with absolute perfection there would not be a child in the city absent from school without good excuse. As it is, there are but a very few so absent.

In each of my reports for 1885 and 1886 attention was called to the cases of non-attendance that had been reported by the census-taker the year before. The names, ages, and residences of the children so reported were copied upon cards, which were distributed among the Truant Officers, with the request that the cause of non-attendance in each case be ascertained. In the light of the information so obtained the cases were classified, and the conclusion was reached that about one-third of the children from eight to thirteen years of age reported as non-attendants had failed to comply with the law, while the other two-thirds had been absent with good excuse. The number of cases of probable failure to comply with the law was found to be less than 300 among children from eight to thirteen years of age. Among children reported at the census-date as fourteen years of age, it was estimated that about one-third of the reported cases were cases of inexcusable non-attendance, which, added to the former cases, made the total of such cases in each year between 600 and 700. This number was less than one per cent. of the total number of children between five and fifteen years of age in the city at that time. Since those results were published similar investigations have been made from time to time, with results even more favorable. The last such investigation was based on the census returns made in September, 1901. In this year the number of children between seven and thirteen

years of age reported as non-attendant was only 762, as against 1,106 in 1884, and 1,300 in 1885.

Adopting the same classification as formerly the following are the results :

(a) The first class, consisting of invalids, or those whose bodily or mental condition made attendance at school undesirable or impossible, numbered 241; nearly one-half of these being but seven years old. In 46 of these cases the difficulty was said to be with the vaccination.

(b) The second class, consisting of those who were under care and instruction at home, numbered 25.

(c) The third class consisted of those who had lately arrived from other towns, cities, States, or foreign countries — mostly during the summer — (196 cases), those who were waiting for room in a primary school (5 cases), and those who, being seven years old, were admitted to a primary school immediately or within a few weeks after the census was taken (68 cases). In no case did there appear to have been any neglect to comply with the law, when the law had been made known. This class numbered 269.

(d) The fourth class consisted of those whose absence was clearly unlawful (14 cases), or, being unexplained, was probably unlawful (24 cases); total, 38.

(e) The fifth class, numbering 51, consisted of those who were reported "in the city but a short time," "now moved away," "here on a visit," and so on. The interval of time between the taking of the census (September) and the investigation by the truant officers (November and December) gave opportunity for these transients to disappear. Among these cases were doubtless some of unlawful absence from school — just how many we can only guess.

(*f*) The sixth class, numbering 89, consisted of those in relation to whom the evidence was conflicting. In 62 of these cases the truant officers found that the children certainly were and had been in school for a year or more, although reported as non-attendants by the census-takers; in 17 cases the children were found to be too young to be compelled to go to school, and in some cases too young even to be admitted to the kindergarten, and in 10 cases they were found to be too old to be held in school. Most of these cases occurred among people who understand the English language but imperfectly, if at all. Hence, probable misunderstandings. The evidence of the truant officers is so circumstantial and explicit in this class of cases that it seems safe to assume that there was in fact no case of unlawful absence, notwithstanding the census-taker's report.

(*g*) The seventh class, numbering 49, contains all those of whom the officers could find no trace; but it includes 1 graduate of a grammar school, 2 committed to the Parental School, 2 committed to penal institutions, and 3 inmates of charitable institutions.

In tabular form these results appear as follows :

CLASSES OF NON-ATTENDANTS.	AGES, September, 1901.							Total.
	7	8	9	10	11	12	13	
(<i>a</i>) Invalids	116	45	26	15	11	11	17	241
(<i>b</i>) Under care and instruction at home	9	5	5	3	2	1	.....	25
(<i>c</i>) Lately arrived in the city, or lately become of school age	122	36	21	30	20	26	14	269
(<i>d</i>) Certainly or probably absent unlawfully	5	12	2	4	3	4	8	38
(<i>e</i>) Transients	19	8	6	7	3	6	2	51
(<i>f</i>) Evidence conflicting	29	13	8	10	6	7	16	89
(<i>g</i>) Not found	19	4	3	5	1	3	6	41
And miscellaneous	2	.....	.....	1	2	1	2	8
Totals	321	123	71	75	48	59	65	762

The distribution of these children, reported as not attending school during the year ending September 1, 1901, by wards was as follows :

Ward.	Children.	Ward.	Children.
One.....	57	Fourteen	24
Two	18	Fifteen... ..	42
Three.....	15	Sixteen	22
Four.....	13	Seventeen	32
Five.....	15	Eighteen	6
Six.....	119	Nineteen.....	11
Seven.....	14	Twenty	59
Eight.....	39	Twenty-one.....	10
Nine.....	49	Twenty-two.....	15
Ten	20	Twenty-three	22
Eleven	25	Twenty-four.....	77
Twelve	6	Twenty-five	21
Thirteen	31	Total.....	762

These results seem to prove that unlawful absence from school continued for the whole or greater part of a year is almost unknown in Boston. Thirty-eight actual or probable cases are all that the foregoing analysis discloses. If we add as many more for children fourteen years old, not investigated, and increase this estimate by one-third to cover uncertainties, we still have only 100 cases, as against 600 or 700 estimated in the same way sixteen years ago. Meanwhile the school population has gone up from 68,702 to 94,882.

It is to be noted that this one hundred cases is intended to be an outside estimate. The truth probably is that the total number of cases of long continued unlawful absence from school is much less than one

hundred in any one year. It is also true that the cases discovered this year are not the same as those discovered last year, nor the same as will be discovered next year. The fact is, the truant or absentee is soon caught and made to attend his proper school or sent to the Parental School. For a large city like Boston this near approach to a perfect execution of the compulsory school attendance law would seem to be highly satisfactory.

THE TRUANT OFFICERS.

To the force of twenty-one truant officers is due the credit for whatever of excellence there may be in the administration of the school attendance laws. It is the business of these men to know enough about every family in their several districts to be able to say whether there are children of school age in the family and whether these children are attending school regularly and where. Many visits must be made and much persuasion and advice must be used before resort is made to the compulsory processes of the law. The officers become aware of many opportunities for needed charitable work, and it is reported of them that they have procured medical aid, clothing, and fuel during the past winter, often at their own expense.

The first act of the Legislature "concerning truant children and absentees from school" was passed in 1850. Prior to that time, says Mr. Philbrick, "truancy and absenteeism were the most serious evils our school system had to contend with; but public sentiment was slow in coming to recognize the necessity of coercion as a remedy." The truant officers from 1852 to 1873 were appointed by the Mayor and Aldermen, and

their reports were sent to the Aldermen, duplicates thereof being sent to the Superintendent of Schools for his information. Thus by courtesy, not by authority, the superintendent had general supervision of this branch of the school service. In 1873 a change in the law gave the School Committee authority to appoint truant officers, fix their salaries, and direct their work. They now do their work under the direction of the Chief Truant Officer, who acts under the general supervision of the Committee on Truant Officers and of the Superintendent of Public Schools.

From a report covering the school year 1901-02 (ending August 31) the following facts are gathered, to show the nature of the work now carried on:

Whole number of cases investigated	35,793
Found to be truants	6,308
New pupils put in school	379
Transfer cards investigated	9,687
Census cards investigated	<u>760</u>
Complained of as habitual truants	291
Of whom there were	
Placed on probation	97
Sentenced to the Parental School	<u>194</u>
Complained of as absentees	20
Of whom there were	
Placed on probation	8
Sentenced to the Parental School	<u>12</u>
Complained of for not complying with chapter 496, Acts of 1894	2
Both cases laid on file.	
Complained of for larceny	2
Both sentenced to the Lyman School.	
Complained of as habitual school offenders	2
Both placed on probation.	
Complained of for disturbing school	1
Fined three dollars for the same.	

THE PARENTAL SCHOOL.

The Parental School, although not wholly under the care of the School Committee, stands in a close relation to the public school system. It was established in 1895 in compliance with a law passed by the Legislature in 1886. Nine years of persistent effort were required to bring about an entire separation between boys who were merely truants and boys who were guilty of graver offences. Formerly both classes of boys were sent to the House of Reformation on Deer Island. Since 1895 the truant boys have been kept by themselves at West Roxbury, and the juvenile criminals have been sent down to Rainsford Island. The good effects of this wide separation have become more and more manifest during the last eight years.

The Parental School is by law subject to the visitation and inspection of the School Committee of Boston. This function has been exercised by the Superintendent of Public Schools personally and by one of the Supervisors. At the present time Mr. Parker is the visiting supervisor. In a recent report Mr. Parker says: "My visits to the Parental School during the last year have been a source of pleasure to me on account of the interest which the teachers have manifested in the welfare of the boys. The boys have shown their appreciation of this interest on the part of the teachers by a hearty responsiveness to kind treatment and skilful teaching." There has been noticed "an entire absence of sullenness or of a disposition to do wrong to spite the teacher," but on the contrary "marked evidence of cheerful-

ness and of a disposition to try to work and accomplish something for one's self." These boys "are not all bad boys by any means." They are here, often, "by stress of unfavorable circumstances, and only need a kind heart and a firm hand to guide them in the right way, and they will respond cheerfully." This is not to be understood "as encouraging in any way the coddling of the boys; that would be fatal to the cultivation of true manhood; kindness and justice should not degenerate into softness or weakness; the boys should be stimulated to stand up and face the hard things of life bravely and manfully. It seems to me that all the teachers feel the magnitude of the work intrusted to them and are putting forth every effort to help every boy under their care. They see and realize that the greatest help any boy can receive is that help which will in the end make himself reliant and self-controlled."

The Parental School has never been suitably or even sufficiently housed. This is apparently because the idea of the Parental School, as conceived by those who sought its establishment, did not prevail in the minds of those who planned the earlier buildings. Some parts of the plant were evidently designed for a much larger institution than the Parental School is likely to be for many years to come, if ever. Meanwhile there have been too few school-rooms and no assembly hall. Even sleeping quarters were insufficient, so that at one time boys had to sleep in tents—not bad thing in warm weather, but hardly desirable all the year round.

When the School Committee responded to a request of the city government for a plan of a parental

school, the plan recommended, after most careful consideration, was that known as "the cottage plan;" but the plan actually carried out was more in the nature of the so-called "congregate plan." This mixture of ideas or purposes has been unfortunate, in that it has greatly delayed the proper organization and housing of the school. It is therefore peculiarly gratifying to know that preparations are nearly complete for housing a part of the boys in suitable cottages, each cottage to be in charge of a man and his wife, selected for their fitness to take care of boys.

There is one other need to be supplied, and that is a suitable school-house. The temporary makeshifts which have been used the last few years are very far from being creditable to the city. Mr. Parker says: "I wish to call attention to the urgent need of a regular school-house, with large comfortable rooms and a hall large enough to accommodate all the boys at one time. There are very many ways in which the boys could be reached and strongly influenced by means of exercises in a large assembly room."

There is one matter in the administration of the Parental School which perhaps deserves more attention than it has always received. It is the arrangement for releasing boys on parole. The law authorizes such release with the consent of the Court and that of the Superintendent of Public Schools on such conditions as may seem proper. The condition usually imposed by me is that the paroled boy attend a designated public school regularly during the remainder of the term for which he was committed. At one time there were a good many of these boys on parole in the public schools, and nine-tenths

of them observed the condition of regular attendance strictly. The others were sent back for violation of their parole. Latterly there have been fewer boys released on parole — for what reason I know not — but unless some good reasons can be given to the contrary it would seem that the good results which have usually attended releases on parole might well justify a freer use of them. It has been suggested that the teachers in the Parental School become so interested in the improvement of their more promising pupils and so doubtful of the benefit of a release as to be unwilling to recommend boys going on parole. This is quite a natural feeling on the part of the teachers; but should they not consider the great moral benefit that comes to a boy who succeeds in keeping his parole unbroken for six months or a year?

The great obstacle, however, in the way of a larger use of the parole is found in the unsuitable character of many of the homes from which the boys come. The parents are unfit to have the charge of children, and the home surroundings are of the most unpromising kind. This is true in the cases of many of the best boys in the school — boys who would be at once selected for parole were there any assurance of care and protection at home. Such boys unquestionably are better off in the Parental School so long as they can stay there. It is a pity their sentence is only for two years. It would be a good thing if such boys could be by law permitted to stay until they were sixteen years of age to learn a trade meanwhile and then to go out capable of self-support.

The foregoing survey of the schools as establishments ought to be followed by a full description of the work done in them. But such an undertaking would be too large for the time that can be given to the preparation of this report. The following pages, therefore, will be given to some account of certain special branches of study—either those that are specially supervised, or those that are taught by special teachers—and to brief notices of certain new enterprises that have awakened public interest.

MUSIC.

Music—that is, singing—was first introduced into the public schools of Boston in 1838, at the instance of the Boston Academy of Music.¹ Although Professor Lowell Mason was the first special teacher of singing and much good work was done under so able a leader, there was such persistent opposition or passive resistance during twenty years that little progress was made. In 1858 the School Committee took hold of the matter in good earnest, created a standing committee on music, provided the schools with special instructors to visit them periodically, and clothed the standing committee with full executive authority over the special instructors and over all schools in so far as music was concerned. Thus was created a kingdom within a kingdom—a form of administration which has usually been adopted by the School Committee whenever a new subject was to be introduced into the schools or a new kind of schools was to be added to the system.

This system of administration for music has continued, with short interruptions, from 1858 down to the present time. For a long period, 1859–1872, the

¹There had been an attempt made, some six years earlier, to teach singing in the primary schools, but it was given up after a few months.

chairman of the Committee on Music, Dr. J. Baxter Upham, was virtually the director of music, being a competent expert in the subject and holding full executive power. From Dr. Upham's time until quite recently there was no real director of music. Although one of the special instructors did hold that title, he taught in the high schools and did little else. The special instructors were all able and talented men, but they differed in their theories, and did their work each without much reference to what his associates were doing. One of these, Mr. Luther W. Mason, prepared the books and charts of the well known National Music Course, which was the only course used in the Boston schools for many years. Meanwhile another, Mr. Hosea E. Holt, developed in his teaching a different method, the principles of which were embodied in the Normal Music Course, which for several years was denied admission to the schools, even to the schools taught by its author. Thus arose the singular anomaly of a teacher following one set of principles in his teaching and obliged to use books and charts based upon a different set of principles.

After some vain attempts to bring the several instructors to an agreement upon one basis of principles the Committee on Music in 1888, first making a thorough investigation of the whole situation (throughout which investigation the writer of this report had a responsible part to perform), determined to put the two courses above named upon trial, the one against the other. So the Normal Course was admitted to those schools that were under the instruction of its author, that is, to one-quarter part of the schools of the city. Then came forward the publishers of the National

Course and practically acknowledged its inferiority by asking that, if they were to be obliged to go into a competitive trial, they might be permitted to submit their *New National Course* instead of the old one for the purpose. So the *New National* went into another quarter of the schools, while the *Old National* remained in the other half of the schools. Thus was the competitive trial instituted between the *Normal Course* and the *New National Course*. The prize to be contended for was the adoption of the better course for the whole city.

But to this day the trial has never been finished. The committee which began it did not remain in office long enough to end it. In a few months all the members were gone. Their successors did nothing to bring the trial to a conclusion; they merely permitted the *New National* and the *Normal* on equal terms, gradually to displace the *Old National Course*—a process which had not been completed less than a year ago. Meanwhile no less than three other music courses have been authorized for use, the choice being left to the masters of the several schools.

Thus was the Music Department, while without a responsible head and subjected to the control of frequently changing committees, afflicted with all the inconveniences of the so-called "open list" of textbooks. But there are two good results that have come out of this undesirable state of things. In the first place the conviction has become prevalent that the whole matter of music instruction needs to be placed in the hands of one competent and responsible director, clothed with adequate power. Secondly, a good opportunity has been given for setting up a Course

of Study in Music which shall govern the use of text-books, since there is now no one set of text-books in a position to govern the Course of Study.

Steps towards an ultimate concentration of authority in one person were taken by the School Committee in omitting to fill the vacancies caused by the resignation of one and the death of another of the special instructors in music. The schools of the city were thereupon divided among the three, and later between the two remaining instructors. The final step was taken by the Committee on Music, shortly after its restoration in 1899, by appointing one of the two remaining instructors to be Director of Music. The next act was to provide the director with a large staff of assistants. This measure signified an important change of policy. For many years, both in drawing and in music, the policy of the School Committee had been to reduce, so far as possible, the number of special teachers. There was always the expectation that the regular teachers would gradually develop enough ability to teach these subjects under the supervision of a single director, thus rendering the special teachers superfluous. But this expectation has never been fully realized. This policy of reduction had been carried farther in the case of drawing than in that of music, and hence the reaction came earlier in the former department. The successful reversal of the policy in drawing a few years ago doubtless led, in 1900, to a similar reversal in music. However this may be, there were created places for four assistant directors of music and four assistants, and these places, after a period of controversy, were all filled.

The first assignment of work in music to these assistant directors and assistants was as follows: For

the high schools, one assistant director; for the grammar schools, two assistant directors and two assistants (the latter taking the lower grades); and for the primary schools, one assistant director and two assistants. This appeared quite symmetrical, but it was no other than the old "horizontal" mode of assignment that had been tried and discarded thirty years before. It soon again proved its unsuitableness, and last June it was abandoned for a better plan. The city has now been divided into four sections, and all the schools—high, grammar, and primary—in each section have been assigned to one assistant director and one assistant. Says the director, "although this plan has been in operation but five months the wisdom of the change has been demonstrated in many ways." The chief advantage of the new plan is found in "the strong bonds that have been established between the third (primary) and the fourth (grammar) grades, and between the ninth grades and the high schools."

There is one aim which the director and his staff of assistants should never lose sight of, and that is that the grade teachers, who must do the greater part of the work in the teaching of singing, are to be helped to become better teachers by means of the music assistants' visits, and are not to have their own work done for them by these assistants. It is a well known fact that the best singing is found in those schools where the grade teachers feel their responsibility for the work, and endeavor to do it in the best manner, using outside assistance chiefly as a means for their own improvement in knowledge or skill. Where the opposite view prevails, namely, that the visiting music assistant

is merely a substitute for the grade teacher, relieving her of all responsibility for the time being, there are the schools in which singing is in a comparatively low state. The individual grade teachers differ widely in the degree of their need of such help as the visiting music assistants can give; and they differ too in the degree to which they are conscious of such need. Last June it was thought important that the greater force of music supervision should be expended where it was most needed. Accordingly, a classification of the grade teachers was made, on the basis of existing information as to their ability to teach singing in their several rooms, as follows:

CLASS A. Teachers who are expected to give all the instruction in music in their several rooms and who will be visited only occasionally for the purpose of inspection.

CLASS B. Teachers who will teach music under constant supervision and will be regularly visited for the purpose of supervision.

CLASS C. Teachers who need the help which the visiting music teachers can give, and who, moreover, will be expected to take the special instruction to be provided for them out of school hours.

Each teacher was informed of her assignment to one or another of these classes, and was also told that her assignment would be changed from time to time for satisfactory reasons. The suggestion was that the road to Class A would be kept open to the ambitious teacher who wished to rise from Class B or Class C. There are teachers who wish to be relieved of constant supervision. Very well, let them prove their ability to teach alone and they shall be assigned to Class A.

But if a teacher assigned to Class A does not sustain herself there she may be removed to Class B or to Class C. There is said to have been some excitement over the first announcement of this classification in some of the schools; but the teachers should remember that the means of correcting any assignments that to them seem mistaken are in their own hands, and they may be assured that their efforts will be appreciated.

As to the work going on this year in the department, it may be noted that the music staff is now well organized, and is working smoothly. Staff conferences are held every week, and weekly reports are filed. Time tables of visits have been printed for general distribution, and visits have been punctually made in accordance therewith. An outline of study is issued every two months, graded according to the needs of the greater number of the schools. This is an indication that the course of study in music is beginning to govern the use of text-books. Grade meetings of the teachers have been held as often as it was deemed wise to call the teachers together. The teachers have responded in a very encouraging manner.

In five of the high schools there have been formed classes of pupils who intend to enter the Normal School and who therefore wish to advance themselves as far as possible in theory and in vocal practice of music. These classes meet out of school hours and show a "gratifying interest" in their work. Two of these classes are taught by Mr. Marshall, one in Dorchester of 17 pupils and one in South Boston of 60 pupils. Two are taught by Mr. O'Shea, one in Charlestown of 20 pupils and one in East Boston of 12 pupils. One

class of 40 pupils in Roxbury is taught by the Director, Mr. McLaughlin. The Director regrets "the circumstances which prevented similar classes in the remaining high schools attended by girls," and hopes "that next year every Normal School candidate may be a member of some one of those special classes." The fruit of this increased effort in music will appear later when these girls become teachers in the primary and grammar schools, or in the kindergartens.

"Excellent work is now done in the Normal School," says the Director, "the fruits of which are manifested in different parts of the city by the skilful and intelligent manner in which the young teachers conduct the music lessons."

Music is now treated as a required study in the high schools, and given one hour a week, counting one point a year, or three points in all, towards the First Diploma. There are certain studies that may be substituted for music, but the hour is not permitted to go to waste. It is a question whether music should not cease to be a required study, in the sense above explained, and become an elective. On this question the following language of the Director has a bearing :

It has been a long standing custom to permit or draft every boy or girl into the music classes and allow a point or credit for attendance. The total number of boys and girls who waste 45 minutes every week in the year is altogether too large. One assistant director reports that about ten per cent. of pupils sit during the lesson without singing a note. The percentage of pupils who could occupy the time to much better advantage elsewhere is very much higher. Pupils with broken or unmanageable voices, or who take no interest in the lesson, or who never studied music, are found in nearly every class. These pupils do worse than hinder the others from advancing. They compel the instructors to work for them and to sacrifice the pupils who should be led further on. Let us limit the classes therefore to pupils who are interested and capable of doing high school work. Such action would

cause a marked reduction in some schools, but it would be salutary. The high character which would quickly crown the work would soon replenish the ranks through the new interest awakened. Certain oratorio and opera choruses and cantatas should be the standard work of our high schools to-day, but they cannot be considered until the present system is abolished or changed.

The importance of providing a supply of rote songs for the primary schools is too great to be neglected. The Director says: "We need from forty to sixty songs for each primary grade, about 150 in all. The songs in the music readers are intended for reading purposes, and are useless from the æsthetic standpoint." The Director suggests, and the suggestion has my deliberate approval, that the "Novello School Songs" be supplied to all the primary schools.

DRAWING.

Although drawing is considered to be rather a modern subject in schools, its beginnings date far back. Drawing was a "permitted" subject in the English High School from 1827 to 1836; and after that it was an "obligatory" study; but no teacher of drawing was appointed until 1853. Drawing was "put upon the list" of grammar school studies in 1848, but little or nothing was done with it in the schools before 1856. Even then, and for some years afterwards, the subject was hardly taken seriously; but was usually regarded as an ornamental branch of study well enough for girls to busy themselves with, but having little or no relation to the real business of life. "Let those who have a special talent for drawing take it, let others not waste their time"—such was the general feeling.

Then came Mr. Walter Smith, in 1871, with the methods, the ideals, and the inspiration of South Ken-

sington in England. His marvellous skill with the crayon and his commanding personality made a strong impression. We were told that we were no longer to try to draw nice pictures or to study "art for art's sake," but we were to study "art for the sake of its industrial applications." The advent of Mr. Smith started a great movement for "industrial art education" in Boston, in Massachusetts, and in the whole country. And this movement has had some valuable and abiding results. Most educationists now recognize, what formerly was perceived by few, that drawing is a fundamental mode of expression and therefore a primary factor in education. Its many practical applications are now generally appreciated, and its relation to fine art is better understood. To limit elementary instruction in drawing to those who give indications of "artistic talent" is now deemed as absurd as it would be to confine instruction in speaking and in writing to those who give promise of becoming orators and poets. Such appears to be the impression left by the industrial art movement upon recent educational thought.

On the side of practical administration, the experience of this city has taught one lesson pretty clearly. It is, that no fixed "system" of teaching drawing, whether embodied in a set of published "drawing books" or otherwise, can safely be left to operate itself for any great length of time without active skilled supervision. A constant supply of fresh inspiration is needed, as well as standing opportunities for the grade teachers to improve their own technical skill. And the skilled supervision must be the master of the "system" and not the "system" the master of the supervision. The system must have growth, change, develop-

ment under the management of progressive supervision. When Mr. Smith, after ten years' activity in establishing a system of drawing in the primary and grammar schools, was about to retire from the city's service, he declared that his office of director was no longer necessary; that the offices of his assistants had already become superfluous, and had therefore been abolished; that all the grade teachers in the service had been instructed so far as to be able to carry on the work in drawing well enough; that all new teachers would receive in the normal schools sufficient instruction; and that, with the aid of the drawing books then in use, the "system" would go on a long time in the hands of the teachers without the external aid of supervision. This appears to be a fair statement of the theory that was adopted at the time.

Experience during the next eight or ten years proved this theory to be defective. Good work in drawing continued to be done in some schools, because during the period just closed a considerable number of the grade teachers had acquired remarkable skill as teachers of drawing and still preserved their enthusiasm. In other schools there was more or less falling off, because the teachers, left to themselves, lost their enthusiasm or felt the claims of other branches of their work to be superior to those of drawing.

During the period from 1881 to 1896, while Mr. Henry Hitchings held the office of Director of Drawing, the declared policy was that of minimum supervision of drawing in the day schools. The only reason alleged for filling the office at all was the evident necessity of having an officer to take care of the Evening Drawing Schools. This was understood to be the chief function

of the Director while Mr. Hitchings held that office. Incidentally, however, the Director gave some attention to drawing in the day schools. For the Superintendent of Schools, feeling the need of expert advice, had procured an understanding on the part of the Committee on Drawing that the Director might act in an advisory relation to him and to the masters in connection with drawing in the day schools. It was during the existence of this relation, and especially during the latter years, that the impotence of a system of instruction based on a series of drawing books alone became more and more apparent. The evidence of this became overwhelming when all the drawing books used during a certain half year in all the schools were called in and inspected.

The state of things thus revealed called for a heroic remedy, and this was applied. The use of drawing books was discontinued. Blank paper was furnished instead. A course of study in drawing was prepared and adopted for the guidance of teachers, wherein their work was suggested grade by grade and from week to week throughout the year. These measures provoked a strenuous opposition, and a vigorous controversy arose, which ended in a radical change of policy. The change was from a minimum to a maximum of supervision. This took place in 1896, when a new Director and a staff of highly skilled assistants were appointed to undertake the work of revival and reconstruction according to the latest and most advanced ideals. The grade teachers have responded effectively, and their enthusiasm has risen to a high degree. It is fair to say that the subject of drawing in the primary and grammar schools is now in a more

satisfactory condition than at any former period of its history.

A word of caution in this connection may not be wholly uncalled for, however. Reports sometimes reach my ears that one teacher or another, or that one school or another, is giving a greater share of time to drawing than is permitted by the Course of Study ; but I have hitherto been unable to discover that these reports are well founded. Still, I am aware of the natural tendency among teachers whenever one branch of study is vigorously supervised to bestow on that branch for the time being extra care and attention or even an undue share of time. Sometimes a spirit of rivalry or a desire to win high commendation offers a strong temptation to transgressions of this sort. But I am assured that nothing could be farther from the intention of those who supervise drawing than to lead teachers into temptation of this kind. They believe themselves to be in the schools to help the teachers, not to drive them ; and they declare their unwillingness to approve any results which have cost an undue expenditure of time.

Experience during the last few years has suggested that the theory adopted thirty years ago is fallacious in another point. For it now appears that the majority of teachers, equipped with merely the instruction ordinarily given in the normal schools, are usually unable to reach a high degree of success in the teaching of drawing. They need special instruction, and they need more of it than can be given incidentally by the Director and his assistants at teachers' meetings and during visits in the school-rooms. This special instruction ought to be given at the Normal School, not only to

the undergraduates, but to those teachers already in service who need it and to graduates still waiting for permanent appointment, who may wish to enhance their qualifications in this way.

The existing difficulty in the schools has been overcome, in some measure, by resorting to the departmental plan of work. This plan is usually feasible in the upper grades of the grammar school, but less so in the lower grades and in the primary schools. If there happens to be a teacher already in the school, whose exceptional ability in the teaching of drawing marks her for the choice, she is chosen and put in charge of the department of drawing. If there happens to be no such teacher, nor any one able to qualify herself as such, advantage is taken of the next vacancy to appoint a graduate of the Massachusetts Normal Art School who holds the Supervisor's certificate of general qualification for grammar school service. These Normal Art School graduates have appeared in considerable numbers of late years at the supervisor's examinations, and those of them who have been appointed have thereupon been assigned by the masters to drawing as their department. Many of the older teachers declare that they are quite willing that their classes should be filled up to fifty-six (the old quota), provided their school may secure thereby a specially qualified teacher who will relieve them of the teaching of drawing.

Here may be noted another way in which the Massachusetts Normal Art School has been helpful to our teachers — or to some of them. Our schools have been open to the art students of that school as places for observation and practice. The advantages of this arrangement do not all accrue to the students, for our

teachers are aided by many a good suggestion coming from the students in giving their practice lessons.

In the Supplement, pages 168-181, may be found a report of the Director of Drawing, giving a general view of the work of his department. In particular should be noted his bestowal of merited praise upon the teachers of the primary and grammar schools; his welcome assurance that the time is now near at hand when the use of drawing books can be advantageously discontinued; his appreciation of the work done in the high schools by specially qualified teachers; his improvements in the course of instruction in the evening drawing schools and the consequent improved attendance; and his remarks upon the present and prospective needs of these schools in the matter of housing.

MANUAL TRAINING.

The term manual training, as currently used in our school administration, has acquired two distinct meanings. In a broad sense it includes sewing, cookery, woodworking, cardboard construction, and whatever else of a similar nature may be used in schools for an educational purpose. In a narrower sense it excludes sewing and cookery, but includes all the rest. For example, the Committee on Manual Training has jurisdiction over all the subjects above named, as well as over the Mechanic Arts High School; but the Principal of Manual Training Schools has nothing to do with the schools of cookery, nor with sewing, nor with the Mechanic Arts High School. There is a still broader sense in which manual training includes a large part of the exercises in the kindergarten, and a considerable part of the work done in the better sort of primary schools.

My present purpose is not to cover the whole field of manual training, but merely to notice briefly, in separate paragraphs, sewing, cookery, woodworking and cardboard construction — subjects which have been well developed in our schools during the last twenty years, and which now appear to hold a permanent place there.

SEWING.

There are occasional indications in the old records that girls, after their admission to the public schools in 1789, were permitted to spend some of their school time on needle-work. Sewing was permitted in the primary schools at an early period in their history, but how much it was practised and with what results it is now impossible to learn. In the earlier part of the nineteenth century the idea doubtless prevailed that the home was the proper place in which to learn the domestic arts, and that the mother was the proper teacher of them. But the rapidly changing social and economic conditions of that and later periods had the effect of filling the city with homes in which the domestic arts were either unknown or neglected, or even despised.

Sewing was "permitted" by the School Committee in 1853, and three years later the reports say that it was taught in all the schools save one. But not much was really done till 1869, when Mr. Hardon, in the Shurtleff School "took a start that meant business," and the late Mr. Swan, of the Winthrop School, obtained permission to extend the instruction in sewing to all the grades in that school. The example of these two schools was soon followed by others, and

public interest in this new phase of school work was thoroughly awakened; insomuch that when the City Solicitor, in 1875, gave his opinion that it was illegal for the School Committee to spend money for instruction in sewing public-spirited women came forward and paid the salaries of the sewing teachers until the Legislature, in 1876, passed an act legalizing that branch of instruction.

Since its legalization sewing has spread to all the girls' and mixed grammar schools and is taught to all girls in all grades, except girls who are in the cookery classes. There are forty-two special teachers of sewing giving instruction in forty-six different schools. Twenty-six of these teachers are assigned each to one school only, fifteen divide their time between two schools each, and one divides her time among three schools. There are numerous and inevitable inequalities in the assignments of work, but since every teacher is paid according to the number of classes she teaches there is no waste time paid for. But there is a waste in another way. Many of the classes in the mixed schools are too small. The girls in two rooms ought to be put together so as to form one full-sized sewing class, which could then be taught in half the time that is now required to teach them in separate rooms.

In still another way there is waste of effort, because many of the teachers spend too much time in giving individual instruction, and too little in giving class instruction. On this important matter Miss Carlisle, Supervisor, says in her report: "The range in the value of the methods used is wide. In some schools a new process is understandingly taught in a class

exercise. The new stitch is clearly apprehended by the mind before the fingers attempt it. This is a most commendable plan. . . . A free use of the black-board as a means of illustration should be made in connection with this phase of the work. Oral instruction in the form of questions and answers should almost invariably accompany the attempt to present an understanding of a new process." . . . "Oral teaching should be given only to that degree which enlightens the child in regard to what she is to undertake. But when so limited it is an extremely valuable method and contrasts sharply with that plan of procedure which presents practically no class work, and must therefore waste much time in individual instruction. Work with individuals is very important, but its best function lies in the correction of individual errors in sewing."

On the matter of "practice pieces" as against "finished articles of use," Miss Carlisle says: "Interest in a concrete stimulates the child. Her endeavors are naturally more serious and industrious when they are applied to a doll's garment or an iron-holder for her mother than when she is trying to stitch for the stitch's sake. The available always appeals to a child. In early years her passion for possession is strong. To these characteristics add her desire to serve some one, and the disadvantage of long continuance on the 'practice piece' is understood. It is believed, then, that it is important to apply the needle to definite articles, and to garments, and to minimize the function of mere practice work."

And the following on the function of exhibitions is suggestive: "Results were creditable and often indicated the teacher's enterprise, ingenuity, and originality. These exhibits offer an educative opportunity

in not a few districts. The suitability of materials can be objectified. Broad, coarse laces on garments requiring frequent laundering are more popular than suitable. Children's selections and purchases should illustrate an economical and prudent taste. The exhibitions, again, gave opportunity to distinguish between a really well made and pretty garment and one that had its defects of quick and careless making, covered by large bows of poor ribbon. Other services of the exhibition might be pointed out, but it is always to be remembered as an opportunity to educate children to an appreciation of really faithful and conscientious work upon durable, suitable, and pleasing articles."

Attention is called also to the importance of carefully considering the value of "dress draughting" in the ninth grade. "Not a few of our well-equipped teachers," says Miss Carlisle, "question its value, and are inclined to recommend its abolition. The chief arguments presented against it are its defective results, time consumption, and lack of practical value."

COOKERY.

The first schools of cookery were opened in October, 1885, one in the Tennyson-street school-house (since removed to the Winthrop School-house), and another at 39 North Bennet street (since removed to the Hancock School-house). The city assumed the expenses of these schools from September, 1886. Up to that time the schools had been supported by private enterprise. There are now twenty-eight schools of cookery. Most of them are placed in grammar school buildings, a few in primary school buildings, and a few in rented rooms. Each cookery-room is used by the girls of the grammar schools in its immediate vicinity.

It now appears to be the settled policy to provide a cookery-room in every new grammar school-house designed for the accommodation of girls or that of girls and boys; also to fit up cookery-rooms in the older buildings whenever suitable opportunities occur; so that, finally, no class in cookery shall be obliged to travel far for instruction. At present there are twenty-eight cookery-rooms for forty-six grammar schools. The distribution of these rooms is uneven, as may be seen from the following tabular statement, showing the number and kind (girls' or mixed), of grammar schools to be accommodated in each division and the number of cookery-rooms provided for them:

DIVISIONS.	GRAMMAR SCHOOLS.	COOKERY ROOMS.
FIRST, East Boston.....	4 mixed,	2
SECOND, Charlestown..	5 mixed,	2
THIRD, North and West Ends.....	3 girls',	3 ¹
FOURTH, Central City.....	{ 2 mixed, 1 girls', }	3 ²
FIFTH, South End.....	3 girls',	2
SIXTH, South Boston.....	{ 3 girls', 1 mixed, }	1
SEVENTH, Roxbury.....	{ 7 mixed, 1 girls', }	3
EIGHTH, Brighton and West Roxbury.....	{ 6 mixed, 1 girls', }	6
NINTH, Dorchester.....	9 mixed.	6

¹ Two of these rooms are in the Bowdoin and one in the Hancock. The Wells has none.

² One of these is in the Horace Mann School for the Deaf, where both boys and girls are taught cookery.

There is also a striking irregularity in the assignment of instruction in cookery to the different grades in the different grammar schools. The Board of Supervisors made a recommendation, which was approved by the Committee on Manual Training, that instruction in cookery should extend through two consecutive years only, and should be given either to the seventh and eighth or to the eighth and ninth grades — preferably to the former. Of the forty-six grammar schools sending girls to the cookery rooms, twenty-four send from the seventh and eighth grades only, and two from the eighth and ninth grades, only, thus following the recommendation. Ten schools send from the eighth grade only, thus limiting the instruction to one year; four of these schools being in South Boston and four in Roxbury, where, as above pointed out, the number of cookery rooms is insufficient. Then there are two schools sending from the seventh, eighth, and ninth grades; one sending from the sixth, seventh, and eighth grades; one sending from the seventh and eighth grades, and from the ungraded class; one sending from the eighth and ninth grades, and from the ungraded class; two sending from the sixth, seventh, and eighth grades and from the ungraded class; one sending from the seventh, eighth, and ninth grades, and from the ungraded class; and one sending from the sixth, seventh, eighth, and ninth grades, and from the ungraded class. The Horace Mann School for the Deaf may be regarded in this connection as sending ungraded pupils only.

There is a reasonable doubt as to whether the instruction in cookery can be given profitably to children as young as those in the sixth grade. It is

also doubtful if there be substance enough in the cookery instruction suitable for grammar grades to justify its being spread over more than two years. If, therefore, the sending of three or four grades to take this instruction means that the course of instruction is extended through three or four years, the practice ought to be discouraged. There is no doubt but that the girls in ungraded classes should be given instruction in cookery if they can profit by it; and the reports concerning these classes have thus far shown that they do profit by it decidedly.

The total number of pupils receiving instruction in cookery is 5,690. Of these, 218 belong to the ninth grade, 2,546 to the eighth, 2,351 to the seventh, 250 to the sixth, and 325 to the ungraded classes.

The informaton above given is gathered from a report recently made to me by Miss Ellen L. Duff, Principal of the Schools of Cookery, who, after two years of excellent service, has just resigned her position. Her report, excepting the part already used above, appears in the Supplement, pages 182-194.

WOODWORKING AND CARDBOARD CONSTRUCTION.

Some years ago, when various branches of manual training were proposed for admission to the Course of Study, and when no one of them, except sewing, had grown so far out of the experimental stage as to be a safe subject to be required of all or even of many schools, the Course of Study was opened for the present and future admission of any or all such branches by arbitrarily setting aside two hours a week in every grade for whatever work any school might undertake in the name of manual training. "Condemned to

experiments," was the phrase used to describe this part of the school time; and it indicated a truce between the advocates and the opponents of the new branches, whereby the former received a definite concession of school time and the latter were secured against further encroachment. And so there has been peace ever since. One party has been permitted to carry on experiments, and the other has felt bound in fairness to await the results.

The manual training time was already occupied for the girls in the lower grammar grades with sewing, and in the ninth grade of some schools with dress-draughting and fitting. Then came cookery for the girls in the seventh and eighth grades or in the eighth and ninth grades (where dress-draughting was not taught). Thus the time of the girls was filled. But the time of the boys was not so easily filled. Woodworking was first introduced in 1884. A room in the basement of the Latin School building was fitted up and provided with benches and tools. Mr. George Smith, who had been a teacher of carpentry in the School of Mechanic Arts, a department of the Massachusetts Institute of Technology, was engaged to teach the same subject to classes of boys coming from ten neighboring grammar schools. This experiment was carried on for eight years, and was then discontinued to make way for a larger enterprise on a somewhat different plan of work. Whatever may be thought of the results of this first experiment, when judged in the light of later experience, it is but fair to recognize its great value as a piece of pioneer work. It attracted widespread attention, and demonstrated the practicability of making woodworking an effective part of school work. It

contributed some elements of permanent value to the present system of instruction, and it led us into some errors which have since been avoided. Meanwhile another enterprise of similar character, but under private management, was started at the North Bennet-street Industrial School. This was another piece of good pioneer work, from which valuable lessons were learned.

In 1892 the Committee on Manual Training, taking advantage of the results of eight years of experiments, formed a comprehensive plan for giving instruction in woodworking to boys in the three upper grades of all the grammar schools in the city. Of course this plan could not be carried into execution all at once; but there has been a steady progress towards its complete execution during the last eleven years, until now practically all the boys in the three upper grammar grades get at least one year of woodworking, and many of them get two years. There are now thirty-five woodworking rooms and thirty-two teachers, giving instruction to about 7,000 boys. The Principal of Manual Training Schools, Mr. Leavitt, has expressed the opinion, in which I concur, that the time has come for making the course in woodworking two years in length, and required of all boys in the seventh and eighth or eighth and ninth grades. I should prefer, however, not to require this work universally in the seventh grade, for in this grade are found many boys neither big enough nor strong enough to work with good effect at the bench.

The course of study in woodworking has gradually undergone changes for the better. There is now less disposition to adhere closely to a fixed "system," copying a prescribed series of models; but "optional" or

“extra” models are freely introduced, and many of the boys are encouraged to execute individual projects of their own. Also the correlation of the woodwork with the drawing has been more and more definitely brought out.

Cardboard Construction has nearly filled the gap for the boys in the three lower grammar grades. This subject is now taught in thirty-four out of forty-five (boys' and mixed) grammar schools. In mixed schools the regular teacher teaches this subject to the boys while the girls of her class attend the sewing teacher. In boys' schools the task is harder, for the teacher must deal with the whole instead of half of the class. Altogether 250 regular teachers have qualified themselves in greater or less measure to teach cardboard construction. The work done in this subject is well represented in the book “Cardboard Construction” by J. H. Trybom. This book is in fact the outcome of experiments carried on in the Horace Mann School for the Deaf and in the Prince School, by the author and by Misses Ellen F. G. O'Connor and Abbie E. Wilson of the last-named school.

It will be noted that boys of the sixth grade are still unprovided with any form of manual training. Something suitable for this grade, and also suitable for those boys in the seventh grade for whom bench-work is unsuitable, is now the greatest need remaining to be supplied.

PHYSICAL TRAINING AND SCHOOL HYGIENE.

The history of physical training in city schools is a long one, covering more than two generations and recording many an unsuccessful attempt to counteract

by means of muscular exercises the deleterious effects of confinement in school rooms. The records and published documents of the School Committee show how the subject has been dealt with in this city. Of special historical interest are two reports written in 1891 and in 1894 by Dr. Edward M. Hartwell, Director of Physical Training at that time. The first report brings together all the information the School Committee's records afford, from the beginning down to the introduction of the Ling or Swedish system of educational gymnastics into all the public schools of Boston, by a vote passed June 24, 1890. The second amongst other things sets forth the important ends to be gained by systematic attention to physical training in the schools and demonstrates by startling statistics the extent to which the vitality of school children is impaired by the influences of city life in general and of school life in particular.

This latter report brought its author to a consideration of the sanitary conditions of school life; among which that of the seating of pupils in proper chairs at proper desks appeared to demand an immediate and radical course of action. Public attention had already been fastened upon the subject by the publication of Dr. Charles L. Scudder's Special Report to the School Committee on the "Seating of Pupils in the Public Schools," School Document No. 9, 1892. Dr. Hartwell followed up the matter by an elaborate report which was printed in the supplement to the Superintendent's Report, School Document No. 4, 1895. This report subjects the problem of a proper seating of pupils to a rigid scientific analysis, and states the results in terms of practical application, so that the manufacture of adjustable school furniture on correct principles

became for the first time universally possible. The policy of supplying none but adjustable furniture was adopted by the School Committee some years ago, and is now continued by the School-house Commission. All new buildings will be, and all recent buildings have been, supplied with adjustable chairs. The replacement of old furniture by new in the older buildings is going on as fast as can be with due regard to economy.

That the two matters of Physical Training and School Hygiene have been closely associated in administration for some years past is due rather to accident than to design. At first, in 1885, Dr. John B. Moran was appointed to take charge of School Hygiene, and he devoted his attention exclusively to matters coming under that head — ventilation, lighting, heating, sanitariness in school-houses, and personal hygiene among the pupils. Then came Dr. Hartwell, in 1890, appointed Director of Physical Training, with duties having no reference to School Hygiene, but nevertheless interested in that subject and finding abundant opportunities to turn that interest to practical account for the good of the schools, as his reports above cited well show. The present director, Dr. James B. Fitzgerald, although by official title concerned with Physical Training only, has nevertheless done much work in School Hygiene, the importance of which should not be overlooked. The committee under whom all these officials have served still bears the title of Committee on Hygiene and Physical Training.

For information concerning what is being done and what has recently been done both in Physical Training and in School Hygiene, the reader is referred to two reports, printed in the Supplement, pages 195–206, which

were written by Dr. Fitzgerald. One of these, dated, June 2, 1902, covers the year ending on that date; and the other prepared by my request covers the four years during which Dr. Fitzgerald has held the office of Director of Physical Training. Although it causes some repetition to print both reports it has seemed best to do so, for there is interesting matter in each not found in the other.

MILITARY DRILL.

In the year 1863, under the influences of the Civil War, the School Committee became convinced of the importance of preparing boys, so far as they could be prepared in schools, for the duty of bearing arms in defence of their country. An instructor of military drill, Colonel Hobart Moore, was engaged in December of that year to teach in the Latin, English High, and certain grammar schools. The experiment was soon abandoned in the grammar schools; but in the Latin and in the English High the military drill has had a permanent place ever since, and in all the high schools that have come into the city through annexation military drill has been given a place. The motive which led to the introduction of military drill originally may have lost some of its force in people's minds of late years, and more attention may have been drawn to certain defects of it as a form of physical exercise, but there is no doubt about the intensity of the interest which the boys take in the drill. Attempts to abolish it would probably fail, and in my judgment ought to fail, for the reasons which led to its adoption as a school exercise originally still exist, and it has no defects which are not easily remediable through certain additional

gymnastic exercises — the so-called setting-up drill — or through improvements in the manual of arms.

In a recent report the Instructor of Military Drill says:

When the boys were allowed to receive "points" for military drill the department was raised to the same standing as any other high school study. This change, together with the method of selecting officers, immediately caused not only greater interest in the drill on the part of the boys but a great reduction in the number of boys "excused from drill." The result has been that military drill is to-day in a condition of excellence which reflects credit on the pupils and reacts for the benefit of the schools in producing better scholarship and better general discipline.

The interest manifested by the boys in maintaining an excellent military discipline and their careful attention to the details of military duty promise well for the future prospects of this department of school work; and in general I feel so well satisfied with the present conditions that I have no suggestions for any change whatever.

EVENING LECTURES.

Supervisor Parker has been specially charged with the duty of arranging courses of evening lectures under the authority of the Committee on Evening Schools, and he has devoted to this work much time and thought which have brought forth a splendid result. His report upon the matter is as follows:

Lectures in the evening schools at irregular intervals have been given for many years; but no general, systematic plan to reach all the schools had been made until the season 1901-02, when forty lectures were given in the elementary and high evening schools. The subjects chosen were mostly geographical, many being travels illustrated by the stereopticon. A few lectures were on personal experiences in the Civil War. The speakers were masters and sub-masters in the schools. The audiences were principally pupils in the evening schools. In a few instances the general public was allowed to attend. The course as a whole was a great success. The pupils were much interested, and in many schools the subject-matter of the lecture was used for the material of language work the following evening. The principals wrote some very strong recommendations of the work, and all expressed a desire to have it continued. . . .

During the present season, 1902-03, the Committee on Evening Schools decided not to give any lectures to the pupils of the schools, but to confine the work to lectures to the people after the manner of New York, Philadelphia, and other cities. Two courses of lectures have been given this season. The first course during November and December consisted of twenty-four lectures at four centres, six lectures at each centre. The following were the speakers and the subjects:

Michael J. Dwyer, "The Poems and Songs of Thomas Moore."

Peter MacQueen, "The Philippines, Past and Future."

George W. Bicknell, "Down in Dixie."

Arthur K. Peck, "The Yellowstone National Park."

Bernard W. Sheridan, "Evangeline."

John C. Bowker, "Imperial India."

The second course during March and April consisted of thirty-two lectures at eight centres, four lectures being given at each centre. The following were the speakers and the subjects:

SECOND COURSE, MARCH, 1903.

Charles E. Fay, "Mountaineering in a New Switzerland."

W. Hinton White, "Australia Past and Future."

Carrie M. Kingman, "A Trip to Brazil."

Michael J. Dwyer, "The Poems and Songs of Thomas Moore."

" "The Poems and Songs of Robert Burns."

John Wilder Fairbanks, "The Land of the Nightless Day."

George W. Bicknell, "Flashes of Light on Yankee Land."

Peter MacQueen, "The Philippines, Past and Future."

" "Scotland and Robert Burns."

" "Panama and Venezuela."

John C. Bowker, "Imperial India."

Bernard M. Sheridan, "Evangeline."

Homer B. Sprague, "Oliver Goldsmith's Foundations."

" "Shakespeare's Cradle and School."

Alice Gray Teele, "Ireland and her People."

William H. Niles, "Personal Reminiscences of the Peaks and Passes of the Alps."

Minna Elliot Tenney, "A Summer in Norway."

Charles Mason Fuller, "The West Indies Islands."

Arthur K. Peck, "The Yellowstone National Park."

The attendance on the lectures far exceeded our most sanguine expectations. The record far surpasses that of any other city. The first course of 24 lectures was attended by 16,495 persons, with an average attendance of 687, the smallest being 218 and the largest 1,215. Many persons were turned away for want of room. The second course of 32 lectures was attended by 23,578 persons with an average attendance of 736. The bills are not all in yet, but the total expense will be about two thousand dollars. In New York the first year 186 lectures were given

to an audience of 22,149 persons, with an average attendance of 115, at six centres, and at a cost of \$15,000. In Boston 56 lectures were given to an audience of 40,073 persons, with an average attendance of 715, at a cost of \$2,000.

EXTENDED USE OF SCHOOL-HOUSES.

Within a year past there have been made three interesting experiments, which show some of the ways in which school-houses may be used for the pleasure and profit of the people of a neighborhood. Educational Centres, as they have been called, were started in Roxbury, April 14, 1902, at the Lowell School; in the North End, May 7, 1902, at the Hancock School; and in South Boston, January 5, 1903, at the Bigelow School. The first was placed under the care of Mr. Edward P. Sherburne, master of the Lowell School; the second under Mr. Lewis H. Dutton, master of the Hancock School; and the third under Mr. Michael E. Fitzgerald, sub-master of the Lawrence School. From reports made to me by these gentlemen I have gathered some suggestive facts which show what draws people to a school-house.

Classes have been formed in cookery, sewing, dress-making, millinery, embroidery, basket-making, wood-working, singing, and gymnastics; and these have been attended by adults chiefly, and by youth beyond the school age. These classes have nearly all been successful, the enthusiasm being well sustained to the end. The ordinary school subjects, which are taught in the elementary evening schools, were not given much attention at the Educational Centres. In South Boston and in Roxbury there was little need of this, because there were evening schools already open in the immediate neighborhood, which were doing good work that ought

not to be disturbed. At the Hancock we find however more of the academic work added to the industrial teaching. There was a Shakespeare class composed of girls graduated from the Hancock School; also a class of beginners in French, a class in civil government, and a class in bookkeeping were carried on.

Besides the industrial and the academic features in the work of the Educational Centres there were others of a more social kind. The singing classes open to men as well as to women were of this kind. Then there were concerts, lectures, dancing, and quiet games provided for the entertainment of all the classes. The older boys and girls in the day schools were invited to come to the school-house evenings to study their "home lessons." They came in considerable numbers, and after studying their lessons for an hour spent another hour playing dominoes, checkers, and other quiet games.

Such, in brief, are the suggestions of a single year's experimentation with Educational Centres. They show that the social life of a neighborhood can be reached by the school in many ways not heretofore undertaken by the teachers or by the school authorities; and they may serve to establish a belief that the public good will be furthered by making each school so far as possible a social centre for its vicinity. Here is a work which, in my belief, should be taken up by every school principal and staff of assistant teachers in the city. There are doubtless many of those quite able to take the initiative, if only suitable encouragement be given. Indeed, it would be enough, in some instances, to remove the discouraging restrictions which have hitherto existed; as, for example, the rule which makes it impossible to get up a subscription entertainment for the benefit of

the school, if the pupils are to take any part in the effort to raise the necessary money.

In an address recently made by me to the masters of the Boston Schools, the following was said: We shall do well, I think, to consider seriously the significance of the recent movement represented by the so-called Educational Centre. There are those who appear to think it a passing fad. But it will hardly be wise thus lightly to dismiss the matter. The Educational Centre doubtless has been called into existence by causes that we may recognize among the social conditions that prevail in most of the neighborhoods in the city. That there may be a "more extended use" of our fine public school-houses is hardly an adequate statement of the purpose of the Educational Centre. To use a building merely for the sake of using it is not in itself a laudable thing to do. There is a larger and higher purpose. No one can doubt this who has seen the assemblies of youth and adults at the Lowell Educational Centre, at the Hancock, and latterly at the Bigelow in South Boston, at which last place more than three thousand persons have been registered within the last four weeks.

This purpose is primarily a social one. It touches in a large way the social life of the neighborhood, which it refines and elevates through the useful and pleasant occupations it affords for a large number of persons. But the purpose is also educational, both directly for the benefit of the persons who come in for instruction, and indirectly for all the schools by enhancing in the minds of the people their sense of the value of things educational. There can be no doubt when the boys and girls in the day schools see their elder

brothers and sisters, and even their fathers and mothers, going to school in the evening that they will themselves feel an increased respect for their own school work. The influence of a well-managed Educational Centre ought to be, and doubtless will be, manifested by a general uplift in all the other schools of the neighborhood, and by a higher intellectual and moral life in the community.

PLAYGROUNDS IN SUMMER.

For a number of years the school-house yards in certain districts have been opened in summer for children to enjoy in safety various pastimes and pleasant forms of instruction under the direction of the Massachusetts Emergency and Hygiene Association. Until 1899 the expenses of this enterprise were met by private subscription; but in that year, at the suggestion of Hon. Josiah Quincy, then Mayor, the School Committee made an appropriation of \$3,000 in aid of the enterprise, and in the following year an equal sum was appropriated for the same purpose.

The direction of the playgrounds is now in the hands of the School Committee, and it is connected with that of the vacation schools. Last summer there were five playgrounds opened in different parts of the city, and they were well attended. The largest attendance was 2,232, and the average attendance 1,084. Others were opened at private expense, notably one in the Hancock School yard, which suggested some new ways of making the playgrounds beneficial.

VACATION SCHOOLS.

In March, 1900, the Board of Supervisors recommended "that a small number of vacation schools be

established for the purpose of determining to what extent the necessity for them exists and how they may be made most useful." This recommendation was adopted, and an appropriation of \$3,000 was voted for the first summer's experiment. Three schools were opened, in the Bowdoin, Dearborn, and Lyman Districts. The second summer four schools were opened, and were carried on at an expense of about \$4,000. Last summer there were seven vacation schools, which, with the five playgrounds above-mentioned, cost nearly \$11,000. The largest whole number attending the seven vacation schools was 7,652, and the average attendance was 3,019.

This coming summer, owing to the financial situation, it will not be possible to extend the vacation schools to other districts or to increase the cost of instruction in the schools already established beyond the standard set for last summer. This check to the expansion of vacation schools, if it be only temporary, may be beneficial, for it will give an opportunity to concentrate more effort on the perfecting of the experiments now in progress when none is required to start new ones. We must bear in mind that this whole matter is in the experimental stage. What may ultimately come out of it no one can tell. It may be better in the end if we are obliged to go somewhat slowly now.

The above notices of playgrounds and vacation schools are but brief, for the reason that it would be a superfluous work to go over the ground already so well covered by the latest annual report of the School Committee (1902), and by the Committee on Vacation Schools in their latest report. See School Document No. 14, 1902.

USE OF THE PUBLIC LIBRARY.

In my report of last year attention was called to a plan of co-operation between the Public Library and the Public Schools, which had then been in operation about a year. The plan was described, and the results of the first year's trial were stated in communications from the officials of the Public Library. It was pointed out that a majority of the schools had responded in an encouraging way to the efforts made in their behalf; and the opinion was expressed that before the end of another year all the schools ought to come into the plan, and that all the teachers of the older pupils ought to bring the treasures of the Public Library within reach of their classes, and give them instruction in the best ways of using those treasures.

It is a pleasure now to be able to state, on the authority of the librarian, that the number of schools having deposits of books has risen from forty-four to sixty-five. This leaves but six schools without such deposits. The number of volumes sent to the schools during a year has risen from 5,820 to 12,261. It has been more than doubled.

In many schools several rooms are now supplied where formerly only one teacher was interested. Applications for library cards have again been taken in all the schools. Talks on the use of the library, and on reference books have been given at the Central Library, and several schools have sent classes. At some of the branch libraries space and books have been reserved for classes. The development of the latter plan is greatly to be desired.

One hundred and fifty-six portfolios of pictures were sent to the schools as against eighty-nine the year before. The policy has been continued of adding to the branches as well as to the Central Library the books most in demand by teachers and pupils, and especially of multiplying copies of them. Through increased facilities of transportation it has proved possible to deliver books directly at most schools instead of sending them to be called for at the neighboring branch or station.

The total number of books missing at the schools for a period of nearly two years was twenty-eight volumes, of the value of \$21.82. This includes books lost at the vacation schools, and is a small amount considering the number of volumes sent out. No books have yet been lost at high schools, though some of them have been supplied for four years.

RECOMMENDATIONS.

There are but few specific recommendations to be found in the foregoing pages, and those are only incidental to the main topics treated. For convenience these recommendations are here brought together. They are :

1. That provision be made in the Public Latin School for the pupils to anticipate some of the more elementary college studies, to the end that they may be prepared to obtain the Bachelor of Arts Degree after three years' residence at college.

2. That an eight grade course of study, containing all the essentials of the present courses, be adopted for the primary and grammar schools.

3. That the regulations pertaining to the primary



STATISTICS

FOR THE

HALF-YEAR ENDING JANUARY 31, 1903.

SCHOOL CENSUS.

September, 1902.

Number of children in Boston between the ages of 5 and 15.....	94,882
Number reported as attending public schools.....	71,532
Number reported as attending private schools.....	15,601

SUMMARY.

January 31, 1903.

GENERAL SCHOOLS.	No. of Schools.	NO. OF REGULAR TEACHERS.			Average Number Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	Number at Date.
		Men.	Women.	Total.					
Normal.....	1	2	11	13	227	222	5	97.7	226
Latin and High.....	12	95	106	201	6,555	6,198	357	94.5	6,337
Grammar.....	58	128	824	952	42,824	39,473	3,351	92.2	42,635
Primary.....	678	.....	678	678	32,512	28,196	4,316	86.7	32,839
Kindergarten.....	89	.....	167	167	4,862	3,547	1,315	72.9	4,760
Totals.....	838	225	1,786	2,011	86,980	77,636	9,344	89.2	86,797

SPECIAL SCHOOLS.	No. Schools.	No. of Regular Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at Date.
Spectacle Island.....	1	1	11	10	1	90.9	11
Evening High, Central.....	1	129	2,086	1,686	400	80.8	
Charlestown Branch.....	.....	9	598	465	133	77.7	
East Boston Branch.....	.....	7	208	159	49	76.4	
Evening Elementary.....	14	192	4,051	2,794	1,257	68.9	
Evening Drawing.....	6	31	744	541	203	72.7	
Special classes.....	6	6	73	55	18	75.3	87
Totals.....	29	290	7,891	5,812	2,079	73.6	

¹ Each teacher was in charge of two classes, one of which met on Monday, Wednesday, and Friday evenings; the other on Tuesday and Thursday evenings.

SPECIAL TEACHERS.

Not Included in the Preceding Tables.

	Men.	Women.	Total.
Chemistry: Girls' High School.....		1	1
Girls' High School: Laboratory Assistant.....		1	1
Roxbury High School: Laboratory Assistant.....	1		1
Commercial Branches: Brighton High School.....		2	2
Charlestown High School.....	1	1	2
Dorchester High School.....	2	1	3
East Boston High School.....	1	1	2
English High School.....	1		1
Girls' High School.....		3	3
Roxbury High School.....		1	1
South Boston High School.....		2	2
West Roxbury High School.....	1	1	2
Cookery: Principal and Instructors.....		24	24
Drawing: Director and Assistants.....	2	3	5
Dorchester High School.....		2	2
English High School.....	1		1
Roxbury High School.....		1	1
South Boston High School.....		1	1
West Roxbury High School.....		1	1
French: South Boston High School.....		1	1
German: Girls' Latin and Girls' High Schools.....	1		1
Modern Languages: Assistant Instructors.....	2		2
Music: Director and Assistants.....	5	4	9
Physical Culture: Girls' Latin School.....		1	1
Brighton High School.....		1	1
Dorchester High School.....		1	1
East Boston High School.....		1	1
Girls' High School.....		1	1
Roxbury High School.....		2	2
South Boston High School.....		1	1
West Roxbury High School.....		1	1
Physical Training: Director and Assistants.....	3		3
Sewing: Instructors.....		42	42
Wood-working: Principal, Instructors, and Assistant Instructors.....	8	25	33
Totals.....	29	127	156

NORMAL AND HIGH SCHOOLS.

Semi-annual Returns to January 31, 1903.

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	Head-Masters.	Masters.	Junior-Masters.	Asst. Principals.	Assistants.	Instructors.	Spec'l Instruc'rs.	Assistant Instructors.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.										
Normal.....		227	227		222	222	5	98	1	1			11			
Public Latin.....	578		578	562		562	16	97	11	8						
Girls' Latin.....		354	354		337	337	17	95	1	1			11			
Brighton High.....	83	180	263	80	169	249	14	94	1	1			8			
Charlestown High.....	60	165	225	56	151	207	18	92	1	1			8			
Dorchester High.....	275	604	879	261	569	830	49	94	1	4			16			
East Boston High.....	129	227	356	122	215	337	19	95	1	3			7			
English High.....	788		788	730		730	58	93	1	16	6					
Girls' High.....		882	882		826	826	56	94	1	1	1		21			
Mechanic Arts High.....	629		629	613		613	16	97	1	3	6			5	1	3
Roxbury High.....	155	556	711	147	526	673	18	95	1	2	3		14			
South Boston High.....	183	357	540	169	337	506	34	94	1	3			12			
W. Roxbury High.....	86	264	350	82	246	328	22	94	1	2			8			
Totals.....	2,966	3,816	6,782	2,822	3,598	6,420	362	95	12	38	38		2,115	5	1	3

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, January 31, 1903.

SCHOOLS.	Number of Regular Teachers.	Average Number of Pupils.	Average No. of Pupils to a Regular Teacher.
Normal.....	12	227	18.9
Latin.....	19	578	30.4
Girls' Latin.....	12	354	29.5
Brighton High.....	9	263	29.2
Charlestown High.....	10	225	22.5
Dorchester High.....	21	879	41.8
East Boston High.....	10	356	35.6
English High.....	22	788	35.8
Girls' High.....	24	882	36.7
Mechanic Arts High.....	18	629	34.9
Roxbury High.....	20	711	35.5
South Boston High.....	15	540	36.0
West Roxbury High.....	10	350	35.0
Totals.....	202	6,782	33.5

ADMISSIONS, SEPTEMBER, 1902, NORMAL SCHOOL.

SCHOOLS.	Number Admitted.	Diploma Scholars, June, 1902.	Average Age.	
			Years.	Months.
Brighton High.....	6	5	18	9
Charlestown High.....	10	9	19	.....
Dorchester High.....	6	6	18	6
East Boston High.....	8	8	19	1
Girls' High.....	41	37	18	11
Roxbury High.....	15	15	18	11
South Boston High.....	10	9	18	9
West Roxbury High.....	1	1	17	5
Other Sources.....	39	9	21	7
Totals.....	136	99	19	

LATIN AND HIGH SCHOOLS.

SCHOOLS.	Admitted.		From Grammar Schools.	From Other Sources.	Totals.	Average Age.	
	Boys.	Girls.				Years.	Months.
Public Latin.....	184	.....	157	27	184	13	10
Girls' Latin.....	.....	123	82	41	123	14	6
Brighton High.....	33	55	82	6	88	14	11
Charlestown High.....	21	53	64	10	74	14	11
Dorchester High.....	128	275	352	51	403	15	2
East Boston High.....	59	101	135	25	160	15	8
English High.....	444	.....	348	96	444	15	4
Girls' High.....	.....	455	382	73	455	14	9
Mechanic Arts High.....	321	.....	292	29	321	14	11
Roxbury High.....	82	255	240	97	337	16	1
South Boston High.....	76	178	151	103	254	14	6
West Roxbury High.....	43	127	151	19	170	15	3
Totals.....	1,391	1,622	2,436	577	3,013	14	11

GRAMMAR SCHOOLS.

Semi-Annual Returns, January 31, 1903.

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	First Assistants.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Adams	288	241	529	261	215	476	53	90	1	1	1	9
Agassiz	712	79	791	669	73	742	49	94	1	2	1	13
Bennett	331	320	651	316	299	615	36	94	1	2	1	10
Bigelow	794	.....	794	739	.....	739	55	93	1	2	2	13
Bowditch .....	.....	681	681	.....	642	642	39	94	1	....	2	12
Bowdoin .....	.....	485	485	.....	429	429	56	88	1	....	2	9
Brimmer	572	.....	572	517	.....	517	55	90	1	2	1	8
Bunker Hill.....	252	239	491	233	217	450	41	92	1	1	2	8
Chapman.....	367	361	728	344	333	677	51	93	1	1	2	12
Charles Sumner....	325	295	620	304	268	572	48	92	1	1	2	10
Christopher Gibson,	484	502	986	454	469	923	63	94	1	2	2	16
Comins	308	353	661	288	325	613	48	93	1	1	2	11
Dearborn	523	402	925	479	351	830	95	90	1	1	2	15
Dillaway .....	.....	847	847	.....	774	774	73	91	1	....	2	16
Dudley	857	.....	857	805	.....	805	52	94	1	2	1	15
Dwight.....	623	.....	623	564	.....	564	59	91	1	2	1	10
Edward Everett ...	300	357	657	277	327	604	53	92	1	1	2	10
Eliot	1,269	.....	1,269	1,156	.....	1,156	113	91	1	3	1	25
Emerson	587	508	1,095	541	462	1,003	92	92	1	2	2	18
Everett.....	.....	675	675	.....	618	618	57	92	1	....	2	12
Franklin .....	.....	764	764	.....	687	687	77	90	1	....	2	14
Frothingham.....	380	380	760	353	352	705	55	93	1	1	2	13
Gaston .....	.....	973	973	.....	906	906	67	93	1	....	2	17
George Putnam....	281	242	523	266	222	488	35	93	1	1	1	9
Gilbert Stuart.....	244	251	495	232	235	467	28	94	1	1	1	8
Hancock .....	.....	1,080	1,080	.....	973	973	107	90	1	....	2	20
Harvard	293	313	606	273	286	559	47	92	1	1	2	10
Henry L. Pierce....	380	419	799	364	387	751	48	94	1	1	1	14

GRAMMAR SCHOOLS. — *Concluded.*

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	First Assistants.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Hugh O'Brien	528	388	916	493	358	851	65	93	1	1	2	15
Hyde		630	630	.....	579	579	51	92	1	.....	2	11
John A. Andrew	462	348	810	431	319	750	60	93	1	1	2	14
Lawrence	497	.....	497	467	.....	467	30	94	1	2	1	9
Lewis	386	434	820	360	402	762	58	93	1	1	2	14
Lincoln	751	.....	751	705	.....	705	46	94	1	2	1	12
Longfellow	286	243	529	269	227	496	33	94	1	1	2	9
Lowell	513	523	1,036	483	495	978	58	94	1	1	2	19
Lyman	439	403	842	395	359	754	88	90	1	1	2	15
Martin	311	315	626	294	290	584	42	93	1	1	2	10
Mary Hemenway...	349	384	733	326	354	680	53	93	1	1	3	11
Mather	575	526	1,101	530	479	1,009	92	92	1	2	2	19
Minot	191	203	394	181	189	370	24	94	1	1	1	6
Norcross .....	.....	560	580	.....	522	522	58	90	1	.....	2	11
Phillips	1,426	.....	1,426	1,284	.....	1,284	142	90	1	3	1	24
Phillips Brooks	403	410	813	381	383	764	49	94	1	1	2	13
Prescott	252	263	515	225	232	457	58	89	1	1	1	9
Prince	297	399	696	273	366	639	57	92	1	1	2	11
Quincy	539	.....	539	465	.....	465	74	86	1	2	1	9
Rice	435	.....	435	396	.....	396	39	91	1	2	2	6
Robert G. Shaw....	212	194	406	198	181	379	27	93	1	1	3	5
Roger Clap.....	371	351	722	346	321	667	55	92	1	1	2	11
Roger Wolcott.....	351	357	708	333	334	667	41	94	1	2	2	11
Sherwin	552	.....	552	516	.....	516	36	93	1	2	1	9
Shurtleff .....	.....	588	588	.....	527	527	61	90	1	.....	2	11
Thomas N. Hart ...	643	.....	643	616	.....	616	27	96	1	2	1	10
Warren	323	317	640	306	297	603	37	94	1	1	2	11
Washington Allston	568	610	1,178	534	564	1,098	80	93	1	2	2	22
Wells.....	.....	1,079	1,079	.....	983	983	96	91	1	.....	2	21
Winthrop .....	.....	682	682	.....	620	620	62	91	1	.....	2	12
Totals.....	21,830	20,994	42,824	20,242	19,231	39,473	3,351	92	58	67	100	727

GRAMMAR SCHOOLS.

Number of Pupils in each Grade, whole Number and Ages, January 31, 1903.

Schools.	Ninth Grade.	Eighth Grade.	Seventh Grade.	Sixth Grade.	Fifth Grade.	Fourth Grade.	Ungraded.	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	40	49	81	103	104	131	24	532	1	15	54	90	95	100	86	58	26	7	.....	.....
Agassiz	56	83	96	175	153	206	.....	769	.....	32	108	138	144	119	98	80	33	13	4	.....
Bennett	104	106	107	111	114	104	.....	646	.....	15	42	112	113	126	104	69	48	13	3	1
Bigelow	106	117	94	113	124	125	112	791	3	29	102	138	139	137	122	96	20	4	1	.....
Bowditch	97	97	102	135	102	103	43	679	.....	18	58	106	109	128	98	75	59	21	6	1
Bowdoin	43	50	95	40	89	106	54	477	.....	13	51	65	86	96	77	62	18	9	.....	.....
Brimmer	41	50	102	106	105	106	65	575	.....	17	48	98	109	125	79	63	27	6	3	.....
Bunker Hill	40	53	76	100	90	96	23	478	.....	12	49	90	90	71	72	55	29	9	1	.....
Chapman	94	84	123	139	162	108	32	732	.....	20	100	116	130	146	102	74	34	9	.....	1
Charles Sumner	81	87	149	111	86	96	.....	610	1	16	51	90	93	123	102	82	45	7	.....	.....
Christopher Gibson	124	131	149	166	202	207	.....	979	.....	14	122	136	175	153	139	133	76	26	4	1
Comins	81	102	97	117	114	116	36	663	.....	24	63	106	101	134	142	68	21	3	1	.....
Dearborn	69	109	98	161	202	226	43	908	1	25	83	148	159	193	164	93	28	12	2	.....
Dillaway	75	97	152	166	168	179	.....	837	1	31	86	130	132	151	128	98	49	25	4	2
Dudley	73	93	142	160	172	168	46	854	.....	33	86	121	162	162	141	99	51	8	1	.....
Dwight	42	95	96	145	110	113	27	628	1	20	57	103	103	89	128	81	31	12	2	1
Edward Everett	89	103	105	107	105	150	.....	659	1	24	76	122	118	106	82	65	53	8	4	.....
Eliot	55	81	99	146	152	317	412	1,262	9	37	103	184	233	203	219	173	62	37	1	1
Emerson	108	120	205	168	211	230	42	1,084	1	42	138	156	190	176	185	120	58	15	3	.....
Everett	77	106	109	119	121	111	35	678	1	17	57	96	114	107	120	74	62	20	4	6
Franklin	86	104	104	158	140	111	40	743	1	29	70	116	119	131	140	92	32	9	3	1
Frothingham	51	76	117	121	184	173	35	757	3	44	104	107	138	129	116	75	34	7	.....	.....
Gaston	95	111	157	172	222	226	.....	983	.....	60	124	149	162	163	131	122	55	14	3	.....
George Putnam	40	45	101	112	107	117	.....	522	.....	16	42	90	90	102	91	47	30	11	3	.....
Gilbert Stuart	54	74	88	85	82	114	.....	497	1	34	72	77	71	85	79	51	20	6	1	.....

Hancock	42	110	113	173	212	376	1,082	7	29	115	190	176	238	179	101	39	8	2	.....
Harvard	53	80	97	105	137	98	35	605	2	19	85	97	114	102	84	22	11	1	.....
Henry L. Pierce	129	83	134	133	155	161	.....	795	1	39	100	114	124	117	136	43	17	5	1
Hugh O'Brien	92	98	146	161	192	222	.....	911	.....	17	78	146	174	167	153	106	47	4	.....
Hyde	48	85	117	109	113	111	43	626	2	27	49	94	122	91	112	69	42	15	2	
John A. Andrew	53	103	150	163	158	190	31	788	1	25	95	137	126	159	138	77	27	11	1	
Lawrence	49	65	65	94	87	93	35	488	.....	11	56	77	81	88	103	48	20	4	.....
Lewis	106	100	112	166	174	149	.....	807	1	31	101	125	154	121	107	96	53	15	1
Lincoln	47	96	93	148	170	186	.....	740	.....	45	104	118	135	128	102	70	31	5	2
Longfellow	56	53	89	108	84	132	.....	522	1	21	62	96	106	70	83	45	27	9	2
Lowell	100	142	155	196	220	210	.....	1,023	1	34	123	160	177	205	159	115	42	7	.....
Lyman	46	88	90	153	229	138	107	851	7	37	114	164	147	144	129	76	31	2	.....
Marin	47	85	97	94	145	167	.....	635	2	20	52	103	104	91	98	82	56	21	6
Mary Hemenway	90	82	133	144	147	135	.....	732	.....	16	59	131	121	127	120	106	44	7	1
Mather	174	172	142	212	223	156	28	1,107	2	60	115	184	159	175	162	143	81	22	4	
Minot	46	70	74	71	62	75	.....	398	.....	27	72	89	67	66	50	16	9	1	1
Norcross	43	61	88	104	142	138	.....	576	2	39	55	82	104	108	89	55	33	8	1
Phillips	108	99	157	214	281	307	247	1,413	.....	54	146	219	237	249	249	185	53	17	4
Phillips Brooks	130	120	134	152	147	133	.....	816	2	22	79	135	96	135	144	110	71	20	2
Prescott	51	58	98	69	100	132	.....	508	.....	22	55	73	89	83	79	62	39	5	1
Prince	87	113	118	115	114	113	49	709	.....	19	81	116	134	111	109	70	52	15	2
Quincy	40	42	46	91	93	145	79	536	.....	18	54	104	75	107	87	58	21	6	3
Rice	40	51	71	82	87	99	.....	430	.....	8	38	77	75	77	65	47	30	9	3
Robert G. Shaw	44	48	59	80	77	84	.....	401	.....	12	43	70	72	67	64	42	22	7	2
Roger Clap	68	77	130	117	158	173	.....	723	.....	33	94	137	123	110	109	65	38	13	.....
Roger Wolcott	40	96	106	143	135	186	.....	706	2	41	92	118	132	128	90	61	28	14	.....
Sherwin	47	50	94	96	102	141	32	562	.....	18	54	92	97	91	93	71	30	14	2
Shurtleff	66	47	102	187	105	81	.....	588	.....	21	57	98	101	119	95	62	28	3	1
Thomas N. Hart	62	75	96	133	129	141	.....	636	.....	34	63	84	128	101	99	84	36	6	1
Warren	50	50	115	101	158	144	19	637	1	23	76	106	103	120	87	74	27	14	6	
Washington Allston ..	129	169	197	198	182	243	72	1,190	1	38	164	198	206	198	178	126	55	24	1	
Wells	55	109	135	212	180	251	136	1,078	2	41	109	204	192	186	184	121	30	9	.....
Winthrop	63	84	104	106	107	155	54	673	1	24	49	104	122	135	117	64	37	15	4	
Totals	4,122	5,030	6,498	7,555	8,177	8,841	2,412	42,635	63	1,535	4,590	6,910	7,370	7,449	6,814	4,812	2,252	692	121	27

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principal, January 31, 1903.

SCHOOLS.	Number of Teachers.	Average number of Pupils.	Number of Pupils to a Teacher.	SCHOOLS.	Number of Teachers.	Average number of Pupils.	Number of Pupils to a Teacher.
Adams	11	529	48.0	John A. Andrew	17	810	47.6
Agassiz	16	791	49.3	Lawrence	12	497	41.4
Bennett	13	651	50.0	Lewis	17	820	48.2
Bigelow	17	794	46.7	Lincoln	15	751	50.0
Bowditch	14	681	48.6	Longfellow	12	529	44.0
Bowdoin	11	485	44.0	Lowell	22	1,036	47.0
Brimmer	11	572	52.0	Lyman	18	842	46.7
Bunker Hill	11	491	44.6	Martin	13	626	48.1
Chapman	15	728	48.5	Mary Hemenway	15	733	48.6
Charles Sumner	13	620	47.6	Mather	23	1,101	47.8
Ch'st'r Gibson	20	986	49.3	Minot	8	394	49.2
Comins	14	661	47.2	Norcross	13	580	44.6
Dearborn	18	925	51.3	Phillips	28	1,426	50.9
Dillaway	18	847	47.0	Phillips Brooks	16	813	50.8
Dudley	18	857	47.6	Prescott	11	515	46.8
Dwight	13	623	47.9	Prince	14	696	49.7
Edward Everett	13	657	50.5	Quincy	12	539	44.9
Eliot	29	1,269	43.7	Rice	10	435	43.5
Emerson	22	1,095	49.7	Robert G. Shaw	9	406	45.1
Everett	14	675	48.2	Roger Clap	14	722	51.5
Franklin	16	764	47.7	Roger Wolcott	15	708	47.2
Frothingham	16	760	47.5	Sherwin	12	552	46.0
Gaston	19	973	51.2	Shurtleff	13	588	45.2
George Putnam	11	523	47.5	Thomas N. Hart	13	643	49.4
Gilbert Stuart	10	495	49.5	Warren	14	640	45.7
Hancock	22	1,080	49.0	Wash. Allston	26	1,178	45.3
Harvard	13	606	46.6	Wells	23	1,079	46.9
Henry L. Pierce	16	799	49.9	Winthrop	14	682	48.7
Hugh O'Brien	18	916	50.8				
Hyde	13	630	48.4	Totals	894	42,824	47.9

GRAMMAR SCHOOLS.

Number of Diploma Scholars, June, 1902. Number of these Admitted to High and Latin Schools, September, 1902.

SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.	SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.
	Boys.	Girls.	Total.			Boys.	Girls.	Total.	
Adams.....	13	23	36	18	John A. Andrew...	21	28	49	23
Agassiz.....	71	.....	71	46	Lawrence.....	44	.....	44	11
Bennett.....	35	32	67	51	Lewis.....	31	53	84	72
Bigelow.....	85	.....	85	36	Lincoln.....	54	.....	54	25
Bowditch.....	.....	82	82	54	Longfellow.....	18	26	44	29
Bowdoin.....	.....	50	50	27	Lowell.....	58	69	127	70
Brimmer.....	34	.....	34	20	Lyman.....	43	32	75	42
Bunker Hill.....	17	27	44	15	Martin.....	26	21	47	26
Chapman.....	35	27	62	42	Mary Hemenway..	50	42	92	56
Charles Sumner.....	28	40	68	38	Mather.....	61	69	130	77
Christopher Gibson...	44	49	93	73	Minot.....	12	32	44	32
Comins.....	39	38	77	31	Norcross.....	.....	42	42	20
Dearborn.....	33	32	65	38	Phillips.....	103	.....	103	71
Dillaway.....	.....	69	69	47	Phillips Brooks...	58	47	105	76
Dudley.....	71	.....	71	39	Prescott.....	39	35	74	37
Dwight.....	41	.....	41	21	Prince.....	28	54	82	56
Edward Everett.....	34	42	76	53	Quincy.....	29	.....	29	18
Eliot.....	50	.....	50	37	Rice.....	37	.....	37	23
Emerson.....	51	60	111	61	Robert G. Shaw...	19	27	46	35
Everett.....	.....	68	68	35	Roger Clap.....	24	31	55	31
Franklin.....	.....	65	65	19	Roger Wolcott....	13	22	35	30
Frothingham.....	40	30	70	28	Sherwin.....	47	.....	47	27
Gaston.....	.....	75	75	42	Shurtleff.....	.....	67	67	39
George Putnam.....	24	14	38	23	Thomas N. Hart...	46	.....	46	22
Gilbert Stuart.....	38	35	73	48	Warren.....	23	24	47	28
Hancock.....	.....	37	37	10	Washington Allston	41	59	100	66
Harvard.....	30	27	57	28	Wells.....	.....	59	59	29
Henry L. Pierce.....	42	69	111	87	Winthrop.....	.....	62	62	34
Hugh O'Brien.....	31	37	68	44	Totals.....	1,811	1,971	3,782	2,230
Hyde.....	.....	42	42	14					

PRIMARY SCHOOLS.

Semi-annual Returns to January 31, 1903.

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	215	202	417	188	173	361	56	87	344	74	418
Agassiz	8	190	164	354	168	144	312	42	88	297	54	351
Bennett	10	223	168	391	195	141	336	55	86	335	70	405
Bigelow	12	328	246	574	291	207	498	76	87	482	88	570
Bowditch.....	13	360	353	713	325	308	633	80	89	600	108	708
Bowdoin.....	10	265	223	488	222	183	405	83	83	423	64	487
Brimmer.....	6	161	137	298	142	118	260	38	87	264	47	311
Bunker Hill....	10	203	156	359	181	136	317	42	88	312	55	367
Chapman.....	9	233	236	469	187	191	378	51	81	428	61	489
Charles Sumner,	9	216	211	427	189	179	368	59	86	365	59	424
Christ'r Gibson,	18	436	403	839	431	346	777	112	87	786	136	922
Comins	8	185	147	332	159	118	277	55	83	293	45	338
Dearborn.....	21	517	453	970	448	380	828	142	85	801	195	996
Dillaway.....	12	281	309	590	252	274	526	64	89	524	77	601
Dudley.....	16	352	427	809	331	366	697	112	86	703	128	831
Dwight.....	11	280	261	541	235	216	451	90	84	461	83	544
Edward Everett,	9	228	233	461	199	201	400	61	87	401	70	471
Eliot.....	16	408	329	737	378	305	683	54	93	576	155	731
Emerson.....	17	467	398	865	405	337	742	123	86	716	129	845
Everett.....	10	223	249	472	184	209	393	79	83	397	86	483
Franklin.....	14	348	355	703	300	300	600	103	85	583	99	682
Frothingham....	12	294	278	572	264	244	508	64	89	501	80	581
Gaston.....	9	270	257	527	236	227	463	64	88	476	50	526
George Putnam,	8	204	212	416	178	180	358	58	86	351	64	415
Gilbert Stuart...	7	149	171	320	136	152	288	32	90	290	34	324
Hancock.....	28	643	614	1,257	567	542	1,109	148	88	1,001	255	1,256
Harvard.....	11	221	212	433	193	183	376	57	87	377	53	430
Henry L. Pierce,	5	120	111	231	107	95	202	29	87	221	19	240
Hugh O'Brien...	13	376	224	600	334	194	528	72	88	512	98	610

PRIMARY SCHOOLS. — *Concluded.*
Semi-annual Returns to January 31, 1903.

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.					
Hyde.....	9	260	227	487	227	192	419	68	86	394	98	492
John A. Andrew....	12	304	263	567	262	224	486	81	86	483	84	567
Lawrence.....	13	377	169	546	339	151	490	56	90	446	94	540
Lewis.....	12	307	236	543	269	203	472	71	87	498	50	548
Lincoln.....	14	421	290	711	374	253	627	84	88	616	87	703
Longfellow.....	9	180	191	371	158	162	320	51	86	335	38	373
Lowell.....	17	449	410	859	398	351	749	110	87	731	138	869
Lyman.....	13	361	318	679	314	276	590	89	87	624	79	703
Martin.....	8	191	178	369	169	152	321	48	87	296	63	359
Mary Hemenway....	11	260	246	506	227	207	434	72	86	416	74	490
Mather.....	16	439	367	806	387	309	696	110	56	740	95	835
Minot.....	5	146	136	282	119	110	229	53	81	249	44	293
Norcross.....	11	167	367	534	150	329	479	55	90	439	84	523
Phillips.....	6	143	142	285	129	125	254	31	89	222	60	282
Phillips Brooks....	15	361	317	678	312	269	581	97	86	621	105	726
Prescott.....	9	199	201	400	177	169	346	54	87	342	62	404
Prince.....	9	194	217	411	160	168	328	83	80	381	66	447
Quincy.....	11	340	259	599	292	216	508	91	85	517	101	618
Rice.....	6	153	110	263	134	91	225	38	86	201	56	257
Robert G. Shaw....	6	146	110	256	128	94	222	34	87	227	28	255
Roger Clap.....	13	339	329	668	296	278	574	94	86	614	58	672
Roger Wolcott.....	14	346	315	661	302	275	577	84	87	561	89	650
Sherwin.....	11	268	264	532	236	234	470	62	88	435	107	542
Shurtleff.....	7	185	161	346	163	138	301	45	87	281	70	351
Thomas N. Hart....	12	368	233	601	336	213	549	52	91	546	56	602
Warren.....	8	192	188	380	169	165	334	46	88	307	52	359
Washington Allston,	18	440	389	829	379	324	703	126	85	742	90	832
Wells.....	36	904	897	1,801	798	778	1,576	225	88	1,632	242	1,874
Winthrop.....	6	147	180	327	115	147	262	65	80	274	43	317
Totals.....	678	17,063	15,449	32,512	14,944	13,252	28,196	4,316	87	27,990	4,849	32,839

PRIMARY SCHOOLS.

Number of Pupils in each Grade, whole Number, and Ages,
January 31, 1903.

DISTRICTS.	Third Grade.	Second Grade.	First Grade.	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	100	117	201	418	60	106	96	82	53	17	2	2	....
Agassiz	104	132	115	351	31	90	97	79	35	10	6	2	1
Bennett	91	155	159	405	58	87	103	87	49	20	1	....	....
Bigelow	156	176	238	570	77	145	141	119	53	22	8	5	....
Bowditch	205	223	280	708	101	156	187	156	69	30	7	1	1
Bowdoin	98	145	244	487	44	146	127	106	47	13	4	....	....
Brimmer	92	93	126	311	38	78	78	70	38	9	....	....	....
Bunker Hill..	103	102	162	367	63	86	84	79	32	19	4	....	....
Chapman.....	146	142	201	489	69	112	139	108	42	13	5	....	1
Chas. Sumner,	129	155	140	424	55	109	109	92	44	11	2	2	....
Chris. Gibson,	257	301	364	922	140	211	251	184	107	19	8	2	....
Comins.....	90	128	120	338	42	88	91	72	24	15	5	1	....
Dearborn	225	285	486	996	115	246	248	192	109	48	24	11	3
Dillaway	178	167	256	601	111	147	148	118	63	12	....	1	1
Dudley	203	258	370	831	127	221	182	173	74	38	9	5	2
Dwight.....	136	134	274	544	79	149	124	109	53	23	4	2	1
Edw. Everett.	129	143	199	471	68	142	115	76	48	15	3	2	2
Elliot	176	236	319	731	138	164	152	122	97	51	7	....	....
Emerson	225	239	331	845	147	220	191	158	88	32	8	1	....
Everett.....	142	135	206	483	57	110	115	115	51	29	5	1	....
Franklin	143	237	302	682	115	175	141	152	75	14	9	1	....
Frothingham..	143	195	243	581	83	165	151	102	62	15	3	....	....
Gaston	160	159	207	526	85	142	147	102	35	11	2	2	....
Geo. Putnam..	110	147	158	415	60	92	102	97	43	18	1	....	2
Gilbert Stuart.	102	93	129	324	58	82	91	59	25	7	1	1	....
Hancock	284	360	612	1,256	198	312	260	231	153	73	20	9	....
Harvard.....	106	169	155	430	82	85	128	82	40	10	3	....	....
H. L. Pierce...	65	70	105	240	45	66	71	39	13	3	2	1	....
Hugh O'Brien,	146	185	279	610	94	135	158	125	67	18	9	4	....

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	Third Grade.	Second Grade.	First Grade.	Whole Number.	Five Years and Under.	Six Years.	Seven Years.	Eight Years.	Nine Years.	Ten Years.	Eleven Years.	Twelve Years.	Thirteen Years and Over.
Hyde	142	147	203	492	60	103	128	103	63	27	7	1	....
J. A. Andrew,	159	187	221	567	94	142	147	100	60	17	4	3	....
Lawrence	153	166	221	540	113	110	130	93	63	24	5	2	....
Lewis	156	191	201	548	60	160	161	117	40	10	....	....	....
Lincoln	187	238	278	703	114	196	179	127	59	17	5	4	2
Longfellow ...	81	100	192	373	77	88	94	76	29	8	1	....	....
Lowell	256	265	348	869	122	203	227	179	94	29	11	3	1
Lyman	140	246	317	703	109	198	167	150	61	15	3	....	....
Martin	92	103	164	359	61	89	67	79	33	22	5	2	1
Mary Hemenway	126	154	210	490	65	108	118	125	58	14	2	....	....
Mather	228	240	367	835	132	238	202	168	66	21	7	1	....
Minot	85	85	123	293	50	75	68	56	30	11	3	....	....
Norcross	148	142	233	523	85	140	132	82	51	20	8	4	1
Phillips	53	111	118	282	27	60	58	77	43	16	1	....	....
P'l'ps Brooks..	219	217	290	726	127	185	173	136	67	24	13	....	1
Prescott	119	121	164	404	74	89	91	88	42	12	4	4	....
Prince	138	120	189	447	43	112	129	97	51	11	2	2	....
Quincy	195	158	265	618	84	131	164	138	75	20	6	....	....
Rice	79	93	85	257	27	55	65	54	33	18	3	2	....
Rob't G. Shaw,	79	84	92	255	36	65	68	58	21	3	3	....	1
Roger Clap....	191	198	283	672	127	174	196	117	41	13	3	1	....
Roger Wolcott,	192	189	269	650	112	149	167	133	68	18	2	1	....
Sherwin.....	145	194	203	542	98	117	113	107	75	27	5	....	....
Shurtleff	108	108	135	351	49	72	79	81	49	17	3	....	1
Thos. N. Hart,	169	203	230	602	80	190	150	126	42	11	3	....	....
Warren	100	103	156	359	54	85	107	61	38	13	....	1	....
Washington Allston.....	199	299	334	832	109	224	205	204	74	13	3	....	....
Wells.....	499	587	788	1,874	241	547	477	367	177	52	12	....	1
Winthrop	49	103	165	317	65	83	76	50	34	7	1	1	....
Totals.....	8,731	10,233	13,875	32,839	4,935	8,255	8,165	6,635	3,326	1,125	287	88	23

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, January 31, 1903.

DISTRICTS.	Number of Teachers.	Av. whole Number of Pupils.	Number of Pupils to a Teacher.	DISTRICTS.	Number of Teachers.	Av. whole Number of Pupils.	Number of Pupils to a Teacher.
Adams	9	417	46.3	John A. Andrew	12	567	47.2
Agassiz	8	354	44.2	Lawrence	13	546	42.0
Bennett	10	391	39.1	Lewis	12	543	45.2
Bigelow	12	574	47.8	Lincoln	14	711	50.7
Bowditch	13	713	54.8	Longfellow	9	371	41.2
Bowdoin	10	488	48.8	Lowell	17	859	50.5
Brimmer	6	298	49.6	Lyman	13	679	52.2
Bunker Hill	10	359	35.9	Martin	8	369	46.1
Chapman	9	469	52.1	Mary Hemenway	11	506	46.0
Charles Sumner ..	9	427	47.4	Mather	16	806	50.3
Christopher Gibson	18	889	49.3	Minot.	5	282	56.4
Comins	8	332	41.4	Norcross	11	534	48.5
Dearborn	21	970	46.1	Phillips	6	285	47.5
Dillaway	12	590	49.1	Phillips Brooks,	15	678	45.2
Dudley	16	809	50.5	Prescott	9	400	44.4
Dwight	11	541	49.1	Prince	9	411	45.6
Edward Everett ..	9	461	51.2	Quincy	11	599	54.4
Ellot	16	737	46.0	Rice	6	263	43.8
Emerson	17	865	50.8	Robert G. Shaw,	6	256	42.6
Everett	10	472	47.2	Roger Clap	13	668	51.3
Franklin	14	703	50.0	Roger Wolcott ..	14	661	47.2
Frothingham	12	572	47.6	Sherwin	11	532	48.3
Gaston	9	527	58.5	Shurtleff	7	346	49.4
George Putnam ..	8	416	50.2	Thomas N. Hart,	12	601	50.0
Gilbert Stuart	7	320	45.7	Warren	8	380	47.5
Hancock	28	1,257	44.9	Wash. Allston ..	18	829	46.0
Harvard	11	483	38.3	Wells	36	1,801	50.0
Henry L. Pierce ..	5	231	46.2	Winthrop	6	327	54.5
Hugh O'Brien	13	600	46.1				
Hyde	9	487	54.1	Totals	678	32,512	47.9

PRIMARY SCHOOLS.

*Number of Pupils promoted to Grammar Schools for the Five Months ending
January 31, 1903.*

DISTRICTS.	Boys.	Girls.	Total.	DISTRICTS.	Boys.	Girls.	Total.
Adams.....	45	39	84	John A. Andrew...	66	58	124
Agassiz.....	47	44	91	Lawrence.....	96	34	130
Bennett.....	66	47	113	Lewis.....	79	69	148
Bigelow.....	62	57	119	Lincoln.....	119	82	201
Bowditch.....	106	80	186	Longfellow.....	50	32	82
Bowdoin.....	50	48	98	Lowell.....	107	122	229
Brimmer.....	43	31	74	Lyman.....	93	74	167
Bunker Hill.....	51	49	100	Martin.....	42	36	78
Chapman.....	51	54	105	Mary Hemenway...	53	52	105
Charles Sumner.....	57	59	116	Mather.....	60	59	119
Christopher Gibson,	120	118	238	Minot.....	31	42	73
Comins.....	41	45	86	Norcross.....	34	86	120
Dearborn.....	140	111	251	Phillips.....	26	28	54
Dillaway.....	90	76	166	Phillips Brooks....	123	102	225
Dudley.....	76	113	189	Prescott.....	51	42	93
Dwight.....	56	72	128	Prince.....	61	63	124
Edward Everett.....	64	66	130	Quincy.....	59	36	95
Eliot.....	66	42	108	Rice.....	45	37	82
Emerson.....	107	96	203	Robert G. Shaw....	33	44	77
Everett.....	70	69	139	Roger Clap.....	82	78	160
Franklin.....	51	47	98	Roger Wolcott.....	105	98	203
Frothingham.....	76	86	162	Sherwin.....	53	59	112
Gaston.....	68	68	136	Shurtleff.....	34	21	55
George Putnam.....	44	53	97	Thomas N. Hart....	106	61	167
Gilbert Stuart.....	53	48	101	Warren.....	43	48	91
Hancock.....	99	131	230	Washington Allston,	67	73	140
Harvard.....	76	65	141	Wells.....	217	221	438
Henry L. Pierce....	43	44	87	Winthrop.....	5	13	18
Hugh O'Brien.....	62	23	85				
Hyde.....	57	59	116	Totals.....	3,977	3,710	7,687

DISTRIBUTION OF PUPILS IN RESPECT BOTH

GRADES.		Under 4 Years.	4 Years.	5 Years.	6 Years.	7 Years.	8 Years.	9 Years.
Latin Schools.	All Grades ... {	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.	Ninth Grade .. {	Boys. ....	.....	.....	.....	.....	.....	.....
		Girls. ....	.....	.....	.....	.....	.....	.....
	Eighth Grade. {	Boys. ....	.....	.....	.....	.....	.....	.....
		Girls. ....	.....	.....	.....	.....	.....	.....
	Seventh Grade {	Boys. ....	.....	.....	.....	.....	.....	5
		Girls. ....	.....	.....	.....	.....	.....	3
	Sixth Grade .. {	Boys. ....	.....	.....	.....	.....	.....	74
		Girls. ....	.....	.....	.....	.....	2	55
	Fifth Grade... {	Boys. ....	.....	.....	.....	.....	52	591
		Girls. ....	.....	.....	.....	1	58	570
	Fourth Grade. {	Boys. ....	.....	.....	.....	17	647	1,500
		Girls. ....	.....	.....	.....	28	667	1,470
	Ungraded {	Boys. ....	.....	.....	.....	9	73	208
	Girls. ....	.....	.....	.....	8	36	114	
Totals .....	.....	.....	.....	.....	63	1,535	4,590	
Primary Schools.	Third Grade .. {	Boys. ....	.....	.....	12	816	1,790	1,247
		Girls. ....	.....	.....	22	806	1,759	1,115
	Second Grade. {	Boys. ....	.....	12	1,228	2,206	1,304	451
		Girls. ....	.....	11	1,100	2,115	1,147	364
	First Grade... {	Boys.	16	2,593	3,125	1,195	341	77
		Girls.	10	2,293	2,768	1,027	294	72
	Totals .....	.....	26	4,909	8,255	8,165	6,635	3,326
Kinder- gartens.	All Classes.... {	Boys.	209	1,323	873	68	3	.....
		Girls.	207	1,177	814	84	2	.....
	Totals .....	.....	416	2,500	1,687	152	5	.....
Totals by Ages ...		.....	416	2,526	6,596	8,407	8,233	8,170
		.....					7,916	

TO AGE AND TO GRADES, JANUARY 31, 1903.

10 Years.	11 Years.	12 Years.	13 Years.	14 Years.	15 Years.	16 Years.	17 Years.	18 Years.	19 Years and over.	Totals.
.....	7	34	58	92	117	93	72	50	24	547
.....	5	18	34	59	74	59	47	31	17	344
.....	12	52	92	151	191	152	119	81	41	891
.....	.....	.....	.....	.....	2	9	25	41	40	117
.....	.....	.....	.....	.....	1	33	68	85	68	255
.....	.....	.....	.....	9	26	104	159	106	47	451
.....	.....	.....	.....	2	39	180	218	99	33	571
.....	.....	.....	3	37	131	213	148	69	26	627
.....	.....	.....	5	59	211	283	191	82	26	857
.....	.....	8	79	239	358	272	128	35	11	1,130
.....	.....	4	52	259	425	414	201	62	21	1,438
.....	.....	12	139	605	1,193	1,508	1,138	579	272	5,446
.....	8	99	401	693	526	193	32	7	.....	1,959
.....	5	90	441	740	586	246	48	13	.....	2,163
10	105	433	804	750	321	71	9	2	.....	2,505
3	94	478	812	725	317	82	13	1	.....	2,525
64	526	897	954	491	152	45	4	2	.....	3,160
107	574	1,062	899	504	152	32	5	.....	.....	3,338
563	1,105	1,030	661	265	74	7	3	.....	.....	3,782
569	1,129	1,062	662	231	50	9	2	2	.....	3,773
1,281	1,090	725	382	117	16	2	.....	.....	.....	4,256
1,327	1,033	577	257	79	17	1	1	.....	.....	3,921
1,269	687	326	136	65	9	.....	1	.....	.....	4,657
1,147	533	223	88	22	4	1	1	.....	.....	4,184
332	281	254	178	78	19	1	.....	.....	.....	1,433
218	200	193	139	52	15	2	2	.....	.....	979
6,910	7,370	7,449	6,814	4,812	2,252	692	121	27	.....	42,635
479	106	27	5	.....	.....	.....	.....	.....	.....	4,482
373	124	41	9	.....	.....	.....	.....	.....	.....	4,249
112	17	5	5	.....	.....	.....	.....	.....	.....	5,340
118	27	10	1	.....	.....	.....	.....	.....	.....	4,893
25	10	1	1	.....	.....	.....	.....	.....	.....	7,384
18	3	4	2	.....	.....	.....	.....	.....	.....	6,491
1,125	287	88	23	.....	.....	.....	.....	.....	.....	32,839
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,476
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,284
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,760
8,035	7,669	7,601	7,068	5,568	3,636	2,352	1,378	687	313	86,571

KINDERGARTENS.

Semi-annual Returns to January 31, 1903.

DISTRICTS.	Teachers.	AVERAGE NUMBER BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	No. under 5 Years.	No. 5 Years and over.	Whole No. at Date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams....	4	60	49	109	40	33	73	36	67	51	53	104
Agassiz	3	47	45	92	32	31	63	29	68	74	23	97
Bennett	2	26	27	53	19	19	38	15	72	16	33	49
Bowditch	4	55	58	113	43	42	85	28	75	66	50	116
Bowdoin	4	60	62	122	38	39	77	44	63	92	22	114
Brimmer	2	26	21	47	19	14	33	14	70	34	12	46
Bunker Hill...	1	14	12	26	10	8	18	8	69	21	6	27
Chapman	4	61	44	105	41	27	68	37	65	84	36	120
Chas. Sumner,	4	55	50	105	41	36	77	28	74	36	77	113
Christ'r Gibson	6	93	77	170	68	54	122	48	72	89	53	142
Comins.....	4	74	72	146	53	48	101	46	69	61	70	131
Dearborn	2	30	34	64	21	22	43	21	67	36	25	61
Dillaway	4	65	52	117	50	40	90	27	77	64	47	111
Dudley.....	4	59	45	104	43	33	76	28	73	79	19	98
Dwight.....	4	57	50	107	41	35	76	31	71	70	46	116
Edw. Everett..	2	25	35	60	18	24	42	18	70	28	38	66
Ellot	2	27	32	59	23	25	48	11	81	47	10	57
Emerson	2	48	33	81	36	23	59	22	70	41	46	87
Everett.....	2	24	26	50	16	18	34	16	68	18	31	49
Franklin	2	32	20	52	22	14	36	16	69	34	17	51
Frothingham..	2	30	32	62	25	25	50	12	81	50	9	59
Gaston	2	38	19	57	32	15	47	10	82	46	11	57
Geo. Putnam..	2	30	26	56	24	17	41	15	73	25	31	56
Gilbert Stuart,	3	58	32	90	45	25	70	20	78	64	27	91
Hancock	9	134	162	296	108	124	232	64	79	197	97	294
Harvard	2	22	28	50	15	20	35	15	70	32	12	44
H. L. Pierce ..	2	25	24	49	18	16	34	15	69	26	19	45
Hugh O'Brien,	2	32	24	56	26	19	45	11	80	31	9	40
Hyde.....	2	28	33	61	22	25	47	14	78	51	12	63
J. A. Andrew,	2	31	29	60	24	22	46	14	77	27	34	61

KINDERGARTENS. — *Concluded.*

DISTRICTS.	Teachers.	AVERAGE NUMBER BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	No. under 5 Years.	No. 5 years and over.	Whole No. at Date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Lawrence.....	4	62	41	103	44	29	73	30	71	80	22	102
Lewis.....	2	34	44	78	24	31	55	23	71	39	42	81
Lincoln.....	2	33	21	54	24	14	38	16	70	36	17	53
Longfellow...	1	24	30	54	20	24	44	10	81	42	10	52
Lowell.....	6	74	75	149	54	53	107	42	73	83	72	155
Lyman.....	6	106	96	202	76	64	140	62	69	146	52	198
Martin.....	2	23	32	55	17	23	40	15	73	38	17	55
Mary Hemenway...	2	35	34	69	24	25	49	20	71	18	47	65
Mather.....	1	39	19	58	30	13	43	15	74	39	19	58
Minot.....	2	23	25	48	15	16	31	17	64	17	28	45
Norcross.....	2	27	25	52	20	17	37	15	71	25	20	45
Phillips.....	2	25	27	52	20	21	41	11	79	20	35	55
PhillipsBrooks	4	63	53	116	48	37	85	31	73	92	18	110
Prescott.....	2	26	22	48	21	16	37	11	77	19	27	46
Prince.....	2	19	40	59	15	29	44	15	75	39	30	69
Quincy.....	4	60	49	109	44	33	77	32	71	72	30	102
Rice.....	2	23	29	52	16	20	36	16	69	31	17	48
Robert G. Shaw	3	29	32	61	22	23	45	16	72	35	33	68
Roger Wolcott,	4	51	53	104	37	36	73	31	70	51	48	99
Sherwin.....	4	63	52	115	48	40	88	27	76	50	54	104
Shurtleff.....	1	31	30	61	24	24	48	13	79	49	14	63
Thos. N. Hart,	4	70	42	112	57	36	93	19	83	91	19	110
Warren.....	3	48	49	97	37	37	74	23	76	43	53	96
Washington Allston.....	6	77	82	159	59	58	117	42	74	73	83	156
Wells.....	6	83	93	176	62	64	126	50	71	98	62	160
.....
Totals.....	167	2,514	2,348	4,862	1,871	1,676	3,547	1,315	73	2,916	1,844	4,760

KINDERGARTENS.

Number of Pupils Promoted to Primary Schools for the Five Months ending January 31, 1903.

DISTRICTS.	Boys.	Girls.	Total	DISTRICTS.	Boys.	Girls.	Total.
Adams	43	50	93	John A. Andrew.	21	24	45
Agassiz	18	11	29	Lawrence.....	36	28	64
Bennett	15	11	26	Lewis	33	16	49
Bowditch	47	44	91	Lincoln	23	18	41
Bowdoin.....	34	26	60	Longfellow	25	18	43
Brimmer.....	2	3	5	Lowell	35	49	84
Bunker Hill.....	18	7	25	Lyman.....	62	48	110
Chapman.....	41	40	81	Martin	21	18	39
Charles Sumner..	30	36	66	Mary Hemenway	15	22	37
Ch'st'r Gibson...	71	54	125	Mather	21	10	31
Comins.....	30	26	56	Minot	15	24	39
Dearborn	24	19	43	Norcross	15	20	35
Dillaway.....	33	42	75	Phillips	20	19	39
Dudley.....	41	41	82	Phillips Brooks..	41	46	87
Dwight.....	41	41	82	Prescott.....	22	22	44
Edward Everett,	20	20	40	Prince.....	22	26	48
Ellot	22	22	44	Quincy.....	33	21	54
Emerson.....	26	11	37	Rice.....	22	16	38
Everett.....	18	13	31	Robert G. Shaw..	19	15	34
Franklin.....	15	16	31	Roger Wolcott...	39	40	79
Frothingham....	29	26	55	Sherwin.....	29	33	62
Gaston	18	27	45	Shurtleff.....	11	20	31
George Putnam..	13	22	35	Thomas N. Hart..	41	29	70
Gilbert Stuart...	27	39	66	Warren'.....	21	8	29
Hancock	77	73	150	Wash'n Allston..	38	41	79
Harvard	20	24	44	Wells.....	70	52	122
Henry L. Pierce,	21	21	42	.....	.....	.....	.....
Hugh O'Brien...	25	22	47				
Hyde.....	25	25	50	Totals.....	1,594	1,495	3,089

SUPPLEMENT.

 REPORT OF MR. JOHN TETLOW, HEAD-MASTER OF
 THE GIRLS' LATIN SCHOOL.

To the Superintendent of Public Schools :

SIR,—In response to your recent request for a statement setting forth facts of present interest relating to the Girls' Latin School, I beg leave to submit the following report :

GROWTH OF THE GIRLS' LATIN SCHOOL.

The Girls' Latin School, which has recently celebrated the twenty-fifth anniversary of its establishment, was founded on the 4th of February, 1878. As it was established for the express purpose of fitting girls for college, and has been held strictly to the purpose for which it was established, its standards for promotion and graduation have been largely determined by the admission requirements of the best New England colleges. Although, therefore, its growth has more than justified the expectations of its founders, it has not become a large school. The following table shows the rate of its growth from the date of its establishment to the close of the last school year :

Year.	Average Whole Number.	Year.	Average Whole Number.
1878.....	28	1891.....	204
1879.....	75	1892.....	219
1880.....	104	1893.....	225
1881.....	140	1894.....	220
1882.....	141	1895.....	255
1883.....	141	1896.....	297
1884.....	145	1897.....	326
1885.....	147	1898.....	344
1886.....	146	1899.....	358
1887.....	155	1900.....	376
1888.....	158	1901.....	357
1889.....	196	1902.....	372
1890.....	191		

TRANSFER OF CLASSES TO COPLEY SQUARE.

For twenty years from the organization of the school, in 1878, all the classes were housed in the building in West Newton street appropriated to the Girls' High School. This arrangement, which had been viewed from the first as a temporary makeshift, became at last physically impossible, owing to the growth of both schools, and in 1898 the Chauncy Hall building in Copley square was leased by the city for the use of the Girls' Latin School. Since that date the school has been divided, three-fifths of the scholars being assigned to the Copley square building and two-fifths to the West Newton-street building; and certain teachers have been obliged to divide their time between the two buildings. This division of the school into two parts, though made imperative by the congested condition of the West Newton-street building, which preceded it, is of course detrimental to the best interests of the school, and should be discontinued at the earliest possible moment; for a school, to accomplish its best work, should have the unity of spirit and purpose that comes from a common participation on the part of all its pupils in its general exercises. Moreover, the north side of the Copley square building is very dark, and the south side is very noisy, so that much energy is wasted in the mere effort to see and hear.

IMPERATIVE NEED OF A NEW BUILDING.

In January, 1897, a petition, signed by Henry L. Higginson and 3,050 other citizens of Boston, was presented to the School Board, asking that a new building be provided for the Girls' Latin School. The presentation of this petition was followed by a well attended and enthusiastic hearing before the Committee on High Schools, at which prominent citizens of Boston and several heads of New England colleges spoke in terms of high commendation of the work of the school, and earnestly advocated the erection of a new building for its use. But the need of new high school buildings in the suburban districts was also urgent at this time, and the claims of these districts to prior recognition were strongly pressed. In September of the same year the Committee on Schoolhouses reported that they were "fully aware of the crowded condition of the Girls' Latin School and the

necessity of providing a new building," but had "no funds available at the present time for the erection of a new school-house." Accordingly, since 1898, the City of Boston has been paying from \$7,000 to \$8,000 a year in rent and taxes for the Copley Square building and, beginning with next July, when the term of the present lease will expire, will have to pay more than \$9,000 a year for the same inadequate and unsatisfactory accommodations. Now that the needs of the suburban districts have been met, and the pressing needs of the Girls' Latin School are frankly acknowledged, it is to be hoped that money will speedily become available for the purchase of a site and the erection of a new building for that school.

GERMAN OPTIONAL WITH GREEK.

In 1894, in response to a petition signed by about 500 persons—the signers including parents of pupils then in the school, graduates of the school, and citizens of Boston interested in education—the School Board made German optional with Greek during the last three years of the school course; and a special teacher of German was added to the existing corps of regular teachers in order that the increased number of classes to be taught might be duly provided for, and that the instruction in the newly introduced modern language might be as systematic and thorough as the instruction in the ancient language, for which it was to be recognized as an equivalent. Since the introduction of this option in the course of study, the number of pupils choosing German has been to the number choosing Greek approximately as one to two; so that, as all the pupils of the school study Latin and two-thirds of the pupils in the three upper classes study Greek, the school has continued to be a distinctly classical school.

RELATION OF THE SCHOOL TO THE CERTIFICATE SYSTEM OF ADMISSION TO COLLEGE.

The school now sends about thirty-five girls to college every year. Approximately half of this number go to Radcliffe College, and, in order to be admitted, must pass satisfactorily the Harvard College entrance examination. It also happens every year that some of the girls who intend to go to other colleges pay the

required examination fee and take the admission examination at Radcliffe College in order to have the satisfaction of knowing that they could take their college course there if they desired to do so. As, therefore, the standard of graduation from the school is largely determined by the requirements for admission to Harvard College, those who enter other colleges by certificate, having received the same training and been subjected to the same tests of proficiency as their classmates, are as well prepared for collegiate work as those who go to Radcliffe College. Moreover, it is not true, as is sometimes supposed, that those who go to Radcliffe College, where admission is gained by examination only, are the best scholars. Sometimes they are; but as often they are not. The fact, however, that all who receive the diploma of the school must reach the standard of attainment and of acquired power that is demanded for admission to Harvard College gives to the certificate of the school a recognized value.

On the other hand, it is not the policy of the school, as is sometimes assumed, to *over*-prepare its pupils for collegiate work, so that they will have but little to do during the Freshman year at college. When the time for admission to college arrives and the principal of the school has to decide whether the candidate is worthy to be recommended for examination in a given subject at Radcliffe College, or worthy to be certificated in that subject for admission to another college, the only question considered is, "Is the candidate qualified to sustain herself at college in the given subject or in the subjects for which it is the appropriate foundation?" If she is so qualified, she will be recommended or certificated; if she is not so qualified, she will not be recommended or certificated. In the case of pupils of marked ability, the recommended or certificated candidate will be found to be well equipped for collegiate work; but, in the case of pupils deficient in ability, the recommended or certificated candidate will be found to be only barely equipped for collegiate work. But it would be a gross injustice to the individual for the school to refuse its endorsement to a pupil capable, though only by strenuous effort, of sustaining herself in college, from an unworthy fear that the reputation of the school might suffer. Such an injustice the school intends not to commit, and trustworthy evidence could be given, if it were necessary, of the fact that, in actual practice, the school does not commit such injustice.

PRECAUTION AGAINST OVERWORK.

There have been times in the history of the school when parents and others interested in its welfare have felt that it demanded unduly strenuous work on the part of its pupils; and doubtless the school has suffered somewhat in reputation from this cause in comparison with the high schools of the city. But the probable explanation of the popular impression that the Latin School course of study is relatively severe is that all the girls attending the Latin School are intended for college, whereas only an insignificant part of the pupils attending the high schools have college in view. In the high schools preparation for college is only an incidental feature of the work of those schools; whereas, in the Latin School, it is the main business of the school. The college pupils of the high school have to work as strenuously as the pupils of the Latin School; but, as their number is relatively insignificant, their strenuous work does not attract public attention.

Still, overwork, wherever it exists, is an evil, and must be guarded against. Accordingly, two years ago, by way of experiment, the recitation periods in the Girls' Latin School were cut down from 50 minutes each to 45, and two of the three five-minute recesses were abolished, so that an extra study period of 35 minutes was gained within the limits of the school session. Since this increase of study time was provided there have been no complaints of overwork. Moreover, there has been no appreciable loss in the amount of work accomplished. There have also been noted other evidences of relief from strain. Thus there is an increasing tendency on the part of the pupils towards voluntary association in school organizations for the study or investigation of subjects that bear a collateral relation to the course of study. For example, there have sprung up at least two literary clubs, a German club, and a science club. Moreover, the encouraging feature of these voluntary associations is that the teachers are consulted at every point, that they are invited to be present at the meetings, and that they are welcomed to membership. Indeed the spirit of sympathetic coöperation between teachers and pupils was never stronger in the school than it is to-day.

Respectfully submitted,

JOHN TETLOW,

Head Master, Girls' Latin School.

REPORT OF MISS LAURA FISHER, DIRECTOR OF
KINDERGARTENS.

To the Superintendent of Public Schools :

SIR,—The plan of work in the kindergartens is now developed so that we have a well organized and graded course extending over two years. The course for the older children is the same, in all essentials, that we have followed for several years. The course for the younger children has taken more definite shape and prepares for the work done the second year, so that at present a child coming into the kindergarten at three and one-half years advances gradually, and at the end of the second year is well prepared for the primary school.

In the first year of the kindergarten the methods used must of necessity have more of the atmosphere of play, the exercises must be shorter, the amount of freedom greater than in the second year; whereas during the second year the atmosphere of work must begin to be felt somewhat, the exercises must be less exclusively constructive, the tax on attention and observation must be greater, and the discipline somewhat more marked.

The younger class uses more "preliminary work"—such as prepares for the regular occupations of the kindergarten, while the older class works with the traditional kindergarten materials.

In the gift work the emphasis with the younger children is on construction and representation, with the older children a considerable amount of illustration and observation of the general qualities of objects (*e. g.*, form, size, direction, color, number) is added to the more advanced constructive work with the same.

MATERIALS.

1. Within the past two years we have introduced the use of sand and sand-tables. The very plastic nature of this material renders it of great value with the younger children, while for pur-

poses of impression work it is of equal value for the older children. By using squares, circles, shells, leaves, etc., upon smooth moist sand the children can easily make impressions of form which are developed into symmetrical figures and artistic designs long before they can draw or paint them; this is one of the simplest means of beginning their artistic training, and has proven helpful and developing in this direction.

2. The use of collateral materials in connection with the kindergarten gifts, and of collateral pictures in connection with the Mother-play, has become an important feature of our work and unquestionably improved the character of the same. It has helped to emphasize the *typical* character of both these phases of Froebel's system, and to relate the object and plays he has originated to similar objects and ideas in the world and the immediate environment of the child.

3. Great developments in the line of home work have been made, and children and parents have been encouraged to utilize for constructive and artistic purposes whatever available material may be found in the home. The exhibit of work made last April, at the time of the meeting of the International Kindergarten Union, showing (together with the regular occupations of the kindergarten) the collateral materials and home work was both interesting and significant. It revealed the fact that the children apply to other materials and objects the ideas and constructive processes acquired in the kindergarten, and the further fact that they carry into their occupation in the home the thoughts, activities and skill exercised in the kindergarten. Not only do the children continue in the home the work learned in the kindergarten, but their knowledge is communicated to parents and older brothers and sisters who send back to the kindergarten objects made and pictures gathered illustrating the ideas, and fulfilling the efforts of the younger child, which ideas and efforts are those suggested and stimulated in the kindergarten.

4. In several kindergartens we have experimented with enlarged materials. The experiment has been an interesting one, and the opinion seems to be that these enlarged gifts are helpful in constructive work. It is too early to assert positively that these are in every way to be preferred to the gifts in ordinary use.

MOTHERS' MEETINGS.

Mothers' meetings are a regular part of the work of the kindergarten. These meetings, which should be held once a month in every kindergarten, are of the kind which have made of every kindergarten an educational centre. In many districts the meetings are very largely attended, and everywhere their influence is distinct and important. In some districts these "mothers' meetings" have resulted in "mothers' clubs," conducted by the members. Occasionally "parents' meetings" are held, which fathers and mothers alike attend.

As a result of these meetings, the mothers have taken a greater interest in the kindergarten, as well as a wiser, more intelligent interest in the children, and both kindergarten and home have gained in consequence. The meetings are frequently addressed by physicians on the physical care of children, and by persons interested in subjects that are of general interest and value. Some kindergartens have received from the mothers' class pictures and other important objects for the decoration and improvement of the room, and not infrequently have these classes contributed to the pleasure of the children, by providing excursions into the country.

TEACHERS' MEETINGS.

The union of interests between the workers in Boston and all the towns near by is to my mind one of the best features of our work. The meetings held twice each week brings these workers together, and a friendly exchange of ideas and comparison of experiences is constantly taking place. Nor is this all. The earnest study of great books on education, psychology and classic literature develops in them high ideals which they hold in common and which bind them together more closely than any more external similarity in formal practice can.

Respectfully submitted,

LAURA FISHER,

Director of Kindergartens.

STATEMENT OF MISS SARAH FULLER, PRINCIPAL
OF THE HORACE MANN SCHOOL FOR THE DEAF,
RELATIVE TO HELEN KELLER.

To the Superintendent of Public Schools :

SIR, — The first intimation to me of Helen Keller's desire to speak was on the 26th of March, 1890, when her teacher, Miss Sullivan, called upon me with her and asked me to help her to teach Helen to speak; for, said she, "Helen has spelled upon her fingers, 'I must speak.'" She was then within three months of being ten years old. Some two years before, accompanied by her mother, Mr. Anagnos and Miss Sullivan, she had visited the Horace Mann School for the Deaf, when her ready use of English, and her interest in the children, had suggested to me that she could be taught to speak. But it was not then thought wise to allow her to use her vocal organs. Now, however, that the attempt was to be made, I gladly undertook the work. I began by familiarizing her with the position and condition of the various mouth parts, and with the trachea. This I did by passing her hand lightly over the lower part of my face and by putting her fingers into my mouth. I then placed my tongue in the position for the sound of *ī* in it, and let her find the point, as it lay perfectly still and soft in the bed of the jaw, just behind the lower front teeth, and discover that the teeth were slightly parted. After she had done this I placed one of her forefingers upon my teeth and the other upon my throat, or trachea, at the lowest point where it may be felt, and repeated the sound *ī* several times. During this time, Helen, standing in front of me in the attitude of one listening intently, gave the closest attention to every detail; and when I ceased making the sound her fingers flew to her own mouth and throat, and after arranging her tongue and teeth she uttered the sound *ī* so nearly like that I had made, it seemed like an echo of it. When told she had given the sound correctly she repeated it again and again. I next showed her, by means of her sensitive fingers, the depression through the centre of the tongue when in

position for the sound of *ä*, and the opening between the teeth during the utterance of that sound. Again she waited with her fingers upon my teeth and throat until I sounded *ä* several times, and then she gave the vowel fairly well. A little practice enabled her to give it perfectly. We then repeated the sound of *ĩ* and contrasted it with *ä*. Having these two differing positions well fixed in her mind I illustrated the position of the tongue and lips while sounding the vowel *ó*. She experimented with her own mouth, and soon produced a clear, well-defined *ó*. After acquiring this she began to ask what the sounds represented, and if they were words. I then told her that *ĩ* is one of the sounds of the letter *i*, that *ä* is one of the sounds of the letter *a*, and that some letters have many different sounds, but that it would not be difficult for her to think of these sounds after she had learned to speak words. I next took the position for *ä*, Helen following as before with her fingers, and, while sounding the vowel, slowly closed my lips, producing the word *arm*. Without hesitation she arranged her tongue, repeated the sounds, and was delighted to know that she had pronounced a word. Her teacher suggested to her that she should let me hear her say the words *mamma* and *papa*, which she had tried to speak before coming to me. She quickly and forcibly said, "*mum mum*" and "*pup pup*"! I commended her efforts, and said that it would be better to speak very softly, and to sound one part of the word longer than she did the other. I then illustrated what I wanted her to understand, by pronouncing the word *mamma* very delicately, and at the same time drawing my finger along the back of her hand to show the relative length of the two syllables. After a few repetitions the words *mamma* and *papa* came with almost musical sweetness from her lips.

This was her first lesson. She had but ten lessons in all, although she was with me at other times talking freely, but not under instruction. The plan was to develop, at each lesson, new elements, review those previously learned, listen to all of the combinations she could make with the consonants as initial and final elements, and construct sentences with the words resulting from the combinations. In the intervals between the lessons she practised these with Miss Sullivan. She was an ideal pupil, for she followed every direction with the utmost care, and seemed

never to forget anything told her. On the day she had her seventh lesson (April 19th) she and Miss Sullivan were invited with me to lunch at the house of a friend. While on the way there Miss Sullivan remarked that she wished Helen would use the sentences she had learned, and added that she seemed unwilling to do so. It at once occurred to me that the cause of her reluctance was her conscientious care to pronounce every word perfectly; and so, in the moments I had with her during the visit, I encouraged her to talk freely with me while I refrained from making corrections. This had the desired effect. In going about the house of our friend she asked a great many questions, using speech constantly. In the presence of all she told of her studies, her home, and her family. She also told of a visit to Dr. Oliver Wendell Holmes a short time before when she "talked" to him. Noticing her words as she spoke, there were but four which I did not readily understand. These I asked her to spell on her fingers. Her enjoyment of this, her first experience in the real use of speech, was touchingly expressed in her remark to Miss Sullivan on her way home, "I am not dumb now." In a conversation, some two weeks later, with Dr. Bell, Miss Sullivan, and myself, a still greater freedom in the use of speech was noticeable. Miss Sullivan fully appreciated the victory gained; for she wrote to Mr. Anagnos, two months after Helen had taken her first lesson, "Think of it! Helen achieved in less than two months what it takes the pupils of schools for the deaf several years to accomplish, and then they do not speak as plainly as she does." Helen's own joy in this conscious possession of a new power was shown in the following letter she wrote me a week or so after she had taken her first lesson. It also reveals the origin of her desire for speech.

SOUTH BOSTON, MASS., April 3, 1890.

My Dear Miss Fuller :

My heart is full of joy this beautiful morning because I have learned to speak many new words, and I can make a few sentences. Last evening I went out in the yard and spoke to the moon. I said, "O moon, come to me!" Do you think the lovely moon was glad that I could speak to her? How glad my mother will be. I can hardly wait for June to come, I am so eager to speak to her and to my precious little sister. Mildred could not understand me when I spelled with my fingers, but

now she will sit in my lap, and I will tell her many things to please her, and we shall be so happy together. Are you very, very happy because you can make so many people happy? I think you are very kind and patient, and I love you very dearly. My teacher told me Tuesday that you wanted to know how I came to wish to talk with my mouth. I will tell you all about it, for I remember my thoughts perfectly. When I was a very little child I used to sit in my mother's lap nearly all the time, because I was very timid, and did not like to be left by myself. And I would keep my little hand on her face all the while, because it amused me to feel her face and lips move when she talked with people. I did not know then what she was doing, for I was quite ignorant of all things. Then, when I was older, I learned to play with my nurse and the little negro children, and I noticed that they kept moving their lips like my mother, so I moved mine, too, but sometimes it made me angry, and I would hold my playmates' mouths very hard. I did not know then that it was very naughty to do so. After a long time my dear teacher came to me, and taught me to communicate with my fingers, and I was satisfied and happy. But when I came to school in Boston I met some deaf people who talked with their mouths like all other people, and one day a lady who had been to Norway came to see me, and told me of a blind and deaf girl she had seen in that far-away land who had been taught to speak and understand others when they spoke to her. This good and happy news delighted me exceedingly, for then I was sure that I should learn also. I tried to make sounds like my little playmates, but teacher told me that the voice was very delicate and sensitive and that it would injure it to make incorrect sounds, and promised to take me to see a kind and wise lady who would teach me rightly. That lady was yourself. Now I am as happy as the little birds, because I can speak, and perhaps I shall sing too. All of my friends will be so surprised and glad.

Your loving little pupil,

HELEN A. KELLER.

From her home in Alabama, where she went in June, Helen expressed this same joy in the use of speech when she wrote to Mr. Anagnos (July 4, 1890): "I am so happy now. I never was so happy in my life before. When you come home you will take me in your lap and I will speak to you." She said her talking was a beautiful surprise to her father and mother, for she had not written them that she had been learning to speak. "Are you not very glad," she adds, "that I can talk, and that everybody understands me?"

In October she wrote me another letter which, as given here, will reveal her loving personality and progress more than any words I could give.

TUSCUMBIA, ALABAMA, October 20, 1890.

My Dear Miss Fuller :

Oh, no ! I have not forgotten you, dear friend ! I have thought of you every day, and I love you more than ever. I will tell you why I have not written before. After I came home I was sick for a while, and the doctor said I must be very quiet and not get tired or I would be very ill. We all went away to a beautiful mountain, where it was cool and pleasant, and I did nothing but play and ride my dear donkey. You must know I had a lovely time climbing the steep paths, and gathering the pretty wild flowers. Lioness, my great, faithful mastiff, always went with us. When we were tired and sat down on a fallen tree to rest she would roll in the leaves or lie quietly at our feet. Sometimes the rain came down in torrents, then we stayed in the house and amused ourselves. Mildred and our little cousin Louise Adams, were very happy together. I used to swing them in the hammock and have fun with them. They could understand all that I said to them, and sometimes I could tell what they said by feeling of their lips. Are you not delighted because I can speak so well ! My dog comes bounding to me when I call her, and all of my friends know what I say if I speak distinctly. I have learned a great deal about my loving heavenly Father, and the dear Christ. I am very, very happy. God wants us to be happy. I think he wanted you to teach me to speak because he knew how much I wished to speak like other people. He did not want his child to be dumb, and when I go to him He will let his angels teach me to sing. I wonder if your beautiful new school is finished. You must give my dear love to all the children and the teachers. I hope they have not forgotten Helen. When I see you I shall have very much to tell you. I am studying every day and learning all I can about plants, and numbers, and the beautiful world our Father has given us. I am so glad that we shall live always, because there are so many wonderful things to learn about. Teacher sends love and little sister sends a kiss.

Lovingly, your little friend,

HELEN A. KELLER.

From time to time I noted the improvement of this remarkable girl in the use of speech, and I am free to confess that one of the great joys of my life was when, six years after the first lessons, it was my privilege not only to suggest her as a speaker for the Fifth Summer meeting of the American Association to Promote the Teaching of Speech to the Deaf at the Pennsylvania Institution at Mt. Airy, but to see and hear the successful effort. The speech, written out by herself on the typewriter, was committed to memory and now repeated without a mistake. I cannot refrain from giving it here that others may see its spirit and form of expression. Like the letters, it tells its own story better than anything I could say.

ADDRESS OF HELEN KELLER.

If you knew all the joy I feel in being able to speak to you to-day I think you would have some idea of the value of speech to the deaf, and you would understand why I want every little deaf child in all this great world to have an opportunity to learn to speak. I know that much has been said and written on this subject, and that there is a wide difference of opinion among teachers of the deaf in regard to oral instruction. It seems very strange to me that there should be this difference of opinion; I cannot understand how any one interested in our education can fail to appreciate the satisfaction we feel in being able to express our thoughts in living words. Why, I use speech constantly, and I cannot begin to tell you how much pleasure it gives me to do so. Of course, I know that it is not always easy for strangers to understand me; but it will be by and by; and in the meantime I have the unspeakable happiness of knowing that my family and friends rejoice in my ability to speak. My little sister and baby brother love to have me tell them stories in the long summer evenings when I am at home, and my mother and teacher often ask me to read to them from my favorite books. I also discuss the political situation with my dear father, and we decide the most perplexing questions quite as satisfactorily to ourselves as if I could see and hear. So you see what a blessing speech is to me. It brings me into closer and tenderer relationship with those I love, and makes it possible for me to enjoy the sweet companionship of a great many persons from whom I should be entirely cut off if I could not talk.

I can remember the time before I learned to speak, and how I used to struggle to express my thoughts by means of the manual alphabet — how my thoughts used to beat against my finger tips like little birds striving to gain their freedom, until one day Miss Fuller opened wide the prison door and let them escape. I wonder if she remembers how eagerly and gladly they spread their wings and flew away. Of course it was not easy at first to fly. The speech-wings were weak and broken, and had lost all the grace and beauty that had once been theirs; indeed, nothing was left save the impulse to fly, but that was something. One can never consent to creep when one feels an impulse to soar. But, nevertheless, it seemed to me sometimes that I could never use my speech-wings as God intended I should use them; there were so many difficulties in the way, so many discouragements; but I kept on trying, knowing that patience and perseverance would win in the end. And while I worked I built the most beautiful air-castles, and dreamed dreams, the pleasantest of which was of the time when I should talk like other people; and the thought of the pleasure it would give my mother to hear my voice once more sweetened every effort, and made every failure an incentive to try harder next time. So I want to say to those who are trying to learn to speak, and to those who are teaching them, "Be of good cheer. Do not think of to-day's failures, but of the success that may come to-morrow. You have set yourself a difficult task, but you will succeed if you

persevere ; and you will find a joy in overcoming obstacles — a delight in climbing rugged paths which you would perhaps never know if you did not sometimes slip backwards ; if the road was always smooth and pleasant. Remember, no effort that we make to attain something beautiful is ever lost. Sometime, somewhere, somehow, we shall find that which we seek. We shall speak, yes, and sing too, as God intended we should speak and sing.”

As introduced by Mr. Bell, Helen had already given a peculiar charm to the opening of the convention by having recited the Twenty-third Psalm.

Not only in the public convention, but in the private club and school, has this use of speech been a joy to her and a wonder to others. Only the year after she began to talk she surprised her teachers, with whom she was a guest at Abbot Academy, by stepping forward after one of them had spoken and saying, “I would like to say something to my friends.” After thanking them all for their kindness, with her sightless eyes turned toward heaven, she referred to the world being full of goodness, beauty, and love written on the walls of nature all around them.

The Young Ladies’ Club of Baddeck, Nova Scotia, will never forget the suggestive remarks she made at the summer home of Dr. Bell in 1901. After expressing her joy in meeting the young ladies of Baddeck, she said, “Here in this beautiful home love is supreme ; we see it in every flower ; we hear it in the music that sings itself inside and outside our hearts. It makes everything beautiful. Here our griefs, our deprivations, our failures, are made to blossom like Aaron’s rod with flowers.” People often asked, she said, if she were happy, since it seemed strange that one who couldn’t see or hear should be able to enter into the joys of life. “That is because they do not understand the power of love,” she declared. “By its magic one perceives that everything has its wonders — even darkness and silence.” Then follows thought, which, coming as it does from darkness and silence, startles with its power and exalts with its beauty. “The eye cannot follow the flight of song, the ear cannot hear the music in the heart that receives it, but the spirit knows no limitations. It may follow the song to the utmost boundary of the heavens, and in the inner silence of thought listen to the ‘music of the spheres.’”

Such thought, well spoken, from one blind and deaf from the age of nineteen months is one of the marvels of this progressive age.

Respectfully submitted,

SARA FULLER,

Principal of Horace Mann School for the Deaf.

HELEN KELLER AS A SPEAKER.

As an interesting addition to the evidence of success cited by Miss Fuller, the following account of Helen Keller's appearance before a committee of the Legislature, at the State House, in Boston, is taken from the "Boston Globe" of March 6, 1903:

There was a very large attendance at the hearing at the State House this morning on the resolve accompanying the petition of Edward Cummings to provide for the appointment of a commission to investigate the condition of the adult blind in this State.

Principal interest centred in Miss Helen Keller, who was present during the hearing and who addressed the members of the Committee on Education, before whom the hearing was held, in favor of the resolve. There was something entirely unusual and pathetic in the appearance of this advocate of the resolve, which may mean so much to those who, like herself, are deprived of eyesight.

Appeal for Educated Blind.

Miss Keller was accompanied by her teacher, who repeated to the committee the sentences as they fell from the lips of the blind girl. Much, if not quite all, that Miss Keller said was entirely distinguishable without being repeated. She said:

"It has long been my earnest desire that something be done to help the blind to support themselves. It is terrible to be blind and to be uneducated; but it is worse for the blind who have finished their education to be idle. Their very education becomes a burden because they cannot use it. All the knowledge they have gained in their school days can bring no happiness into their lives. Indeed, I have sometimes thought that their condition before they go to school is happier than that state of educated helplessness in which the school leaves them. They think, think, think, in the long days that are nights.

"They have been taught to aspire; they have read books; perhaps they have tasted the 'higher education,' and now they are sent back from school, often to poor homes, with nothing to do, except to contrast with bitter longing the school days, full of books and music, with the helpless, inactive present. The education was a delight and a privilege but for what have they been educated?"

Industrial Training Needed.

“I remember the distress of many blind people I have known, who, after finishing their education, could find no means of supporting themselves, because no one helped them to find positions in which they could turn what they have been taught to practical use. The greater their ambition to do useful work the more cruel their disappointment. I often receive letters from them, and the cry of their despair is in my heart as I speak.

“If this Commonwealth will establish a commission to place the blind in positions of self-support, it will be doing three things — helping the blind, relieving itself of the burden of caring for them, and setting an example to other States. Already Massachusetts has delayed too long in a work in which she should lead. It is not higher education that the blind need. It is not Greek and Latin, but an industrial training and some one with influence and authority to help them to a place in the industrial world.”

There was hearty applause when Miss Keller concluded.

REPORT OF MR. JAMES FREDERICK HOPKINS,
DIRECTOR OF DRAWING.

To the Superintendent of Public Schools:

SIR, — At your request I offer the following report upon the conduct of drawing in the day and evening schools of Boston. For convenience in preparing the matter I have arranged the subjects reported upon as follows: (1) State of the work in primary and grammar grades and general advance of the subject. (2) Drawing-books and manuals. (3) Assistant staff. (4) Lectures to teachers. (5) Drawing in high schools. (6) Evening drawing schools.

(1.) WORK IN PRIMARY AND GRAMMAR GRADES.

It is a pleasure to report upon the good work going on in our primary and grammar schools. The teachers have passed through the period of discouragement which immediately followed the reorganization of the subject. They have bravely made the attempt to meet us half way in our efforts to give them insight into the true meaning of the course outlined. They have not hesitated to demand proof of difficult possibilities, yet they have most helpfully offered suggestions for improving the work which have been incorporated into the general scheme. With true Boston spirit they have tested every point of advance, but they have held steadfast in their interest, and their enthusiasm has not diminished with the months of progress.

The result of all this earnest spirit is that the pupils are doing the work outlined in a manner in keeping with the particular portion of the city in which they are located. There is a steady growth of power noted in the work from grade to grade, a power which has its results in a blossoming of the subject most creditable to teachers and pupils. There is a freedom of accomplishment and an interest in attempt superior, I believe, to anything produced in this subject since its original adoption and incorporation into our school system. Best of all, there is a spirit growing

stronger every day which seeks an application of drawing and design in definite projects for the manual training room, thus carrying our work forward into practical fields represented by the arts and crafts.

(2.) DRAWING BOOKS AND MANUALS.

(1) In a former report made by this department, and to be found in the Superintendent's Report issued in 1898 we commented upon the lamentable lack of material in the hands of teachers and pupils for the conduct of this work.

Realizing that to theorize and not suggest remedies was a poor policy, we added, "There are three statements which should be carefully kept in mind when considering a remedy for our present condition" (1898) :

(a) Each great city must outline its own course of study, seeking everywhere with unbiased mind that which is best and arranging it to meet the particular needs and interests of the city.

(b) The course of study should be amplified into a series of suggestions (revised annually) for the conduct of the lessons in the subject. These outlines should offer every opportunity for freedom and originality in the interpretation of the lessons.

(c) Nothing should be withheld from the teaching staff or the pupils of a great city, which in the interest of progress and economy (and economy is certainly the saving of time and strength) can further the broad advancement of the public schools.

(2) A year later (in 1899) we presented the necessities of the schools as thus previously outlined and urged the adoption of the drawing books and manuals of the Prang Elementary Course of Art Instruction as the best published material to meet the purpose of our city. In urging this adoption the following points were presented in detail as arguments on the line of educational expediency :

(I.) From the standpoint of the pupil.

(a) That no city could make definite logical progress until the pupils of one grade should go forward into the succeeding grade reasonably equipped to undertake the work of that grade.

(b) That this power could only be forthcoming when pupils really did the work expected.

(c) Therefore this work should be required in a form for permanent preservation, so planned that inspiring illustrations could be offered at the opportune moment, and so arranged that doing the work would develop personal incentives toward drawings of proper size and relationship to defined conditions, in order that pride in progress and accomplishment be fostered in the hearts of all pupils.

The adoption of these drawing books to be continued until the pupils developed the state of mind that the subject of drawing was one of dignity, personal value, and pride, — a subject to be undertaken in seriousness as well as pleasure.

(II.) From the standpoint of the teacher.

(a) That no teacher could be certain of the best results from her class unless she knew that they came to her with power, advanced logically while in her class-room, and left her at the end of the year equipped for the work of the next grade.

(b) That this satisfaction, born of good work accomplished, could only come to a teacher who had the results at hand in easily accessible form to prove to herself and others that the work had been successfully done.

(c) That the form of the material furnished must be such that references be purposeful, definite, and easily explained, thus raising the varied ideals of hundreds of teachers to a common meeting ground for future progress.

The adoption of these drawing books to hold until all teachers throughout the city developed the state of mind that the subject of drawing was one of which to be proud, one of work accomplished, with results ready at hand for quick display and comment by all concerned.

(III.) From the standpoint of the supervisory staff.

(a) That no supervisory staff composed of limited units scattered over extensive field can be certain of progress unless in the short time that may be devoted to any individual teacher it can be seen that the work of the pupils had been brought up to date.

(b) That aid can only be successfully offered where help is demanded, or commendation given where work is worthy, unless

past, as well as the current work, can be quickly seen for consideration.

(c) That suggestions for advancement in methods, and incentives to pupils for further accomplishment can only be offered when there is a helpful meeting ground common to the understanding of supervisory staff, teachers, and pupils.

The adoption of these drawing books to hold until the state of mind throughout the city be one of understanding of the import of the movement, meaning of terms as made clear by illustrations, and a recognition of methods coming of skill born in doing.

(3) On this basis, and with the understanding of all concerned that these drawing books and manuals were recommended as aids to carry out the Boston course of study, this material was unanimously adopted by the School Committee on the evening of June 29, 1899, and furnished for the use of the proper grades on the opening of the schools in September.

The wisdom of this adoption has been apparent to all who have watched the gain upon the part of the pupils, and their appreciation of what teachers' explanations mean when illustrated by the suggestive methods of arrangement or technique. Every teacher who has found in this material the power and inspiration which can only come from helpfully planned data, acknowledges the value and advancement of the subject which this adoption assured. Without this material the supervisory staff would have had to be increased. Had this not been possible we should have had, on the other hand, to contemplate a most lamentable situation. We would have been charged with an accomplishment, yet forced to admit that the charge was superficially administered in the schools simply because inspiration material was not at hand to make a general forward effort in this great field one of interest and pleasure.

(4) In the late spring of last year (1902), I stated to the Committee on Drawing that the time was in sight when the interest of the pupils in their work, the appreciation of teachers of power attained, and their understanding of the import of the movement would warrant us in carrying out the next step planned for the best administration of the subject. I stated that certain schools had already reached such standards of proficiency that

while they could not afford to abandon the use of the illustrations in the drawing-book as reference material, yet they were close to the point where the pupils did not require the incentive of a drawing-book every year to produce their best work. I stated to the committee that we proposed to so modify the Outlines of Lessons for the coming year (*i. e.*, for the school year of 1902-03) that when the time came to abandon the use of these drawing-books as pupils' records that the transition would be easy from the page required to the subject desired. To this point of view the Committee on Drawing gave their approval, and the outlines have been thus modified during this current year.

(5) The time has now come to discontinue the use of the drawing-books as pupils' records, and to furnish this or any similar material in the future, only on a basis of its use as reference.

(6) I have gone into these details of the last few years to show that this department has had from the first a definite, logical plan for the upbuilding of this subject. We have welcomed, from whatsoever source, all hints and suggestions which could add to the power and value of this subject throughout the city. We have endeavored to be open-hearted toward all points for improvement. We have appreciated to the utmost the opportunity to carry out consistently the plans originally formed for the betterment of the work.

(3.) ASSISTANT STAFF.

The work of the assistant staff has been continued with much value to all the schools. The resignation of Miss Kate F. Pierce caused no break in the continuity of the service owing to the considerate action of the committee in continuing the assistant in the service until her successor could be appointed. Miss Pierce had been identified with the work since the appointment of the assistant staff, and her knowledge of the field, the confidence of principals and teachers in her work, and her sunny disposition and influence in the class-room caused her loss to be regarded by all concerned with much regret. Mrs. Thayer (Miss Pierce) will long be remembered as one who helped the teachers every hour she was with them, and who did much to establish confidence in an assistant staff, whose business it is to bring aid and encourage-

ment to all teachers and offer demonstration and assistance under every possible opportunity.

Only a few changes have been made in the assignments of the assistants in the schools. Broadly speaking, the city is divided into three areas, and twenty districts each are assigned to two of the staff; and nineteen districts, one of them so large that it will be soon divided to the third worker. The covering of the city by these three assistants requires a very carefully planned programme, and accurate disposition of time. Visitors from other cities, who compare the large assistant staff in their own cities with our small one, frequently comment upon what seems to them a wholly inadequate number of assistants to carry the work forward to its best results. When one considers that Boston enrolls a student population equal to about one-fifth of the pupils of school age in Massachusetts, and compares our staff of three with the hundred and twenty or more supervisors of drawing in the State, it will be seen that our status is a most economical one.

The reason why no extension beyond these three assistants has ever been asked is because we believe in departmental work in drawing in the grammar schools. This cannot in any way increase the quota of teachers. It simply means that when a master has a sufficient number of pupils to warrant the appointment of another teacher he has only, providing he cares to so organize his school, to ask for the appointment of a teacher holding the regular grammar grade certificate requirements, yet possessing thorough training in normal art methods. The success of the graduates of the Massachusetts Normal Art School, who, as holders of grammar grade certificates, are now working in our schools under grade ratings, would guarantee the soundness of this scheme for economical administration of the subject.

(4.) ILLUSTRATED LECTURES TO TEACHERS.

The series of illustrated lectures which have been given annually to teachers, pupils, and friends, is this year being continued. The course planned for this season, one lecture of which has been given, treats with the broad subject of Artistic Handicrafts in the school-room, the workshop, and in the homes of primitive Americans. The general purpose of the lectures is to picture what is

being done in the line of finding in hand work an opportunity to work out the designs produced in the drawing class. All the lectures are fully illustrated with a comprehensive collection of lantern photographs of much technical excellence. The program is arranged for five weeks and the subjects are as follows: The Field of Industrial Design, Artistic Weaving, Handicrafts in Wood, Modeling and Metal Work, Art in Pueblo and Mesa Towns of the Southwest.

As in all previous years the lectures are announced for Thursday and Friday afternoons, in order that all who care to attend may find convenient dates. The syllabus of the course is even more attractive than in previous years, and has received many favorable words regarding its helpfulness in illustration. I would particularly express my appreciation of the co-operation of the Boston Public Library in furnishing the list of books for supplementary reading in connection with this work.

(5.) DRAWING IN HIGH SCHOOLS.

I would particularly recommend to your consideration the good work being done in our high schools. The appointment of special teachers in certain of our high schools has been to the great advantage of the subject, and incidentally decidedly to the financial advantage of the city whenever these appointments have been on the basis of the regular quota. I would not imply that any person who has spent four years in any of the normal classes in our art schools, and has supplemented that training by European study, is any the less a teacher than the person who may hold a college degree. I would simply state that our salary schedule rates these teachers differently, and, however unfair this may be in principle, the fact remains that the city has profited by the substitution of these trained special teachers in drawing for the former maximum salaried general workers assigned to the subject.

A tendency of the work in these high schools is to extend the work accomplished in the drawing-room into the field of arts and crafts. Designs executed in burnt wood and leather, examples of advanced basketry, and applications of the art study to the decoration of textiles and book covers have been most commendable. Wood carving is also most successfully carried out in one of our schools.

It is too soon to report upon the ultimate results to be obtained under the modifications of the course brought about by making the work in drawing elective, and granting to it more time. Beyond the complications in program, and the consequent attendance of students of different divisions and grades of work in the drawing-room at the same hour, a condition characteristic of but few schools, the change to an elective basis has been decidedly for the better.

(6.) EVENING DRAWING SCHOOLS.

The death of Mr. Henry Hitchings, in January, 1902, brought the control and supervision of the Evening Drawing Schools directly under this office. Mr. Hitchings had outlined most carefully this work for the year, and all teachers united in loyal spirit to carry forward to the close of the term the work thus planned. An intimate knowledge of Mr. Hitchings' plans for broadening the work of these schools, plus an observation of the practical working of the details of the instruction, led to a modification of the course of study after the close of the school year. In undertaking this extension of the effort the courses of study in all similar schools were carefully compared with the needs of our Boston pupils. Wherever possible visits were made to exhibitions of corresponding work in order to plot satisfactorily the lines of our new departure. Principals and teachers were questioned carefully concerning their particular field of service, and the results of their experience incorporated into a general tentative scheme.

In late May this general outline was compared with the excellent topical exhibition of the evening schools of Pratt Institute in Brooklyn, in which attention has so long been devoted to art study with definite industrial application. In August I gave considerable time to the exhibits of art and education in the great Industrial Art Exhibition in Dusseldorf, where the best of German craftsmanship was on view. There I endeavored to note carefully, and particularly those features of art application which in any way paralleled the work of our evening schools. During my European journeys I have studied carefully the progress of the evening art schools of Great Britain from year to year, paying particular attention to methods, courses of study, and general

schemes of organization. Last summer I found the exhibition of all schools of the United Kingdom again arranged in the Victoria and Albert Memorial Museum (South Kensington) at London. There our tentative suggestions for broadening our work were compared with the accomplished successes of these long established and magnificently organized schools.

Immediately upon my return a meeting of the principals of the Evening Drawing Schools was called, at which our most radical departures were discussed before being presented to the Committee on Drawing, and by that committee offered to the School Committee for adoption. These details are mentioned to show the basis for our present work, the success of which during this winter's term has amply justified all the labor and care which had been put upon it.

Briefly the departures from the former lines of effort are :

(1) Admitting students who could prove their ability to undertake advanced work directly to a second or third-year class in any subject.

(2) Rating a student's progress upon the interest and power developed in his work, rather than upon the number of "certificate sheets" accomplished.

(3) Abolishing the diploma for two years work, and giving a certificate instead, thus holding the diplomas for only those who complete a three years' course or its equivalent.

(4) Eliminating from the course in Freehand Drawing all those subjects which were taught in the School of Design, and making the freehand study a training in quick sketching and illustration.

(5) Introducing the costume model into the advanced classes of all the free-hand schools.

(6) Offering three options in the study of clay modeling. (See below.)

(7) Offering advanced architectural design to architectural draughtsmen.

(8) Establishing a new course in draughting for structural engineers.

(9) Commencing the term on the second Monday in October rather than a week later. This clears the April vacation of the day schools, and does not necessitate, as before, the heating of the school-rooms solely for these classes.

Seven broad subjects are now offered in these Evening Drawing Schools as follows :

Freehand Drawing.—The course in freehand drawing aims to offer opportunities for thorough training, and the development of power in quick sketching and illustration. It is a course which should be of much value to the general student, of particular service to the photo-engraver, of assistance to the advertiser, and has in recent years been in considerable request by those engaged in millinery and costume design.

Design.—The course in design offers special training in the study of the principles of design and composition, and technical methods in applied design. It is arranged to develop appreciation of the principles that govern good design, and originality in their application in art industry.

Modeling.—Three related divisions are offered in the course in modeling. The first is planned for sculptors and stonemasons who desire to take up modeling to aid their profession, or to bring a greater feeling of plasticity into their work. A second division supplements the work of the freehand drawing classes, and offers opportunities to teachers and advanced students to study modeling. The third division is arranged to meet the needs of students of applied design.

Pupils model from life (costume model), casts, plants, flat copies, or original designs; and study the principles of decoration as applied to stone, wood, and metal. Students studying in the third division are instructed in the designing and modeling of small objects, like candlesticks, drinking fountains, vases, clock-cases, ink-stands, tablets, and the like, which are of a character to be cast in metal.

Architectural Drawing.—The course in architectural drawing aims to train artisans to make and read examples of architectural draughting. It also offers to the architectural draughtsman the opportunity to pursue advanced study in architectural design, in sketching and rendering and the making of perspectives from plans and elevations.

Draughting for Structural Engineers.—The extended use of steel construction in architectural and engineering projects requires a knowledge of this subject upon the part of the artisan and draughtsman. Courses in structural draughting are offered

at the Charlestown and Roxbury schools. These courses are open to those who have successfully completed the first year's work in architectural and machine drawing, or can satisfy the principals of those schools that they possess the power necessary to undertake this work.

The work consists of detail drawings of beams, columns, trusses, girders, simple bridge construction, etc. It is the purpose to make these courses as practical and helpful as possible, and to this end the methods of the draughting rule are carefully covered.

Machine Drawing.—The course in machine drawing aims to train artisans to make and read examples of machine draughting. It also offers to the machine draughtsman the opportunity to pursue advanced study in machine design.

Ship Draughting.—The importance of Boston as a seaport, as well as a home of ship building and repair, has led the committee to maintain for many years a class in ship draughting and design. The course carries the student to the point of understanding ship design and delineation, and fits him to perform the calculations incident to daily practice in marine construction.

There are six of these free evening drawing schools maintained in different parts of the city. Their locations and the course of instruction in each are as follows:

City Proper.

Warren Avenue. (Public Latin School-house.) — Freehand Drawing and Clay Modeling.

School of Design. (Public Latin School-house.) — Principles of Design, Composition, and Color. Preparation of Designs for all branches of Industry.

No. 147 Columbus Avenue. — Machine and Architectural Drawing.

Charlestown.

Old City Hall. — Freehand, Machine, and Architectural Drawing and Ship Draughting.

East Boston.

Old High School-house. (Paris and Meridian streets.) — Freehand, Machine, and Architectural Drawing.

Roxbury.

2307 Washington Street.—Freehand, Machine, and Architectural Drawing.

A comparison of the attendance in these evening drawing schools on the corresponding months of this and last year will speak very clearly for the value and interest in the new lines of work adopted. The increased attendance shows markedly in those schools offering freehand training. These schools are marked with a star.

DATE REPORTED.	SCHOOLS.					
Number of Pupils Belonging.	* East Boston.	* Charles-town.	* Warren Avenue.	Columbus Avenue.	School of Design.	* Roxbury.
1901-02.....	101	150	117	173	93	130
Nov. 1.						
1902-03.....	115	156	140	199	90	164
1901-02.....	96	133	105	159	66	129
Dec. 1.						
1902-03.....	98	153	127	163	71	127
1901-02.....	92	133	94	147	60	108
Jan. 1.						
1902-03.....	97	145	109	153	59	124
1901-02.....	80	119	103	142	53	99
Feb. 1.						
1902-03.....	93	141	112	147	48	125
1901-02.....	59	109	93	112	40	80
Mar. 1.						
1902-03.....	93	138	105	129	44	128

I would recommend for your most careful consideration the question of housing the classes of all these schools, except Charles-town and East Boston, which are now well established in city buildings. It will take but a few more pupils in the Public Latin School to require the use of the rooms now occupied in the evening by the Warren-avenue School and the School of Design. Where these central and most important schools can then go will be a very serious problem. The Roxbury School is in hired quarters at 2307 Washington street, a condition which is also true

of the Columbus-avenue School. This annual rental (actual and prospective) is a drain upon the city treasury which should be obviated by provision for these four schools in some central city building planned for this purpose.

The quarters occupied by the Columbus-avenue School are absolutely unsatisfactory. Here is a school composed largely of machinists, carpenters, and masons; a school that annually has a waiting list of at least fifty more students than can be accommodated; a school with unrivalled attendance and interest, with courses of study of the highest technical grade reached in our evening work. Yet this school is quartered in gas-lighted rooms—the glare from the jets being most detrimental to eyesight, and the attendant heat so great that little other warmth is needed on the coldest nights in winter—rooms which become almost unbearable in the early spring. I have seen a student drop from his seat to the floor in a faint from the conditions which prevail in this school. I have seen students' work representing much patient toil ruined by the drippings from a leaking roof. I have been ashamed to meet visiting teachers in this school, and have to apologize for location, ventilation, sanitary arrangements, and lighting. Yet this is the school which boasts, with good reason, of the success of a graduate student who entered the United States Civil Service examinations in contest with one hundred others, and, taking first rank, now holds a responsible and lucrative appointment in Manila.

We pride ourselves as a city in that we are not like other American centres with day pupils on the streets. We erect adequate buildings for primary, grammar, and high schools, and establish normal training that our young women may be educated as teachers. We accept the trust imposed by the laws of the Commonwealth of Massachusetts and maintain these evening schools of art for industrial workers in our city. We do not, however, provide for these evening schools in any measure commensurate with their importance in the industrial life of our people, and by the lack of such provision we hamper their development and restrict their usefulness. While the pupils in the day schools are provided as a matter of course with reasonable and proper facilities, we invite the pupils of these Evening Drawing Schools, young men and women of serious purpose and rep-

resenting the best of our industrial citizenship, to pursue their work in quarters that are inadequate and in some respects wholly unsuitable.

These Evening Drawing Schools enroll nearly a thousand pupils a year; our courses of study are broad and helpful, else these industrial workers would not spend their evenings therein; and our teachers are the best that generous salaries can command. While we may send our work on exhibition into such magnificent plants as those built by the cities of England for their schools of art, and compel recognition of what we accomplish in the fields of industrial art, it is of vastly more importance that we should be allowed to conduct our efforts here at home under conditions far better than those existing to-day and commensurate with the dignity and importance of the industrial interests of our city.

Respectfully submitted,

JAMES FREDERICK HOPKINS,

Director of Drawing.

REPORT OF MISS ELLEN L. DUFF, PRINCIPAL OF
THE SCHOOLS OF COOKERY.

To the Superintendent of Public Schools :

SIR, — There is considerable variation in the grades receiving instruction in cookery in different parts of the city. The time devoted to this instruction also varies greatly.

The ninth grade pupils receiving instruction usually devote to it two hours a week. In one district, however, where the conditions are such as to make it desirable to extend instruction in cookery and the household arts, the ninth grade girls having completed a two years' course, devote one hour a week to the study of simple house plans. The furnishing and decoration of the home, from the practical and hygienic as well as the æsthetic standpoint, are also considered. In this work the teacher of drawing and the regular teacher co-operate, with most satisfactory results.

It may not be out of place in this connection to mention what has been done in another school. Some especially fine colored plates, representing cuts of meat, were loaned to the teacher of cookery. Desiring to possess similar ones for use in the class, these being too expensive, consultation with the teacher of drawing led to an arrangement by which the ninth grade girls, under her supervision, produced some very creditable copies in water color, the teacher of cookery providing the material.

All eighth grade girls are supposed to devote two hours a week during the year to cookery. In cases, however, where the time for completing the grammar-school course is shortened through double promotions or other cause, some girls are members of a regular eighth-grade class for a period not exceeding five months, and it sometimes happens that they receive instruction in cookery during that time only.

The greatest inequality, however, is found in the amount of time devoted to this subject in the seventh grades. In some schools no seventh grade girls receive instruction in cookery, while in others it is given once a week during the year; in others,

once a week during one-half the year, two divisions being made in a class, one receiving instruction in cookery while the other is sewing, the order being reversed during the latter half of the year.

In many seventh grades lessons in sewing and cookery are given in alternate weeks during the year; in others lessons are given at intervals of one and one-half weeks and in one case three weeks intervenes between the lessons. In consequence of these long intervals the loss of a lesson through absence, a holiday, or a one session day becomes serious.

These inequalities are due, first to the lack of sufficient equipment, notably in the Sixth Division, where there is but one cooking centre for four schools, the pupils of three of which are girls, the fourth being a mixed school.

The Board of Supervisors, in September, 1901, in response to certain questions of the Manual Training Committee, recommended that "the minimum requirement for cookery and wood-working should be two hours a week during two years — these subjects to be taught either in the eighth and ninth grades or the seventh and eighth grades, but preferably in the former." The girls of South Boston are therefore receiving instruction during one-half of the *minimum* time which should be devoted to this branch of manual training. An additional room in this district, equipped for classes in cookery is an urgent need of long standing.

In the Seventh and Ninth Divisions, also, the pupils of certain schools receive instruction in cookery during one year only. This is owing partly to lack of facilities and partly, also, to the distance of the grammar schools from the cooking centres, objection being made on the part of the masters to the loss of time involved, and on the part of both masters and parents to the long distance to be travelled, especially in inclement weather.

The most fruitful cause of the inequality, however, is the difficulty arising from the fact that the time given to manual training must, in the case of girls, be divided between sewing and cookery, as well as by the requirement that in mixed schools, instruction in woodworking and cookery shall be given to members of the same class at the same time.

The matter becomes still more complicated when, as frequently happens, one or more of the teachers of cookery, woodworking,

or sewing may be obliged to give instruction in two or more schools far removed from one another. In these cases the apportionment of time in a given school in such a manner as not to interfere with the hours for classes in other branches of manual training becomes a difficult problem, and one which would be still more difficult were it not for the courtesy and good will usually shown by all concerned.

In view of these facts the requisite for securing a greater, degree of uniformity in the time devoted to instruction in cookery seem to be :

First, additional facilities in the districts most needing them — South Boston and parts of Roxbury and Dorchester.

Second, provision, when practicable, for instruction in cookery in the grammar school furnishing the pupils.

Third, an increase of the time devoted to instruction in cookery in cases where it is less than the period recommended by the Board of Supervisors as the minimum — two hours a week during two years.

Concerning that period of the grammar-school course from which the best results of instruction in cookery might be expected, it may be said that the opportunities for correlation of the work in cookery with regular class work are many — in language, number, elementary science, nature work, etc. — that it is undoubtedly true, other things being equal, that girls of the eighth and ninth grades are able, through greater maturity, to derive more benefit from the course in cookery itself as well as by correlation with other studies, yet another side of the question deserves consideration.

The girls in the ninth grades are largely outnumbered by those in the seventh. Many of the latter leave school and go to work before entering the eighth, or even completing the seventh grade. If instruction in cookery is given only in the eighth and ninth grades these girls will never receive it, and in many cases are the very ones who stand most in need of it.

This is also a plea for extending the instruction in cookery, and the household arts so as to include the pupils of ungraded and special classes who have reached the age of twelve years.

Inquiry concerning the girls of ungraded classes, who are now receiving such instruction, shows that the homes are often, from

various causes, such as to make it impossible to receive this training, and unless given in the school it will never be received. Most of these girls are over twelve years of age, and few of them will reach the grades where cookery is usually taught, as they will leave school as soon as they can legally do so.

Some of the older pupils of a special class composed of girls who are mentally deficient, and whose parents are in very moderate or poor circumstances, were allowed through co-operation with the teacher of cookery in the experiment to assist occasionally in the work of the classes in cookery. The result was very satisfactory, and their teacher wrote concerning it: "It seems to me that there is nothing more desirable for backward girls than the ability to do useful work in their homes. . . . More than all else they need to be trained in the common home duties. I wish every one of my pupils could have regular work in the school kitchen, as such lessons would assist the child in its struggle for a living, and make it less of a burden at home."

COURSE OF STUDY.

A course of study in cookery and the household arts has been prepared with reference to the requirements demanded by the difference in the grades receiving instruction, and the varying periods of time devoted to it, still keeping in view a course the essentials of which may be covered in two years.

This has been accomplished by arranging the lessons in two series, Cards A and B, each card containing sufficient illustrations of the principles involved to allow for variation of the lesson according to the conditions.

The first lessons are devoted to the teaching of correct methods in the performance of various household arts, with the underlying principles, and the application of these principles to similar work done in the home.

These early lessons include sweeping, dusting, the washing and care of dishes, towels, dusters, etc., with removal of ordinary stains; the care of the sink and the refrigerator, the disposal of refuse, etc., the construction and management of the range and the fire, with elementary instruction upon fuels, the sources of heat, etc.

Next follows the introductory study of food in general and its

relation to the human body; the composition of both compared; inferences. The "nutrients" or "five food principles" — water, mineral matter, carbohydrates (including starches and sugars) proteids and fats — the function of each considered briefly.

Lessons illustrative of the methods applicable to the treatment of foods of each class follow, slight variations in the order being made according to circumstances.

WATER. — Sources; forms; experiments — boiling and freezing points; evaporation and condensation; sterilization and distillation.

Uses of water in the preparation of food and in various processes of cookery illustrated by the preparation and serving of *Dried* and *Fresh fruits*.

Beverages. — *Tea* and *Coffee*: Sources; composition; food value.

Cocoa and Chocolate: Sources; food value. Heating milk; effects; methods; use of the double boiler; advantages; cautions.

VEGETABLES. — Classification; general composition; food value; the selection, storing, preparation, cooking and serving of carrots, turnips, parsnips, onions, and beets.

Potatoes: boiled, mashed, riced, baked and creamed; potato cakes; creamed potatoes with cheese.

STARCHY FOODS. — *Potatoes* a type. Starch obtained from potatoes; test for starch; experiments showing the effect of heat, with and without water; inferences.

Experiments repeated, flour being substituted for starch; similarity and differences noted; inferences.

Application of principles learned to the making of:

Gravies. — *Sauces*, etc., thickened with cornstarch or flour; liquids used; general proportions; methods. *Practical work*: White sauce, cream sauce for toast; dry toast, water toast, and toast water; arrowroot or cornstarch gruel; milk porridge.

Cornstarch Mould. — Moulded cornmeal, caramel sauce, apple tapioca or sago pudding.

Breakfast Cereals. — Varieties; general composition and food value; preparation; general rules for cooking; rolled oats or wheat; coarse oatmeal; oatmeal gruel (two methods).

Rice. — Steamed (two methods), egg sauce; boiled rice, rice water and cream rice pudding.

Macaroni. — Source; manufacture; food value; preparation and cookery; boiled, with white sauce; baked, with cheese or tomatoes.

Scalloped Dishes. — Bread or cracker crumbs; preparation; buttered crumbs; methods, general rule of proportions; scalloped apples, nutmeg sauce; scalloped tomatoes; scalloped onions. Left-over crumbs and crusts used for dried crumbs and crust pudding, with hard sauce.

SUGAR and MOLASSES. — Sources; food value; general rules for cookery illustrated by the making of simple candies.

PROTEID FOODS. — *Milk*; study of milk of a typical food; composition; food value. Care of milk; importance of cleanliness in handling and keeping; impurities. Souring; agents concerned in coagulation; effect of different temperatures; sterilization and pasteurization compared. Preparation of pasteurized milk; rennet custard or junket; butter; butter balls.

Cheese. — Sources; general composition; varieties; manufacture; food value; cookery; sour milk cheese; creamed cheese on toast; baked crackers with cheese.

Eggs. — General structure; tests for freshness; causes of spoiling; methods of preservation; general composition of edible portion; white of egg as the type of albuminous foods. Experiments to show properties of albumen; effect of different temperatures; inferences.

Application of principles learned to the cookery of eggs: egg-nog; egg lemonade; soft-cooked, hard-cooked and poached eggs; egg vermicelli or golden rod eggs; baked and steamed custard; steamed, scrambled and creamy eggs.

Meat. — Sources; varieties; general structure; sub-division into "cuts"; uses of each; general composition of lean meat; experiments showing the effect of water at different temperatures; of dry heat; inferences; comparison of results with those of experiments with egg albumen; similarity of cooking temperatures shown; inferences.

Application of principles learned to methods of cooking meat according to the object to be attained:

1. The extraction of juices, in making beef tea, meat soups and broths.
2. The retention of juices in so-called "boiling" broiling, pan-broiling, etc.

3. The making of tough meat tender, stews, etc.

4. The re-heating of cold cooked meats.

Fish. — Varieties; comparison with meat in regard to structure, composition and food value; similarity to meat and consequent similarity in methods of cooking; variations due to differences in form and texture. Fish cooked in water, drawn butter sauce; broiled fish, butter dressing; creamed fish, fish hash, and scalloped fish.

Bread—Yeast. — Study of wheat grain; manufacture of flour; varieties; experiments showing starch and gluten. Yeast; sources, conditions for growth, etc. Bread-making: white and whole wheat; quick process; slow process.

VEGETABLE SOUPS. — *Peas, Beans and Lentils:* Composition and food value; preparation and cookery; split pea soup; baked bean soup; potato soup, croûtons.

SALADS. — Materials; preparations; French dressing; cooked dressing; cole slaw; water lily salad.

FOOD FOR INVALIDS. — Preparation and serving; *résumé* of suitable dishes, previously learned; Irish moss blanc-mange and lemonade; flax-seed tea; chipped ice; orange sun flower; peach foam; apple water, rhubarb water, lemonade.

FREEZING MIXTURES. — Underlying principle; application of principle to the preparation of simple frozen desserts.

The last lesson, Card 33 A, closes the first series.

The above is a brief outline of the work planned for the first year, allowance being made for needful practice in measuring, laying of the table, etc., as well as for the care and storing of materials and utensils.

The lessons for the second series of the course are arranged with the view of establishing new principles as well as of extending and enlarging principles previously taught.

Card 1. B opens with a lesson on the preservation of perishable foods from decay by the action of bacteria, moulds, etc., with the principles underlying the processes of preserving by means of sterilization, refrigeration and cold storage, drying, salting, pickling, smoking, canning and the use of antiseptics. These principles are applied to the canning and pickling of seasonable fruits and vegetables and the making of simple jellies, jams, and marmalades, to be used in future lessons. In some

cases pupils prefer to furnish additional raw material, the finished product to be used in their homes.

THE PREPARATION AND COOKERY OF VEGETABLES REVIEWED.—Tomatoes, celery, spinach, cauliflower, green corn, shelled beans, etc., alone or in suitable combinations.

THE COOKERY OF STARCHY FOODS REVIEWED.—Peach tapioca pudding; rice pilan; German rice pudding; kedgeree; and Lincoln snowballs.

CHEESE COOKERY.—Welsh rarebit; cheese toast sandwiches; cheese pudding; cheese fondue; soufflé; custard; and straws.

EGGS.—Omelets; méringues; soft custard, plain and with variations, as dessert or as sauce for apple snow or prune whip.

EGGS IN COMBINATION WITH STARCHY MATERIALS.—Tapioca cream; bread pudding, plain and with variations; lemon cracker pudding; lemon rice pudding; vanilla sponge; chocolate sauce; duchess potato.

GELATINE.—Sources; preparation; use in simple desserts; combinations.

MEAT COOKERY, PRINCIPLES REVIEWED.—(1.) Soup stock; ox tail soup; turkey soup; soup stock used as the basis of other soups; variations suggested.

(2.) Roast meat, including fowl; the making of gravies; stuffing and sauces.

(3.) *Pot roast or braised* beef; veal cutlets; brown sauce; fricasee chicken.

(4.) The preparation and cookery of salted, smoked, dried, and pickled meats; pressed corn beef; dried beef with white sauce, or as “frizzled” beef; bacon: smothered tripe.

FISH.—(1.) *Fresh* fish, baked whole or in fillets; sauces and dressings.

(2.) *Salted, pickled, and smoked.* Creamed salt cod; baked or broiled salt mackerel, butter dressing or tomato sauce; finnan haddie.

(3.) *Shell fish.* Broiled oysters; oyster stew; clam chowder.

FATS AND OILS.—Sources; varieties; food value; preparation; uses. Clarified fat or “dripping;” clarified butter; leaf lard.

FRYING, COOKING IN DEEP FAT.—Temperature for cooking different materials; dropped fish balls; croquettes; thick white sauce for croquettes.

SUGAR. — *Christmas lesson; candy*; new applications in the cookery of sugar.

BATTERS AND DOUGHS. — General composition; varieties; general proportions of dry and liquid ingredients; leavening agents; experiments illustrating the use of bi-carbonate of soda with cream of tartar and other acid substances; the making and use of baking powder; comparison with yeast and other leavening agents.

Yeast reviewed, with enlarged applications; Parker House rolls; salad rolls; bread sticks; Swedish rolls; yeast muffins.

Pop-overs; Yorkshire pudding; cream puffs, with filling.

Griddle cakes. — Variations.

Muffin mixtures, muffins; corn cake; Virginia pone.

Steaming. — Steamed brown bread; entire wheat pudding; suet puddings; pudding sauces.

Cake. — Varieties. (a) butter cakes; (b) sponge cakes. Materials: general rules for combining; baking. Fillings and frostings.

Gingerbread. — Molasses, sour milk, sugar, and sugar and molasses gingerbread.

Baking powder biscuit. — Variations of formula; dumplings for stews; short cake; fruit dumplings; apple roly-poly; English "tart;" "quick" or "dropped" biscuit; tea-cakes; Dutch apple cake; berry cake; berry pudding; breakfast muffins; cottage pudding; Concord pudding.

Doughnuts, Review Frying.

Cookies. — Plain and with variations.

Pastry. — Variations.

SOUPS. — *Vegetable and cream*; mock bisque; corn soup; cream of green peas.

SALADS REVIEWED. — Cucumber or tomato; potato; meat, lobster or salmon. Mayonaise dressing; cooked dressing; butter or cream.

DELICACIES FOR CONVALESCENTS. — Preparation and serving; chicken custard, jelly and panada; French chops; oyster broth; clam water; orange omelet; sweet omelet; cornstarch pudding; charlotte russe; zwiebach.

FROZEN DESERTS. — *Freezing mixtures reviewed*; sherbet and fruit ices; ice cream.

The newer rooms equipped for cookery have been planned with a view to providing, so far as practicable, facilities for work by the "individual" as distinguished from the "group" method. By the former, each pupil performs all the processes involved in a given lesson; by the latter, the processes are performed by the group, the extent of the work done by each member depending on the number composing the group, which may be two, four, or more.

For example, in the making of a loaf of bread, instead of performing only part of the process, each pupil performs the entire work involved, thus gaining in power, in self-reliance, and by the development of a sense of personal responsibility. It is *her* bread, and she alone is responsible for its success or failure.

Experience has shown that, through the desire to succeed, greater attention on the part of the pupil is given, more painstaking effort is put forth during the performance of the work, and a keener interest is shown in the result. A comparison of results leads to thought, and thence to a knowledge of cause and effect, failure to accomplish a desired result showing the necessity for accurate measurement, careful manipulation, and so on.

The principal objections to the use of the individual method seem to be:

First. That less can be accomplished in a given time.

Second. That the cost of material is increased.

Third. That the added expense necessitates the use of quantities so small that the results are not practical.

Fourth. That the difficulty of managing large classes is increased.

In reply it may be said:

It is true that a given piece of work can be completed in a shorter time when two or four persons are employed upon it than when it is done by one. If the end in view were merely the completion of the work, nothing further need be said. When, however, the aim is the gain in power by the individual, it is undeniable that he gains more by performing all of the necessary processes than by doing one-half or one-fourth of them.

The present allowance of \$10 a month for supplies, regardless of the number of pupils receiving instruction, makes the question

of the cost of material a momentous one. With classes averaging twenty-four in number, it is obvious that the sum of \$10 a month will admit of individual work to a limited extent only. Moreover, the cost of material varies greatly in different parts of the city, so that what may be an easy matter for one teacher becomes a difficult problem for others.

It is but fair to say, here, that in districts where supplies are more than ordinarily costly, or when buying in quantity will lessen the cost sufficiently, teachers often obtain them from the large markets or from wholesale houses, two or more sometimes sharing the material and the cost.

Careful estimates of the comparative cost of certain lessons given by the individual and by the group method showed that the cost of the former was slightly larger than that of the latter, the increase being the fractional part of a cent per pupil. Considering the advantages of the individual method this slight increase should be a minor consideration.

It is true that the size of classes and the limited means available necessitate the use of small quantities. Take, for example, the making of cornstarch mould.

GENERAL RECIPE.

- 4 tablespoonfuls cornstarch.
- 2 tablespoonfuls sugar.
- 2 teaspoonfuls of cocoa.
- $\frac{1}{2}$ teaspoonful salt.
- 2 cups milk.

Scald $1\frac{1}{2}$ cups milk; reserve $\frac{1}{2}$ cup cold for melting cornstarch. Mix dry ingredients, add the cold milk carefully and stir until smooth. Stir the scalded milk slowly into the wet cornstarch, etc.; cook directly over the stove or gas for 5 minutes, then cook 20 minutes over boiling water. Pour into a cold, wet mould to stiffen.

A class of twenty-four, working in groups of four, would make six moulds, using the whole or one-half the above quantities, according to circumstances, the work being distributed somewhat as follows: No. 1 would measure cornstarch, No. 2 the sugar, No. 3 the cocoa and salt, and No. 4 the milk. The work of combining and cooking the ingredients would, in like manner, be distributed among the members of the group, each one looking on while the others performed their parts.

In working singly, each of the twenty-four girls would make a complete cornstarch mould, using one-fourth of the quantities given, measuring everything, and performing all the processes until the perfect whole is developed. Few will question that, in learning to make even a doll's dress entire, a pupil gains more than in sewing the hem, for instance, of a dress of an adult and then watching others perform the remaining processes. It would seem, therefore, that the same principle would apply in cookery to the making of a miniature but perfect whole.

When materials and recipes do not easily lend themselves to sub-divisions, the group method may be used with advantage, or a demonstration by teacher or pupil be substituted.

The usually large size of classes in cookery makes the doing of individual work vastly more laborious on the part of the teacher than that by the group method. Once the method has been adopted, however, and continued long enough to test its practical working thoroughly, experience has shown that the interest and pleasure of pupils in thus working makes the matter of discipline a simple one.

In conclusion, it may be said that, notwithstanding attendant difficulties, excellent work by the individual method is done in many schools.

EVENING SCHOOLS OF COOKERY.

The first public evening school of cookery in the City of Boston was opened in the Lyman School, East Boston, on March 18, 1891, continuing until June 18, inclusive, with an excellent average attendance. This class was organized through the efforts of Mr. Willard S. Allen, then chairman of the first division committee.

No other evening class in cookery was established until 1897, the Lyman School being again used for the purpose. Through an error in the report of the Manual Training Committee for 1901, this was stated to be the first.

Since 1897 the demand for evening classes in cookery has increased steadily, and at the present time (March, 1903), instruction is given from two to five evenings a week in seven schools as follows:

Bowdoin School (two rooms¹), West End; Drake School,

¹ The classes in one room, though free to the public, are conducted under private auspices.

South Boston; Hancock School, North End; Harvard School, Charlestown; Lowell School, Jamaica Plain; Lyman School, East Boston; Winthrop School, Boston.

The pupils of the evening schools of cookery are drawn from various classes, some of them being wholly inexperienced in even the simplest processes. The larger number of these are girls whose school life ceased before they reached the grades in which cooking was taught. Most of them are members of the regular evening schools, attendance at which is a condition for the privilege of entering the classes in cookery. The average age of these pupils is sixteen.

On account of the inability of many of these younger pupils to provide themselves with aprons, caps, etc., a suggestion comes from teachers of evening classes of cookery — that the city furnish material to be made into such needful articles by pupils of sewing classes who do not bring work from home, these articles to be the property of the city.

Other classes are composed chiefly of young women engaged in various employments during the day, some in stores and factories, others as teachers, students, domestics, etc.

The domestics who attend, often know little about cooking, but are interested to learn, so that they can command better wages. Among the others are several who are preparing to have homes of their own in a short time, are consequently desirous of knowing more about housekeeping.

Still other classes are principally housekeepers and mothers of families wishing to learn new ways and methods.

The attendance at these evening classes in cookery has been for the most part extremely gratifying.

Respectfully submitted,

ELLEN L. DUFF,

Principal of Schools of Cookery.

REPORT (1) OF DR. JAMES B. FITZGERALD,
DIRECTOR OF PHYSICAL TRAINING.

To the Superintendent of Public Schools :

SIR,—Although there was no rule requiring it I made a report to the Committee on Hygiene and Physical Training and to the Superintendent at the end of my first year of service with the city. No report was made at the end of the second year, partly through lack of time and partly because of the resignation of Mr. Nissen, which left me without an assistant, which added his work to my own, and which allowed but little except the routine work of the department to be done. At the beginning of last year, no assistant having been appointed, and it being considered of the first importance to keep the grade gymnastics up to the usual standard, I was forced to take up this work of supervision myself. I think that I can say there has been no deterioration.

The experimental work with apparatus in the few schools selected for the purpose is still in progress, but I am not prepared as yet to say just how far we should go in this direction.

The work for girls in high schools has been greatly extended, owing to the completion of the new high school buildings. There are now ten special teachers of physical training employed in high schools. I have only one suggestion to make in this connection. It seems to me that some sort of medical examination is advisable, particularly of those girls who play basket-ball and similar games. It is difficult to know just how this should be done, but perhaps if we insist that the next special teacher to be appointed shall be a physician it will solve the problem.

Because of lack of time I was obliged last year to give up my classes in the gymnasium of the English High and the Latin schools, but the classes at the West Roxbury High School were kept up, because Mr. Mann had substituted a year of physical training for a year of military drill in the case of his entering class, he being the first head-master to carry out the recommenda-

tion of the special committee referred to in my first report. I am happy to say that this year, owing to the appointment of Mr. Young, we have been able to hold classes in the Latin, the East Boston, the West Roxbury and the English High schools. Owing to the lack of co-operation on the part of the authorities at the English High School the work was stopped there, and Mr. Young went to Charlestown instead. The classes were voluntary at the English High and the Charlestown schools, but were a required part of the course at the other schools. Mr. Young has given his whole time to the work in high schools this year up to the present time.

The examination of school athletes has been kept up, and it is pleasant to record that when the officials of the Boston Athletic Association heard that this was being done in the Boston public schools they compelled every one taking part in their rowing contests to be examined, and they furnished a physician to make the examinations.

The Board having voted to employ another assistant in physical training it will be possible to extend the work still further in the high schools. I wish to say again that I believe the recommendation of the special committee appointed to consider the question of military drill and physical training in high schools should be adopted. Their recommendation was that a year of physical training should be substituted for a year of military drill in the case of the lowest class. It seems to me that either this should be done, or that both military drill and physical training should be made electives. In my first report I referred only to the manifest advantage of physical training over military drill. It seems necessary to call attention to the injurious effects of the drill upon young and growing boys. Dr. Sargent, and others, have called attention to the deformities produced by drilling with guns, and every gymnasium director of experience can testify to the truth of their statements.

In my first report, also, I suggested that certain improvements were necessary in the school chairs and desks then in use. I have made the changes referred to, and the improved furniture has been placed in all the new school-houses in Boston, and the manufacturers have informed me that it is being gradually adopted throughout the country. The improvements consist in

lowering the back of the chair until the support comes just below the shoulder blades, changing the slant of the back so that the child is supported in a good position, instead of in a faulty one as formerly; providing a revolving chair for grammar grades, so that work can be done on the side blackboards, without having all support taken from the backs of those who are watching it; providing a round seat chair for primary grades, where great freedom of movement is a necessity, and, lastly, placing the chair to the left of the desk centre, in order to give more desk surface to write upon, thus preventing bending and twisting the body at the same time,— a position which will produce a spinal curvature if anything will. One of the things in which I have taken an especial interest is the replacing each year of a certain number of non-adjustable chairs and desks with adjustable ones. This good work goes on, and it is only a question of time when every school-room will have some adjustable furniture in it. I regret to say, however, that there are still rooms in the schools where all the pupils, short and tall, are compelled to use the same size chair and desk.

It gives me pleasure to report that my recommendation in regard to lighting dark rooms by means of prisms has been adopted in three school buildings. I believe that this way of lighting dark rooms, when the work is done properly and when the glass is kept clean, is of great value, and I recommend its extended use.

A few years ago certain members of the Chicago School Board began a school for the systematic and scientific study of school children from the physical side, so to speak. They have experimented with about seven thousand children in a perfectly legitimate way, and while they have as yet issued no formal report, enough is known of the progress they have made to warrant my calling attention to the matter. A writer in a popular magazine has summed up the conclusions towards which the facts seem to point. I wish to quote from this article, merely saying that due allowance must be made for the writer's unscientific certainty and enthusiasm :

The school systems of the whole world are likely to be revolutionized by certain investigations which have been made recently in Chicago. The results of these investigations will be made public before long. This article is the first detailed statement of what they have done, and

gives for the first time the deductions which have been drawn from them. Seven thousand school children have been examined and experimented with as carefully and as scientifically as any student is taught to experiment with chemicals in a school laboratory. Three facts of tremendous interest to every father, and to every mother, who have intelligence enough to appreciate the high privilege of parentage have been discovered.

First, it has been found that quite as much depends upon physical development as upon the mental caliber of school children. In fact, the investigation shows that the two are almost co-ordinate. Admitting, as in every other generalization, that there are many exceptions to the rules, it has been proved that the strong child, and the big child, is the bright child in school.

Secondly, it has been found that a serious difference exists between girls and boys in mental capacity. This is so great that it may lead eventually to the abandonment of the education of the two sexes in common.

Thirdly, Professor Lombroso's theory that the perfect man physically is more likely to be the perfect man morally, than is the man who is not perfect, has been substantiated.

It had been my desire from the first to have a school in Boston for research and experimental work along somewhat similar lines to those followed in Chicago, and I purposed to seek the council and co-operation of the eminent physiologists and psychologists of Boston in the matter. I found, however, that the physiologists at least were convinced that the most important thing to do was to determine certain facts regarding the laws of growth in children. Two years ago the Society for the Advancement of Physical Education made a formal request to be permitted to enter the schools and weigh and measure thousands of primary school children, and to keep up these measurements semi-annually, in May and October, during the primary and grammar courses of these particular children. A hearing was held before the Committee on Hygiene and Physical Training, and while the members of the committee were willing to accept the opinion of the eminent gentlemen who appeared before them, it seemed best to them that the work should be done by those in the service of the school department, and that the statistics should remain the property of the city. The Director of Physical Training was requested to take charge of the measurements, and in October, 1900, they were begun. Nearly 25,000 children were weighed and measured by the Director, assisted to some extent by three of the special teachers of Physical Training. About 20,000

children were measured by the director and the rest by the special teachers. The records are kept by the grade teachers. The fourth measurements are now being made.

I found that in some districts the rule requiring teachers to be in their class-rooms a quarter of an hour before the beginning of the sessions was construed to mean that children should not be admitted to the building until that time. As the judgment of children cannot be depended upon to bring them to school just fifteen minutes before school begins, the consequence was that on extremely cold and on stormy days there was a good deal of unnecessary suffering among those children who came early. I brought the matter to the attention of the board, and the regulation was amended so as to require that school buildings shall be open one-half an hour before the beginning of sessions on all extremely cold and stormy days throughout the school year.

In my first report I called attention to the fact that there were in the schools certain pupils who were for various reasons a detriment to the schools, and who were in some cases a source of positive danger to the other scholars. As I believed this to be a subject of the greatest importance I asked the masters to supply some information in regard to these children, so that I could have some facts to present to the board. The cases I refer to are cases of consumption, epilepsy, St. Vitus dance, skin diseases, offensive diseases of the ear, etc. Between twenty and thirty cases of what were supposed to be consumption were reported. As consumption is a contagious disease, I have advised in all cases that they be turned over to the visiting physician, who is the agent of the Board of Health.

Every case of epilepsy has to be considered by itself. In one of the cases which I investigated there had been but one attack, and that certainly did not warrant sending the child out of school. I think, however, that all will agree that a confirmed epileptic has no place in an ordinary school-room. Cases of St. Vitus dance have to be judged in a similar way. There is no doubt that a child who is really suffering with this disease should be taken out of school, both for its own sake and for the sake of every one concerned.

By far the largest number of cases reported was in the class called offensive diseases, and my investigation of many of these cases revealed an odd state of affairs. My own view was, and

is, that the regulation which permits a teacher to send a child home who presents himself with a dirty face is authority enough for sending him home when he presents himself with a running ear, for instance, which is so offensive that it sickens every one in his vicinity. This was the point of view taken in a few of the districts, but the teachers generally did not seem to believe that they had any rights in the matter, or that they would be upheld if they took radical measures. There were between 250 and 300 cases of offensive diseases reported, and what some of the teachers and pupils have suffered from some of these cases would not be pleasant reading. It is clearly for the interest of all concerned to have such cases attended to promptly. Just as long as such children are received in school just so long will certain parents remain indifferent; but their indifference vanishes when the children are sent home to be made clean. The work being done for mentally defective children has been described in the report of the superintendent.

Within the last three years the ordinary routine work of the Director of Physical Training has come to include the personal supervision of the exercises in the grammar grades, the proper seating of all the pupils, the examination of school athletes, the measurement of 20,000 children semi-annually, the examination of teachers for special certificates in physical training, the equipping of new gymnasias, and talks in the Normal School on school hygiene. It will be seen that his regular duties are sufficiently extensive and varied, and have left him little time for the work of school hygiene. As a matter of fact the measuring of the children this spring had to be done by the assistant. However, something has been done, and as a matter of record I should like to summarize it:

- (1) The improvement of school furniture;
- (2) the introduction of the prism method of lighting dark rooms;
- (3) the examination of the eyes and ears of backward children;
- (4) amending the regulation regarding one session days;
- (5) amending the regulation regarding the admission of children to the school-houses on cold and stormy days;
- (6) the systematic attempt to have pupils suffering from various diseases properly taken care of.

Respectfully submitted,

JAMES B. FITZGERALD,

Director of Physical Training.

REPORT (2) OF DR. JAMES B. FITZGERALD,
DIRECTOR OF PHYSICAL TRAINING.

To the Superintendent of Public Schools :

DEAR SIR, — AS no report from the Department of Physical Training has been printed since I have been director, it is my intention to give a brief but complete account of what has been done in and by the department during the last four years, 1899–1903.

The title Director of Physical Training is a misnomer for all those subjects, such as the proper seating of the pupils, recesses, etc., which are usually included in the term “School Hygiene” come within his province, and, naturally and properly so. The first duty assigned to me by the Committee on Hygiene and Physical Training after my appointment was to report upon the sanitary condition of a certain school building.

As to physical training, the Swedish system having been adopted by the board some years ago, it was the duty of the director to do all in his power to get the best results possible from this system. The work of supervising the teaching of the physical exercises was done, formerly, by the assistant, Mr. Nissen, who gave his whole time to the work, but he resigned three years ago, and for a whole year no one was found to take his place. It was necessary to choose between two evils. Should the director take up the routine work which would necessitate his dropping practically everything else, or should supervision of this most important branch upon which so much time, thought, and money had been expended, cease, with the inevitable result? It was decided that the most important thing to do was to keep up the standard of the physical exercises and therefore, such other work as I have been able to do for the last two years in school hygiene, etc., has been done, literally in odd minutes. In the primary schools little is attempted except to give the children some idea of good sitting and standing positions by means of very simple exercises and to give them some training in concentrating the attention. The

work in these schools requires and has received little supervision. Emphasis is laid upon games, free play, recesses, etc.

In the grammar schools the standard of instruction has been kept up and while it is impossible for every teacher to teach every specialty as well as we could wish, still, taking the city as a whole, it gives me pleasure to say that the work of physical training is in a very satisfactory condition indeed.

The attempt to make physical training more valuable and attractive by means of gymnastic apparatus has been made. There are now five schools which have a fair equipment of apparatus in the corridors, halls, or basement, two which have a smaller amount and two with completely furnished gymnasia. There will be another to add to this list before the end of the school year which will make ten schools in all, a development along this line as rapid, surely, as could be expected. Instruction is given at present by the masters or sub-masters or by some teacher with a special aptitude for gymnastics, with occasional assistance from this department. I look forward confidently to the time when every grammar school will have its equipment of apparatus, most of which can be used indoors or outdoors, and its special teacher of physical training. Where there are twelve or fifteen teachers in a school to train the minds of the children it is not unreasonable to ask that there shall be one to train their bodies.

Physical training in all the high schools was, until recently, confined to the girls. In all the high schools, with the exception of the Girls' High and the Girls' Latin Schools, an excellent course in physical training is given in well equipped gymnasia by special teachers of this subject. In the two schools which have been excepted all is being done that can be done under the circumstances. I do not need to refer to the needs of the Normal School. It was found necessary to appoint an assistant to the special teacher of physical training in the Roxbury High School, and now, owing to the large number of girl pupils, there is need of another such assistant in the Dorchester High School. It would be of great advantage to the work as a whole if the new assistant should be a physician as well as a teacher of physical training. The special teachers of this subject could consult with her in doubtful cases, and certainly if the girls are going into

basket-ball and similar strenuous games they should have some medical supervision.

As I have said, up to three years ago there was no physical training for young men in our high schools. From the primary school to the end of a university course there was due attention paid to this most important subject, except in our high schools. The reason for this condition of affairs can be summed up in a phrase — the military drill. Some six years ago a special committee was appointed to consider this question. In their report they emphasized the need of physical training for high school boys, and suggested that a beginning might be made by having a course in physical training precede the military drill. Taking everything into account, this seems to me to be the thing to do. Four years ago, before the resignation of Mr. Nissen, in order to begin, at least, to remove what seemed to me a reproach upon our public school system, I conducted classes personally in the Latin and English High Schools and in the West Roxbury High School. At present, classes are conducted regularly in the following schools: The Latin, the English High, the West Roxbury, the East Boston, and the South Boston High Schools. Owing to the appointment of another assistant to the director it will be possible to add to this list next year. It will be seen that physical training for young men in our high schools is still in an unsatisfactory condition, but it is being extended and developed as fast as circumstances will permit.

I found that, although the young men had no physical training, most of the schools were represented by teams in all the various forms of competitive athletics, and this, too, without any medical supervision. I called the head-masters' attention to this danger, and asked for their co-operation. It was readily given, and for the last four years every candidate for a team has had to pass a medical examination, given by the director. As the School Board has had no official cognizance of athletics in high schools, I will simply call attention to their generally unsatisfactory condition. The remedy seems to me to be the organization of the head-masters for the purpose of formulating rules for the regulating of all competitive sports followed in the schools. The rules should cover (1) the physical, mental and moral requirements and all other questions of eligibility; (2) the financial situation;

(3) the selection of competent officials, the proper policing of grounds, etc.

As to school hygiene: Until within a few years school furniture was designed without the slightest regard for the health or comfort of the pupils. I have only to say that I have done my best to correct this, and that the improved furniture has been placed in our new schools. I am informed by the manufacturer that the improvements are being slowly but surely adopted throughout the country.

It will cause surprise, perhaps, to learn that there are still many rooms in the older buildings where the pupils are seated in wrong relation to the light, and that there are still many rooms where all the pupils, short and tall, use the same size chair and desk. I have endeavored, with gratifying success, to have a certain number of these rooms improved in these particulars every year. I think that it is not too much to say that it is now the settled policy to change the furniture or at least the irons in from forty to fifty rooms each year.

Three years ago the eyes and ears of practically all the backward children in the city were examined. Children who were backward by reason of lack of knowledge of English were not examined.

The results were valuable and interesting, but the good of any such examination is nullified to a very great extent by the indifference or the poverty of the parents. Still, I am of the opinion that such an examination should be made periodically; if only a few cases like the following are discovered and benefited it will be worth while: A little girl in Roxbury, nine years of age, had been unable to learn even her letters, and the teachers were convinced that she was a hopeless case. Her eyes were examined, were proved to be defective, were fitted with glasses, and in less than three months she was reading readily words of two syllables and was considered to be above the average of intelligence in her class.

The question of a general examination of the eyes and ears of the pupils was given a good deal of attention. After consulting with some of the most eminent specialists in the city I became convinced that such an examination was inadvisable. The teachers are expected to report cases of nearsightedness, etc., to

the parents, and to request that an examination by a specialist be made. This places the responsibility where, in my opinion, it belongs, that is, if our schools are to be kept free from the taint of the "institution." On the other hand, it is the duty of the city to see that pupils study under the most favorable conditions possible in regard to light. That this was not the case in the older buildings especially a merely superficial examination proved. In some of the rooms in these buildings the pupils read and studied under conditions that were simply distressing. What could be done to make the conditions even tolerable? Four years ago I recommended that the experiment be made of placing so-called prism or ribbed glass in the windows. This was done in a single room in the North End, and in my opinion it was a great success. This system of lighting dark rooms has been extended each year since then, and there are now six buildings with some of the rooms, at least, lighted by this method. As in the case of the unhygienic furniture, it has become the policy of those in authority to select a certain number of rooms each year to be lighted by this system.

In 1899 the Boston Physical Education Society asked permission of the Board to take certain measurements of primary school children, and to be allowed to follow up these measurements semi-annually until the children had completed their course in the grammar schools. It was decided, after a hearing, that the measurements should be taken, but that the work should be done by the Department of Physical Training, the Physical Education Society to have the benefit of the statistics gathered. The measurements are taken in October and May. About 25,000 children were measured. The purpose of the society is to ascertain facts relating to the laws of growth.

It was the custom formerly to close the morning session in grammar schools at one o'clock upon one-session days. This did not seem to me to be good hygiene, and the Board took the same view of the matter and the regulation was amended. The schools now close at twelve o'clock.

It was the custom also in certain districts to open the school buildings to the children at fifteen minutes before the beginning of each session, and no exception was made on account of cold or stormy weather. This did not seem to me a sufficient length of

time, and at my request the regulation was amended. All school buildings are now opened on cold and stormy weather thirty minutes before the beginning of sessions.

I have kept up the practice of giving a series of lectures or talks to those pupils of the Normal School who have chosen gymnastics as their specialty. As may be imagined, considering the press of other duties, they have been nothing more than simple practical talks on school hygiene. Now that the burden of routine work has been lightened by the appointment of another assistant to the director, it will be possible not only to make talks more valuable to the pupils of the Normal School, but to give similar instruction at meetings of grade teachers in different parts of the city.

In summing up what has been done in physical training for the last few years, the important things are: the rapid development in the grammar schools along the line of providing gymnasias for the new buildings and gymnastic apparatus for some of the older ones; the introduction and rapid extension of the work for young men in high schools, and the medical examination of school athletes. In school hygiene the important things are: the improvement of school furniture; the systematic changing of old furniture for new in a certain number of rooms each year; the introduction of ribbed glass; the examination of the eyes and ears of backward children, and the amending of the regulations in two instances.

As to recommendations for the future, it seems hardly necessary to make any. That the work should continue along the present lines; that all new schools should have playgrounds or play-places out of doors, in the basements, or on the roofs; that pupils should be encouraged to use the playgrounds before and after school; that new grammar and high schools should have gymnasias; that buildings of more than two stories in height should have sanitariums on the upper floors; that buildings more than two stories high should have separate and special stairways communicating directly with the yard or with the street. All these and many others seem to me to be self-evident propositions.

Respectfully submitted,

JAMES B. FITZGERALD.

Director of Physical Training.

SCHOOL DOCUMENT NO. 4 — 1903

REPORT

OF THE

COMMITTEE ON SALARIES



BOSTON
MUNICIPAL PRINTING OFFICE
1903

REPORT.

IN SCHOOL COMMITTEE, BOSTON, June 9, 1903.

The Committee on Salaries, in accordance with the Rules, present herewith their annual report containing the schedule of salaries of instructors for the year ending August 31, 1904; and recommend the passage of the following orders, Nos. 1 to 12, inclusive.

For the Committee,

GEORGE E. BROCK, *Chairman.*

1. *Ordered*, That the salaries of instructors of the public schools be fixed for the year ending August 31, 1904, as contained in the following schedule :

NORMAL SCHOOL.

Head-Master	\$3,780
Master, first year, \$2,340 ; annual increase, \$144 ; maximum .	3,060
Assistants, first year, \$1,140 ; annual increase, \$60 ; maximum,	1,620

LATIN AND HIGH SCHOOLS.

Head-Masters	\$3,780
Masters	3,060
Junior-Masters, first year, \$1,476 ; annual increase (for eleven years), \$144 ; salary for the twelfth and subsequent years, with the rank of Master	3,060
Assistant Principal, Roxbury High School, first year, \$1,620 ; annual increase, \$72 ; maximum	1,836
Assistants, first year, \$972 ; annual increase, \$72 ; maximum,	1,620

MECHANIC ARTS HIGH SCHOOL.

Head-Master	\$3,780
Masters	3,060
Junior-Masters, first year, \$1,476 ; annual increase (for eleven years), \$144 ; salary for the twelfth and subsequent years, with the rank of Master	3,060
Instructors, first year, \$1,500 ; annual increase, \$120 ; maximum	2,340
Assistant Instructors, first year, \$972 ; annual increase, \$72 ; maximum	1,620
Special Instructors, first year, \$600 ; annual increase, \$72 ; maximum	960
Instructor of Metal-working, first year, \$1,800 ; annual increase, \$60 ; maximum	2,580

GRAMMAR SCHOOLS.

Masters, first year, \$2,580 ; annual increase, \$120 ; maximum,	\$3,180
Sub-Masters, first year, \$1,500 ; annual increase, \$120 ; maximum	2,340
First Assistants, first year, \$972 ; annual increase, \$48 ; maximum	1,212
Assistants, first year, \$552 ; annual increase, \$48 ; maximum,	936
Special Assistants (per day)	1 50

PRIMARY SCHOOLS.

First Assistants, first year, \$984; annual increase, \$48; maximum	\$1,080
Assistants, first year, \$552; annual increase, \$48; maximum,	936
Special Assistants (per day)	1 50

KINDERGARTENS.

Principals, first year, \$624; increase for second year, \$24; annual increase for three succeeding years, \$48; maximum	\$792 00
Assistants, first year, \$432; annual increase, \$48; maximum,	624 00
Special Assistants (per week)	5 00

EVENING SCHOOLS.**HIGH SCHOOL.**

Principal (per week), first year, \$40; second year, \$45; third year and subsequently	\$50 00
Assistant in charge of Charlestown branch (per evening)	5 00
Assistants (per evening)	4 00
Special Teacher of Penmanship (per evening)	2 00
Special Assistant, Typewriting Department (per evening)	2 00
Laboratory Assistants (per evening)	2 00

ELEMENTARY SCHOOLS.

Principals, in schools where average attendance for month is 100 pupils or more (per evening)	5 00
In schools where average attendance for month is less than 100 (per evening)	4 00
First Assistants, in schools where average attendance for month is 75 pupils or more (per evening)	2 50
In schools where average attendance for month is less than 75 pupils (per evening)	2 00
Assistants (per evening)	2 00
Assistants in charge of Post-graduate Classes (per evening)	2 50
Instructors in Cookery and Sewing (per evening)	2 00

DRAWING SCHOOLS.

¹ Masters (per evening)	10 00
Principals (per evening), first year, \$7; second year and subsequently	8 00
Assistants (per evening), first year, \$4; second year, \$5; third year and subsequently	6 00

¹ The rank of Master in Evening Drawing Schools shall be abolished as the position becomes vacant by the retirement of the present incumbents.

HORACE MANN SCHOOL FOR THE DEAF.

Principal	\$3,180
Assistant Principal, first year, \$1,152; annual increase, \$72; maximum	1,440
Assistants, first year, \$780; annual increase, \$72; maximum,	1,284

SCHOOL ON SPECTACLE ISLAND.

Instructor (including all expenses connected with the school, except for books)	\$400
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SPECIAL INSTRUCTORS.

Teacher of Chemistry, Girls' High School	\$1,620
Laboratory Assistants, English High School (2)	500
Laboratory Assistant, Girls' High School	936
Laboratory Assistant, Mechanic Arts High School	500
Laboratory Assistant, Roxbury High School	936

COMMERCIAL BRANCHES.

Special Instructors, first year, \$1,200; annual increase, \$120; maximum	2,040
Instructors, first year, \$900; annual increase, \$72; maximum .	1,548

DRAWING.

Director	\$3,000
Assistants to Director (3)	1,500
¹ Assistant to Director	2,508
Special Teachers, Dorchester High School (2)	1,200
Special Teacher, English High School	2,500
Special Teacher, Roxbury High School	1,200
Special Teacher, South Boston High School	1,200
Special Teacher, West Roxbury High School	1,200

KINDERGARTENS.

Director	\$2,880
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MANUAL TRAINING.

Principal of Manual Training Schools	\$2,508
Instructors	1,200
Assistant Instructors, first year, \$804; annual increase, \$48; maximum	996
Instructors, Schools of Cookery, first year, \$552; annual in- crease, \$48; maximum	936

¹To give instruction in drawing in the Normal School, and to assist the Director of Drawing.

Teachers of Sewing :

One division	\$144	Seven divisions	\$660
Two divisions	240	Eight divisions	732
Three divisions	336	Nine divisions	792
Four divisions	432	Ten divisions	840
Five divisions	516	Eleven divisions	888
Six divisions	588	All over eleven divisions	936

MILITARY DRILL.

Instructor	\$2,000
Armorer	1,050

MODERN LANGUAGES.

Assistant Instructors (2)	\$1,800
Teacher of German, Girls' High and Girls' Latin Schools	1,800
Teacher of French, South Boston High School	972

MUSIC.

Director	\$3,000
Assistant Directors, first year, \$2,004; annual increase, \$72; maximum	2,652
Assistants, first year, \$996; annual increase, \$48; maximum,	1,236

PHYSICAL TRAINING.

Director	\$3,000
Assistant to Director	2,280
Assistant to Director	1,800
Teacher, Brighton High School	936
Teacher, Dorchester High School	1,200
Teacher, East Boston High School	1,200
Teacher of Physical Training and Reading, Girls' High School,	1,200
Teacher of Physical Training and Reading, Girls' Latin School,	936
Teacher, Roxbury High School	1,200
Assistant Teacher, Roxbury High School	900
Teacher, South Boston High School	1,200
Teacher, West Roxbury High School	1,200

SPECIAL CLASSES.

Teachers, first year, \$936; annual increase, \$48; maximum	\$1,032
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2. *Ordered*, That the salaries of the members of the permanent corps of substitutes, appointed in accordance with Section 146 of the Regulations, be fixed at the rate of ten dollars (\$10) per month, exclusive of

July and August, and that they be paid in addition thereto the sum of two dollars (\$2) for each day of actual service, — one-session days being reckoned as full days, for the year ending August 31, 1904.

3. *Ordered*, That the compensation of substitutes, other than members of the permanent corps of substitutes appointed under Section 146 of the Regulations, and of temporary teachers, be fixed at the following rates for each day of actual service :

Junior-Master, High Schools	\$5 00
Assistant, High Schools	2 50
Instructor, Mechanic Arts High School	4 00
Assistant Instructor, Mechanic Arts High School	2 50
Sub-Master, Grammar Schools	4 00
Assistant, Grammar or Primary Schools	2 00
Principal, Kindergartens	1 75
Assistant, Kindergartens	1 25
Instructor, Schools of Cookery	2 00

and that the compensation of substitutes and of temporary teachers of other ranks than those enumerated herein shall be one four-hundredth part of the minimum salary of the respective ranks, for each day of actual service, for the year ending August 31, 1904.

4. *Ordered*, That the instructor in any school, district, or department who takes charge thereof under the provisions of Section 144 of the Regulations for a continuous period exceeding two weeks, shall receive, in addition to his or her regular salary, one-half of the difference between the said salary and the minimum salary of the higher position, during the time of such service, but not including the summer vacation.

5. *Ordered*, That special instructors of commercial branches who, on September 1, 1902, were receiving a salary of fifteen hundred dollars (\$1,500) per annum, continue on said salary until the third anniversary of their several appointments, when they shall be placed upon the fourth year of service in their rank.

6. *Ordered*, That instructors of commercial branches who, on September 1, 1902, were receiving a salary of twelve hundred dollars (\$1,200) per annum, continue on said salary until the fifth anniversary of their several appointments, when they shall be placed upon the sixth year of service in their rank.

7. *Ordered*, That special teachers of physical training in High Schools who may be appointed during the year ending August 31, 1904, shall be paid at the rate of nine hundred dollars (\$900) per annum.

8. *Ordered*, That those instructors in the Mechanic Arts High School who are required by the daily program to perform extra service outside

of the regular school hours, be paid, in addition to the regular salaries of their respective ranks, at the rate of two dollars (\$2.00) for each recitation period of extra service; with the exception of the teachers of shop work, who shall be paid, in addition to their regular salaries, at the rate of three dollars (\$3.00) for each shop period of extra service; during such part of the year ending August 31, 1904, as such daily program requiring extra service may be continued.

9. *Ordered*, That John Tetlow be paid at the rate of four hundred twenty dollars (\$420) per annum, in addition to the regular salary of his rank, for the year ending August 31, 1904.

10. *Ordered*, That Darius Hadley, Henry F. Sears, and Charles F. Kimball each be paid at the rate of one hundred twenty dollars (\$120) per annum, in addition to the regular salary of their rank, on account of their long service in the public schools, for the year ending August 31, 1904.

11. *Ordered*, That James Frederick Hopkins, Director of Drawing, be paid at the rate of six hundred dollars (\$600) per annum, in addition to his regular salary, for the supervision of the Evening Drawing Schools, for the year ending August 31, 1904.

12. *Ordered*, That Harriet E. Caryl, Assistant Principal, Girls' High School, be paid at the rate of one thousand twenty dollars (\$1,020) per annum, for the year ending August 31, 1904; in accordance with the action taken May 12, 1903, granting said instructor leave of absence on half-pay for one year from September 1, 1903.

SCHOOL DOCUMENT NO. 5 — 1903

APPOINTMENTS FOR RE-ELECTION

REPORT

OF THE

SUPERINTENDENT OF PUBLIC
SCHOOLS



BOSTON
MUNICIPAL PRINTING OFFICE
1903



REPORT.

IN SCHOOL COMMITTEE, BOSTON, June 9, 1903.

As required by the Regulations, Section 139, I respectfully submit for approval the reappointments contained in the appended list, for the year 1903-1904.

This list contains a statement of the numbers of pupils which were used in determining the number and rank of the teachers, to whom each school or district is entitled under the Regulations; the number of teachers authorized by the Regulations; and the number of teachers employed.

Teachers in excess of the number allowed by the Regulations are reappointed in the following-named schools or districts for the reasons stated in each case :

HIGH SCHOOLS.

Brighton High School. — One assistant. For the reason stated last year; namely, the desirability of retaining in service a former head-master of the school.

Charlestown High School. — One assistant. Because work in gymnastics, usually done by a special teacher, is done in this school by a regular teacher.

GRAMMAR AND PRIMARY SCHOOLS.

Bennett District. — One assistant, Primary Schools. To provide for the instruction of young children whose homes are in a section of the district remote from its centre.

Bowdoin District. — One assistant, Grammar School. Because of the insufficient seating capacity of the rooms in this building.

Bunker Hill District. — One assistant. Primary schools. Because of the small size of the Primary School rooms.

Longfellow District. — One assistant, Grammar School; one assistant, Primary Schools. To properly supply the needs of a growing district in which the buildings are widely scattered.

Robert G. Shaw District. — One assistant, Grammar School. Because of the long distances between the buildings in which there are pupils of the grammar grades.

Washington Allston District. — One assistant, Grammar School. Because of the small size of four of the rooms used by pupils in the grammar grades.

TEACHERS IN EXCESS.

There remain four teachers who have been employed this year, but whose reappointment cannot be made under the Regulations nor by virtue of any valid special reasons applicable to the particular schools in which they have been employed, and not equally applicable to all other schools.

The teachers whose reappointment cannot take place except under a suspension of the Regulations are :

Charlestown High School. — One junior master; one assistant.

Harvard District. — One assistant, Primary Schools.

Warren District. — One assistant, Grammar School.

I recommend that teachers with higher rank than the Regulations allow be authorized for the school year 1903-1904, as follows :

SUB-MASTERS.

Bennett District. — One sub-master. The help of two sub-masters is needed, because the grammar school is placed in two buildings, and there are Primary Schools scattered over a large district.

Brimmer District. — One sub-master. Because the average number of pupils is so near the limit fixed by the Regulations that the substitution of a teacher of lower rank does not seem advisable.

Christopher Gibson District — One sub-master. The help of two sub-masters is needed, because the grammar school is placed in two buildings.

Emerson District. — One sub-master. To take charge of the Blackinton School at Orient Heights, which is a long distance from the Emerson Grammar School building.

Lawrence District. — One sub-master. Because the substitution of a teacher of lower rank does not seem advisable at the present time.

Mather District. — One sub-master. The help of two sub-masters is needed because the grammar school, which is very large, is placed in two buildings.

Quincy District. — One sub-master. Because the substitution of a teacher of lower rank does not seem advisable at the present time.

Roger Wolcott District. — One sub-master. The help of two sub-masters is needed, because the grammar school is placed in two buildings, and there are primary schools scattered over a large district.

Sherwin District. — One sub-master. Because the substitution of a teacher of lower rank does not seem advisable at the present time.

Washington Allston District. — One sub-master. The help of two sub-masters is needed, because the grammar school is placed in two buildings, and there are primary schools scattered over a large district

FIRST ASSISTANTS. — GRAMMAR SCHOOLS.

Bigelow District. — One first assistant. To continue an arrangement which has existed since 1897.

Longfellow District. — One first assistant. To take charge of the Phineas Bates School, which is a long distance from the central building.

Robert G. Shaw District. — Two first assistants. Because the buildings in which there are pupils of the grammar grades are widely separated.

FIRST ASSISTANTS. — PRIMARY SCHOOLS.

Hancock District. — One first assistant. Because, in the Paul Revere building, which has eighteen occupied rooms, the services of two first assistants appear to be needed.

Phillips District. — One first assistant. This teacher has charge of the Somerset-street building, in which there are six ungraded classes.

There has been employed for several years a teacher of higher rank than the Regulations permit, and for whose continued employment in that higher rank no good and sufficient reason appears to exist, as follows:

Bunker Hill District. — One first assistant, Grammar School.

UNGRADED CLASSES.

I recommend that ungraded classes be allowed in the following-named districts, as stated: Bigelow, two; Brimmer, two; Comins, two; Eliot, eleven; Hancock, eight; Hyde, two; John A. Andrew, two; Lawrence, two; Lyman, three; Norcross, two; Phillips, six; Quincy, two; Sherwin, two; Shurtleff, two; Washington Allston, two; Wells, two.

EDWIN P. SEAVER,

Superintendent of Public Schools.

LIST OF REAPPOINTMENTS.

NORMAL SCHOOL.

Greatest whole number belonging	229
TEACHERS.—Number entitled to	13
<i>Now serving on tenure</i>	9
<i>On Probation.</i> —Master, Colin A. Scott; Assistants, Caroline D. Aborn, Mary C. Shute	3
	— 12

RICE TRAINING SCHOOL.

Greatest whole number belonging	728
TEACHERS.—Number entitled to	16
<i>Now serving on tenure.</i> —Grammar	8
Primary	5
Appointed: <i>To serve for the term ending August 31, 1904.</i> —Assistant, Grammar School, Lucy J. Clapp; Assistant, Primary School, Mabel C. Kinney	2
	— 15

KINDERGARTEN.

TEACHERS.—Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>For the term ending August 31, 1904.</i> —Assistant, Clara A. Malloch	1
	— 2

LATIN AND HIGH SCHOOLS.

PUBLIC LATIN SCHOOL.

Greatest whole number belonging	611
TEACHERS.—Number entitled to	19
<i>Now serving on tenure</i>	16
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Junior Masters, Frederick Reed, Herbert T. Rich	2
<i>For the term ending August 31, 1904.</i> —Junior Master, William K. Norton	1
	— 19

GIRLS' LATIN SCHOOL.

Greatest whole number belonging	363
TEACHERS.—Number entitled to	12
<i>Now serving on tenure</i>	11
Appointed: <i>To serve for the term ending August 31, 1904.</i> —Assistant, Julia K. Ordway	1
	— 12

BRIGHTON HIGH SCHOOL.

Greatest whole number belonging	266
TEACHERS.—Number entitled to, 8. One extra teacher allowed for special reasons	9
<i>Now serving on tenure</i>	8
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Junior Master, Sidney Peterson	1
	— 9

CHARLESTOWN HIGH SCHOOL.

Greatest whole number belonging	234
TEACHERS.—Number entitled to, 7. One extra teacher allowed for special reasons	8
<i>Now serving on tenure</i>	8

DORCHESTER HIGH SCHOOL.

Greatest whole number belonging	932
TEACHERS.—Number entitled to	27
<i>Now serving on tenure</i>	9
Appointed: <i>To serve during the pleasure of the School Commit- tee.</i> —Junior Masters, John Haynes, Frederick G Jackson	2
<i>For the term ending August 31, 1904.</i> —Junior Masters, Milford S. Power, Charles T. Wentworth; Assistants, Jessie L. Adams, Harold Bisbee, Mary A. Leavens, Mabel M. Taylor	6
<i>On Probation.</i> —Assistants, Henry W. B. Arnold, Sarah L. Dyer, Mildred G. Potter, Mabel E. White	4
	— 21

EAST BOSTON HIGH SCHOOL.

Greatest whole number belonging	369
TEACHERS.—Number entitled to	10
<i>Now serving on tenure</i>	5
Appointed: <i>To serve during the pleasure of the School Commit- tee.</i> —Junior Master, George D. Bussey	1
<i>For the term ending August 31, 1904.</i> —Junior Master, William H. Godfrey; Assistants, Francis J. Conlin, Alma F. Silsby	3
<i>On Probation.</i> —Assistant, Grace L. Putnam	1
	— 10

ENGLISH HIGH SCHOOL.

Greatest whole number belonging	828
TEACHERS.—Number entitled to	24
<i>Now serving on tenure</i>	20
Appointed: <i>To serve during the pleasure of the School Commit- tee.</i> —Junior Master, Fred R. Miller	1
<i>For the term ending August 31, 1904.</i> —Junior Master, Frank E. Poole	1
	— 22

GIRLS' HIGH SCHOOL.

Greatest whole number belonging	922
TEACHERS.—Number entitled to	26
Now serving on tenure	20
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Junior Master, Thomas H. H. Knight	1
<i>For the term ending August 31, 1904.</i> —Assistant, Abby N. Arnold	1
	— 22

MECHANIC ARTS HIGH SCHOOL.

Greatest whole number belonging	676
TEACHERS.—Number entitled to	28
Now serving on tenure	10
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Junior Masters, Charles L. Hanson, Charles L. Reed; Assistant Instructor, Anna M. Vaughan	3
<i>For the term ending August 31, 1904.</i> —Junior Masters, Robert E. Burke, William B. Carpenter; Assistant Instructor, Ralph H. Knapp	3
<i>On Probation.</i> —Junior Master, Rest F. Curtis; Special Instructor, Katharine E. Leonard	2
	— 18

ROXBURY HIGH SCHOOL.

Greatest whole number belonging	732
TEACHERS.—Number entitled to	21
Now serving on tenure	14
Appointed: <i>To serve for the term ending August 31, 1904.</i> —Assistants, Elsie M. Blake, Bertha F. Courtney, Josephine Hammond, Charlotte W. Montgomery	4
<i>On Probation.</i> —Assistant, Prudence E. Thomas	1
	— 19

SOUTH BOSTON HIGH SCHOOL.

Greatest whole number belonging	560
TEACHERS.—Number entitled to	16
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistants, Agnes G. Gilfether, Margaret A. Leahy, Lillian J. MacRae, Annie M. Mulcahy	4
<i>For the term ending August 31, 1904.</i> —Junior Masters, William I. Corthell, Myron W. Richardson, Frank V. Thompson; Assistants, Clara A. W. Barnes, Lillian A. Bragdon, Susan L. Mara, Marie A. Solano, Elizabeth G. Tracy, Bertha Vogel	9
<i>On Probation.</i> —Assistants, Minnie L. Butland, Mary L. Green,	2
	— 15

WEST ROXBURY HIGH SCHOOL.

Greatest whole number belonging	361
TEACHERS. — Number entitled to	10
<i>Now serving on tenure</i>	8
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
— Assistant, Rebecca Kite	1
<i>On Probation.</i> — Assistant, Mabel O. Mills	1
	— 10

FIRST DIVISION.

ADAMS DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	539
Average whole number belonging	524
TEACHERS. — Entitled to 10 regular teachers, 1 teacher of an ungraded class	11
<i>Now serving on tenure</i>	8
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
— First Assistant, Charlotte L. Voigt	1
<i>For the term ending August 31, 1904.</i> — Assistants, Florence E. Marshall, Clara M. White	2
	— 11
PRIMARY SCHOOLS. — Greatest whole number belonging	447
TEACHERS. — Number entitled to	10
<i>Now serving on tenure</i>	6
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
Assistant, Eleanor C. Butler	1
<i>For the term ending August 31, 1904.</i> — Assistants, Blanche F. Kingsley, Mary J. Monohan	2
<i>On Probation.</i> — Assistant, Ellen L. Moran	1
	— 10

KINDERGARTENS.

TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	2

CHAPMAN DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	744
Average whole number belonging	730
TEACHERS. — Entitled to 14 regular teachers, 1 teacher of an ungraded class	15
<i>Now serving on tenure</i>	12
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Sub-master, Frederick W. Swan; Assistant, Frances A. Gallagher	2
<i>On Probation.</i> — Assistant, S. Catherine Smith	1
	— 15

PRIMARY SCHOOLS.—Greatest whole number belonging . . .	567
TEACHERS.—Number entitled to	12
Now serving on tenure	7
Appointed: To serve for the term ending August 31, 1904.—	
Assistants, Gertrude N. Sullivan, Edith H. Wood	2
	— 9

KINDERGARTENS.

TEACHERS.—Number entitled to	4
Now serving on tenure	2
Appointed: To serve during the pleasure of the School Committee.—Assistant, Grace G. Kendall	1
For the term ending August 31, 1904.—Assistant, Annie A. Warren	1
	— 4

EMERSON DISTRICT.

GRAMMAR SCHOOL.—Greatest whole number belonging . . .	1,099
Average whole number belonging	1,089
TEACHERS.—Entitled to 21 regular teachers, 1 teacher of an ungraded class	22
Now serving on tenure	16
Appointed: To serve for the term ending August 31, 1904.—	
Sub-master, James H. Leary; Assistants, Grace Bourne, Eliza D. Graham, Margaret C. Littlefield, Eliza J. Murphy, Abigail F. Sullivan	6
	— 22

PRIMARY SCHOOLS.—Greatest whole number belonging . . .	867
TEACHERS.—Number entitled to	19
Now serving on tenure	10
Appointed: To serve during the pleasure of the School Committee.—Assistant, Alice M. MacDonald	1
For the term ending August 31, 1904.—Assistants, Sarah A. Atwood, Florence G. Erskine, Minnie Goldsmith	3
On Probation.—Assistants, Mabel L. Josselyn, Olive A. Kee, Margaret T. Leahy	3
	— 17

KINDERGARTENS.

TEACHERS.—Number entitled to	3
Now serving on tenure	1
Appointed: To serve during the pleasure of the School Committee.—Assistant, G. Caroline Penchard	1
On Probation.—Assistant, Christine G. Long	1
	— 3

LYMAN DISTRICT.

GRAMMAR SCHOOL.—Greatest whole number belonging . . .	901
Average whole number belonging	857
TEACHERS.—Entitled to 16 regular teachers, 3 teachers of ungraded classes	19
<i>Now serving on tenure</i>	10
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistant, Leonora E. Scolley, Sophie G. Thayer . . .	2
<i>For the term ending August 31, 1904.</i> —Assistants, Gazelle Eaton, Ethel M. Fales, Josephine Fitzgerald, Cora F. Murphy, Katharine R. A. Nolan, Isabel P. Reagh	6
<i>On Probation.</i> —Assistant, Louise G. Sullivan	1
	— 19
PRIMARY SCHOOLS.—Greatest whole number belonging . . .	703
TEACHERS.—Number entitled to	15
<i>Now serving on tenure</i>	9
Appointed: <i>To serve for the term ending August 31, 1904.</i> —Assistants, Florence M. Bertram, Katherine L. Fitzpatrick, Agnes J. Kenney, Grace M. Plummer	4
<i>On Probation.</i> —Assistant, Mary A. Ryan	1
	— 14

KINDERGARTENS.

TEACHERS.—Number entitled to	7
<i>Now serving on tenure</i>	3
Appointed: <i>To serve for the term ending August 31, 1904.</i> —Principal, Mabel Lovell; Assistants, Hattie Brown, Florence M. Weltch	3
<i>On Probation.</i> —Assistant, Gertrude L. Gavin	1
	— 7

SECOND DIVISION.

BUNKER HILL DISTRICT.

GRAMMAR SCHOOL.—Greatest whole number belonging . . .	571
Average whole number belonging	486
TEACHERS.—Entitled to 10 regular teachers, 1 teacher of an ungraded class	11
<i>Now serving on tenure</i>	11
PRIMARY SCHOOLS.—Greatest whole number belonging . . .	387
TEACHERS.—Entitled to 9 regular teachers, 1 extra teacher allowed for special reasons	10
<i>Now serving on tenure</i>	9
<i>On Probation.</i> —Assistant, Anastasia F. Murphy	1
	— 10

KINDERGARTEN.

TEACHERS. — Number entitled to	1
<i>Now serving on tenure</i>	1

FROTHINGHAM DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	773
Average whole number belonging	752
TEACHERS. — Entitled to 16 regular teachers, 1 teacher of an ungraded class	17
<i>Now serving on tenure</i>	9
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Margaret J. O'Hea	1
<i>To serve for the term ending August 31, 1904.</i> — Assistants, Florence O. Brock, Etta G. Clarke, Madeline A. Foppiano, Elizabeth L. McCarthy, Edith F. Rankin	5
<i>On Probation.</i> — Assistant, Emma F. West	1
	— 16

PRIMARY SCHOOLS. — Greatest whole number belonging	582
TEACHERS. — Number entitled to	13
<i>Now serving on tenure</i>	8
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Caroline E. Morse	1
<i>For the term ending August 31, 1904.</i> — Assistants, Anna N. Hingston, N. Louise Huff	2
<i>On Probation.</i> — Assistant, Jennie F. Randall	1
	— 12

KINDERGARTEN.

TEACHERS. — Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>For the term ending August 31, 1904.</i> — Assistant, Margaret V. Meade	1
	— 2

HARVARD DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	644
Average whole number belonging	605
TEACHERS. — Entitled to 12 regular teachers, 1 teacher of an ungraded class	13
<i>Now serving on tenure</i>	9
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistants, Marcella C. Coyle, Sarah V. Porter, Isabel A. Smith,	3
<i>On Probation.</i> — Assistant, Fanny E. Jennison	1
	— 13
PRIMARY SCHOOLS. — Greatest whole number belonging	463
TEACHERS. — Number entitled to	10

<i>Now serving on tenure</i>	9
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Assistant, S. Janet Jameson	1
	— 10

KINDERGARTEN.

TEACHERS.—Number entitled to	2
<i>Now serving on tenure</i>	1
<i>On Probation.</i> —Assistant, Alice M. Purinton	1
	— 2

PRESCOTT DISTRICT.

GRAMMAR SCHOOL.—Greatest whole number belonging	530
Average whole number belonging	512
TEACHERS.—Entitled to 11 regular teachers	11
<i>Now serving on tenure</i>	5
Appointed: <i>To serve during the pleasure of the School Com-</i> <i>mittee.</i> —First Assistant, Mary E. Keyes	1
<i>For the term ending August 31, 1904.</i> —Assistants, Margaret F. Gannon, Ellen G. Garraghan, Ellen E. Kelly, Florence A. McDonough	4
<i>On Probation.</i> —Assistant, Grace A. Reed	1
	— 11
PRIMARY SCHOOLS.—Greatest whole number belonging	429
TEACHERS.—Number entitled to	9
<i>Now serving on tenure</i>	6
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Assistants, Katherine F. O'Brien, Agnes M. Turnbull	2
<i>On Probation.</i> —Assistant, Mary R. Fitzgerald	1
	— 9

KINDERGARTEN.

TEACHERS.—Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>For the term ending August 31, 1904.</i> —Assistant, Helen L. Arnold	1
	— 2

WARREN DISTRICT.

GRAMMAR SCHOOL.—Greatest whole number belonging	653
Average whole number belonging	618
TEACHERS.—Entitled to 12 regular teachers, 1 teacher of an ungraded class	13
<i>Now serving on tenure</i>	12
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Assistant, Annie A. F. Mellish	1
	— 13

PRIMARY SCHOOLS. — Greatest whole number belonging	393
TEACHERS. — Number entitled to	8
Now serving on tenure	7
On Probation. — Assistant, Mary M. Crane	1
	— 8

KINDERGARTENS.

TEACHERS. — Number entitled to	4
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Principal, Katharine L. Roche	1
For the term ending August 31, 1904. — Assistant, Alice V. Tuttle	1
On Probation. — Assistant, M. Alice O'Connell	1
	— 3

THIRD DIVISION.

BOWDOIN DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	498
Average whole number belonging	480
TEACHERS. — Entitled to 9 regular teachers, 1 teacher of an ungraded class, 1 extra teacher allowed for special reasons	11
Now serving on tenure	6
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Martha T. O'Hea; assistant, Catherine M. Dolan	2
For the term ending August 31, 1904. — Assistants, Edith L. Caverly, Florence M. Halligan	2
On Probation. — Assistant, Mary A. Treen	1
	— 11
PRIMARY SCHOOLS. — Greatest whole number belonging	519
TEACHERS. — Number entitled to	11
Now serving on tenure	8
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistants, Mary A. Long, Mary F. Murphy	2
	— 10

KINDERGARTENS.

TEACHERS. — Number entitled to	4
Now serving on tenure	1
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistant, Carolyn M. Fletcher	1
On Probation. — Principal, Sarah E. Kilmer	1
	— 3

ELIOT DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	1,344
Average whole number belonging	1,274
TEACHERS. — Entitled to 19 regular teachers, 11 teachers of ungraded classes	30

<i>Now serving on tenure</i>	18
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Anna L. Foster	1
<i>For the term ending August 31, 1904.</i> — Sub-master, Irving M. Norcross; Assistants, Mary W. Bonython, Theresa Currie, Theresa A. Dacy, Mary E. Hartnett, Nannie May, Rose M. McCarthy, Anna M. T. Sheehan, Mary G. Welch	9
	— 28
PRIMARY SCHOOLS. — Greatest whole number belonging	746
TEACHERS. — Number entitled to	16
<i>Now serving on tenure</i>	12
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistants, Mary E. Abercrombie, Mary E. Hughes	2
<i>On Probation.</i> — Assistants, Agnes L. McMahan, Mary T. Melia	2
	— 16

KINDERGARTENS.

TEACHERS. — Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistant, Margaret V. McManus	1
	— 2

HANCOCK DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	1,091
Average whole number belonging	1,021
TEACHERS. — Entitled to 16 regular teachers, 8 teachers of ungraded classes	24
<i>Now serving on tenure</i>	16
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistants, Mary C. Brine, Gertrude F. Buckley, Hattie L. Gates, Emily J. Hare, Elsie M. Sawyer	5
	— 21
PRIMARY SCHOOLS. — Greatest whole number belonging	1,381
TEACHERS. — Number entitled to	30
<i>Now serving on tenure</i>	18
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Helen A. Hackett, Mary E. O'Hare	2
<i>For the term ending August 31, 1904.</i> — Assistants, F. Maud Briggs, Annie G. Colbert, Mary E. Meaney, Anna E. Neal, Evelyn M. Pearce	5
<i>On Probation.</i> — Assistants, Teresa L. Carlin, Mary A. Kirby, Katherine M. Sullivan	3
	— 28

KINDERGARTENS.

TEACHERS. — Number entitled to	10
<i>Now serving on tenure</i>	3
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistant, Minnie A. Prescott	1

<i>On Probation.</i> —Principals, Mary B. Bartlett, Bertha M. Druley; Assistants, Katharine M. Crowley, Julia E. Keith, Edith Wordell	5
	— 9

PHILLIPS DISTRICT.

GRAMMAR SCHOOL.—Greatest whole number belonging . . .	1,448
Average whole number belonging	1,409
TEACHERS.—Entitled to 25 regular teachers, 6 teachers of ungraded classes	31
<i>Now serving on tenure</i>	14
Appointed: <i>To serve during the pleasure of the School Com- mittee.</i> —Assistants, Katharine J. Burke, Elizabeth M. Shine, <i>For the term ending August 31, 1904.</i> —Assistants, Ella J. Boyle, Henrietta Chase, Helen G. Davis, Mary E. Doyle, Elizabeth G. Hutchison, Mary R. Kennedy, Ellen J. MacMahon, Leila M. Nicholl, Leanora E. Taft	9
<i>On Probation.</i> —Assistants, Nellie M. Foley, Adeline M. Murphy, Ellen M. Sullivan	3
	— 28
PRIMARY SCHOOLS.—Greatest whole number belonging . . .	290
TEACHERS.—Number entitled to	6
<i>Now serving on tenure</i>	5

KINDERGARTEN.

TEACHERS.—Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistant, Julia T. A. Maloy	1
	— 2

WELLS DISTRICT.

GRAMMAR SCHOOL.—Greatest whole number belonging . . .	1,086
Average whole number belonging	1,074
TEACHERS.—Entitled to 20 regular teachers, 3 teachers of ungraded classes	23
<i>Now serving on tenure</i>	13
Appointed: <i>To serve during the pleasure of the School Com- mittee.</i> —First Assistant, Priscilla Whiton; Assistant, Clara B. Shaw	2
<i>For the term ending August 31, 1904.</i> —Assistants, Grace H. Clifton, Ella F. Grafton, Alice G. Lincoln, Catherine E. McCarthy, Alice D. Strong, Elizabeth G. Strongman	6
<i>On Probation.</i> —Assistant, Judith E. Dugan	1
	— 22
PRIMARY SCHOOLS.—Greatest whole number belonging . . .	1,887
TEACHERS.—Number entitled to	41
<i>Now serving on tenure</i>	19

Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Alice M. Hagerty, Mary J. Jenkins,	2
<i>For the term ending August 31, 1904.</i> — Assistants, Florence K. Alexander, Agnes L. Berry, Emma J. Burke, Teresa R. Flaherty, Emily Frazer, Mary F. Magrath, Helen M. Mead, Margaret G. Melia, Caroline A. Shay, Eleanora A. Smith, Bertha B. White	11
<i>On Probation.</i> — Assistants, Mary E. Durgin, Eleanor B. Jamieson, Ellen F. Joyce, Elizabeth M. Keefe, Mary R. McNamara, Margaret F. Murphy, Grace A. Stone	7
	— 39

KINDERGARTENS.

TEACHERS.— Number entitled to	6
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Principal, Josephine H. Calef	1
<i>For the term ending August 31, 1904.</i> — Principal, Ada C. Williamson; Assistants, Ruth C. Barry, Clara B. Cochran, Mary P. Corrigan	4
<i>On Probation.</i> — Principal, Lillian Hooper.	1
	— 6

FOURTH DIVISION.

BRIMMER DISTRICT.

GRAMMAR SCHOOL.— Greatest whole number belonging	572
Average whole number belonging	566
TEACHERS.— Entitled to 10 regular teachers, 2 teachers of ungraded classes	12
<i>Now serving on tenure</i>	7
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Sub-master, John A. Russell; Assistant, James Burrier	2
<i>On Probation.</i> — Assistants, Grace F. Gardner, Grace W. Mitchell, Frances A. Putnam	3
	— 12
PRIMARY SCHOOLS.— Greatest whole number belonging	311
TEACHERS.— Number entitled to	7
<i>Now serving on tenure</i>	5
<i>On Probation.</i> — Assistant, Klara J. Olsson	1
	— 6

KINDERGARTEN.

TEACHERS.— Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistant, Martha L. Eaton	1
	— 2

PRINCE DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	715
Average whole number belonging	693
TEACHERS. — Entitled to 14 regular teachers, 1 teacher of an ungraded class	15
<i>Now serving on tenure</i>	10
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Sub-master, Charles G. Wetherbee; Assistants, Mary A. Perkins, Rosalie C. Williams	3
<i>On Probation.</i> — Assistant, Hattie M. Simpson	1
	— 14
PRIMARY SCHOOLS. — Greatest whole number belonging	443
TEACHERS. — Number entitled to	9
<i>Now serving on tenure</i>	4
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Nellie E. Boyd	1
<i>For the term ending August 31, 1904.</i> — Assistants, Anna C. Cousens, Amy E. Emery, Mabel C. Friend, Sarah A. Ginn	4
	— 9

KINDERGARTEN.

TEACHERS. — Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistant, Mabel L. Dodge	1
	— 2

QUINCY DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	565
Average whole number belonging	542
TEACHERS. — Entitled to 10 regular teachers, 2 teachers of ungraded classes	12
<i>Now serving on tenure</i>	9
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Roberta J. Hardie	1
<i>For the term ending August 31, 1904.</i> — Assistants, Evelyn E. Kelley, Joanna J. Kelley	2
	— 12
PRIMARY SCHOOLS. — Greatest whole number belonging	618
TEACHERS. — Number entitled to	13
<i>Now serving on tenure</i>	7
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Blanche F. Harrington	1
<i>For the term ending August 31, 1904.</i> — Assistants, Marion L. Dally, Anna T. Nolan	2
<i>On probation.</i> — Assistant, Orra E. Guild	1
	— 11

KINDERGARTENS.

TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Assistant, Adelaide R. Tavener	1
<i>On Probation.</i> — Principal, Mary E. Denehy; Assistant, Edith C. Johnson	2
	— 4

WINTHROP DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	708
Average whole number belonging	683
TEACHERS. — Entitled to 13 regular teachers, 1 teacher of an ungraded class	14
<i>Now serving on tenure</i>	8
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Assistants, Dorothy A. O'Reilly, Helen De S. Regan, Minnie E. Sutherland	3
<i>On Probation.</i> — First Assistant, Mary A. Murphy; Assistants, Winifred E. McKay, Helen Wilson	3
	— 14
PRIMARY SCHOOLS. — Greatest whole number belonging	348
TEACHERS. — Number entitled to	8
<i>Now serving on tenure</i>	4
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Assistant, Emily H. Osborne	1
<i>On Probation.</i> — Assistant, Edith M. Holway	1
	— 6

FIFTH DIVISION.

DWIGHT DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	632
Average whole number belonging	621
TEACHERS. — Entitled to 12 regular teachers, 1 teacher of an ungraded class	13
<i>Now serving on tenure</i>	10
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Sub-master, George A. Tyzzer	1
<i>For the term ending August 31, 1904.</i> — Assistant, Mary J. H. Taylor	1
<i>On Probation.</i> — Assistant, Mary F. Callahan	1
	— 13
PRIMARY SCHOOLS. — Greatest whole number belonging	570
TEACHERS. — Number entitled to	12
<i>Now serving on tenure</i>	8

Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Mary H. Fruean	1
<i>For the term ending August 31, 1904.</i> — Assistants, Annie T. McCloskey, Mary Ranney	2
	— 11

KINDERGARTENS.

TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	3
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistant, Laila G. Staples	1
	— 4

EVERETT DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	695
Average whole number belonging	671
TEACHERS. — Entitled to 13 regular teachers, 1 teacher of an ungraded class	14
<i>Now serving on tenure</i>	12
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Sara C. Linscott	1
<i>On Probation.</i> — Assistant, Caroline S. Winslow	1
	— 14
PRIMARY SCHOOLS. — Greatest whole number belonging	484
TEACHERS. — Number entitled to	10
<i>Now serving on tenure</i>	7
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Susan E. Abbot	1
<i>For the term ending August 31, 1904.</i> — Assistant, Nellie G. Kelley	1
<i>On Probation.</i> — Assistant, Josephine C. Scholtes	1
	— 10

KINDERGARTEN.

TEACHERS. — Number entitled to	2
<i>Now serving on tenure</i>	2

FRANKLIN DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	787
Average whole number belonging	753
TEACHERS. — Entitled to 15 regular teachers, 1 teacher of an ungraded class	16
<i>Now serving on tenure</i>	5
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistants, M. Josephine Blaisdell, Leona N. Crowell, Ella F. Erskine, Carrie M. Goulding, Margaret E. Hart, Emma F. Jenkins, Henrietta H. McKenna, Florence M. Stephens	8

<i>On Probation.</i> —First Assistant, Margaret J. Crosby; Assistants, Rose A. Plunkett, Ruth D. Stevens	3
	— 16
PRIMARY SCHOOLS.—Greatest whole number belonging	706
TEACHERS.—Number entitled to	15
<i>Now serving on tenure</i>	9
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistant, Elizabeth H. Marston	1
<i>For the term ending August 31, 1904.</i> —Assistants, Elizabeth F. Dorn, Annie M. F. Farrell, Ruth C. Higbee, Henrietta C. Wort,	4
	— 14

KINDERGARTEN.

TEACHERS.—Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1904.</i> —Assistant, Gertrude F. Briggs	1
	— 2

HYDE DISTRICT.

GRAMMAR SCHOOL.—Greatest whole number belonging	643
Average whole number belonging	622
TEACHERS.—Entitled to 12 regular teachers, 1 teacher of an ungraded class	13
<i>Now serving on tenure</i>	6
Appointed: <i>To serve for the term ending August 31, 1904.</i> —First Assistant, Emma S. Gulliver; Assistants, Clara L. Haynes, Frances M. Supple, Sally Viles	4
<i>On Probation.</i> —Assistants, Helen E. Cleaves, Elvira T. Harvey, Jessie E. H. Thompson	3
	— 13
PRIMARY SCHOOLS.—Greatest whole number belonging	514
TEACHERS.—Number entitled to	11
<i>Now serving on tenure</i>	6
Appointed: <i>To serve during the pleasure of the School Committee.</i> —First Assistant, Delia E. Cunningham	1
<i>To serve for the term ending August 31, 1904.</i> —Assistant, Annie G. Flaherty	1
<i>On Probation.</i> —Assistants, Mary A. McKinlay, A. Gertrude O'Bryan	2
	— 10

KINDERGARTEN.

TEACHERS.—Number entitled to	2
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Principal, Edna W. Marsh	1
<i>For the term ending August 31, 1904.</i> —Assistant, Augusta M. Wood	1
	— 2

SHERWIN DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . .	590
Average whole number belonging	573
TEACHERS. — Entitled to 11 regular teachers, 1 teacher of an ungraded class	12
<i>Now serving on tenure</i>	11
<i>On Probation.</i> — Assistant, Martha I. Shaw	1
	— 12
PRIMARY SCHOOLS. — Greatest whole number belonging . . .	575
TEACHERS. — Number entitled to	12
<i>Now serving on tenure</i>	8
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Nellie H. Crowell	1
<i>For the term ending August 31, 1904.</i> — Assistants, Athelston Brandt, Mary F. Sullivan	2
	— 11

KINDERGARTENS.

TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	1
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Principal, Isabella F. Wallace	1
<i>For the term ending August 31, 1904.</i> — Assistants, Beulah S. Cone, Nellie S. Morris	2
	— 4

SIXTH DIVISION.

BIGELOW DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . .	808
Average whole number belonging	797
TEACHERS. — Entitled to 14 regular teachers, 3 teachers of ungraded classes	17
<i>Now serving on tenure</i>	11
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Sub-master, Carroll M. Austin; Assistant, Katharine P. Kelley	2
<i>For the term ending August 31, 1904.</i> — Sub-master, John F. McGrath; Assistant, Caroline L. Regan	2
<i>On Probation.</i> — Assistants, Annie T. Burke, Katherine A. Cunniff	2
	— 17
PRIMARY SCHOOLS. — Greatest whole number belonging . . .	579
TEACHERS. — Number entitled to	12
<i>Now serving on tenure</i>	8

Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Annie S. McKissick	1
<i>For the term ending August 31, 1904.</i> — Assistant, Alice E. Thornton	1
<i>On Probation.</i> — Assistants, Annie G. Casey, Emma J. Ross	2
	— 12

GASTON DISTRICT.

GRAMMAR SCHOOL.— Greatest whole number belonging	986
Average whole number belonging	979
TEACHERS.— Entitled to 20 regular teachers	20
<i>Now serving on tenure</i>	14
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Agnes R. Leahy	1
<i>For the term ending August 31, 1904.</i> — Assistants, Florence E. Bryan, Louisa B. Frothingham, Lila Huckins	3
<i>On Probation.</i> — Assistants, Margaret L. Higgins, Helen F. Kenney	2
	— 20
PRIMARY SCHOOLS.— Greatest whole number belonging	534
TEACHERS.— Number entitled to	11
<i>Now serving on tenure</i>	7
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistants, Katherine E. Goode, Lillias Thomson	2
	— 9

KINDERGARTEN.

TEACHERS.— Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>For the term ending August 31, 1904.</i> — Assistant, Bertha E. Richardson	1
	— 2

JOHN A. ANDREW DISTRICT.

GRAMMAR SCHOOL.— Greatest whole number belonging	841
Average whole number belonging	799
TEACHERS.— Entitled to 15 regular teachers, 2 teachers of ungraded classes	17
<i>Now serving on tenure</i>	11
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistants, Ethel A. Borden, Ellen M. Collins, Maude E. Rice, Margaret D. Stone, Annie M. Zbrosky	5
<i>On Probation.</i> — Assistant, Mary E. Keohan	1
	— 17
PRIMARY SCHOOLS.— Greatest whole number belonging	533
TEACHERS.— Number entitled to	12
<i>Now serving on tenure</i>	7

Appointed: *To serve for the term ending August 31, 1904.*—
 Assistants, Mary C. Gartland, Charlotte C. Hamblin, Annie
 C. O'Reilly 3
On Probation.— Assistants, Gertrude E. Puffer, Carrie M. Weis 2
 — 12

KINDERGARTEN.

TEACHERS— Number entitled to 2
Now serving on tenure 1
 Appointed: *To serve for the term ending August 31, 1904.*—
 Assistant, Effie M. Charnock 1
 — 2

LAWRENCE DISTRICT.

GRAMMAR SCHOOL.— Greatest whole number belonging 516
 Average whole number belonging 493
 TEACHERS.— Entitled to 9 regular teachers, 2 teachers of un-
 graded classes 11
Now serving on tenure 7
 Appointed: *To serve during the pleasure of the School Committee.*
 — First Assistant, Clara G. Hinds 1
For the term ending August 31, 1904.— Sub-master, Michael E.
 Fitzgerald; Assistants, Jennie E. Bailey, Mary F. O'Brien 3
 — 11
 PRIMARY SCHOOLS.— Greatest whole number belonging 571
 TEACHERS.— Number entitled to 12
Now serving on tenure 11
 Appointed: *To serve during the pleasure of the School Committee.*
 — Assistant, Martha J. Krey 1
 — 12

KINDERGARTENS.

TEACHERS.— Numbers entitled to 4
Now serving on tenure 1
 Appointed: *To serve during the pleasure of the School Committee.*
 — Principal, Helen L. Holmes; Assistant, Anna M. Mullins. 2
For the term ending August 31, 1904.— Assistant, Ida G. Thur-
 ston 1
 — 4

LINCOLN DISTRICT.

GRAMMAR SCHOOL.— Greatest whole number belonging 761
 Average whole number belonging 745
 TEACHERS.— Entitled to 15 regular teachers 15
Now serving on tenure 8
 Appointed: *To serve for the term ending August 31, 1904.*—
 Assistants, Francis G. Keyes, Agnes G. Nash, Gertrude L.
 Wright 3

<i>On Probation.</i> — Sub-masters, Jonathan I. Buck, Charles S. Davis; Assistants, Mary H. Atkins, Sheba E. Berry	4	— 15
PRIMARY SCHOOLS. — Greatest whole number belonging	747	
TEACHERS. — Number entitled to	16	
<i>Now serving on tenure</i>	10	
Appointed: <i>To serve for the term ending August 31, 1904.</i> —		
Assistants, Elizabeth G. Burke, Rachel W. Washburn	2	
<i>On Probation.</i> — Assistants, Edith M. Allen, Frances M. Spooner	2	— 14

KINDERGARTEN.

TEACHERS. — Number entitled to	2	
Appointed: <i>To serve for the term ending August 31, 1904.</i> —		
Principal, Annie E. Pousland; Assistant Eliza L. Osgood	2	

NORCROSS DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	592	
Average whole number belonging	578	
TEACHERS. — Entitled to 10 regular teachers, 3 teachers of ungraded classes	13	
<i>Now serving on tenure</i>	5	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Cherrie W. St. Clair	1	
<i>For the term ending August 31, 1904.</i> — Assistants, Agnes J. Hallahan, Mary J. Leary, Elsie M. Paul, Ethel N. Pope	4	
<i>On Probation.</i> — First Assistant, Emma L. Eaton; Assistants, Eva Steele, Carrie A. Whitaker	3	— 13
PRIMARY SCHOOLS. — Greatest whole number belonging	559	
TEACHERS. — Number entitled to	12	
<i>Now serving on tenure</i>	9	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Josephine J. Mahoney	1	
<i>On Probation.</i> — Assistant, Mary A. I. O'Brien	1	— 11

KINDERGARTEN.

TEACHERS. — Number entitled to	2	
<i>Now serving on tenure</i>	1	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Ruth Perry	1	— 2

SHURTLEFF DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	612	
Average whole number belonging	592	

TEACHERS.—Entitled to 11 regular teachers, 2 teachers of ungraded classes	13
<i>Now serving on tenure</i>	10
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistant, Margaret M. Ring	1
<i>For the term ending August 31, 1904.</i> —Assistants, Marguerite S. Clapp, Katherine S. Nash	2
	— 13
PRIMARY SCHOOLS.—Greatest whole number belonging	352
TEACHERS.—Number entitled to	7
<i>Now serving on tenure</i>	5
Appointed: <i>To serve during the pleasure of the School Committee.</i> —First Assistant, Alice G. Dolbeare; Assistant, Mary Taylor	2
	— 7

KINDERGARTEN.

TEACHERS.—Number entitled to	2
<i>On Probation.</i> —Principal, Florence H. Murray	1

THOMAS N. HART DISTRICT.

GRAMMAR SCHOOL.—Greatest whole number belonging	679
Average whole number belonging	638
TEACHERS.—Entitled to 13 regular teachers	13
<i>Now serving on tenure</i>	10
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistant, Maude C. Tinkham	1
<i>For the term ending August 31, 1904.</i> —Assistant, Mary E. Donnelly	1
<i>On Probation.</i> —Sub-master, Robert S. Atkins	1
	— 13
PRIMARY SCHOOLS.—Greatest whole number belonging	595
TEACHERS.—Number entitled to	13
<i>Now serving on tenure</i>	7
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistant, Anna T. Mahar	1
<i>For the term ending August 31, 1904.</i> —Assistants, Mary E. Farrell, Mary F. Keyes	2
<i>On Probation.</i> —First Assistant, Mary E. Perkins; Assistant, Alice M. Desmond	2
	— 12

KINDERGARTEN.

TEACHERS.—Number entitled to	4
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1904.</i> —Assistants, Gertrude C. L. Vasque, Fannie P. Walker, Mae I. Wigley	3
	— 4

SEVENTH DIVISION.

COMINS DISTRICT.

GRAMMAR SCHOOL.—Greatest whole number belonging	671
Average whole number belonging	652
TEACHERS.—Entitled to 12 regular teachers, 2 teachers of ungraded classes	14
<i>Now serving on tenure</i>	9
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Assistants, Lillian E. Cronin, Mary A. Rourke	2
<i>On Probation.</i> —Assistant, Ellen M. Cronin	1
	— 12
PRIMARY SCHOOLS.—Greatest whole number belonging	364
TEACHERS.—Number entitled to	8
<i>Now serving on tenure</i>	4
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Assistants, Linna E. Clark, Sarah Kallman, Alice L. Reed	3
<i>On Probation.</i> —Assistant, A. Harriet Haley	1
	— 8

KINDERGARTENS.

TEACHERS.—Number entitled to	5
<i>Now serving on tenure</i>	2
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Assistant, Anna M. White	1
<i>On Probation.</i> —Principal, Clara G. Dennis; Assistant, Mina Guyton	2
	— 5

DEARBORN DISTRICT.

GRAMMAR SCHOOL.—Greatest whole number belonging	957
Average whole number belonging	913
TEACHERS.—Entitled to 18 regular teachers, 1 teacher of an ungraded class	19
<i>Now serving on tenure</i>	11
Appointed: <i>To serve during the pleasure of the School Committee.</i> —First Assistant, Martha D. Chapman; Assistants, Annie S. Irvin, Elizabeth B. McKeon	3
<i>For the term ending August 31, 1904.</i> —Assistants, Annie L. Coffey, Emma Frye, Lucy Hamlin	3
<i>On Probation.</i> —Assistant, Lucy H. Littlefield	1
	— 18
PRIMARY SCHOOLS.—Greatest whole number belonging	1,009
TEACHERS.—Number entitled to	22
<i>Now serving on tenure</i>	13
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistant, Amanda C. Ellison	1

For the term ending August 31, 1904.—Assistants, Helen R. Campbell, Mattie M. Clough, Mary C. Harrington, Mary A. Lynch, Belle G. McCollough, Anna M. Stevens 6
On Probation.—Assistant, C. Agnes Dailey 1
 — 21

KINDERGARTEN.

TEACHERS.—Number entitled to 2
Now serving on tenure 1
 Appointed: *To serve for the term ending August 31, 1904.*—
 Assistant, Amy E. Lang 1
 — 2

DILLAWAY DISTRICT.

GRAMMAR SCHOOL.—Greatest whole number belonging 855
 Average whole number belonging 843
 TEACHERS.—Entitled to 17 regular teachers 17
Now serving on tenure 12
 Appointed: *To serve during the pleasure of the School Committee.*—Assistant, Ada L. Donkin 1
For the term ending August 31, 1904.—Assistants, Mary E. Cole, Margaret E. Collins, Marion L. Owen, Annie L. Wood 4
 — 17

PRIMARY SCHOOLS.—Greatest whole number belonging 615
 TEACHERS.—Number entitled to 13
Now serving on tenure 9
 Appointed: *To serve during the pleasure of the School Committee.*—Assistant, Julia E. Dickson 1
For the term ending August 31, 1904.—Assistants, Elizabeth M. Finneran, Annie E. McCormick 2
 — 12

KINDERGARTENS.

TEACHERS.—Number entitled to 4
Now serving on tenure 2
 Appointed: *To serve for the term ending August 31, 1904.*—
 Assistants, Evelyn L. Barrows, Frances L. Peck 2
 — 4

DUDLEY DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging 913
 Average whole number belonging 853
 TEACHERS.—Entitled to 17 regular teachers, 1 teacher of an ungraded class 18
Now serving on tenure 11
 Appointed: *To serve for the term ending August 31, 1904.*—
 Sub-master, Joseph A. Reddy; Assistants, Antoinette M. Getchell, Margaret E. Hill, Emma V. Kennedy, Mary L. Long 5

<i>On Probation.</i> — Assistants, Hannah E. Coughlan, Hannah E. Tobin	2
	— 18
PRIMARY SCHOOLS. — Greatest whole number belonging	855
TEACHERS. — Number entitled to	18
<i>Now serving on tenure</i>	12
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistants, Katharine L. Connell, Viola R. Marsh, Helen S. Murphy	3
<i>On Probation.</i> — Assistant, Mary L. Logan	1
	— 16

KINDERGARTENS.

TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	3
<i>On Probation.</i> — Assistant, Lucy E Low	1
	— 4

GEORGE PUTNAM DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	529
Average whole number belonging	523
TEACHERS. — Entitled to 10 regular teachers	10
<i>Now serving on tenure</i>	10
PRIMARY SCHOOLS. — Greatest whole number belonging	429
TEACHERS. — Number entitled to	9
<i>Now serving on tenure</i>	6
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Maud L. Parker	1
<i>For the term ending August 31, 1904.</i> — Assistants, Mary L. Sullivan, Ede F. Travis	2
	— 9

KINDERGARTEN.

TEACHERS. — Number entitled to	2
<i>Now serving on tenure</i>	2

HUGH O'BRIEN DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	926
Average whole number belonging	909
TEACHERS. — Entitled to 18 regular teachers	18
<i>Now serving on tenure</i>	8
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Sub-master, George E. Murphy; Assistant, Helen L. Bradford	2
<i>For the term ending August 31, 1904.</i> — Assistants, Edwin I. Beal, Amy L. Burbank, Viola M. I. Clark, Elizabeth Cushing, Grace M. Maher, Cora F. Taylor, Frances E Whiting	7
	— 17

PRIMARY SCHOOLS. — Greatest whole number belonging . . .	624
TEACHERS. — Number entitled to	14
<i>Now serving on tenure</i>	6
Appointed: <i>To serve during the pleasure of the School Com-</i> <i>mittee.</i> — Assistant, Evelyn M. Rich	1
<i>For the term ending August 31, 1904.</i> — Assistants, Isabella M. Duguid, Sarah J. Fallon, Ermina C. Leach, Florence W. Parry, Hilda Williamson	5
<i>On Probation.</i> — Assistant, Julia E. Phalen	1
	— 13

KINDERGARTEN.

TEACHERS. — Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistant, Martha G. Breckenridge	1
	— 2

LEWIS DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . .	866
Average whole number belonging	816
TEACHERS. — Entitled to 17 regular teachers, 1 teacher of an ungraded class	18
<i>Now serving on tenure</i>	10
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistants, Emily I. Boardman, Elizabeth B. Richardson, Rachel Rosnosky	3
<i>On Probation.</i> — Assistants, Grace A. Cunningham, Madeline B. Driscoll, Ellen G. Hayden, Jessie Tishler	4
	— 17

PRIMARY SCHOOLS. — Greatest whole number belonging . . .	598
TEACHERS. — Number entitled to	13
<i>Now serving on tenure</i>	8
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistants, Grace C. Boyden, Beatrice L. Haddock, Mary L. Murphy	3
<i>On Probation.</i> — Assistant, Emma M. Pearson	1
	— 12

KINDERGARTEN.

TEACHERS. — Number entitled to	3
<i>On Probation.</i> — Principal, Agnes R. Elliott; Assistants, Mabel G. Berry, Helen L. Brown	3

MARTIN DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . .	640
Average whole number belonging	632

TEACHERS. — Entitled to 13 regular teachers	13
<i>Now serving on tenure</i>	5
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Emma E. Lawrence; Assistant, Alice E. Lawrence	2
<i>For the term ending August 31, 1904.</i> — Assistants, Charlotte Z. Church, Mary L. B. Reynolds, Aloyse B. Tierney	3
<i>On Probation.</i> — First Assistant, Isabel M. Wier; Assistants, Mary D. Chadwick, Theresa L. McCarthy	3
	— 13

PRIMARY SCHOOLS. — Greatest whole number belonging	374
TEACHERS. — Number entitled to	8
<i>Now serving on tenure</i>	4
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistants, Blanche E. Fallon, Mary A. Nolan	2
<i>On Probation.</i> — Assistants, Cornelia M. Galligan, Alice B. Poor	2
	— 8

KINDERGARTEN.

TEACHERS. — Number entitled to	2
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Principal, Annie J. Eaton	1
<i>For the term ending August 31, 1904.</i> — Assistant, Willena E. Browne	1
	— 2

PHILLIPS BROOKS DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	822
Average whole number belonging	813
TEACHERS. — Entitled to 16 regular teachers	16
<i>Now serving on tenure</i>	8
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, A. Estella Allen	1
<i>For the term ending August 31, 1904.</i> — Sub-master, James H. Gormley; First Assistant, Albert S. Ames; Assistants, Adelaide E. Burke, Theresa F. Dupree, Edson L. Ford, Etta A. Manning	6
<i>On Probation.</i> — Assistant, Alice A. Brophy	1
	— 16
PRIMARY SCHOOLS. — Greatest whole number belonging	733
TEACHERS. — Number entitled to	16
<i>Now serving on tenure</i>	10
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistants, Edith N. Connor, Mary C. Drum, Mary C. Maloy, Mary F. O'Brien	4
<i>On Probation.</i> — First Assistant, Matilda Mitchell	1
	— 15

KINDERGARTENS.

TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Assistants, Lida J. Hamilton, Almeda A. Holmes	2
<i>On Probation.</i> — Principal, Alice J. Sughrue	1
	— 4

EIGHTH DIVISION.

AGASSIZ DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	805
Average whole number belonging	778
TEACHERS. — Entitled to 16 regular teachers	16
<i>Now serving on tenure</i>	11
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Assistants, Alice C. Clapp, Mabelle E. Lounsbury, Mabel E. Smith, Ethelyn A. Townsend	4
<i>On Probation.</i> — Assistant, Jessie A. Shaw	1
	— 16
PRIMARY SCHOOLS. — Greatest whole number belonging	358
TEACHERS. — Number entitled to	9
<i>Now serving on tenure</i>	3
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Assistants, Clara E. Bertsch, Margaret M. Burton, Josephine Fokes, Lucinda R. Kinsley	4
<i>On Probation.</i> — Assistant, Alice G. Cleveland	1
	— 8

KINDERGARTENS.

TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	1
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
— Principal, Juliette Billings	1
<i>On Probation.</i> — Assistant, Olivia B. Hazelton	1
	— 3

BENNETT DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	660
Average whole number belonging	650
TEACHERS. — Entitled to 13 regular teachers	13
<i>Now serving on tenure</i>	11
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Assistants, Edith Rose, Helena D. Smith	2
	— 13
PRIMARY SCHOOLS. — Greatest whole number belonging	445

TEACHERS.— Entitled to 9 regular teachers, 1 extra teacher allowed for special reasons	10
<i>Now serving on tenure</i>	5
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Charlotte Adams; Assistant, Elizabeth R. Bradbury	2
<i>For the term ending August 31, 1904.</i> — Assistants, Katherine F. Wood, Jennie L. Worth	2
<i>On Probation.</i> — Assistant, Jennie M. Good	1
	— 10

KINDERGARTEN.

TEACHERS.— Number entitled to	2
<i>Now serving on tenure</i>	1
<i>On Probation.</i> — Assistant, Winifred T. Leonard	1
	— 2

BOWDITCH DISTRICT.

GRAMMAR SCHOOL.— Greatest whole number belonging	693
Average whole number belonging	676
TEACHERS.— Entitled to 13 regular teachers, 1 teacher of an ungraded class	14
<i>Now serving on tenure</i>	10
Appointed: <i>To serve during the pleasure of the School Com- mittee.</i> — Assistant, M. Louise C. Hastings	1
<i>For the term ending August 31, 1904.</i> — Assistants, Elsie R. Cowdrey, Ella F. Jordan, Annie E. Lees	3
	— 14
PRIMARY SCHOOLS.— Greatest whole number belonging	725
TEACHERS.— Number entitled to	16
<i>Now serving on tenure</i>	9
Appointed: <i>To serve during the pleasure of the School Com- mittee.</i> — Assistant, Annie FitzGerald	1
<i>For the term ending August 31, 1904.</i> — Assistants, Annie M. Johnson, Sara L. Palmer, Anna K. Vackert	3
	— 13

KINDERGARTENS.

TEACHERS.— Number entitled to	4
<i>Now serving on tenure</i>	2
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistant, Theresa I. Russell	1
<i>On Probation.</i> — Assistant, Florence J. Ferguson	1
	— 4

CHARLES SUMNER DISTRICT.

GRAMMAR SCHOOL.— Greatest whole number belonging	630
Average whole number belonging	615

TEACHERS. — Entitled to 13 regular teachers	13
<i>Now serving on tenure</i>	11
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Assistants, Alice J. Jewett, Bertha L. Palmer	2
	— 13
PRIMARY SCHOOLS. — Greatest whole number belonging	443
TEACHERS. — Number entitled to	9
<i>Now serving on tenure</i>	9

KINDERGARTENS.

TEACHERS. — Number entitled to	4
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Principals, Katharine Macdonald, Marion L. Weston; Assistants, Isabelle H. Earnshaw, Emily E. Willett	4

LONGFELLOW DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	543
Average whole number belonging	526
TEACHERS. — Entitled to 10 regular teachers, 1 teacher of an ungraded class, 1 extra teacher allowed for special reasons	12
<i>Now serving on tenure</i>	7
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Sub-master, Herbert S. Packard; Assistants, Leila R. Haynes, Hattie L. Littlefield	3
<i>On Probation.</i> — Assistants, Emma L. Dahl, Theresa D. Lewis	2
	— 12
PRIMARY SCHOOLS. — Greatest whole number belonging	378
TEACHERS. — Entitled to 8 regular teachers, 1 extra teacher allowed for special reasons	9
<i>Now serving on tenure</i>	3
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Assistants, Edith Irving, Henrietta F. Johnson, Lydia W. Jones, Hilda G. Watkins	3
<i>On Probation.</i> — Assistants, Leila C. Fisher, Ethel L. Sawyer, Hilda G. Watkins	3
	— 9

KINDERGARTEN.

TEACHERS. — Number entitled to	2
<i>On Probation.</i> — Principal, Sarah L. Marshall	1

LOWELL DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	1,072
Average whole number belonging	1,031
TEACHERS. — Entitled to 21 regular teachers	21
<i>Now serving on tenure</i>	17

Appointed: <i>To serve for the term ending August 31, 1904.</i> — As-	
sistants, Elsie D. Keniston, Mary G. Lyons, Eleanor F.	
Somerby	3
On Probation. — Assistant, Mary A. Leary	1
	— 21
PRIMARY SCHOOLS. — Greatest whole number belonging	895
TEACHERS. — Number entitled to	19
<i>Now serving on tenure</i>	16
Appointed: <i>To serve for the term ending August 31, 1904.</i> — As-	
sistants, Mary J. Stark, Rose E. Munster	2
	— 18

KINDERGARTENS.

TEACHERS. — Number entitled to	6
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
Principal, R. Genevieve McMorrow	1
For the term ending August 31, 1904. — Principal, Ida E. McEl-	
wain; Assistant, Mary E. Merritt	2
On Probation. — Principal, Emma F. Temple; Assistants, Cath-	
arine L. Gately, Beatrice H. Gunn	3
	— 6

ROBERT G. SHAW DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	412
Average whole number belonging	410
TEACHERS. — Entitled to 8 regular teachers, one extra teacher	
allowed for special reasons	9
<i>Now serving on tenure</i>	8
Appointed: <i>To serve during the pleasure of the School Com-</i>	
<i>mittee.</i> — Sub-master, Gardner P. Balch	1
For the term ending August 31, 1904. — Assistant, Blanche J.	
Conner	1
On Probation. — First Assistant, Frances R. Newcomb	1
	— 9
PRIMARY SCHOOLS. — Greatest whole number belonging	270
TEACHERS. — Number entitled to	6
<i>Now serving on tenure</i>	5
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Assistant, F. Mabel Cassidy	1
	— 6

KINDERGARTENS.

TEACHERS. — Number entitled to	3
<i>Now serving on tenure</i>	2
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Assistant, Ethel H. Pendleton	1
	— 3

WASHINGTON ALLSTON DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	1,206
Average whole number belonging	1,180

TEACHERS.—Entitled to 23 regular teachers; 2 teachers of ungraded classes. One extra teacher allowed for special reasons	26
<i>Now serving on tenure</i>	16
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Assistants, Ella F. Bent, Blanche A. Cole, Mary A. Duston, Louise A. Keeler, Caroline H. Moore, Jesse G. Prescott, Fannie B. Sanderson, Ella L. Sullivan	8
<i>On Probation.</i> — Assistants, Elva E. Buck, M. Grace Seymour	2
	— 26
PRIMARY SCHOOLS—Greatest whole number belonging	880
TEACHERS.—Number entitled to	19
<i>Now serving on tenure</i>	11
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Margaret A. Foley, Grace G. Johnson	2
<i>For the term ending August 31, 1904.</i> — Assistants, Lina K. Eaton, Grace Hammond, Louise T. E. Waterman, Mizpeh B. Zewicker, Annie L. Ziersch	5
	— 18

KINDERGARTENS.

TEACHERS.—Number entitled to	6
<i>Now serving on tenure</i>	3
<i>On Probation.</i> — Principal, Annie L. McCarty; Assistants, Theodora Carter, Laura Stevens	3
	— 6

NINTH DIVISION.

CHRISTOPHER GIBSON DISTRICT.

GRAMMAR SCHOOL.—Greatest whole number belonging	1,002
Average whole number belonging	984
TEACHERS.—Entitled to 20 regular teachers	20
<i>Now serving on tenure</i>	12
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Edith M. Sandsbury	1
<i>For the term ending August 31, 1904.</i> — Assistant, Corinna Barry, Grace E. Bullard, Florence S. Fairbrother, Clara C. Howland, Mary T. McColl, Helen F. Tarpey	6
<i>On Probation.</i> — Assistant, Deborah A. McColl	1
	— 20
PRIMARY SCHOOLS.—Greatest whole number belonging	937
TEACHERS.—Number entitled to	20
<i>Now serving on tenure</i>	10
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistants, Josephine E. Clark, Ellen K. Eichorn, Harriet E.	

Ells, Isabel M. Horsford, Agnes T. Kelly, Eleanor J. Murphy, Florence A. Stone, Alice M. Williams	8
<i>On Probation.</i> — Assistant, Katherine T. Lyons	1
	— 19

KINDERGARTENS.

TEACHERS.— Number entitled to	7
<i>Now serving on tenure</i>	3
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Mary A. Daly	1
<i>For the term ending August 31, 1904.</i> — Principal, Gertrude L. Watson; Assistant, A. Gertrude Bowker	2
	— 6

EDWARD EVERETT DISTRICT.

GRAMMAR SCHOOL.— Greatest whole number belonging	661
Average whole number belonging	657
TEACHERS.— Entitled to 13 regular teachers	13
<i>Now serving on tenure</i>	12
<i>On Probation.</i> — Assistant, Marion E. Buswell	1
	— 13

PRIMARY SCHOOLS.— Greatest whole number belonging	466
TEACHERS.— Number entitled to	10
<i>Now serving on tenure</i>	4
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistants, Alice A. Banker, E. Mabel Clark, Lizzie M. Pearson	3
<i>On Probation.</i> — Assistants, Josephine M. Barrett, Bessie M. Elliott, Anna M. Horsford	3
	— 10

KINDERGARTEN.

TEACHERS.— Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>For the term ending August 31, 1904.</i> — Assistant, Eleanor G. Hutchinson	1
	— 2

GILBERT STUART DISTRICT.

GRAMMAR SCHOOL.— Greatest whole number belonging	502
Average whole number belonging	495
TEACHERS.— Entitled to 10 regular teachers	10
<i>Now serving on tenure</i>	6
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Caroline F. Melville	1
<i>For the term ending August 31, 1904.</i> — Assistants, Mary E. Harris, Della Prescott	2
<i>On Probation.</i> — Assistant, Lucy D. Ellis	1
	— 10

PRIMARY SCHOOLS. — Greatest whole number belonging . . .	344
TEACHERS. — Number entitled to	7
<i>Now serving on tenure</i>	4
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Assistants, A. Maud Briggs, Mary M. Hoye, Lydia D. Johnson,	3
	— 7

KINDERGARTENS.

TEACHERS. — Number entitled to	3
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Assistant, Ellen W. Porter	1
<i>On Probation.</i> — Principal, E. Mabel Gibson	1
	— 3

HENRY L. PIERCE DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . .	806
Average whole number belonging	797
TEACHERS. — Entitled to 16 regular teachers	16
<i>Now serving on tenure</i>	10
Appointed: <i>To serve during the pleasure of the School Committee.</i> —	
Assistant, Clara B. Cutler	1
<i>For the term ending August 31, 1904.</i> — Assistants, Elizabeth R.	
Brady, Mary J. Collingwood, Annie L. Knight, Areminta V.	
Paasché, Minnie A. Worden	5
	— 16

PRIMARY SCHOOLS. — Greatest whole number belonging . . .	242
TEACHERS — Number entitled to	5
<i>Now serving on tenure</i>	3
Appointed: <i>To serve for the term ending August 31, 1904.</i> —	
Assistants, Ellen A. Barry, Laura D. Fisher	2
	— 5

KINDERGARTEN.

TEACHERS. — Number entitled to	2
Appointed: <i>To serve for the term ending August 31 1904.</i> —	
Principal, Blanche E. Thayer	1
<i>On Probation.</i> — Assistant, Agnes M. Macdonald	1
	— 2

MARY HEMENWAY DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . .	743
Average whole number belonging	734
TEACHERS. — Entitled to 15 regular teachers	15
<i>Now serving on tenure</i>	9
Appointed: <i>To serve during the pleasure of the School Committee.</i> —	
First Assistant, Mary Polk	1
<i>For the term ending August 31, 1904.</i> — First Assistant, Harlan	
P. Ford; Assistants, Frances M. Campbell, Martha E. Lang,	
Mary A. Long, Ellen Welin	5
	— 15

PRIMARY SCHOOLS. — Greatest whole number belonging	519
TEACHERS. — Number entitled to	11
<i>Now serving on tenure</i>	6
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Florence G. Willis	1
<i>For the term ending August 31, 1904.</i> — Assistants, Cecilia E. Coyle, Alice G. Maher, Emily F. Small	3
<i>On Probation.</i> — Assistant, Florence M. Robinson	1
	— 11

KINDERGARTEN.

TEACHERS. — Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistant, Annie M. Smith	1
	— 2

MATHER DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	1,116
Average whole number belonging	1,103
TEACHERS. — Entitled to 22 regular teachers, 1 teacher of an ungraded class	23
<i>Now serving on tenure</i>	15
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Gertrude Newman, Caroline Pendleton	2
<i>For the term ending August 31, 1904.</i> — Assistants, Mary G. Cahill, Gertrude A. Hastings, Grace E. Lingham, Mary E. O'Kane	4
<i>On Probation.</i> — Assistants, Elizabeth V. Cloney, Annie Mackenzie	2
	— 23

PRIMARY SCHOOLS. — Greatest whole number belonging	853
TEACHERS. — Number entitled to	18
<i>Now serving on tenure</i>	11
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistants, Grace R. Clark, Mary E. Forsaith, Helen M. French, Louise C. Howes, Mary L. McCollough	5
<i>On Probation.</i> — Assistant, Lucy D. Macarthy	1
	— 17

KINDERGARTEN.

TEACHERS. — Number entitled to	2
<i>Now serving on tenure</i>	1
<i>On Probation.</i> — Assistant, Ada Cushing	1
	— 2

MINOT DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	403
Average whole number belonging	394

TEACHERS. — Entitled to 8 regular teachers	8
<i>Now serving on tenure</i>	4
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Mary K. Tibbits	1
<i>For the term ending August 31, 1904.</i> — Assistants, Mabel A. Jepson, Lillian A. Simmons	2
<i>On Probation.</i> — Sub-master, W. Stanwood Field	1
	— 8
PRIMARY SCHOOLS. — Greatest whole number belonging	293
TEACHERS. — Number entitled to	6
<i>Now serving on tenure</i>	4
<i>On Probation.</i> — Assistants, Katherine R. Haley, Lillian A. Richardson	2
	— 6

KINDERGARTEN.

TEACHERS. — Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistant, Sara C. Bullard	1
	— 2

ROGER CLAP DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	725
Average whole number belonging	719
TEACHERS. — Entitled to 14 regular teachers	14
<i>Now serving on tenure</i>	6
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Grace L. Griffiths	1
<i>For the term ending August 31, 1904.</i> — Assistants, Julia J. Ford, Elinor C. Hibbard, Lillie M. M. Loughlin, Elizabeth W. O'Connor	4
<i>On Probation.</i> — First Assistant, Jessie D. Stoddard ; Assistants, Lucy B. Conner, Mabel A. Woodward	3
	— 14
PRIMARY SCHOOLS. — Greatest whole number belonging	683
TEACHERS. — Number entitled to	15
<i>Now serving on tenure</i>	7
Appointed: <i>To serve for the term ending August 31, 1904.</i> — Assistants, Frances A. Nolan, Marguerite T. Morse, Gertrude W. Simpson	3
<i>On Probation.</i> — Assistants, Mary E. Griffin, May C. McDonough, La Vinia E. Stewart	3
	— 13

ROGER WOLCOTT DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging	735
Average whole number belonging	719
TEACHERS. — Entitled to 15 regular teachers	15

<i>Now serving on tenure</i>	7
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Sub-master, Henry E. Loring; Assistant, Mary E. G. Collagan	2
<i>For the term ending August 31, 1904.</i> — Assistants, Mary M. McNally, Sarah B. Turner, Mary G. Woodman	3
<i>On Probation.</i> — First Assistant, Eva M. Morand; Assistants, Blanche I. Evans, Alice G. Meade	3
	— 15
PRIMARY SCHOOLS. — Greatest whole number belonging	680
TEACHERS. — Number entitled to	15
<i>Now serving on tenure</i>	5
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Elizabeth C. Banker, Emma L. Samuels,	2
<i>For the term ending August 31, 1904.</i> — Assistants, Helen A. Fernald, Ethel C. Flynn, Mary E. Garrity, Mary G. Morton, F. Mabel Sykes	5
<i>On Probation.</i> — Assistants, Charlotte A. Fraser, Annie G. Shay,	2
	— 14

KINDERGARTENS.

TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	1
Appointed: <i>For the term ending August 31, 1904.</i> — Assistant, Julia G. Davison	1
<i>On Probation.</i> — Principal, Anina L. Fitzsimmons; Assistant, Alice E. Smith	2
	— 4

HORACE MANN SCHOOL.

Appointed: *To serve during the pleasure of the School Committee.* — Assistant, Mary H. Thompson.
On Probation. — Assistant, Mary B. Adams.

SCHOOL ON SPECTACLE ISLAND.

On Probation. — Teacher, Stephen W. Ferguson.

SPECIAL CLASSES.

Appointed: *To serve for the term ending August 31, 1904.* — Teachers, Harriet E. Lyman, Cora E. Wood.
On Probation. — Teachers, Margaret M. Brosnahan, Blanche B. Cochran, Ada M. Fitts, Schassa G. Row, Mary A. Stillman.

MANUAL TRAINING.

Schools of Cookery.

Appointed: *To serve during the pleasure of the School Committee.* — Instructors, Mary Cunningham, Annie M. Eaton, Emily H. Hawes.

For the term ending August 31, 1904. — Instructors, Charlotte F. Clark, Roberta M. Cummins, Margaret A. Fay, Annie F. Gray, Genevieve Huff, Alice L. Manning, Elizabeth T. Sumner.

Schools of Wood-working.

Appointed: To serve during the pleasure of the School Committee. — Assistant Instructors, James C. Clarke, Olive I. Harris.

For the term ending August 31, 1904. — Assistant Instructors, Louise H. Billings, Sybel G. Brown, Cornelia D. Burbank, Annie V. Comins, William A. England, I. Virginia Lyons, Margaret A. Mahoney, Grace K. Peaslee, Fannie B. Prince, Katherine Robinson, Helen F. Veasey.

On Probation. — Instructors, Edward C. Emerson, Celia B. Hallstrom, George F. Hatch, Alexander Miller, Mary E. Pierce; Assistant Instructors, Lillian M. Beckwith, Josephine May.

SPECIAL TEACHERS.

Appointed: To serve during the pleasure of the School Committee. — Commercial Branches. — Instructors, East Boston High School, Lizzie J. Fitzgerald, South Boston High, Annie G. Merrill; Drawing. — Assistants to the Director, Margaret J. Patterson, Estelle E. Potter; Special Teacher. — Dorchester High School, Mary M. Robinson.

For the term ending August 31, 1904. — Commercial Branches. — Special Instructors, Charlestown High School, John H. Moore; Dorchester High School, William L. Anderson, Oscar H. Bresee; East Boston High School, Charles E. Simpson; West Roxbury High School, Ernest V. Page; Instructors, Brighton High School, Grace I. Fox, Helen M. Hanscom; Charlestown High School, Jennie V. Richardson; Girls' High School, Clara H. Hanks, Helen Torrey; Roxbury High School, Celia F. Stacy; South Boston High School, Ruth E. Hubbard; Drawing. — Assistant to the Director, Jennie C. Peterson; Special Teachers, Dorchester High School, Adalena R. Farmer; English High School, Edward R. Kingsbury; South Boston High School, Charlotte A. Kendall; French. — Special Teacher, South Boston High School, Henriette Goldstein; Modern Languages. — Assistant Instructor, Camille Reid.

On Probation. — Commercial Branches. — Special Instructor, English High School, James W. Mace, Jr.; Instructors, Dorchester High School, Bessie A. Roberts; Girls' High School, Cora J. Ball; West Roxbury High School, Emma F. Simmons; Drawing. — Special Teacher, West Roxbury High School, Ellen F. G. O'Connor; Household Science and Arts. — Special Teacher, Roxbury High School, Elizabeth P. Palmer; Laboratory Assistant, Roxbury High School, Roy E. Moor; Music. — Assistant Directors, Grant Drake, Leonard B. Marshall, Albert G. Mitchell, John A. O'Shea; Assistants in: Helen A. Brick, Mary L. McNulty, Laura F. Taylor, Nellie L. Woodbury.

INSTRUCTORS OF SEWING.

Appointed : *To serve for the term ending August 31, 1904.* — Eldora M. S. Bowen, Harriet E. Browne, Helen L. Burton, Catherine J. Cadogan, Kate A. Clare, Susan M. Cousens, Annie M. Cullen, Isabella Cumming, Mary L. Dermody, Mary F. Doherty, Clara L. Dorr, M. Lillian Dunbar, Martha F. French, Helen E. Hapgood, Mary T. Hassett, Katherine M. Howell, Mary E. Jacobs, Margaret A. Kelley, Elizabeth S. Kenna, Annie F. Marlowe, Margaret T. McCormick, Margaret McDonald, Mary J. McEntyre, Annie S. Meserve, Mary E. Patterson, Ellen E. Phalan, Esther C. Povah, Elizabeth A. Power, Alice M. Skillings, Julia A. Skilton, Sarah A. Stall, Ella L. Thomas, Lizzie A. Thomas, Frances Tully, Emma A. Waterhouse, Emma G. Welch, Ella Whiting, Ellen M. Wills, Henrietta L. Yelland, Esther L. Young.

On Probation. — Margaret C. Crane, Mary J. Mara.

SCHOOL DOCUMENT NO. 6—1903

BOSTON PUBLIC SCHOOLS

LIST

OF

AUTHORIZED TEXT, SUPPLEMENTARY

AND

REFERENCE BOOKS

FOR THE

SCHOOL YEAR 1903-1904



BOSTON
MUNICIPAL PRINTING OFFICE
1903



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PRIMARY SCHOOLS.

TEXT-BOOKS.	Grade I.	Grade II.	Grade III.
Arnold's The Arnold Primer	*		
Cyr's The Children's First Reader	*		
Cyr's The Children's Primer	*		
Cyr's The Children's Second Reader		*	
Cyr's The Children's Third Reader			*
Educational Music Course, Books and Charts of the	*	*	*
¹ Finch Primer, The	*		
² Franklin Advanced Second Reader, The		*	
Franklin Primary Arithmetic, The		*	*
² Franklin Third Reader, The		*	*
³ Monroe's Primary Reading Charts	*		*
⁴ Natural Music Course, Books and Charts of the	*	*	*
² New Franklin Primer and First Reader, The	*	*	
² New Franklin Second Reader, The		*	
² New Franklin Third Reader, The			*
⁵ Normal Music Course, Books and Charts of the	*	*	*
⁶ Prang Elementary Course of Art Instruction (ar- ranged by years), Manuals and Books of the	*	*	*
⁷ Progressive Series of Readers	*	*	*
⁷ Stepping Stones to Literature, A First Reader	*		
⁷ Stepping Stones to Literature, A Second Reader.		*	
⁷ Stepping Stones to Literature, A Third Reader			*
Werner Primer, The	*		
Zuchtman's American System of Music	*	*	*

¹ To be furnished at the discretion of the Committee on Supplies.

² No further purchase to be made of any of the Franklin Series of Readers.

³ For the use of ungraded classes.

⁴ To be furnished by the Committee on Supplies only as new books and charts are needed.

⁵ The selection of the particular course to be used to be determined by the Committee on Music. New books to be furnished whenever, in the judgment of the Committee on Supplies, our financial condition will warrant it.

⁶ As supplementary to the course of study now in use.

⁷ To be purchased as new reading books are required.

SUPPLEMENTARY BOOKS, PRIMARY SCHOOLS.			
These books are classified in three groups corresponding to the three grades in the Primary Schools, merely as a matter of convenience. Changes in the grouping may be made at the discretion of each principal.	Grade I.	Grade II.	Grade III.
	Art Reader, The, No. 1	*	
Barnes's New National First Reader	*	*	
Barnes's New National Second Reader		*	*
Beckwith's In Mythland	*		
Beebe & Kingsley's First Year Nature Reader	*	*	
Blaisdell's Child Life, A First Reader	*	*	
Blaisdell's Child Life in Many Lands, A Third Reader			*
Blaisdell's Child Life in Tale and Fable, A Second Reader		*	
Blaisdell's The Child Life Primer	*		
Brooks's Stories of the Red Children			*
Brown's Stories of Woods and Fields			*
Brumbaugh's The Standard Third Reader			*
Carroll's Around the World, First Book	*	*	
Carroll & Hart's Around the World, Book III.			*
Carroll & Jerome's Around the World, Second Book		*	
Clyde & Wallace's Through the Year, Book I.	*	*	
Clyde & Wallace's Through the Year, Book II.		*	*
Davis's Second Reading Book		*	*
Davis's Stories of the United States for Youngest Readers			*
Davis's The Beginner's Reading Book	*		
Eyes and No Eyes and Other Stories			*
Finch First Reader, The	*		
Ford's Nature's Byways	*		
Foulke's Twilight Stories			*
Friend's in Feathers and Fur. (Johonnot's Series),			*
Fuller's An Illustrated Primer	*		
Golden Book of Choice Reading. (American Book Co.)			*
Graded Literature Readers, First Book and Second Book (edited by Judson & Bender)	*	*	
Graded Literature Readers, Third Book (edited by Judson & Bender)			*
Grimm's Fairy Tales (edited by Wiltse)			*
¹ Hall's The Arithmetic Primer	*	*	*
Harper's First Reader	*	*	

¹ Thirty copies to be supplied each building.

SUPPLEMENTARY BOOKS, PRIMARY SCHOOLS.	Grade I.	Grade II.	Grade III.
Harper's Second Reader		*	*
Hawthorne Readers, The: Little-Folk Tales, A. First Reader	*		
Hawthorne Readers, The: Story Land, A Second Reader		*	
Hawthorne Readers, The: From Many Lands, A Third Reader			*
Heart of Oak Books, The, Vol. I.	*		
Heart of Oak Books, The, Vol. II.		*	*
History of Little Goody Two Shoes, The (edited by Welsh)			*
Hodskins's Little People's First Reader	*	*	
Holbrooke's The Hiawatha Primer	*		
Holmes's Second Reader		*	*
Holton Primer, The	*		*
Household Science Readers, Book I.			*
Hoyt's The Story of Robinson Crusoe	*		
Interstate Primer and First Reader	*		
Interstate Second Reader		*	*
Land of Song, The, Book I. (selected by Katharine H. Shute)			*
Lane's Stories for Children	*		
Lights to Literature, Book 1	*	*	
Lights to Literature, Book 2		*	*
Lights to Literature, Book 3			*
Longfellow's The Song of Hiawatha (Riverside Literature Series)		*	*
Longman's "Ship" Literary Readers, Nos. 2 and 3		*	*
Monroe's First Reader	*	*	*
Monroe's New First Reader	*	*	
Monroe's New Second Reader		*	*
Monroe's Second Reader		*	*
Morse Reader, The, First Book	*		
Morse Reader, The, Second Book		*	
Morse Reader, The, Third Book			*
Mulock's The Little Lame Prince			*
Nature Stories for Young Readers (animal life)		*	*
Nature Stories for Young Readers (plant life)		*	*

SUPPLEMENTARY BOOKS, PRIMARY SCHOOLS.	Grade I.	Grade II.	Grade III.
¹ Nichols's Graded Lessons in Arithmetic, Book 2			*
Normal Course in Reading, First Reader	*	*	
Normal Course in Reading, Second Reader		*	*
Peabody's Step by Step	*		*
Pratt's Legends of the Red Children		*	*
Pratt's Little Flower Folks, or Stories from Flower-land, Vols. I. and II.			*
Riverside Primer and Reader, The	*		
Scudder's Fables and Folk-Stories			*
Sheldon & Co.'s First Reader	*	*	
Sheldon & Co.'s Second Reader	*	*	
Sidney's Five Little Peppers and How They Grew.			*
Silver Song Series, The	*	*	*
Stickney's First Reader	*	*	
Stickney's Second Reader		*	
Taylor's First Reader	*		
Thompson's New Century Reader, First Year (For Childhood Days)			
Thompson's New Century Reader, Second Year (Fairy Tale and Fable)	*		
Turner's Stories for Young Children		*	*
Tweed's Graded Supplementary Reading, Part 1	*		
Tweed's Graded Supplementary Reading, Part 2		*	
Tweed's Graded Supplementary Reading, Part 3			
When I was a Little Girl. (Mrs. F. A. Humphrey and others)		*	
Williams's Choice Literature Series, Book I., Primary			*
Wood's First Natural History Reader		*	
Wood's Second Natural History Reader			*
Woodward's Number Stories	*	*	*
World and its People, The, Book I.: First Lessons.		*	*
World and its People, The, Book II.: Glimpses of the World			*

¹ Thirty copies to be supplied each class.

REFERENCE BOOKS, KINDERGARTENS.

NOTE.—A * in the first column indicates that one copy of the book designated is furnished each school building.
 A * in the second column indicates that one copy of the book designated is furnished for the desk of each teacher.
 If a book be furnished only to teachers of certain grades or subjects, such grades or subjects are entered in the second column instead of a *.

One copy for each school.

One copy for each teacher, or for each teacher of the grade or subject named.

- Blow's The Songs and Music of Friedrich Frœbel's Mother Play *
- Jenks & Rust's Song Echoes from Child Land *
- Kindergarten Chart, Frœbel's Grandmother and Mother (prepared by E. F. Bethmann) *
- Poems and Pictures for the Songs and Games of Friedrich Frœbel's Mother Play, First Series *
- Poulsson's Finger Plays for Nursery and Kindergarten *
- Poulsson's In the Child's World *
- Prang's Aids for Object Teaching: Trades and Occupations (furnished in sets with accompanying manual) *
- Walker & Jenks's Songs and Games for Little Ones. *

REFERENCE BOOKS, PRIMARY SCHOOLS.

- Arnold's Waymarks for Teachers *
- Blaisdell's The Child's Book of Health (former title, Physiology for Little Folks) III.
- Cone's Sound Charts *
- Crocker's Lessons on Color *
- Cutler's Primary Manual Training *
- Enebuske's Progressive Gymnastic Day's Orders *
- Hewitt's Simple Object Lessons (two series), (furnished in sets) *
- Hopkins's Observation Lessons in the Primary Schools *
- Jeffries's Color Blindness *
- Magnus & Jeffries's Color Chart *
- Monroe's Vocal Gymnastics *
- National Music Teacher, The *
- Newell's Outlines of Lessons in Botany, Part I.: From Seed to Leaf III.

REFERENCE BOOKS, PRIMARY SCHOOLS.	One copy for each school.	One copy for each teacher, or for each teacher of the grade or subject named.
Nissen's A B C of Swedish Educational Gymnastics.		*
Plans for Busy Work (edited by Arnold)		*
Prang Primary Course in Art Education, The, Part I.		I.
Prang Primary Course in Art Education, The, Part II.		II.
Prang's Natural History Series (furnished in sets).	*	
Ricks's Natural History Object Lessons (furnished in sets)		*
Shove's Busy Work in Number		I.
Shove's Number Cards for Primary Schools :		
First Series		II.
Second Series		III.
Smith's Primer of Physiology and Hygiene		*
Suggestions for Instruction in Color. (Prang Educational Co.)		*
¹ Webster's Academic Dictionary	*	
White's Oral Lessons in Number		*
¹ Worcester's A Comprehensive Dictionary	*	

¹ Either Webster's Academic Dictionary or Worcester's Comprehensive Dictionary to be furnished.

GRAMMAR SCHOOLS.

The text-books, reference books, and supplementary books authorized for use in the several grades of the six years' course in the Grammar Schools are authorized for use in the corresponding grades in the four years' course in the Grammar Schools, viz. :

Grades IV. and V. = D ; Grade VI. = C ; Grades VII. and VIII. = B ; Grade IX. = A.

TEXT-BOOKS.	Grade IV.	Grade V.	Grade VI.	Grade VII.	Grade VIII.	Grade IX.
Bailey's Inductive Physical Science						*
Blaisdell's Child Life in Literature, A Fourth Reader	*					
¹ Blaisdell's The Child's Book of Health (former title Physiology for Little Folks)	*	*				
² Blaisdell's Our Bodies and How we Live (former title, Blaisdell's Young Folks' Physiology)				*	*	
Brown & Haldeman's Clarendon Dictionary		*	*			
Cyr's The Children's Third Reader	*					
³ Cyr's The Children's Fourth Reader			*			
Daly's An Advanced Rational Speller. Educational Music Course, Books and Charts of the			*	*	*	*
⁴ Franklin Advanced Third Reader, The Franklin Elementary Arithmetic, The	*	*	*	*	*	*
⁴ Franklin Fifth Reader, The	*	*				
⁴ Franklin Fourth Reader, The			*	*	*	
⁴ Franklin Intermediate Reader, The		*				
⁴ Franklin Sixth Reader, The				*	*	*
⁵ Franklin Written Arithmetic, The			*	*	*	*
Gifford's Elementary Lessons in Physics.						*

¹ The text-books in physiology for grade V. to be supplied from those furnished for use in grades IV. and VI.

² To be supplied to the pupils of grade VII. only, and to be used interchangeably in grades VII. and VIII.

³ To be furnished only as new text-books are needed to replace those now in use.

⁴ No further purchase to be made of any of the Franklin Series of Readers.

⁵ No additional copies to be purchased.

TEXT-BOOKS, GRAMMAR SCHOOLS.	Grade IV.	Grade V.	Grade VI.	Grade VII.	Grade VIII.	Grade IX.
¹ Greenleaf's Manual of Intellectual Arithmetic	*	*	*	*		
Haggood's School Needlework — one set of sixty copies to be supplied to each school where sewing is taught.						
² Hazen's Fourth Reader				*	*	
Higginson's Young Folks' History of the United States				*		
Masterpieces of American Literature				*		
McLaughlin & Veazie's The Advanced Fourth Music Reader						*
Meservey's Bookkeeping, Single Entry.	*	*	*	*	*	*
³ Metcalf's English Grammar				*	*	*
⁴ Metcalf's Language Exercises	*	*	*	*	*	*
⁵ Metcalf & Bright's Language Lessons, Part I.	*	*				
⁵ Metcalf & Bright's Language Lessons, Part II.			*	*		
⁶ Monroe's New Fourth Reader	*					
Montgomery's Leading Facts of American History					*	*
Mowry's Elements of Civil Government						*
⁷ Natural Music Course, Books and Charts of the	*	*	*	*	*	*
⁸ New Franklin Arithmetic, Book I.	*	*	*	*	*	*
⁸ New Franklin Arithmetic, Book II.		*	*	*	*	*
⁹ New Franklin Fourth Reader, The		*	*	*	*	*
⁹ New Franklin Fifth Reader, The				*	*	

¹ To be used in the manner recommended by the Board of Supervisors in School Document No. 14, 1883; one set of sixty copies to be supplied for the classes on each floor of a Grammar-School building occupied by pupils in either of the four lower grades, and for each colony of a Grammar School.

² To be furnished as new text-books are needed.

³ To be furnished as new text-books in grammar are needed.

⁴ One set to be supplied for every two rooms of grades IV., V., VI., and VII. No additional copies to be purchased.

⁵ To be furnished in place of Metcalf's Language Exercises in sets only as new text-books are needed.

⁶ To be furnished only as new text-books are needed to replace those now in use.

⁷ To be furnished by the Committee on Supplies only as new books and charts are needed.

⁸ To be purchased as new text-books in arithmetic are needed.

⁹ No further purchase to be made of any of the Franklin Series of Readers.

TEXT-BOOKS, GRAMMAR SCHOOLS.	Grade IV.	Grade V.	Grade VI.	Grade VII.	Grade VIII.	Grade IX.
¹ Normal Music Course, Books and Charts of the	*	*	*	*	*	*
² Prang Elementary Course of Art Instruction (arranged by years), Manuals and Books of the	*	*	*	*	*	*
³ Progressive Series of Readers	*	*	*	*	*	*
⁴ Redway & Hinman's Natural Elementary, and Natural Advanced Geographies	*	*	*	*	*	*
Sheldon-Barnes's Studies in American History	*	*	*	*	*	*
⁴ Stepping Stones to Literature Series of Readers	*	*	*	*	*	*
Stowell's A Healthy Body	*	*	*	*	*	*
Swinton's New Language Lessons	*	*	*	*	*	*
⁴ Tarbell's Introductory Geography	*	*	*	*	*	*
⁴ Tarbell & Tarbell's Complete Geography	*	*	*	*	*	*
Tarr & McMurry's Geography, First Book, Home Geography	*	*	*	*	*	*
Tarr & McMurry's Geography, Second Book, North America	*	*	*	*	*	*
Tarr & McMurry's Geography, Third Book, Europe and Other Continents.	*	*	*	*	*	*
Tweed's Grammar for Common Schools.	*	*	*	*	*	*
⁵ Webster's Academic Dictionary	*	*	*	*	*	*
⁵ Worcester's A Comprehensive Dictionary	*	*	*	*	*	*
Worcester's A Pronouncing Spelling Book	*	*	*	*	*	*
Writing-Books :						
Appleton's	*	*	*	*	*	*
Duntonian Series	*	*	*	*	*	*
Harper's	*	*	*	*	*	*
Payson, Dunton & Scribner's	*	*	*	*	*	*

¹ The selection of the particular course to be used to be determined by the Committee on Music.

² As supplementary to the course of study now in use.

³ To be purchased as new reading books are required.

⁴ To be furnished as new books are needed.

⁵ Either Webster's Academic Dictionary or Worcester's Comprehensive Dictionary to be furnished.

TEXT-BOOKS, GRAMMAR SCHOOLS.	Grade IV.	Grade V.	Grade VI.	Grade VII.	Grade VIII.	Grade IX.
<i>Writing-Books. — Concluded.</i>						
Barnes's National Vertical Penmanship. (American Book Co.) . . .						
Duntonian System of Vertical Writing. (Thompson, Brown & Co.) . . .						
Merrill's Vertical Penmanship. (Maynard, Merrill & Co.) . . .	*	*	*	*	*	*
Natural System of Vertical Writing, The. (D. C. Heath & Co.) . . .						
Shaylor's Vertical Round Hand Writing-Books. (Ginn & Co.) . . .						
Zutschmann's American System of Music.	*	*	*	*	*	*

ENRICHMENT OF GRAMMAR SCHOOL COURSE.

Bétis & Swan's First Facts and Sentences in French.
 (Bowditch Grammar School.)
 Boyden's A First Book in Algebra.
 Campbell's Observational Geometry.
 Collar & Daniel's The First Latin Book.
 Collar's New Gradatim for Sight Reading.
 Grandgent's French Lessons and Exercises.
 Grandgent's A Short French Grammar.
 Hotchkiss's Le Premier Livre de Français.
 Hunt's Geometry for Grammar Schools.
 Joynes's French Fairy Tales.
 Le Roy's First Book in French.

SUPPLEMENTARY BOOKS, GRAMMAR SCHOOLS.

The supplementary books authorized in the Grammar Schools are intended to be used for general reading, and as collateral to the several subjects of Arithmetic, Drawing, Geography, History, or Natural History; and for convenience they are arranged under the following headings: Drawing, General Reading, Geography, History, Mathematics, Music, Penmanship, Poetry and Science. An attempt has also been made to classify these books into three graded groups, but this latter classification is suggestive and experimental. Each master is urged to make changes which seem to forward the interests of his schools and to secure the fullest use of the books.

Grades IV. and V.

Grades VI. and VII.

Grades VIII. and IX.

Drawing.

A Course in Water Color (Prang Ed. Co.)

General Reading.

- Alcott's Little Men
- Alcott's Little Women
- Alcott's Under the Lilacs
- Andersen's Fairy Tales, First Series
- Andersen's Fairy Tales, Second Series
- Arabian Nights, Six Stories from the
- Austin's Standish of Standish
- Baldwin's Fifty Famous Stories Retold
- Baldwin's Four Great Americans
- Baldwin's School Reading by Grades, Fourth Year
- Baldwin's School Reading by Grades, Fifth Year
- Baldwin's School Reading by Grades, Sixth Year
- Beacon Biographies of Eminent Americans, The
(edited by M. A. DeWolfe Howe) viz. :
 - James Russell Lowell, by Edward Everett
Hale, Jr.
 - Nathaniel Hawthorne, by Annie Fields
 - Phillips Brooks, by M. A. DeWolfe Howe
 - Frederick Douglass, by Charles W. Chesnut
 - John Brown, by Joseph Edgar Chamberlin
 - Robert E. Lee, by William P. Trent
- Bellamy's Return of the Fairies
- Blake's A Summer Holiday in Europe
- Bolton's Lives of Girls Who Became Famous
- Boniface's Picciola (translated and edited by Alger)
- Boyesen's The Modern Vikings
- Brooks's Historic Girls
- Browne's The Wonderful Chair and the Tales it
Told (edited by O'Shea)

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SUPPLEMENTARY BOOKS, GRAMMAR SCHOOLS.

General Reading.

	Grades IV. and V.	Grades VI. and VII.	Grades VIII. and IX.
Brumbaugh's The Standard Fourth Reader		*	
Brumbaugh's The Standard Fifth Reader			*
Burnett's Little Lord Fauntleroy	*		
Carrington's Beacon Lights of Patriotism			*
Carroll's Alice's Adventures in Wonderland	*		
Carroll's How Marjory Helped		*	
Claude's Twilight Thoughts		*	
Cooper's The Last of the Mohicans			*
Craik's A Noble Life			*
Cyr's Fifth Reader		*	
Dickens's Christmas Carol and The Cricket on the Hearth			*
Dodge's Hans Brinker		*	
Eliot's Selections from American Authors—Frank- lin, Cooper, Adams, Longfellow			*
Eliot's Silas Marner			*
Ewing's Jackanapes	*	*	
Ewing's Jan of the Windmill		*	
Foote's The Little Fig Tree Stories	*		
Francillon's Gods and Heroes		*	
Graded Literature Readers, Fourth and Fifth Books (edited by Judson & Bender)	*		
Greene's Legends of King Arthur and His Court		*	*
Hale's Stories for Children	*		
Hale's The Man Without a Country		*	
Harraden's Things Will Take a Turn	*		
Hart's Camps and Firesides of the Revolution		*	
Hawthorne Readers, The: Nature and Life, A Fourth Reader		*	
Hawthorne Readers, The: Literature, A Fifth Reader			*
Hawthorne, Stories from		*	
Hawthorne's Tanglewood Tales	*		
Hawthorne's The Wonder Book	*		
Heart of Oak Books, The, Vol. III.	*		
Heart of Oak Books, The, Vol. IV.	*		
Heart of Oak Books, The, Vol. V.		*	

SUPPLEMENTARY BOOKS, GRAMMAR SCHOOLS.

General Reading.

	Grades IV. and V.	Grades VI. and VII.	Grades VIII. and IX.
Heart of Oak Books, The, Vol. VI.			*
Hughes's Tom Brown's School Days [at Rugby]			*
Irving's Rip Van Winkle and other American Es- says from the Sketch Book (Riverside Litera- ture Series)			*
Jewett's Betty Leicester's Christmas		*	
Jewett's Play Days	*		
Kingsley's Water-Babies		*	
Kipling's The Jungle Book	*		
Kupfer's Stories of Long Ago in a New Dress		*	
Lamb's Tales from Shakespeare (revised edition). (Houghton, Mifflin & Co.)		*	
Lights to Literature, Book 3	*		
Lights to Literature, Book 4		*	
Lights to Literature, Book 5			*
Lowell's Jason's Quest		*	
Mabie's Norse Stories		*	*
Marden's Pushing to the Front		*	*
Marden's Winning Out		*	*
Martineau's Crofton Boys	*		
Martineau's The Peasant and the Prince		*	*
Noyes's Twilight Stories	*		
Peabody's Old Greek Folk-Stories Told Anew	*		
Pratt's Stories From Shakespeare, Vols. I., II., and III.			*
Price & Gilbert's Heroes of Myth	*		
Robinson Crusoe (edited by Lambert)		*	
Ruskin's The King of the Golden River	*		
Scott's Ivanhoe			*
Scott's Kenilworth			*
Sewell's Black Beauty	*		*
Shakespeare's Julius Cæsar. (Riverside Lit. Series)			*
Shakespeare's The Comedy of the Tempest (abridged and edited by Hiestand)			*
Shaw's Big People and Little People of Other Lands	*		

<p style="text-align: center;">SUPPLEMENTARY BOOKS, GRAMMAR SCHOOLS.</p> <p style="text-align: center;"><i>General Reading, Geography.</i></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Grades IV. and V.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Grades VI. and VII.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Grades VIII. and IX.</p>
Snedden's Docas, The Indian Boy of Santa Clara	*		
Spofford's A Lost Jewel	*		
Spyri's Heidi (translated by Dole)		*	
Stepping Stones to Literature, No. 4	*		
Stepping Stones to Literature, No. 5		*	
Stepping Stones to Literature, No. 6		*	
Stepping Stones to Literature, No. 7		*	
Stepping Stones to Literature, No. 8			*
Stockton's Fanciful Tales	*		*
Swift's Gulliver's Travels (edited by Balliet)		*	
Swiss Family Robinson, The		*	
Thayer's Ethics of Success			*
Thompson's Lobo, Rag and Vixen	*		
True's The Iron Star		*	
Whitney's A Summer in Leslie Goldthwaite's Life		*	
Wiggin & Smith's The Story Hour	*		
Williams's Choice Literature Series, Book 1, Inter- mediate	*		
Williams's Choice Literature Series, Book 2, Inter- mediate		*	
Williams's Choice Literature Series, Book 1, Gram- mar		*	
Williams's Choice Literature Series, Book 2, Gram- mar		*	
Zitkala-Sa's Old Indian Legends		*	*
<i>Geography.</i>			
Andrews's Each and All	*		
Andrews's Seven Little Sisters	*		
Ballou's Footprints of Travel		*	
Butterworth's Zigzag Journeys in Europe		*	
Butterworth's Zigzag Journeys in the Orient		*	
By Land and Sea. (Youth's Companion Series)		*	
Carpenter's Europe		*	
Carpenter's Geographical Reader (Asia)		*	
Carpenter's North America	*		*

SUPPLEMENTARY BOOKS; GRAMMAR SCHOOLS.

Geography.

	Grades IV. and V.	Grades VI. and VII.	Grades VIII. and IX.
Carpenter's South America			*
Carroll & Hart's Around the World, Book III.	*		
Dodge's A Reader in Physical Geography for Beginners		*	*
Frye's Brooks and Brook Basins	*		
Frye's Elements of Geography	*		
Frye's Grammar School Geography		*	*
Frye's Primary School Geography	*		
Geikie's Elementary Lessons in Physical Geography.			*
Guyot's Introduction to Geography	*		
Hall's Our World Reader, No. 1	*		
Hayes's Cast Away in the Cold		*	
Heilprin's The Earth and Its Story			*
King's Geographical Reader, No. 1	*		
King's Geographical Reader, No. 2	*		
King's Geographical Reader, No. 3	*		
King's Geographical Reader, No. 4		*	
King's Geographical Reader, No. 5		*	
King's Geographical Reader, No. 6			*
Krout's Alice's Visit to the Hawaiian Islands		*	
Miller's Little People of Asia	*		
Our Country: East (The Companion Series)		*	
Our Country: West (The Companion Series)		*	
Parker's Uncle Robert's Geography, III. (Uncle Robert's Visit)	*		
Redway's Natural Elementary Geography	*		
Rupert's Geographical Reader			*
Schwatka's Children of the Cold		*	
Scribner's Geographical Reader	*	*	
Tarr & McMurry's Home Geography, and the Earth as a Whole, First Book	*	*	
Tarr & McMurry's Home Geography, Second Book	*	*	*
Taylor's Boys of Other Countries		*	
Wade's, The Little Cousin Series (10 Vols.):			
Our Little Cuban Cousin	*		
Our Little Hawaiian Cousin			*

SUPPLEMENTARY BOOKS, GRAMMAR SCHOOLS. <i>Geography, History.</i>	Grades IV. and V.	Grades VI. and VII.	Grades VIII. and IX.
Our Little Eskimo Cousin			
Our Little Philippine Cousin			
Our Little Porto Rican Cousin			
Our Little African Cousin			
Our Little Japanese Cousin			
Our Little Brown Cousin			
Our Little Indian Cousin			
Our Little Russian Cousin			
World and Its People, The, Book III.: Our Own Country	*		
World and Its People, The, Book IV.: Our American Neighbors		*	
World and Its People, The, Book V.: Modern Europe			*
World and Its People, The, Book VI.: Life in Asia		*	*
World and Its People, The, Book VII.: Views in Africa			*
World and Its People, The, Book VIII.: Australia and the Islands of the Sea		*	*
World and Its People, The, Book IX.: Hawaii and Its People			*
World and Its People, The, Book X.: South American Republics			*
Yonge's Little Lucy's Wonderful Globe	*		*
<i>History.</i>			
Abbott's Charles I.			*
Abbott's Chevalier De La Salle and His Companions			*
Abbott's History of Mary Queen of Scots			*
Andrews's Ten Boys Who Lived on the Road from Long Ago Till Now		*	*
Baldwin's The Conquest of the Old Northwest		*	*
Baldwin's The Discovery of the Old Northwest		*	*
Bass's Stories of Pioneer Life	*	*	*

SUPPLEMENTARY BOOKS, GRAMMAR SCHOOLS.

History.

	Grades IV. and V.	Grades VI. and VII.	Grades VIII. and IX.
Beebee's Four American Naval Heroes			*
Blaisdell's Short Stories from English History		*	*
Blue True Story Book, The (edited by Lang)		*	*
Burton's Four American Patriots		*	*
Church's Stories from English History, from Julius Cæsar to Queen Victoria			*
Custer's The Boy General		*	
Dodge's Stories of American History	*		
Dole's American Citizen			*
Dole's The Young Citizen		*	*
Drake's on Plymouth Rock		*	*
Drake's The Making of New England		*	*
Eggleston's First Book in American History	*		
Eggleston's Stories of American Life and Adventure.	*		
Eggleston's Stories of Great Americans for Little Americans	*		
¹ Fiske's A History of the United States for Schools.			*
Fiske's War of Independence			*
Gilman's Magna Charta Stories			*
¹ Gordy's A History of the United States for Schools.			*
Gordy's American Leaders and Heroes			*
Grandfather's Stories (Johonnot's Series)	*		*
Green's Readings from English History			*
Griffis's The Romance of Conquest			*
Griffis's The Romance of Discovery			*
Guerber's The Story of the Thirteen Colonies		*	*
Hale's Historic Boston and its Neighborhood			*
Harrison's This Country of Ours			*
Hart's Colonial Children	*		*
Hawthorne's True Stories. (Riverside Literature Series)		*	*
Hazard & Dutton's Indians and Pioneers	*		
Higginson's Young Folks' Book of American Ex- plorers			*
Higginson & Channing's English History for Americans			*

¹ Not more than ten copies to be furnished each class of Grade IX.

SUPPLEMENTARY BOOKS, GRAMMAR SCHOOLS.

History.

Grades IV. and V.

Grades VI. and VII.

Grades VIII. and IX.

¹ Hurl's Riverside Art Series: Sir Joshua Reynolds, Raphael, Rembrandt, Jean François Millet, Michel Angelo, Titian, Greek Sculpture, Landseer, Murillo.			
Johnson's The World's Discoverers			*
Judson's The Young American		*	
Keyser's Stories of Great Artists:			
Vol. I. Raphael, Murillo, Rubens, Durer.	}		
Vol. II. Van Dyke, Rembrandt, Reynolds, Bonheur		*	*
Vol. III. Angelo, Da Vinci, Titian, Correggio			
Vol. IV. Turner, Corot, Millais, Leighton.			
Kingsley's Four American Explorers	*	*	
Kingsley's The Story of Captain Meriwether Lewis and Captain William Clark	*		
Lessons on Practical Subjects for Grammar School Children			*
Longman's New Historical Readers, No. 4	*	*	
² McMaster's A School History of the United States			*
Montgomery's The Beginner's American History		*	
Moore's Pilgrims and Puritans		*	
² Morris's A History of the United States of America; its People and its Institutions			*
Morris's Historical Tales (American)			*
Morris's Historical Tales (English)			*
² Mowry's A History of the United States for Schools			*
Mowry's American Inventions and Inventors		*	
Mowry's First Steps in the History of Our Country.		*	
Perry's Four American Inventors		*	
Perry & Beebe's Four American Pioneers		*	
Philips's Historical Readers, Nos. 1 and 2		*	
Philips's Historical Readers, Nos. 3 and 4			*
Pratt's America's Story for America's Children, Vols. I. and II.	*		
Pratt's America's Story for America's Children, Vols. III. and IV.		*	

¹ Ten copies for each grammar building.

² Not more than ten copies to be furnished each class of Grade IX.

SUPPLEMENTARY BOOKS, GRAMMAR SCHOOLS.

History, Mathematics.

	Grades IV. and V.	Grades VI. and VII.	Grades VIII. and IX.
Pratt's American History Stories, Vol. IV.	*		
Red True Story Book, The (edited by Lang)		*	
Riverside Biographical Series, The : Thomas Jefferson, James B. Eads, Paul Jones			*
Scott's Tales of a Grandfather			*
Scudder's Boston Town			*
Scudder's George Washington			*
¹ Scudder's New History of the United States of America			*
Smith's The Young Puritans in King Philip's War.		*	
Smith & Dutton's The Colonies, Second Book		*	
Stories from English History (edited and adapted by Warren)			*
Stories of Heroic Deeds. (Johonnot's Series)		*	
Stories of Our Country. (Johonnot's Series)		*	
Tappan's England's Story	*	*	*
Tappan's Our Country's Story	*	*	*
Ten Great Events in History. (Johonnot's Series).			*
Thomas's An Elementary History of the United States		*	
Tiffany's From Colony to Commonwealth		*	
Towle's Heroes and Martyrs of Invention		*	
Towle's Magellan		*	
Towle's Pizarro		*	
Towle's Vasco de Gama		*	
Wright's Children's Stories of American Progress.			*
Yonge's The Lances of Lynwood			*
<i>Mathematics.</i>			
Nichols's Graded Lessons in Arithmetic	*	*	*
Werner Arithmetics, The	*	*	*

¹Not more than ten copies to be furnished each class of Grade IX.

SUPPLEMENTARY BOOKS, GRAMMAR SCHOOLS. <i>Music, Penmanship, Poetry.</i>	Grades IV. and V.	Grades VI. and VII.	Grades VIII. and IX.
<i>Music.</i>			
Cecilian Series of Study and Song, Books III. and IV. (Combined)	*		*
Eichberg & Sharland's The Abridged Fourth Music Reader			*
¹ Johnson's Songs of the Nation			*
McLaughlin & Veazie's The Advanced Fourth Music Reader			*
Randolph's Patriotic Songs for School and Home		*	*
² Rix's Songs of School and Flag		*	*
Silver Song Series, The	*	*	*
<i>Penmanship.</i>			
Rational Writing Books (vertical). (Werner School Book Co.)	*	*	*
<i>Poetry.</i>			
American Poems (edited by Scudder)			*
Bryant's Sella, Thanatopsis and other Poems. (Riverside Literature Series.)			*
Eliot's Poetry for Children	*		*
Eugene Field Book, The (edited by Burt & Cable). Goldsmith's The Deserted Village. (Riverside Literature Series)		*	*
Holmes's Grandmother's Story and Other Poems: My Hunt After the Captain and Other Papers. (Riverside Literature Series.)		*	*
Longfellow's Evangeline			*
Longfellow's The Children's Hour and Other Poems. (Riverside Literature Series.)			*
Longfellow's The Courtship of Miles Standish	*		*

¹ The number of copies to be supplied not to exceed the number of pupils in Grade IX.

² Thirty copies to be supplied each building.

SUPPLEMENTARY BOOKS, GRAMMAR SCHOOLS.

Poetry, Science.

Grades IV. and V.

Grades VI. and VII.

Grades VIII. and IX.

- Lowell's The Vision of Sir Launfal, Under the Old Elm and Other Poems. (Riverside Literature Series)
- Scott's The Lady of the Lake
- Scott's The Lay of the Last Minstrel
- Shute's The Land of Song, Book 2
- Shute's The Land of Song, Book 3
- Stevenson's A Child's Garden of Verses
- Thacher's The Listening Child
- Thaxter's Stories and Poems for Children. (Riverside School Library)
- Whittier's Snow Bound, Among the Hills, Songs of Labor, Mabel Martin and Other Poems. (Riverside Literature Series)
- Whittier's Selections from Child-Life in Poetry and Prose. (Riverside Literature Series.)

Science.

- Andrews's Stories Mother Nature Told Her Children.
- Ball's Starland
- Beard's Curious Homes and Their Tenants
- Brown's Stories of Woods and Fields
- Buckley's The Fairy Land of Science
- Burroughs's Sharp Eyes and Other Papers
- Burroughs's Squirrels and Other Fur-Bearers
- Chatty Readings in Elementary Science, Book I.
- Chatty Readings in Elementary Science, Book II.
- Chatty Readings in Elementary Science, Book III.
- Cram's Little Beasts of Field and Wood
- Eddy's Friends and Helpers
- Grinnell's Our Feathered Friends
- Harrington's About the Weather
- Hooker's Child's Book of Nature
- Information Reader, The, No. 3. (Man and Materials)
- Jackson's Manual of Astronomical Geography

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SUPPLEMENTARY BOOKS, GRAMMAR SCHOOLS.	Grades IV. and V.	Grades VI. and VII.	Grades VIII. and IX.
<i>Science.</i>			
Jordan & Kellogg's Animal Life, A First Book of Zoölogy			*
Kelly's Health Chats with Young Readers	*		
Keyser's News from the Birds		*	
Litchfield's The Nine Worlds		*	
Long's Secrets of the Woods		*	
Long's Ways of Wood Folk			
Long's Wilderness Ways	*		
Miller's Little Folks in Feathers and Fur	*	*	
Miller's The First Book of Birds			
Murray-Aaron's The Butterfly Hunters in the Caribbees	*		
Nichols & Moore's Overhead		*	
Pearson's Stories of Bird Life		*	
Readings in Nature's Book. (American Book Co.)		*	
Stickney's Bird World	*		
Stwin's Eyes Right	*		
Talks About Animals (Youth's Companion)		*	
¹ Wilson's Domestic Science in Grammar Grades			
Wood's Natural History Readers, Nos. 3, 4, 5, 6		*	
Wright's Nature Readers, Nos. 1, 2, 3	*		

¹For classes in cookery. See page 39.

REFERENCE BOOKS, GRAMMAR SCHOOLS.	One copy for each school.	One copy for each teacher, or for each teacher of the grade or subject named.
Adams's An Elementary Commercial Geography } American History Told by Contemporaries, Vols. I.-IV. (edited by Hart)		VII. and VIII.
Anthon's Classical Dictionary	*	
Appleton's American Encyclopædia or ¹ Johnson's Encyclopædia	*	
² Appleton's Universal Cyclopædia	*	
Atkinson's First Studies of Plant Life	*	
Bacon's Historic Pilgrimages in New England } Bailey's Lessons with Plants		VIII. and IX.
Bancroft's History of the United States	*	
Buehler's Practical Exercises in English	*	VIII. and IX.
Bulfinch's The Age of Fable	*	
Carrington's Battles of the American Revolution	*	
Carrington's Patriotic Reader	*	
Carrington's Washington the Soldier	*	
Century Dictionary and Cyclopedia, The (edition of 1896)	*	
³ Chamber's Encyclopædia	*	
Champlin's The Young Folks' Cyclopædia of Common Things	*	
Champlin's The Young Folks' Cyclopædia of Persons and Places	*	
Channing & Hart's A Guide to the Study of American History	*	
Cone's Sound Charts	*	
Crocker's Methods of Teaching Geography	*	* Geog.
Dow's Composition	*	
Enebuske's Progressive Gymnastic Day's Orders	*	*
Fables, Anecdotes, and Stories for Teaching Composition		IV.

¹ The new edition of Johnson's Encyclopædia to be furnished hereafter.
² To be furnished at the discretion of the Committee on Supplies.
³ The new edition to be substituted for the old as new books are needed.

REFERENCE BOOKS, GRAMMAR SCHOOLS.		One copy for each school.	One copy for each teacher, or for each teacher of the grade or subject named.
Flammarion's Atmosphere	*		
Frothingham's Rise of the Republic	*		
Frothingham's Siege of Boston	*		
Frye's The Child and Nature (former title, Frye's Geography Teaching)	}		IV. and V.
Gaye's The Great World's Farm	*		
Gifford's Elementary Lessons in Physics (teacher's edition)	*		IX.
Gilbert & Brigham's An Introduction to Phys- ical Geography	}		VII. and VIII.
Goold-Brown's Grammar of English Grammars	*		
Gordy & Twitchell's A Pathfinder in American History	*		Hist.
Guides for Science Teaching (furnished in sets). (D. C. Heath & Co.)	*		
Hailmann's Constructive Form Work	}		VII., VIII. and IX.
Hamlin's A History of Architecture	*		
Hapgood's School Needlework (teacher's edition)	*		Sewing.
Heroic Ballads, A Book of (selected by Mary W. Tileston)	*		
Hill's Foundations of Rhetoric	*		*
Hodge's Nature Study and Life	*		*
Hopkins's Outline of Art History, Vol. I., Archi- tecture	}		VII., VIII. and IX.
International Geography (edited by Mill)	*		
Jameson's Dictionary of United States History	*		VIII.
¹ Johnson's Encyclopædia or Appleton's American Encyclopædia	*		
Lewis's A First Manual of Composition	*		

¹The new edition of Johnson's Encyclopædia to be furnished hereafter.

REFERENCE BOOKS, GRAMMAR SCHOOLS.

	One copy for each school.	One copy for each teacher, or for each teacher of the grade or subject named.
Lingard's History of England	*	
Lippincott's Gazetteer	*	
Lippincott's (Thomas's) Pronouncing Dictionary of Biography and Travel	*	
Lossing's Cyclopædia of United States History	*	VIII.
Lossing's Field Book of the Revolution	*	
MacCoun's Historical Geography of the United States	*	
Maginnis's Pen Drawing	*	
Marquand & Frothingham's A History of Sculpture.	*	
Martin's Details of Building Construction	*	
Martin's Hints on Teaching Civics	*	Civil Gov't
Memorial History of Boston, A (furnished in sets).	*	
Merriam's Birds of Village and Field	*	
Mill's The Realm of Nature	*	VII. and VIII.
Morley's Flowers and Their Friends	*	
Mowry's The Territorial Growth of the United States	*	
Murfeldt & Weed's Stories of Insect Life, Second Series	*	
Newell's Outlines of Lessons in Botany, Part I.: { From Seed to Leaf }	*	IV. and V.
Nissen's A B C of Swedish Educational Gymnastics	*	*
One Hundred Gymnastic Games. (Geo. H. Ellis)	*	
Palfrey's History of New England	*	
Patriotic Selections for Memorial Day. (Matthews & Rule)	*	
¹ Patton's Natural Resources of the United States	*	
² Perdue & Griswold's Language Through Nature, Literature and Art	*	
Philbrick's Union Speaker	*	

¹To be furnished at the discretion of the Committee on Supplies.
²One copy to be supplied each school district.

REFERENCE BOOKS, GRAMMAR SCHOOLS.	One copy for each school.	One copy for each teacher, or for each teacher of the grade or subject named.
Posse's Swedish System of Gymnastics	*	
Prang's Aids for Object Teaching: Trades and Occupations (furnished in sets with accompanying manual)	*	
Reclus's A Bird's-Eye View of the World	*	
Reclus's The Earth	*	
Reclus's The Ocean	*	
Redway's Elementary Physical Geography	*	VII., VIII. and IX.
Roe's The Massachusetts State House	*	
Shaler's Nature and Man in America	*	
Shaler's United States of America (two-volume edition)	*	
Shurtleff's Topographical History of Boston	*	
Smith's Primer of Physiology and Hygiene	*	IV. and V.
Standard Dictionary of the English Language, A	*	
Struggle for a Continent, The (edited by Edgar)	*	
Suggestions for Instruction in Color. (Prang Educational Co.)	*	
Tarr's Elementary Physical Geography	*	VI., VII. and VIII.
Thomas's Dictionary of Biography and Mythology	*	
Thornton's Physiography	*	Geog.
Tilden's Commercial Geography	*	Geog.
¹ Todd & Cooley's Hand-Loom Weaving	*	M. T.
Trybom's Cardboard Construction	*	
Van Dyke's A History of Painting	*	
Weber's Universal History	*	
Webster's English: Composition and Literature	*	
Webster's International Dictionary	*	
Webster's National Pictorial Dictionary	*	

¹ One copy to be supplied each school district.

REFERENCE BOOKS, GRAMMAR SCHOOLS.

One copy for each school.

One copy for each teacher, or for each teacher of the grade or subject named.

- Weed's Stories of Insect Life *
- Wilson's Punctuation *
- Worcester's Quarto Unabridged Dictionary . . *
- Wright & Coues's Citizen Bird *

Atlases, Charts, Globes, Maps, etc.

- Bacon's Map of the Foreign Possessions of the United States *
- Battle Maps of the Revolution *
- Charts of the Human Body. (Milton, Bradley & Co.) *
- Cornell's Series Maps, or ¹ Guyot's Series Maps, Nos. 1, 2, 3 (not exceeding one set to each floor, for each school) *
- Cutter's Physiological Charts *
- Excelsior Maps (9 in set) (edited by Bacon) . . *
- ² Gray's Atlas *
- Hughes's Series of Maps *
- Johnson's Atlas *
- Joslin's 15-inch Terrestrial Globe on tripod . . *
- Loring's Magnetic 9-inch Hand Globe *
- MacCoun's Historical Charts of the United States. . . *
- Rand, McNally & Co.'s Indexed Atlas of the World. . . *
- Rand, McNally & Co.'s Physical Map of the United States *
- Sydow-Habenicht's Physical Maps of the Two Hemispheres, Europe, Asia, Africa, North America, and South America (six in set) *
- Walker's Atlas of Massachusetts *
- Walker's Map of Boston *
- White's Manikin *

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¹ The Guyot maps are out of print.
² To be furnished as new atlases are needed.

TEXT-BOOKS, SCHOOLS OF COOKERY.

Lincoln's Boston School Kitchen Text-Book.

¹ Williams & Fisher's Elements of the Theory and Practice of Cookery.

SUPPLEMENTARY BOOKS, SCHOOLS OF COOKERY.

² Wilson's Domestic Science in Grammar Grades.

REFERENCE BOOKS, SCHOOLS OF COOKERY.

One copy for each school.

Abel's Practical Sanitary and Economic Cooking . . .	*
Green's Food Products of the World (edited and illustrated by Bohn)	*
Parloa's Home Economics	*

¹ To be supplied in numbers equal to the largest single class attending each school.
² See page 24.

HIGH AND LATIN SCHOOLS.

TEXT-BOOKS.	High Schools.	Latin Schools.
<i>Astronomy.</i>		
Todd's A New Astronomy for Beginners	*	*
Young's Lessons in Astronomy	*	
<i>Botany.</i>		
Bergen's Elements of Botany	*	
¹ Bergen's Foundations of Botany (with accompanying hand-book for use of teachers)	*	*
¹ Coulter's Plants, A Text-Book of Botany	*	*
Gray's School and Field Book of Botany	*	*
<i>Chemistry.</i>		
Hill's Lecture Notes on Qualitative Analysis	*	
Newth's Elementary Inorganic Chemistry	*	*
Noyes's Detailed Course of Qualitative Chemical Analysis	*	
Remsen's An Introduction to the Study of Chemistry	*	
Shepard's A Record of Laboratory Work	*	
Shepard's Elements of Inorganic Chemistry	*	
¹ Storer & Lindsay's An Elementary Manual of Chemistry	*	
Torrey's Elementary Studies in Chemistry	*	
White's Outlines of Chemical Theory	*	
Williams's Elements of Chemistry	*	
Williams's Laboratory Manual of Inorganic Chemistry	*	
<i>English</i>		
American Poems, with Biographical Sketches and Notes (edited by Scudder)		*
Ballads and Lyrics (edited by Lodge)		*

¹ To be purchased at the discretion of the Committee on Supplies.

TEXT-BOOKS, HIGH AND LATIN SCHOOLS.	High Schools.	Latin Schools.
Buehler's Practical Exercises in English	*	*
Carpenter's Elements of Rhetoric and English Composition (first High School course)	*	*
Chaucer to Arnold, From (edited by George)	*	*
Church's Stories of the Old World	*	*
Emerson's Select Essays and Poems (edited by Tappan)	*	*
George's Syllabus of English Literature and History	*	*
Green's Readings from English History	*	*
Hawthorne's Tanglewood Tales	*	*
Hawthorne's The Wonder Book	*	*
Hawthorne's True Stories	*	*
Hill's Foundations of Rhetoric	*	*
Hughes's Tom Brown's School-Days [at Rugby]	*	*
Irving's The Sketch Book	*	*
Kingsley's Greek Heroes (edited by Tetlow)	*	*
Lamb's Tales from Shakespeare (revised). (Houghton, Mifflin & Co.)	*	*
Macaulay's Lays of Ancient Rome	*	*
Metcalf's English Grammar	*	*
Pancoast's An Introduction to English Literature	*	*
Scott's Ivanhoe	*	*
Scott's Ivanhoe (condensed). (University Publishing Company.) (Girls' High School.)	*	*
Scott's Tales of a Grandfather. (Ginn & Co.)	*	*
Scott's The Lady of the Lake	*	*
Scott & Denney's Composition — Rhetoric	*	*
¹ Scott & Denney's Elementary English Composition	*	*
Selections from Chaucer	*	*
Selections from Lowell's Prose, Modern Classics, Vol. 31. (Girls' High School.)	*	*
Selections from Milton. (Clarendon Press edition, Vol. 1.)	*	*
Selections from Milton's Poems (edited by Walker).	*	*
Seventy Lessons in Spelling. (American Book Co.)	*	*
Shakespeare — Rolfe's or Hudson's edition	*	*
¹ Smith & Thomas's A Modern Composition and Rhetoric. (Brief course.)	*	*

¹ To be purchased at the discretion of the Committee on Supplies.

TEXT-BOOKS, HIGH AND LATIN SCHOOLS.

High Schools,
Latin Schools.

Syle's from Milton to Tennyson	*	*
Thomas's Select Minor Poems of John Milton. (Silver, Burdett & Co.)	*	*
Thurber's Select Essays of Addison. (Allyn & Bacon.)	*	*
Tweed's Grammar for Common Schools (in fifth and sixth classes)	*	*
¹ Webster's Academic Dictionary	*	*
² Webster's English: Composition and Literature	*	*
White's Boys' and Girls' Plutarch. (Quarto Illustrated edition.)	*	*
¹ Worcester's A Comprehensive Dictionary (See also page 44.)	*	*

Special English Text-Books for High Schools.

³ The following-named books are authorized for use as a special list of text-books in English in the High Schools; copies of these books to be furnished in addition to the supply of regular text-books in such numbers as may be desired; provided, that the aggregate number of books furnished from this list to any High School shall not exceed the number of pupils in the junior class in that school:

Bryant's Sella, Thanatopsis and other Poems. (Houghton, Mifflin & Co.)	*
Burke's American Orations (edited by George)	*
Eliot's Silas Marner	*
Hawthorne's Our Old Home	*
Hawthorne's The House of the Seven Gables	*
Holmes's The Autocrat of the Breakfast Table	*
Lamb's Essays of Elia	*

¹ Either Webster's Academic Dictionary or Worcester's Comprehensive Dictionary to be furnished.

² To be purchased at the discretion of the Committee on Supplies.

³ There shall be a second distribution of the books in the special list of text-books in English in High Schools this year; the supply in each High School to be brought up to the number of pupils in the junior class in each High School, September, 1892, plus the number in said class, September, 1895. No more than the aforesaid quota to be hereafter furnished to any High School except by vote of the Board on the recommendation of the Committee on Text-Books. [May 14, 1895.]

There shall be a third distribution of the books in the special list of text-books in English in the High Schools this year. [June, 1900.]

TEXT-BOOKS, HIGH AND LATIN SCHOOLS.	High Schools.	Latin Schools.
Longfellow's Poems (Household edition)	*	
Macaulay's Lays of Ancient Rome. (Modern Classics, Vol. 26)	*	
Palgrave's Golden Treasury	*	
Scott's Quentin Durward	*	
Scott's The Talisman	*	
Selections from Emerson's Prose. (Modern Classics, Vol. 2)	*	
Selections from Lowell's Poems. (Modern Classics, Vol. 5)	*	
Selections from Lowell's Prose. (Modern Classics, Vol. 31)	*	
Selections from Whittier's Poems. (Modern Classics, Vol. 4)	*	
Selections from Wordsworth (edited by George)	*	
Tennyson's Selected Poems. (Rolfe Students' Series.)	*	
Thackeray's Henry Esmond	*	
Thurber's Select Essays of Macaulay	*	
Webster's Orations (edited by George)	*	
<i>French.</i>		
About's La Mère de la Marquise	*	*
About's Le Roi des Montagnes (edited by Weekley)	*	*
Bétis & Swan's First Facts and Sentences in French	*	*
Bôcher's College Series of French Plays	*	*
Brigham's Materials for French Composition	*	*
¹ Bruno's Le Tour de la France par Deux Enfants (abridged and edited by Fontaine)	*	*
Chardenal's Complete French Course	*	*
Corneille's Horace	*	*
Corneille's Le Cid	*	*
Daudet's Choix d'Extraits	*	*
Daudet's La Belle Nivernaise	*	*
Daudet's Le Siège de Berlin	*	*
Douay's An Elementary French Reader	*	*
Dumas's La Tulipe Noire	*	*

¹ To be purchased at the discretion of the Committee on Supplies.

TEXT-BOOKS, HIGH AND LATIN SCHOOLS.	High Schools.	Latin Schools
Dumas's <i>Le Comte de Monte-Cristo</i> (abridged and annotated by Brandon)	*	*
Eckmann-Chatrian's <i>Le Conscrit de 1813</i>	*	*
Eckmann-Chatrian's <i>Madame Thérèse</i>	*	*
Fontaine's <i>Historiettes Modernes</i>	*	*
France's <i>Abeille</i>	*	*
Freeborn's <i>Morceaux Choisis de Daudet</i>	*	*
Grandgent's <i>A Short French Grammar</i>	*	*
Grandgent's <i>French Lessons and Exercises</i>	*	*
Grandgent's <i>Materials for French Composition</i>	*	*
Grandgent's <i>Selections for French Composition</i>	*	*
Grandgent's <i>The Essentials of French Grammar</i>	*	*
Guerber's <i>Contes et Légendes, Parts I. and II.</i>	*	*
Halévy's <i>L'Abbé Constantin</i>	*	*
Heath's <i>French Dictionary</i>	*	*
Joynes's <i>French Fairy Tales</i>	*	*
Keetel's <i>Elementary French Grammar</i>	*	*
Kimball's <i>Exercises in French Composition</i>	*	*
Kimball's <i>Exercises in French Composition, Part II.</i>	*	*
Labiche & Martin's <i>La Poudre aux Yeux</i> (edited by Wells)	*	*
La Fontaine's <i>Fables</i>	*	*
¹ Lamartine's <i>Jeanne d'Arc</i> (edited by Barrère) (revised edition)	*	*
¹ Mairret's <i>La Tâche du Petit Pierre</i> (edited by Super).	*	*
Mairret's <i>L'Enfant de la Lune</i> (edited by Healy)	*	*
² Marcillac's <i>Manuel d'Histoire de la Littérature Française</i>	*	*
Marcou's <i>French Review Exercises</i>	*	*
Merimée's <i>Colomba</i>	*	*
Molière's <i>Le Bourgeois Gentilhomme</i>	*	*
Molière's <i>Les Précieuses Ridicules</i>	*	*
Racine's <i>Andromaque</i>	*	*
Racine's <i>Athalie</i>	*	*
Racine's <i>Iphigénie</i>	*	*
Rollins's <i>Preparatory French Reader</i>	*	*
¹ Rostand's <i>Cyrano de Bergerac</i> (edited by Kuhns)	*	*

¹ To be purchased at the discretion of the Committee on Supplies.

² Fourth-year class.

TEXT-BOOKS, HIGH AND LATIN SCHOOLS.	High Schools.	Latin Schools.
Russell's Episodes from Malot's Sans Famille	*	*
Sand's La Famille de Germandre	*	*
Sarcey's Le Siège de Paris	*	*
Schultz's La Neuvaïne de Collette	*	*
Souvestre's Au Coin du Feu	*	*
Super's Preparatory French Reader	*	*
Super's Readings from French History	*	*
Thiers's Expédition de Bonaparte en Égypte	*	*
Töpffer's Nouvelles Gènevoises	*	*
Ventura's Peppino	*	*
Verne's Le Tour du Monde en Quatre-Vingts Jours (edited by Edgren)	*	*
Warren's Selections from Victor Hugo	*	*
Worman & De Rougemont's French Grammar	*	*
<i>Geography.</i>		
Adams's A Text-book of Commercial Geography	*	
Geikie's Primer of Physical Geography		*
Tarr's First Book of Physical Geography	*	
Tarr & McMurry's Geography, First Book, Home Geography		*
¹ Tarr & McMurry's Geography, Second Book, North America		*
¹ Tarr & McMurry's Geography, Third Book, Europe and Other Continents		*
<i>German.</i>		
Arnold's Fritz auf Ferien (edited by Spanhoofd)	*	*
Baumbach's Der Schwiegersohn (edited by Bernhardt)	*	*
¹ Benedix's Nein (with notes, vocabulary and exercises by Spanhoofd)	*	*
Bernhardt's Auf der Sonnenseite	*	*
Bernhardt's Deutsches Sprach und Lesebuch	*	*
Bernhardt's German Composition	*	*
Bernhardt's Im Zwielficht, Vols. I. and II.	*	*

¹ To be purchased at the discretion of the Committee on Supplies.

TEXT-BOOKS, HIGH AND LATIN SCHOOLS.

High Schools,
Latin Schools.

¹ Bierwirth's Words of Frequent Occurrence in Ordinary German	*	*
Brandt's German Reader	*	*
Buchheim's German Poetry for Repetition	*	*
Chamberlin's German Selections for Advanced Sight Translation	*	*
Collar's Shorter Eysenbach	*	*
Dahn's Ein Kampf um Rom (edited by Wenckebach).	*	*
¹ Deering's Easy German Selections for Sight Translation	*	*
¹ Deutsches Schreibe-Buch (A. W. and E. Spanhoofd).	*	*
Dippold's A Scientific German Reader	*	*
¹ Erk & Friedlaender's Deutscher Liederschatz	*	*
Freytag's Aus dem Staat Friedrichs des Grossen	*	*
Freytag's Die Journalisten (edited by Toy)	*	*
Friedrich's Gänschen von Buchenau	*	*
Freudvoll & Leidvoll (selected and annotated by Bernhardt)	*	*
Gerstäcker's Germelshausen	*	*
Gerstäcker's Irrfahrten (edited by Whitney)	*	*
Geibler's Deutsche Sagen	*	*
Germany and the Germans (edited by Lodeman)	*	*
Goethe's Dichtung und Wahrheit	*	*
Goethe's Hermann und Dorothea	*	*
Grimm's Märchen (edited by Van der Smissen)	*	*
Guerber's Märchen und Erzählungen	*	*
Guerber's Märchen und Erzählungen. Part II.	*	*
Harris's German Lessons	*	*
Harris's German Reader for Beginners	*	*
Harris's Selections for German Composition	*	*
Hatfield's Materials for German Composition	*	*
Heath's German Dictionary	*	*
Heine's Die Harzreise	*	*
Hervey's Supplementary Exercises to Thomas's Practical German Grammar	*	*
Hewett's German Reader	*	*
Hillern's Höher als die Kirche	*	*
Lange's A German Method for Beginners	*	*

¹ To be purchased at the discretion of the Committee on Supplies.

TEXT-BOOKS, HIGH AND LATIN SCHOOLS.	High Schools.	Latin Schools.
Leander's Traumereien	*	*
Lechner's Easy German Passages	*	*
Lessing's Minna von Barnhelm	*	*
Mondan's German Selections for Sight Translation	*	*
Müller & Wenekebach's Glück Auf, A First German Reader	*	*
Riehl's Der Fluch der Schönheit	*	*
Schiller's Maria Stuart	*	*
Schiller's Wilhelm Tell	*	*
Schrakamp's Berühmte Deutsche	*	*
Sheldon's German Grammar	*	*
Spanhoofd's Das Wesentliche der Deutschen Grammatik. (Girls' Latin School.)		
Spyri's Moni der Geissbub	*	*
Stein's German Exercises	*	*
Stein's German Exercises, Book II.	*	*
Stille Wasser (edited by Bernhardt)	*	*
Storm's Immensee	*	*
Super's Elementary German Reader	*	*
Thomas's A Practical German Grammar	*	*
¹ Vos's Materials for German Conversation (with notes and vocabulary)	*	*
Watson's German Sight Reading	*	*
Wenekebach's Deutsche Sprachlehre	*	*
Wenekebach's Die Schönsten Deutschen Lieder	*	*
<i>Greek.</i>		
Goodwin's Greek Grammar	*	*
Goodwin's Greek Reader	*	*
Goodwin & White's Anabasis of Xenophon	*	*
Homer's Iliad, Books I.-VI. (edited by Keep)	*	*
Homer's Odyssey, Books I.-VIII. (edited by Perrin, text edition)	*	*
Liddell & Scott's Abridged Lexicon	*	*
Seymour's School Iliad	*	*
White's Beginners' Greek Book	*	*
White's First Greek Book	*	*

¹ To be purchased at the discretion of the Committee on Supplies.

TEXT-BOOKS, HIGH AND LATIN SCHOOLS.	High Schools.	Latin Schools.
Woodruff's Exercises in Greek Prose Composition	*	*
Xenophon's Hellenica, Books I.-IV. (edited by Manatt)	*	*
<i>History.</i>		
¹ Adams's European History, an Outline of Its Development	*	*
Allen's A Short History of the Roman People	** ⁴	*
Botsford's A History of Greece	*	*
¹ Botsford's A History of Rome for High Schools and Academies	*	*
Channing's A Student's History of the United States	*	*
Classical Atlas. (Long's or Ginn & Co.'s)	*	*
Coman & Kendall's A History of England	*	*
² Creighton's History of Rome	*	*
Fiske's Civil Government in the United States	*	*
² Fyffe's History of Greece	*	*
Higginson's Young Folks' History of the United States.	*	*
Higginson & Channing's English History for Americans.	*	*
¹ Hinsdale's The American Government, National and State (second revised edition)	*	*
How & Leigh's A History of Rome	*	*
³ Kiepert's Atlas Antiquus	*	*
¹ Larned's History of England (with topical analyses, research questions and bibliographical notes by Lewis)	*	*
Leighton's History of Rome	*	*
McLaughlin's A History of the American Nation	*	*
¹ Morey's Outlines of Roman History	*	*
Myers's General History	*	*
¹ Myers's Rome: Its Rise and Fall	** ⁴	*
Oman's History of Greece	*	*
Robinson's Short History of Greece	*	*
¹ Scudder's A New History of the United States of America	*	*

¹ To be purchased at the discretion of the Committee on Supplies.

² To be furnished in addition to Myers's General History or Sheldon's General History.

³ To be supplied as new atlases are needed.

⁴ To be furnished only for such pupils as are preparing for college.

TEXT-BOOKS, HIGH AND LATIN SCHOOLS.	High Schools.	Latin Schools.
Sheldon's General History	*	*
Shuckburgh's A History of Rome for Beginners	*	*
Smith's Smaller Classical Dictionary (Student Series).		*
<i>Latin.</i>		
Allen & Greenough's Cæsar (with vocabulary)	*	
Allen & Greenough's Cataline of Sallust		*
Allen & Greenough's Cicero	*	*
Allen & Greenough's Latin Grammar	*	*
Allen & Greenough's Ovid	*	*
Arrowsmith & Knapp's Selections from Viri Romæ		*
Bellum Catilinæ of C. Sallustius Crispus (edited by Herbermann)	*	*
Bennett's A Latin Grammar	*	*
Cæsar and Pompey in Greece (edited by Atherton)	*	*
Cicero: Select Orations (edited by D'Ooge)	*	*
Collar's New Gradatim for Sight Reading	*	*
Collar's Practical Latin Composition	*	*
Collar's The Gate to Cæsar	*	*
Collar & Daniell's Beginners' Latin Book	*	
Collar & Daniell's First Year Latin (with Teacher's Manual)	*	*
Collar & Daniell's The First Book in Latin	*	
Daniell's New Latin Composition	* ¹	
Frieze's Virgil	* ¹	
Greenough & Kittredge's Virgil	* ¹	*
Harkness's Cæsar	*	*
Harkness's Cicero	*	*
Harkness's Introduction to Latin Composition	*	*
² Harkness's Latin Grammar	*	*
Harkness's Latin Reader	*	*
Harkness's New Easy Latin Method	*	*
Harkness's Sallust's Catiline (with vocabulary)		*
Latin Composition, based upon Selections from Cæsar (edited by D'Ooge)	*	*

¹Or any edition approved by the Committee on Courses of Study and Text-books.
²The new edition to be furnished as new books are needed.

TEXT-BOOKS, HIGH AND LATIN SCHOOLS.	High Schools.	Latin Schools.
Lewis's Elementary Latin Dictionary		*
¹ Lincoln's Horace	*	*
Lindsay's Cornelius Nepos	*	*
Moulton & Collar's Preparatory Latin Composition	*	*
Second Year Latin, Parts I. and II. (edited by Greenough, D'Ooge and Daniell)	*	*
Tuell & Fowler's A First Book in Latin	*	*
<i>Mathematics.</i>		
Atwood's Standard School Algebra	*	
Bradbury's Academic Geometry, or Chauvenet's Geometry, or Wells's Geometry, or MacDonald's Principles of Plane Geometry	*	*
Bradbury & Emery's Academic Algebra	*	*
Campbell's Observational Geometry	*	*
Chauvenet's Geometry	*	*
Evans's Algebra for Schools	*	*
Franklin Written Arithmetic, The	*	*
Lodge's Elementary Mechanics	*	*
³ McCurdy's Exercise Book in Algebra	*	*
⁴ Metric Apparatus	*	*
Phillips & Fisher's Elements of Geometry	*	*
Seavy's Manual of Business Transactions	*	*
Seavy's Practical Business Bookkeeping by Double Entry	*	*
Syllabus of Propositions in Geometry (published by Harvard University)	*	*
Van Velzer & Shutts's Plane and Solid Geometry	*	*
Wells's Essentials of Algebra	*	*
Wentworth's New School Algebra	*	*
Wentworth's Trigonometry, Surveying and Navigation.	*	*
³ Wentworth & Hill's Exercise Manual in Arithmetic	*	*
³ Wentworth & Hill's Exercises in Algebra	*	*
Williams & Rogers's Business Arithmetic	*	*

¹No additional copies to be purchased.

²Or any edition approved by the Committee on Courses of Study and Text-books.

³These books are not intended to, and do not in fact, displace any text-book now in use, but are intended merely to furnish additional problems in algebra and arithmetic.

⁴Not exceeding \$15 for each school.

TEXT-BOOKS, HIGH AND LATIN SCHOOLS.	High Schools.	Latin Schools.
Williams & Rogers's Commercial Arithmetic . . .	*	
<i>Mineralogy.</i>		
Crosby's Tables for the Determination of Common Minerals	*	*
<i>Miscellaneous.</i>		
Business Law (Williams & Rogers)	*	
Martin's Civil Government in the United States . . .	*	
Office Routine and Bookkeeping (with accompanying business forms). (Williams & Rogers)	*	
Richardson's Commercial Law	*	
Walker's First Lessons in Political Economy	*	
<i>Music.</i>		
¹ Aædean Collection, The, Part Songs for Female Voices. (Tufts & Holt.) (Girls' High and Girls' Latin Schools.)		
Cecilian Series of Study and Song, The, Books III. and IV. (Combined.)		*
Eichberg's Girls' High-School Music Reader. (Girls' High and Girls' Latin Schools.)		
Eichberg's New High-School Music Reader	*	*
¹ Euterpean, The. (Tufts.) (Excepting the Girls' High and Girls' Latin Schools.)	*	*
<i>Mythology.</i>		
Berens's A Hand-Book of Mythology	*	
Bulfinch's The Age of Fable		*
<i>Phonography.</i>		
Pitman's The Manual of Phonography	*	
Pitman & Howard's The Phonographic Reader	*	
Pitman & Howard's The Reporter's Companion	*	
Pitman & Howard's The Second Phonographic Reader.	*	

¹The number to be furnished to each school not to be greater than the largest number of pupils in any one class or division singing at one time.

TEXT-BOOKS, HIGH AND LATIN SCHOOLS.

High Schools.

Latin Schools.

Physics.

Avery's School Physics, or Gage's Introduction to Physical Science	*	
Gage's Elements of Physics or Hall & Bergen's Physics	*	*
Gage's Introduction to Physical Science, or Avery's School Physics	*	
Gage's Laboratory Manual of Physics	*	
Hall's Descriptive List of Elementary Exercises in Physics	*	
Hall & Bergen's A Text Book of Physics, or Gage's Elements of Physics	*	*
Hall & Bergen's A Text Book of Physics	*	
Sabine's A Student's Manual of a Laboratory Course in Physical Measurements	*	
¹ Snyder & Palmer's One Thousand Problems in Physics.	*	*
Wentworth & Hill's A Text Book of Physics	*	

Physiology.

¹ Colton's Physiology (Briefer course)	*	*
Martin's The Human Body. (Edition with Special Treatment of Alcohol and other Stimulants and Narcotics.)	*	
Martin's The Human Body (with Practical Exercises by Fitz)	*	

Spanish.

Cadena's A Dictionary of the Spanish and English Languages	*	
Clarke's A First Spanish Reader and Writer	*	
Doce Cuentos Escogidos (edited by Fontaine)	*	
Edgren's A Brief Spanish Grammar	*	
Lesage's Historia de Gil Blas de Santillana (edited by Geddis & Josselyn)	*	
Loiseaux's An Elementary Grammar of the Spanish Language	*	
Loiseaux's An Elementary Spanish Reader	*	
Ramsey's Elementary Spanish Reader	*	
Worman & Monsanto's First Spanish Book	*	

¹ To be purchased at the discretion of the Committee on Supplies.

TEXT-BOOKS, HIGH AND LATIN SCHOOLS.	High Schools.	Latin Schools.
<i>Zoölogy.</i>		
French's Animal Activities, A First Book in Zoölogy	*	
¹ Jordan & Kellogg's Animal Life, A First Book of Zoölogy	*	*
Needham's Elementary Lessons in Zoölogy	*	
Packard's Zoölogy	*	*

²The following books required to be read or studied for admission to New England Colleges are authorized for use as text-books by pupils in the Latin Schools, and by such pupils in the High Schools as are preparing for college :

- Shakespeare's Merchant of Venice, Julius Cæsar and Macbeth.
- Milton's Lycidas, Comus, L'Allegro and Il Penseroso.
- Pope's Iliad, Books I., VI., XXII. and XXIV.
- The Sir Roger de Coverly Papers in the Spectator.
- Macaulay's Essays on Milton and Addison.
- Goldsmith's The Vicar of Wakefield.
- Coleridge's The Rime of the Ancient Mariner.
- Scott's Ivanhoe.
- Cooper's The Last of the Mohicans.
- Carlyle's Essay on Burns.
- Burke's Speech on Conciliation with America.
- Tennyson's The Princess.
- Lowell's The Vision of Sir Launfal.
- Eliot's Silas Marner.

¹ To be purchased at the discretion of the Committee on Supplies.
² Books of English and American literature now authorized for use as text-books for pupils preparing for college, are also authorized for use as supplementary books in the High Schools. [June, 1900.]

SUPPLEMENTARY BOOKS, HIGH AND LATIN SCHOOLS.

High Schools.

Latin Schools.

English and Miscellaneous.

Abbott's Lives of Cyrus and Alexander	*	*
Adams's European History	*	*
¹ Arrian's Anabasis of Alexander. (Bohn edition.)	*	*
Backus's The Outlines of Literature, English and American	*	*
Ballads and Lyrics. (Houghton, Mifflin & Co.)	*	*
Barnes's History of Ancient Peoples	*	*
Blaisdell's Our Bodies and How We Live	*	*
Blue Poetry Book for Schools, The (edited by Lang)	*	*
² Briefs for Debate (edited by Brookings & Ring-walt)	*	*
³ Bright's A History of England (4 vols.)	*	*
³ Bryce's The American Commonwealth (abridged edition)	*	*
Buckley's Life and Her Children	*	*
Buckley's Winners in Life's Race	*	*
Bulfinch's Legends of Charlemagne	*	*
Bulfinch's The Age of Chivalry	*	*
Bulfinch's The Age of Fable (revised edition)	*	*
Bullock's Introduction to the Study of Economics	*	*
Burnet's Zoölogy for High Schools and Academies	*	*
² Bury's A History of Greece	*	*
Byron's The Prisoner of Chillon	*	*
Church's Stories from the East, from Herodotus	*	*
Church's Stories from the Greek Tragedians	*	*
Church's Story of the Persian War, from Herodotus	*	*
Coleridge's The Rime of the Ancient Mariner	*	*
Coulter's Plants: A text-book of Botany	*	*
Cox's The Crusades	*	*
³ Cunningham's Growth of English Industry and Commerce	*	*
Davis & Snyder's Physical Geography	*	*
¹ Demosthenes, Orations on the Crown (translated by Kennedy)	*	*
Dickens's A Tale of Two Cities	*	*

¹ Six copies to be furnished every High School.

² To be purchased at the discretion of the Committee on Supplies.

³ Two copies to be supplied each class, or section of a class, in history.

SUPPLEMENTARY BOOKS, HIGH AND LATIN SCHOOLS.		High Schools.	Latin Schools.
Dryer's Lessons in Physical Geography	*		
Dunbar's Chapters on the Theory and History of Banking	*	*	*
Ely's Outlines of Economics	*	*	*
² Epochs of American History (edited by Hart)	*	*	*
Fisher's Brief History of the Nations	*	*	*
Fiske's A History of the United States for Schools. (Public Latin School only.)	*	*	*
² Fiske's The American Revolution (2 vols.)	*	*	*
² Fiske's The Beginnings of New England	*	*	*
² Fiske's The Critical Period of American History	*	*	*
Forsythe's Life of Cicero	*	*	*
Foster's Physiology. (Science Primer.)	*	*	*
Froissart, The Boy's	*	*	*
Froude's Cæsar	*	*	*
Goldsmith's The Deserted Village	*	*	*
Goldsmith's The Traveller	*	*	*
Goldsmith's The Vicar of Wakefield	*	*	*
² Green's History of the English People (4 vols.)	*	*	*
Guizot's History of France. (Masson's abridgement.)	*	*	*
¹ Herodotus's The Persian Wars (translated by Cary)	*	*	*
Irving's Bracebridge Hall	*	*	*
Irving's The Alhambra	*	*	*
Jackson's Manual of Astronomical Geography. (Public Latin School only.)	*	*	*
James & Sanford's Government in State and Nation	*	*	*
Kingsley's Elements of Comparative Zoölogy	*	*	*
Kingsley's Greek Heroes (edited by Tetlow)	*	*	*
Kingsley's Hereward the Wake	*	*	*
Kingsley's Westward Ho!	*	*	*
Lamb's Essays of Elia	*	*	*
Laurel Song Book, The (edited by Tomlins)	*	*	*
Macaulay's Essay on Clive	*	*	*
Macaulay's Essay on Frederic the Great	*	*	*
Macaulay's Essay on Samuel Johnson	*	*	*
Macé's History of a Mouthful of Bread	*	*	*
Melville's Holmby House	*	*	*

¹ Six copies to be furnished every High School.

² Two copies to be supplied each class, or section of a class, in history.

SUPPLEMENTARY BOOKS, HIGH AND LATIN SCHOOLS.	High Schools.	Latin Schools.
Monroe's Fifth Reader (old edition)	*	*
Monroe's Sixth Reader	*	*
Motley's Essay on Peter the Great	*	*
Newell's A Reader in Botany, Part 1.: From Seed to Leaf	*	*
¹ Newell's Experimental Chemistry	*	*
Pancoast's An Introduction to English Literature	*	*
² Plutarch's Lives (De Wolf edition)	*	*
Putnam's The Children's Life of Abraham Lincoln	*	*
Redway's Elementary Physical Geography	*	*
¹ Sadler-Rowe's Budget System of Bookkeeping	*	*
Scott's Marmion. (Rolfe's Students' Series.)	*	*
Scott's The Abbot	*	*
Scott's The Lay of the Last Minstrel. (Rolfe's Students' Series.)	*	*
Scott's The Monastery.	*	*
³ Seeley's The Expansion of England	*	*
Sheldon's Greek and Roman History	*	*
¹ Source-Book of English History, A (edited by Kendall).	*	*
Tarr's Elementary Physical Geography	*	*
Tennyson's Elaine	*	*
Tennyson's In Memoriam	*	*
Tennyson's The Princess (edited by George)	*	*
Thackeray's The Four Georges	*	*
Thackeray's The Virginians	*	*
² Thucydides's The Peloponnesian Wars (translated by Dale)	*	*
Tilden's A Commercial Geography	*	*
¹ Waddell's A School Chemistry	*	*
Ware's Aurelian	*	*
Webster's Speeches (section 2, Annotated English Classics). (Ginn & Co.)	*	*
Wordsworth's Poems (section 2, Annotated English Classics). (Ginn & Co.)	*	*
Wordsworth's The Excursion	*	*

¹ To be purchased at the discretion of the Committee on Supplies.
² Six copies to be furnished every High School.
³ Two copies to be supplied each class, or section of a class, in history.

SUPPLEMENTARY BOOKS, HIGH AND LATIN SCHOOLS.	High Schools.	Latin Schools.
<i>French.</i>		
Achard's Le Clos Pommier	*	*
Bruce's Selections for Sight Translations	*	*
Dumas's L'Evasion du Duc de Beaufort	*	*
Feuillet's Roman d'un Jeune Homme Pauvre	*	*
Lacombe's La Petite Histoire du Peuple Français	*	*
Lamartine's Jeanne D'Arc	*	*
Larousse's French Dictionary	*	*
St. Germain's Pour une Epingle	*	*
Vigny's Cinq-Mars	*	*
<i>German.</i>		
Andersen's Märchen	*	*
Bernhardt's Novelletten-Bibliothek	*	*
Boisens's German Prose Reader	*	*
Goethe's Iphigenie auf Tauris	*	*
Goethe's Prose	*	*
Krummacher's Parabeln	*	*
Schiller's Jungfrau von Orleans	*	*
Schiller's Prose	*	*
Simonson's Balladenbuch	*	*
Whitney's German Dictionary	*	*
Whitney's German Grammar	*	*
Whitney's German Reader	*	*
<i>Greek.</i>		
Homer's Iliad, Books XIII.-XXIV. (Teubner edition).		*
Moss's First Greek Reader (Public Latin School only).		
¹ Xenophon's Cyropædia (abridged for schools by Gleason)	*	*
² Xenophon's The Anabasis and Memorabilia	*	
² Xenophon's The Hellenics (Hind's Classics)	*	

¹ To be purchased at the discretion of the Committee on Supplies.² Six copies to be furnished every High School.

SUPPLEMENTARY BOOKS, HIGH AND LATIN SCHOOLS.		High Schools.	Latin Schools.
<i>Latin.</i>			
Cæsar's Civil War (Perrin)		*
Collar's Gradatim for Sight Reading	*	*
Eutropius (edited by White)		*
Lincoln's Ovid	*	*
Quintus Curtius (pamphlet edition, published by Ginn & Co.)		*
Ritchie's Fabulæ Faciles	*	*
Rolfe's Viri Romæ. (Allyn & Bacon)	*	*
Smith's Principia Latina, Part II.		*
Tomlinson's Latin for Sight Reading (Public Latin School only)		
Walford's Extracts from Cicero, Part I. (Public Latin School only)		

REFERENCE BOOKS, HIGH SCHOOLS.		One copy for each school.	One copy for each teacher, or for each teacher of the class or subject named.
Adams's Manual of Historic Literature		Hist.
American History Told by Contemporaries, Vols. I.-IV. (edited by Hart)	*	
¹ Appleton's Universal Cyclopædia	*	
Bacon's Historic Pilgrimages in New England	*	
Barker's Physics (advanced course)	*	
Bloxham's Chemistry	*	
Briefs for Debate (edited by Brookings & Ringwalt)		Eng.
Brooke's English Literature		Eng.
Bryce's The American Commonwealth (revised two-volume edition)	*	
Burdick's The Essentials of Business Law		Com'l Subjects.

¹ To be furnished at the discretion of the Committee on Supplies.

REFERENCE BOOKS, HIGH SCHOOLS.	One copy for each school.	One copy for each teacher, or for each teacher of the class or subject named.
Cadena's A new Pronouncing Dictionary of the { Spanish and English Languages }		Spanish.
Carrington's Patriotic Reader	*	
Century Dictionary and Cyclopædia, The (edition of 1896)	*	
Chambers's Encyclopædia	*	
Channing & Hart's A Guide to the Study of Ameri- can History	*	
Charts of Life	*	
Chisholm's Handbook of Commercial Geography {		Com'l Subjects.
Clow's Introduction to the study of Commerce }		Com'l Subjects.
Coar's Astronomical Charts (furnished in sets) . .	*	
Cross's Free Hand Drawing	*	
Cross's Light and Shade	*	
Cross's Mechanical Drawing	*	
Davis's Physical Geography	*	
Dow's Composition	*	
Enebuske's Progressive Gymnastic Day's Orders . .		*
Eugène's French Grammar	*	
Excelsior Maps (9 in set) (edited by Bacon) . .	*	Hist.
Fisher's Outlines of Universal History		Spanish.
Ford's A Spanish Anthology		Com'l Subjects.
Frye's Complete Geography }		Spanish.
Garner's A Spanish Grammar		
Gattermann's The Practical Methods of Organic Chemistry (translated by Schober)	*	
Gayley's Classic Myths in English Literature . .	*	English 3d and 4th year classes.
Genung's Practical Elements of Rhetoric }		
Guyot & Cameron's Maps of the Roman Empire, Greece and Italy	*	
Hamlin's A History of Architecture	*	
Harper's Dictionary of Classical Literature and { Antiquities (edited by Peck) }		Latin or Greek.
Harper's Latin Lexicon	*	
Herrick & Damon's Composition and Rhetoric for { Schools }		Comp. and Rhet.

REFERENCE BOOKS, HIGH SCHOOLS.

One copy for each school.
One copy for each teacher, or for each teacher of the class or subject named.

Hill's Our English	*	
Hill's Principles of Rhetoric (revised edition) }		English 3d and 4th yr. classes.
Hopkins's Outlines of Art History, Vol. I., Architecture	*	
Hough's American Woods	*	
Kettelle's Composition in Fine Art	*	
Kiepert's Wall Map of Ancient Greece	*	
Labberton's Historical Atlas and General History		Hist.
Lanciani's The Ruins and Excavations of Ancient Rome		Roman history.
Lane's A Latin Grammar		Latin.
Larned's History for Ready Reference and Topical Reading	*	
Liddell & Scott's Greek Lexicon (unabridged)	*	
Lingard's History of England	*	
Lippincott's Gazetteer	*	
Lippincott's (Thomas's) Pronouncing Dictionary of Biography and Travel	*	
Lübke's History of Art (2 vols.)	*	
MacCoun's Historical Geography, Charts of Europe, Ancient and Classical Period	*	
MacCoun's Historical Geography, Charts of Europe, Mediæval and Modern Period	*	
Maginnis's Pen Drawing	*	
Marquand & Frothingham's A History of Sculpture.	*	
Martin's Details of Building Construction	*	
McCarthy's History of the World	*	Hist.
Memorial History of Boston, A (furnished in sets).	*	
Mill's Principles of Political Economy (abridged edition)	*	
Mooney's Foundation Studies in Literature	*	*
Nernst's Theoretical Chemistry (translated by Palmer)	*	
¹ Patton's Natural Resources of the United States.	*	
Ramsey's The Gases of the Atmosphere	*	

¹ To be furnished at the discretion of the Committee on Supplies.

REFERENCE BOOKS, HIGH SCHOOLS.	One copy for each school.	One copy for each teacher, or for each teacher of the class or subject named.
Reclus's A Bird's-Eye View of the World . . .	*	
Remsen's Chemistry (advanced course) . . .	*	
Richter's Chemistry, Inorganic. (Smith's translation) . . .	*	
Roe's The Massachusetts State House . . .	*	
Sadtler's Industrial Organic Chemistry . . .	*	
Sanderson's Epitome of the World's History. . .	*	Hist.
Schreiber's Atlas of Classical Antiquities . . .	*	
Standard Dictionary of the English Language, A . . .	*	
Tarr & McMurry's North America . . .	*	Com'l subjects.
Thompson's Light, Visible and Invisible . . .	*	
Tillinghast's Ploetz's Epitome of Ancient, Mediæval, and Modern History . . .	*	Hist.
Traub's The Spanish Verb . . .	*	Spanish.
Van Dyke's A History of Painting . . .	*	
Walker's Introduction to Physical Chemistry. . .	*	
Walker's Map of Boston . . .	*	
Wilson's Human Anatomical and Physiological Charts . . .	*	

REFERENCE BOOKS, LATIN SCHOOLS.

American History Told by Contemporaries, Vols. I.-IV. (edited by Hart) . . .	*	
¹ Appleton's Universal Cyclopædia . . .	*	
Barker's Physics (advanced course) . . .	*	
Briefs for Debate (edited by Brookings & Ringwalt). . .	*	Eng.
Brooke's English Literature . . .	*	Eng.
Carrington's Patriotic Reader . . .	*	
Century Dictionary and Cyclopædia, The (edition of 1896) . . .	*	
Chambers's Encyclopædia . . .	*	
Davis's Physical Geography . . .	*	
Enebuske's Progressive Gymnastic Day's Orders . . .	*	*
Eugène's French Grammar . . .	*	

¹ To be furnished at the discretion of the Committee on Supplies.

REFERENCE BOOKS, LATIN SCHOOLS.

	One copy for each school.	One copy for each teacher, or for each teacher of the class or subject named.
Excelsior Maps (9 in set) (edited by Bacon)	*	
Gayley's Classic Myths in English Literature	*	
Guyot & Cameron's Maps of the Roman Empire, Greece & Italy	*	
Harper's Dictionary of Classical Literature and Antiquities (edited by Peck)	*	*
Harper's Latin Lexicon	*	
Kiepert's Wall Map of Ancient Greece	*	
Labberton's Historical Atlas and General History	*	*
Lanciani's The Ruins and Excavations of Ancient Rome	*	* Rom. Hist.
Lane's A Latin Grammar	*	*
Liddell & Scott's Greek Lexicon (unabridged)	*	
Lingard's History of England	*	
Lippincott's Gazetteer	*	
Lippincott's (Thomas's) Pronouncing Dictionary of Biography and Travel	*	
Lübke's History of Art (2 vols.)	*	
MacCoun's Historical Charts of the United States	*	
MacCoun's Historical Geography Charts of Europe, Ancient and Classical Period	*	
MacCoun's Historical Geography Charts of Europe, Mediæval and Modern Period	*	
MacCoun's Historical Geography of the United States	*	
Memorial History of Boston, A (furnished in sets).	*	
¹ Patton's Natural Resources of the United States.	*	
Rand, McNally & Co.'s Physical Map of the United States	*	
Reclus's A Bird's-Eye View of the World	*	
Schreiber's Atlas of Classical Antiquities	*	
Sydow-Habenicht's Physical Maps of the Two Hemispheres, Europe, Asia, Africa, North America, and South America (six in set)	*	
Tarr's Elementary Physical Geography	*	*
Walker's Map of Boston	*	

¹ To be furnished at the discretion of the Committee on Supplies.

NORMAL SCHOOL; MECHANIC ARTS HIGH SCHOOL; HORACE MANN SCHOOL; EVENING HIGH SCHOOL; EVENING ELEMENTARY SCHOOLS.

The text, reference, and supplementary books used in the Normal School, the Mechanic Arts High School, and the Horace Mann School, shall be such of the text, reference and supplementary books authorized for use in the other public schools of this city as shall be approved by the committees in charge.

All text, reference and supplementary books authorized for use in the High and Latin Schools are also authorized for use in the Evening High School.

All text, reference and supplementary books authorized for use in the Primary and Grammar Schools are also authorized for use in the Evening Elementary Schools.

<p style="text-align: center;">TEXT-BOOKS.</p> <p style="text-align: center;">THE FOLLOWING BOOKS ARE SPECIALLY AUTHORIZED AS INDICATED.</p>	Normal School.	Mechanic Arts High School.	Evening High School.	Evening Elementary Schools.
Arnold's Reading: How to Teach It	*			
Blow's Symbolic Education	*			
Bradbury's Elementary Geometry			*	
Burns, Robert, Representative Poems of, with Carlyle's Essay on Burns (edited by Hanson).		*		
Channing's A Student's History of the United States		*		
Fröbel's Mother Play, Mottoes and Commentaries of (translated by Blow)	*			
Harper's Introductory Geography				*
Hodge's Nature Study and Life	*			
Johnston's History of the United States for Schools		*		
Luquien's Popular Science		*		
McMaster's A School History of the United States		*		
Noyes's Twilight Stories		*		*
Pancoast's An Introduction to English Literature			*	
Pitman & Howard's The Phonographic Reader.			*	
Pitman & Howard's The Reporter's First Reader			*	

TEXT-BOOKS.	Normal School.	Mechanic Arts High School.	Evening High School.	Evening Elemen- tary Schools.
THE FOLLOWING BOOKS ARE SPECIALLY AUTHORIZED AS INDICATED.				
Seaver's Franklin Elementary Trigonometry .		*		
Seaver & Walton's Logarithmic and Trigonometric Tables		*		
Tuft's Polyhymnia		*		
Walker's First Lessons in Political Economy .			*	
Wentworth's Trigonometry, Surveying and Navigation		*		

REFERENCE BOOKS, NORMAL SCHOOL.	One copy for the school.	One copy for each teacher.
Arnold's Waymarks for Teachers	*	
Charts of Life	*	
Enebuske's Progressive Gymnastic Day's Orders	*	*
Hopkins's Observation Lessons in Primary Schools	*	
Hough's American Woods	*	
Lippincott's Gazetteer	*	
Lippincott's (Thomas's) Pronouncing Dictionary of Biography and Travel	*	
Quick's Educational Reformers	*	
Wilson's Human Anatomical and Physiological Charts.	*	

REFERENCE BOOKS, EVENING HIGH SCHOOL.

Mill's Principles of Political Economy (abridged edition)	*	
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REFERENCE BOOKS, EVENING DRAWING SCHOOLS.	One copy for the school.	One copy for each teacher.
Dow's Composition		
Maginnis's Pen Drawing	*	
Martin's Details of Building Construction	*	*

SUPPLEMENTARY BOOKS, EVENING HIGH SCHOOL.

Dunbar's Chapters on the Theory and History of Banking.

SUPPLEMENTARY BOOKS, EVENING SCHOOLS.

Giffin's Language Reading Lessons.

SCHOOL DOCUMENT No. 7 — 1903

SEMI-ANNUAL STATISTICS

OF THE

BOSTON PUBLIC SCHOOLS

JUNE, 1903



BOSTON
MUNICIPAL PRINTING OFFICE
1903

REGISTRATION. — 1902-1903.

Pupils registered in the public schools during the year ending June 30,
1903.

DAY SCHOOLS.	Boys.	Girls.	Totals.
Normal, Latin and High	3,269	4,051	7,320
Grammar	24,058	22,886	46,944
Primary	19,367	17,823	37,190
Kindergartens	3,157	3,059	6,216
Special schools and special classes.....	102	99	201
Totals — Day Schools.....	49,953	47,918	97,871
, EVENING SCHOOLS.			
High	2,217	2,008	4,225
Elementary.....	6,084	2,848	8,932
Drawing	1,064	209	1,273
Totals — Evening Schools	9,365	5,065	14,430
Grand totals.....	59,318	52,983	112,301

EXPENDITURES. — 1903.

Salaries of instructors.....		\$2,426,850 45
“ “ officers.....		80,827 21
“ “ janitors.....		190,506 93
Fuel, gas and water.....		96,394 61
Supplies and incidentals:		
Books	\$74,771 17	
Printing	11,774 85	
Stationery and drawing materials.....	31,802 04	
Miscellaneous items	84,865 18	
		203,213 24
School-house repairs, rents, etc		366,800 00
Expended from appropriation		\$3,364,592 44
From income of Gibson and other funds.....		4,175 78
Total expenditures		\$3,368,768 22
School-houses and lots (special).....		945,089 34
Total gross expenditures.....		\$4,313,857 56

INCOME.

Tuition of non-resident pupils.....	\$20,630 69	
Trust funds.....	26,329 69	
Sale of books	591 32	
State of Massachusetts, travelling expenses.....	2,478 34	
Sale of building and rents.....	334 69	
		50,364 73
Total net expenditures for public schools		\$4,263,492 83

SUMMARY.

June 30, 1903.

GENERAL SCHOOLS.	No. of Schools.	NO. OF REGULAR TEACHERS.			Average Number Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	Number at Date.
		Men.	Women.	Total.					
Normal	1	2	11	13	223	217	6	97.3	216
Latin and High.....	12	95	105	200	5,994	5,594	400	93.3	5,681
Grammar	58	126	819	945	41,661	38,213	3,448	91.7	40,691
Primary	688	.....	688	688	32,389	28,176	4,213	86.9	32,355
Kindergartens	89	.....	170	170	4,849	3,577	1,272	73.7	4,958
Totals	848	223	1,793	2,016	85,116	75,777	9,339	89.0	83,901

SPECIAL SCHOOLS.	No. Schools.	No. of Regular Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at Date.
Horace Mann	1	15	129	108	21	83.7	133
Spectacle Island	1	1	8	8	.....	100.0	12
Evening High, Central.....	1	27	1,845	1,496	349	81.0	
Charlestown Branch.....	.....	9	557	426	131	76.4	
East Boston Branch.....	.....	7	182	139	43	76.3	
Evening Elementary	14	181	3,665	2,557	1,108	69.7	
Evening Drawing.....	6	37	691	498	193	72.1	
Special classes	7	7	94	71	23	75.5	100
Totals	30	284	7,171	5,303	1,868	73.9	

SPECIAL TEACHERS.

Not Included in the Preceding Tables.

	Men.	Women.	Total.
Chemistry: Girls' High School.....		2	2
Roxbury High School.....	1		1
Commercial Branches: Brighton High School.....		2	2
Charlestown High School.....	1	1	2
Dorchester High School.....	2	1	3
East Boston High School.....	1	1	2
English High School.....	1		1
Girls' High School.....		3	3
Roxbury High School.....		1	1
South Boston High School.....		2	2
West Roxbury High School.....	1	1	2
Cookery: Instructors.....		23	23
Drawing: Director and Assistants.....	2	3	5
Dorchester High School.....		2	2
English High School.....	1		1
Roxbury High School.....		1	1
South Boston High School.....		1	1
West Roxbury High School.....		1	1
French: South Boston High School.....		1	1
German: Girls' Latin and Girls' High Schools.....	1		1
Household Science and Arts: Roxbury High School.....		1	1
Modern Languages: Assistant Instructors.....	2		2
Music: Director and Assistants.....	5	4	9
Physical Culture: Girls' Latin School.....		1	1
Brighton High School.....		1	1
Dorchester High School.....		1	1
East Boston High School.....		1	1
Girls' High School.....		1	1
Roxbury High School.....		2	2
South Boston High School.....		1	1
West Roxbury High School.....		1	1
Physical Training: Director and Assistants.....	3		3
Sewing: Instructors.....		42	42
Wood-working: Principal, Instructors, and Assistant Instructors.....	8	25	33
Totals.....	29	127	156

NORMAL, LATIN, AND HIGH SCHOOLS.

Semi-annual Returns to June 30, 1903.

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	Head-Masters.	Junior-Masters.	Asst. Principals.	Assistants.	Instructors.	Assistant Instructors.	Spec'l Instruct'rs.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Normal.....		223	223		217	217	6	97	1	1			11		
Public Latin.....	328		528	512		512	16	97	1	11	8				
Girls' Latin.....		331	331		312	312	19	94	1	1					
Brighton High.....	83	165	248	79	150	229	19	92	1	1					
Charlestown High.....	51	151	202	47	138	185	17	92	1	2			11		
Dorchester High.....	257	572	829	242	527	769	60	93	1	4			16		
East Boston High.....	125	210	335	118	199	317	18	95	1	3			7		
English High.....	689		689	634		634	55	92	1	16	6				
Girls' High.....		801	801		731	731	70	91	1	1	1	1	21		
Mechanic Arts High.....	580		580	559		559	21	96	1	3	6		5		3
Roxbury High.....	147	510	657	138	477	615	42	94	1	3	1	13			
South Boston High.....	156	320	476	139	296	435	41	91	1	3		12			
W. Roxbury High.....	75	243	318	70	226	296	22	93	1	2		8			
Totals.....	2,691	3,526	6,217	2,538	3,273	5,811	406	93	12	37	39	2	114	5	3

STATISTICS.

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATION AND AGES, JUNE 30, 1903.

SCHOOLS.	First-year class.	Second-year class.	Third-year class.	Fourth-year class.	Fifth-year class.	Sixth-year class.	Out-of-course class.	Whole number at date.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years.	
	Normal.....	113	103	216
Public Latin.....	73	65	62	93	73	57	85	508	2	16	45	73	110	106	72	53	22	8	54	75
Girls' Latin.....	23	25	45	62	40	43	77	315	.....	12	25	48	66	61	38	39	21	4	1	1
Brighton High.....	88	68	62	19	.....	.....	.....	237	.....	.....	3	17	41	58	56	42	17	2	1	1
Charlestown High.....	70	53	45	23	.....	.....	.....	191	.....	.....	3	22	31	62	42	24	13	1	3	3
Dorchester High.....	341	231	161	49	.....	.....	.....	782	.....	.....	5	70	154	237	189	91	28	5	3	3
East Boston High.....	152	98	55	15	.....	.....	.....	320	.....	.....	5	33	77	104	59	29	9	1	3	3
English High.....	351	160	130	30	.....	.....	.....	671	.....	.....	11	85	158	179	125	81	26	5	1	3
Girls' High.....	364	173	159	69	.....	.....	.....	765	.....	.....	17	62	147	202	159	108	44	19	7	7
Mechanic Arts High.....	230	173	116	22	.....	.....	.....	541	.....	.....	2	20	76	123	142	104	51	12	11	11
Roxbury High.....	278	154	130	66	.....	.....	.....	628	.....	2	3	29	79	148	174	111	54	19	9	9
South Boston High.....	161	151	79	26	.....	.....	.....	417	.....	1	13	58	93	107	85	42	13	5	.....	.....
West Roxbury High.....	152	73	56	25	.....	.....	.....	306	.....	.....	5	22	70	79	70	38	14	6	2	2
Totals.....	2,396	1,527	1,100	499	113	100	162	5,897	2	31	137	539	1,402	1,456	1,213	789	370	141	117	117

NORMAL, LATIN, AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June 30, 1903.

SCHOOLS.	Number of Regular Teachers.	Average Number of Pupils.	Average No. of Pupils to a Regular Teacher.
Normal.....	12	223	18.5
Public Latin.....	19	528	26.3
Girls' Latin.....	12	331	27.5
Brighton High.....	9	248	27.5
Charlestown High.....	10	202	20.2
Dorchester High.....	21	829	39.4
East Boston High.....	10	335	33.5
English High.....	22	689	31.3
Girls' High.....	24	801	33.3
Mechanic Arts High.....	18	580	32.2
Roxbury High.....	19	657	34.5
South Boston High.....	15	476	31.7
West Roxbury High.....	10	318	31.8
Totals.....	201	6,217	30.9

Graduates, June, 1903.

SCHOOLS.	REGULAR COURSE.		FOUR YEARS' COURSE.		Totals.
	Men.	Women.	Men.	Women.	
Normal.....		103			103
Public Latin.....	50				50
Girls' Latin.....		43			43
Brighton High.....	15	46	5	9	75
Charlestown High.....	10	36	4	11	61
Dorchester High.....	36	107	9	28	180
East Boston High.....	21	30	3	7	61
English High.....	109		22		131
Girls' High.....		150		63	213
Mechanic Arts High.....	114		22		136
Roxbury High.....	33	114	9	41	197
South Boston High.....	28	45	7	18	98
West Roxbury High.....	13	41	3	16	73
Totals.....	429	715	84	193	1,421

STATISTICS.

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principal, June 30, 1903.

SCHOOLS.	Number of Teachers.	Average number of Pupils.	Number of Pupils to a Teacher.	SCHOOLS.	Number of Teachers.	Average number of Pupils.	Number of Pupils to a Teacher.
Adams	11	504	45.8	John A. Andrew	17	773	45.4
Agassiz	16	742	46.3	Lawrence	12	474	39.5
Bennett	13	639	49.1	Lewis	17	814	47.8
Bigelow	17	795	46.7	Lincoln	15	725	48.3
Bowditch	14	660	47.1	Longfellow	12	514	42.8
Bowdoin	11	453	41.1	Lowell	21	991	47.1
Brimmer	12	551	45.9	Lyman	19	882	46.4
Bunker Hill	11	468	42.5	Martin	13	618	47.5
Chapman	15	727	48.4	Mary Hemenway	15	723	48.2
Charles Sumner	13	606	46.6	Mather	23	1,097	47.7
Ch'st'r Gibson	20	976	48.8	Minot	8	392	49.0
Comins	12	647	53.9	Norcross	13	567	43.3
Dearborn	18	859	47.7	Phillips	28	1,367	48.8
Dillaway	17	819	48.1	Phillips Brooks	16	806	53.7
Dudley	18	840	46.6	Prescott	11	493	44.8
Dwight	13	600	46.1	Prince	14	667	47.6
Edward Everett	13	647	49.7	Quincy	12	539	44.9
Eliot	28	1,232	44.0	Rice	9	423	48.1
Emerson	22	1,052	47.8	Robert G. Shaw	9	398	44.2
Everett	14	649	46.3	Roger Clap	14	715	51.0
Franklin	17	708	41.6	Roger Wolcott	15	696	46.4
Frothingham	16	726	45.3	Sherwin	12	545	45.4
Gaston	20	938	46.9	Shurtleff	13	580	44.6
George Putnam	10	518	51.8	Thomas N. Hart	13	624	48.0
Gilbert Stuart	10	482	48.2	Warren	14	609	43.5
Hancock	21	1,042	49.6	Wash. Allston	26	1,163	44.7
Harvard	13	592	45.5	Wells	22	1,054	47.9
Henry L. Pierce	16	788	49.2	Winthrop	14	670	47.8
Hugh O'Brien	17	887	52.1				
Hyde	13	595	45.7	Totals	888	41,661	47.0

GRAMMAR SCHOOLS.

Semi-annual Returns, June 30, 1903.

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	First Assistants.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Adams	271	233	504	246	208	454	50	90	1	1	1	9
Agassiz	669	73	742	622	66	688	54	93	1	2	1	13
Bennett	325	314	639	313	295	608	31	95	1	2	1	10
Bigelow	795	.....	795	732	.....	732	63	92	1	2	2	13
Bowditch .....	.....	660	660	.....	613	613	47	91	1	.....	2	12
Bowdoin .....	.....	453	453	.....	402	402	51	89	1	.....	2	9
Brimmer	551	.....	551	499	.....	499	52	91	1	2	1	9
Bunker Hill.....	238	230	468	222	209	431	37	92	1	1	2	8
Chapman.....	363	364	727	337	331	668	59	92	1	1	2	12
Charles Sumner....	320	286	606	301	264	565	41	93	1	1	2	10
Christopher Gibson,	472	504	976	445	468	913	63	93	.....	2	2	16
Comins	295	352	647	274	318	592	55	92	1	1	1	10
Dearborn	488	371	859	444	325	769	90	90	1	1	2	15
Dillaway .....	.....	819	819	.....	736	736	83	90	1	.....	2	15
Dudley	840	.....	840	783	.....	783	57	93	1	2	1	15
Dwight.....	600	.....	600	536	.....	536	64	89	1	2	1	10
Edward Everett	294	353	647	265	316	581	66	90	1	1	2	10
Ellot	1,232	.....	1,232	1,130	.....	1,130	102	92	1	3	1	24
Emerson	573	479	1,052	524	430	954	98	91	1	2	2	18
Everett.....	.....	649	649	.....	586	586	63	90	1	.....	2	12
Franklin .....	.....	708	708	.....	647	647	61	91	1	.....	2	15
Frothingham.....	364	362	726	335	334	669	57	92	1	1	2	13
Gaston .....	.....	938	938	.....	865	865	73	92	1	.....	2	18
George Putnam....	282	236	518	263	216	479	39	92	1	1	1	8
Gilbert Stuart.....	239	243	482	223	218	441	41	91	1	1	1	8
Hancock .....	.....	1,042	1,042	.....	943	943	99	90	1	.....	2	19
Harvard	289	303	592	266	273	539	53	91	1	1	2	10
Henry L. Pierce....	376	412	788	352	369	721	67	92	1	1	1	14

GRAMMAR SCHOOLS.— *Concluded.*

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	First Assistants.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Hugh O'Brien	511	376	887	475	343	818	69	92	1	1	2	14
Hyde .....	.....	595	595	.....	541	541	54	91	1	.....	2	11
John A. Andrew....	443	330	773	414	298	712	61	92	1	1	2	14
Lawrence	474	.....	474	440	.....	440	34	93	1	2	1	9
Lewis	385	429	814	357	388	745	69	92	1	1	2	14
Lincoln	725	.....	725	669	.....	669	56	92	1	2	1	12
Longfellow	276	238	514	263	222	485	29	94	1	1	2	9
Lowell	493	498	991	462	474	936	55	94	1	1	2	18
Lyman	466	416	882	423	369	792	90	90	1	1	2	16
Martin	312	306	618	293	286	579	39	94	1	1	2	10
Mary Hemenway...	340	383	723	314	348	662	61	92	1	1	3	11
Mather	574	523	1,097	535	480	1,015	82	92	1	2	2	19
Minot	189	203	392	179	190	369	23	94	1	1	1	6
Norcross .....	.....	567	567	.....	505	505	62	89	1	.....	2	11
Phillips	1,367	.....	1,367	1,246	.....	1,246	121	91	1	3	1	24
Phillips Brooks....	395	411	806	372	379	751	55	93	1	1	2	13
Prescott	240	253	493	213	221	434	59	88	1	1	1	9
Prince	283	384	667	256	349	605	62	91	1	1	2	11
Quincy	539	.....	539	468	.....	468	71	87	1	2	1	9
Rice	423	.....	423	382	.....	382	41	90	1	1	2	6
Robert G. Shaw....	213	185	398	196	168	364	34	91	1	1	3	5
Roger Clap.....	367	348	715	339	312	651	64	91	1	1	2	11
Roger Wolcott.....	345	351	696	323	324	647	49	93	1	2	2	11
Sherwin	545	.....	545	504	.....	504	41	92	1	2	1	9
Shurtleff .....	.....	580	580	.....	517	517	63	89	1	.....	2	11
Thomas N. Hart ...	624	.....	624	599	.....	599	25	96	1	2	1	10
Warren	310	299	609	291	280	571	38	94	1	1	2	11
Washington Allston	565	598	1,163	529	553	1,082	81	93	1	2	2	22
Wells .....	.....	1,054	1,054	.....	960	960	94	91	1	.....	2	20
Winthrop .....	.....	670	670	.....	620	620	50	93	1	.....	2	12
Totals	21,280	20,381	41,661	19,654	18,559	38,213	3,448	92	57	66	99	723

GRAMMAR SCHOOLS.
Number of Pupils in each Class, whole Number and Ages, June 30, 1903.

SCHOOLS.	Ninth Grade.	Eighth Grade.	Seventh Grade.	Sixth Grade.	Fifth Grade.	Fourth Grade.	Ungraded.	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	40	45	68	92	89	121	22	477	.....	9	32	76	77	112	76	58	29	8	.....	.....
Agassiz	56	74	85	162	138	192	.....	707	.....	9	85	119	124	136	97	77	39	17	3	1
Bonnett	105	104	103	108	111	101	.....	632	.....	10	38	84	112	108	113	85	50	24	5	3
Bigelow	95	121	96	148	163	154	.....	777	.....	17	70	134	144	139	129	107	60	4	1	.....
Bowditch	35	93	90	124	104	103	39	648	.....	10	37	92	101	125	106	77	32	5	3	.....
Rowdoin	43	44	83	35	87	97	46	435	.....	4	39	45	66	87	79	70	28	15	2	.....
Brimmer	38	46	88	100	96	101	70	539	.....	10	38	87	107	105	86	62	32	8	3	1
Bunker Hill	40	44	66	96	84	110	22	462	.....	8	31	78	84	92	58	63	26	21	1	.....
Chapman	93	80	116	139	147	108	30	713	.....	8	78	104	128	122	130	79	44	18	2	.....
Charles Sumner	81	82	143	108	85	98	.....	597	1	7	41	71	98	110	110	79	63	14	3	.....
Christopher Gibson	118	128	150	170	201	203	.....	970	.....	5	82	134	170	165	142	137	92	37	5	1
Comins	76	95	86	114	111	116	36	634	.....	14	50	110	110	116	135	66	28	4	1	.....
Dearborn	68	88	130	91	195	212	40	824	.....	9	59	121	156	172	162	90	39	12	4	.....
Dillaway	74	96	141	160	154	178	.....	803	.....	13	66	104	122	131	132	112	62	27	12	2
Dudley	72	86	138	155	173	169	49	842	.....	13	82	121	149	157	142	100	55	21	2	.....
Dwight	37	80	80	125	100	107	27	556	.....	6	49	76	98	93	110	72	36	10	5	1
Edward Everett	84	98	104	100	98	146	.....	630	.....	12	62	93	127	98	107	63	51	12	5	.....
Elliot	55	74	94	134	140	283	385	1,165	5	33	66	158	214	213	233	156	57	26	4	.....
Emerson	107	107	186	150	206	225	38	1,019	.....	14	113	148	182	167	160	141	66	24	4	.....
Everett	70	90	102	112	110	104	35	623	.....	4	45	72	93	118	102	86	59	28	12	4
Franklin	81	89	88	140	132	105	37	672	.....	8	51	91	110	136	125	88	47	8	6	2
Frothingham	50	63	110	112	186	157	24	702	.....	21	87	108	125	123	113	76	38	11	.....	.....
Gaston	92	96	141	160	217	211	.....	917	.....	28	111	124	160	146	121	126	73	21	7	.....
George Putnam	40	39	106	111	106	108	.....	510	.....	8	33	66	99	102	90	62	28	16	6	.....
Gilbert Stuart	53	70	68	80	74	110	.....	455	.....	1	44	89	73	68	72	63	32	11	2	.....

STATISTICS.

Hancock	26	62	91	104	153	198	358	992	2	18	86	156	219	186	77	46	9	1	.....
Harvard	52	67	91	107	136	96	31	580	.....	14	48	92	127	101	86	68	34	7	.....
Henry L. Pierce	122	84	139	127	148	161	.....	781	.....	20	82	105	126	109	125	121	68	20	4	1
Hugh O'Brien	89	94	126	148	194	207	.....	868	.....	4	67	115	168	160	151	105	62	34	2	.....
Hyde	48	90	117	110	167	111	51	694	.....	21	45	91	121	117	115	91	42	40	9	2
John A. Andrew	54	86	144	97	151	193	33	758	.....	8	68	139	117	151	129	90	36	17	3	.....
Lawrence	51	50	49	81	91	93	31	446	.....	6	36	73	87	89	80	51	18	6	.....	.....
Lewis	105	99	114	165	171	156	.....	810	1	20	75	121	136	128	119	84	21	3	1	.....
Lincoln	43	87	84	138	164	191	.....	707	.....	24	73	128	119	125	126	68	32	9	3	.....
Longfellow	55	48	87	104	84	127	.....	505	.....	7	46	89	105	79	76	57	32	10	4	.....
Lowell	98	128	142	182	216	207	.....	973	.....	15	93	137	186	185	168	118	58	13	.....	.....
Lyman	50	93	85	140	206	224	69	867	7	42	110	162	145	155	132	80	26	8	.....	.....
Martin	45	82	79	86	145	161	.....	598	.....	8	46	77	108	111	96	83	48	4	1	.....
Mary Hemenway	90	80	130	121	141	133	.....	695	.....	7	37	101	121	110	130	105	62	20	1	1
Mather	167	163	138	211	222	154	28	1,083	1	18	115	152	168	173	157	157	94	40	8	.....
Minot	45	68	72	72	60	77	.....	394	.....	10	29	59	69	67	52	56	37	10	4	1
Norcross	43	52	86	97	139	148	.....	565	7	24	70	75	95	94	100	53	36	10	1	.....
Phillips	105	92	143	194	260	301	229	1,324	1	18	102	207	229	235	223	191	82	31	5	.....
Phillips Brooks	126	113	140	141	137	143	.....	800	.....	5	59	130	117	126	138	115	78	28	4	.....
Prescott	48	47	82	65	94	126	.....	462	.....	12	38	82	69	85	70	53	41	10	2	.....
Prince	79	105	110	109	110	105	50	668	.....	4	59	109	111	132	77	92	53	21	9	1
Quincy	39	38	51	105	94	127	70	524	.....	14	44	83	87	96	85	64	29	16	3	3
Rice	41	37	61	81	91	97	.....	408	.....	.....	21	71	77	75	71	45	30	14	4	.....
Robert G. Shaw	43	43	59	83	76	91	.....	395	.....	2	37	71	65	69	63	43	29	14	2	.....
Roger Clap	68	69	126	118	155	167	.....	703	.....	18	69	125	132	107	113	71	47	18	2	1
Roger Wolcott	39	92	107	144	138	185	.....	705	.....	16	72	101	139	129	121	62	46	19	.....	.....
Sherwin	47	46	81	84	92	133	30	513	.....	7	40	77	81	99	86	64	35	19	5	.....
Shurtleff	65	42	95	173	97	97	.....	569	.....	15	61	88	103	100	100	60	35	3	4	.....
Thomas N. Hart	62	65	90	126	127	145	.....	615	.....	14	67	97	110	97	87	90	42	9	2	.....
Warren	50	47	107	91	141	128	21	585	.....	15	49	87	106	106	81	69	43	22	5	2
Washington Allston ..	125	159	194	185	185	229	67	1,144	.....	19	100	169	203	217	192	137	74	29	4	1
Wells	55	106	122	191	221	192	130	1,017	.....	24	91	167	176	205	163	140	35	16	.....	.....
Winthrop	61	73	101	94	103	155	57	644	.....	14	41	107	105	137	120	80	30	7	1	2
Totals	3,999	4,639	6,105	7,100	8,016	8,677	2,155	40,691	25	744	3,574	6,138	7,119	7,329	6,708	5,052	2,710	995	202	35

GRAMMAR SCHOOLS.

Graduates, June, 1903.

SCHOOLS.	Boys.	Girls.	Total.	SCHOOLS.	Boys.	Girls.	Total.
Adams	20	20	40	John A. Andrew...	20	34	54
Agassiz	51	.....	51	Lawrence	50	.....	50
Bennett	38	63	101	Lewis	47	55	102
Bigelow	93	.....	93	Lincoln	43	.....	43
Bowditch.....	.....	88	88	Longfellow	22	29	51
Bowdoin .....	.....	43	43	Lowell	48	45	93
Brimmer	37	.....	37	Lyman	20	29	49
Bunker Hill.....	14	23	37	Martin	19	26	45
Chapman	45	46	91	Mary Hemenway ..	33	48	81
Charles Sumner....	47	29	76	Mather	75	85	160
Chris. Gibson	35	77	112	Minot.....	24	20	44
Comins.....	36	40	76	Norcross .....	.....	43	43
Dearborn.....	39	30	69	Phillips	100	.....	100
Dillaway .....	.....	63	63	Phillips Brooks....	54	62	116
Dudley.....	72	.....	72	Prescott.....	17	31	48
Dwight.....	36	.....	36	Prince.....	27	52	79
Edward Everett....	32	50	82	Quincy	39	.....	39
Eliot.....	52	.....	52	Rice	41	.....	41
Emerson	51	53	104	Robert G. Shaw....	19	19	38
Everett.....	.....	70	70	Roger Clap.....	31	35	66
Franklin .....	.....	75	75	Roger Wolcott....	18	21	39
Frothingham.....	22	28	50	Sherwin.....	47	.....	47
Gaston .....	.....	92	92	Shurtleff.....	.....	62	62
George Putnam....	19	21	40	Thomas N. Hart....	62	.....	62
Gilbert Stuart....	25	25	50	Warren.....	21	29	50
Hancock .....	.....	22	22	Wash. Allston.....	56	62	118
Harvard.....	20	32	52	Wells.....	.....	55	55
Henry L. Pierce....	64	53	117	Winthrop.....	.....	61	61
Hugh O'Brien	44	42	86				
Hyde .....	.....	42	42	Totals	1,825	2,030	3,855

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, June 30, 1903.

DISTRICTS.	Number of Teachers.	Av. whole Number of Pupils.	Number of Pupils to a Teacher.	DISTRICTS.	Number of Teachers.	Av. whole Number of Pupils.	Number of Pupils to a Teacher.
Adams	10	444	44.4	John A. Andrew	12	569	47.4
Agassiz	8	355	44.3	Lawrence	12	551	45.9
Bennett	10	406	40.6	Lewis.....	12	553	46.0
Bigelow.....	12	573	47.7	Lincoln.....	14	704	50.2
Bowditch.....	13	673	51.7	Longfellow.....	9	380	42.2
Bowdoin.....	10	490	49.0	Lowell.....	18	860	47.2
Brimmer.....	6	295	49.1	Lyman	14	630	45.0
Bunker Hill.....	10	369	36.9	Martin.....	8	361	45.1
Chapman.....	9	493	54.7	MaryHemenway	11	488	44.3
Charles Sumner...	9	439	48.7	Mather.....	17	864	50.8
ChristopherGibson	19	892	46.9	Minot.	6	303	50.5
Comins.....	8	340	42.5	Norcross.....	11	528	48.0
Dearborn.	21	993	47.3	Phillips.....	5	280	56.0
Dillaway.....	12	598	49.8	Phillips Brooks,	15	739	49.2
Dudley.....	16	787	49.1	Prescott	9	384	42.6
Dwight.....	11	538	48.9	Prince	9	391	43.4
Edward Everett ..	10	473	47.3	Quincy	11	603	54.8
Ellot.....	16	724	45.2	Rice	6	259	43.1
Emerson	17	819	48.1	Robert G. Shaw,	6	252	42.0
Everett.....	10	469	46.9	Roger Clap.....	13	678	52.1
Franklin	14	681	48.6	Roger Wolcott..	14	652	46.5
Frothingham	12	560	46.6	Sherwin	11	521	47.3
Gaston	9	523	58.1	Shurtleff.....	7	309	44.1
George Putnam...	9	407	45.2	Thomas N. Hart,	12	595	49.5
Gilbert Stuart....	7	318	45.4	Warren.....	8	354	44.2
Hancock	28	1,169	41.8	Wash. Allston ..	18	842	46.7
Harvard	11	422	38.3	Wells	39	1,848	47.6
Henry L. Pierce..	5	224	44.8	Winthrop.....	6	318	53.0
Hugh O'Brien	13	607	46.7				
Hyde.....	10	492	49.2	Totals	688	32,389	47.1

PRIMARY SCHOOLS.

Semi-annual Returns to June 30, 1903.

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	229	215	444	199	186	385	59	87	334	106	440
Agassiz	8	192	163	355	170	143	313	42	88	285	83	368
Bennett	10	234	172	406	213	151	364	42	89	320	104	424
Bigelow	12	327	246	573	288	210	498	75	87	440	129	569
Bowditch.....	13	345	328	673	308	288	596	77	89	497	156	653
Bowdoin.....	10	270	220	490	232	187	419	71	86	363	113	476
Brimmer.....	6	158	137	295	141	120	261	34	88	239	51	290
Bunker Hill....	10	206	163	369	186	145	331	38	90	298	80	378
Chapman.....	9	242	251	493	206	210	416	77	84	408	94	502
Charles Sumner,	9	228	211	439	199	177	376	63	86	363	95	458
Christ'r Gibson,	19	477	415	892	423	355	778	114	87	739	195	934
Comins	8	190	150	340	160	122	282	58	83	269	68	337
Dearborn.....	21	532	461	993	451	376	827	166	83	713	289	1,002
Dillaway.....	12	287	311	598	252	272	524	74	89	502	104	606
Dudley.....	16	374	413	787	324	351	675	112	86	604	196	800
Dwight.....	11	279	259	538	235	221	460	78	86	420	101	521
Edward Everett,	10	239	234	473	211	199	410	63	87	364	99	463
Eliot.....	16	402	322	724	372	295	667	57	92	511	200	711
Emerson.....	17	447	372	819	390	314	704	115	86	637	169	806
Everett.....	10	217	252	469	184	213	397	72	85	349	116	465
Franklin.....	14	342	339	681	295	292	587	94	86	541	129	670
Frothingham....	12	291	269	560	258	238	496	64	88	447	105	552
Gaston.....	9	260	263	523	230	228	458	65	88	426	94	520
George Putnam,	9	200	207	407	179	182	361	46	89	300	100	400
Gilbert Stuart...	7	155	163	318	136	139	275	43	86	269	60	329
Hancock.....	28	587	582	1,169	524	515	1,039	130	89	838	331	1,169
Harvard.....	11	216	206	422	191	183	374	48	89	358	81	439
Henry L. Pierce,	5	113	111	224	98	93	191	33	85	202	24	226
Hugh O'Brien...	13	390	217	607	348	184	532	75	87	466	140	606

PRIMARY SCHOOLS. — *Concluded.*
Semi-annual Returns to June 30, 1903.

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.					
Hyde.....	10	260	232	492	222	196	418	74	85	364	123	487
John A. Andrew....	12	299	270	569	261	226	487	82	86	467	114	581
Lawrence.....	12	388	163	551	351	146	497	54	90	420	127	547
Lewis.....	12	312	241	553	262	203	465	88	84	461	90	551
Lincoln.....	14	418	286	704	380	250	630	74	89	577	120	697
Longfellow.....	9	182	198	380	156	169	325	55	86	331	50	381
Lowell.....	18	450	410	860	399	351	750	110	87	655	194	849
Lyman.....	14	338	292	630	293	253	546	84	87	536	93	629
Martin.....	8	187	174	361	164	152	316	45	88	278	77	355
Mary Hemenway....	11	254	234	488	216	201	417	71	85	381	118	499
Mather.....	17	470	394	864	408	328	736	128	85	714	146	860
Minot.....	6	157	146	303	135	121	256	47	84	236	60	296
Norcross.....	11	170	358	528	155	317	472	56	89	429	105	534
Phillips.....	5	142	138	280	127	120	247	33	88	196	84	280
Phillips Brooks.....	15	392	347	739	339	291	630	109	85	575	142	717
Prescott.....	9	197	187	384	176	159	335	49	87	303	82	385
Prince.....	9	187	204	391	159	163	322	69	82	333	100	433
Quincy.....	11	335	268	603	285	230	515	88	85	467	124	591
Rice.....	6	152	107	259	135	91	226	33	87	171	86	257
Robert G. Shaw.....	6	141	111	252	120	92	212	40	84	207	52	259
Roger Clap.....	13	339	339	678	298	279	577	101	85	565	103	668
Roger Wolcott.....	14	336	316	652	293	270	563	89	86	547	120	667
Sherwin.....	11	271	250	521	235	218	453	68	87	384	141	525
Shurtleff.....	7	163	146	309	145	129	274	35	89	245	64	309
Thomas N. Hart.....	12	354	241	595	331	222	553	42	93	494	91	585
Warren.....	8	169	185	354	151	163	314	40	89	273	63	336
Washington Allston,	18	438	404	842	393	335	748	94	89	679	164	843
Wells.....	39	933	915	1,848	831	803	1,634	214	89	1,443	369	1,812
Winthrop.....	6	144	174	318	120	142	262	56	82	255	53	308
Totals.....	688	17,007	15,382	32,389	14,947	13,229	28,176	4,213	87	25,488	6,867	32,355

PRIMARY SCHOOLS.

*Number of Pupils in each Class, whole Number, and Ages,
June 30, 1903.*

DISTRICTS.	Third Grade.	Second Grade.	First Grade.	Whole Number.	Five Years and Under.	Six Years.	Seven Years.	Eight Years.	Nine Years.	Ten Years.	Eleven Years.	Twelve Years.	Thirteen Years and Over.
Adams	104	116	220	440	28	114	96	96	58	35	9	3	1
Agassiz	103	130	135	368	15	96	84	90	57	18	5	2	1
Bennett	94	154	176	424	36	88	96	100	64	32	7	....	1
Bigelow	168	159	242	569	49	114	158	119	82	32	8	5	2
Bowditch	189	195	269	653	39	133	164	161	97	45	11	2	1
Bowdoin	98	142	236	476	20	114	118	111	64	32	14	3	....
Brimmer	82	86	122	290	13	61	90	75	39	11	1	....	....
Bunker Hill..	104	107	167	378	36	86	87	89	43	33	4	....	....
Chapman.....	148	140	214	502	26	121	145	116	64	21	9	....	....
Chas. Sumner,	140	169	149	458	28	99	132	104	69	21	2	3	....
Chris. Gibson,	256	306	372	934	72	185	261	221	133	44	9	8	1
Comins.....	84	125	128	337	25	73	92	79	46	14	5	3	....
Dearborn	226	302	474	1,002	34	217	229	233	145	83	43	13	5
Dillaway	167	180	259	606	58	145	157	142	74	26	3	....	1
Dudley	195	250	355	800	54	193	194	163	115	56	20	5	....
Dwight.....	130	137	254	521	42	126	129	123	63	28	7	2	1
Edw. Everett.	119	142	202	463	36	101	136	91	68	20	7	1	3
Elliot	172	225	314	711	69	158	149	135	119	65	16	....	....
Emerson	212	228	366	806	69	205	195	168	99	47	16	5	2
Everett.....	122	131	212	465	30	81	121	117	68	40	7	1	....
Franklin	144	261	265	670	56	170	145	170	89	29	9	2	....
Frothingham..	132	190	230	552	41	138	158	110	72	30	2	1	....
Gaston	162	160	198	520	33	131	141	121	63	20	9	....	2
Geo. Putnam..	104	154	142	400	20	96	95	89	63	27	8	....	2
Gilbert Stuart.	106	91	132	329	30	70	84	85	37	19	3	1	....
Hancock	274	335	560	1,169	93	269	233	223	193	91	31	12	4
Harvard.....	107	166	166	439	54	100	101	103	57	19	5	....	....
H. L. Pierce...	74	61	91	226	14	61	70	57	17	5	1	....	1
Hugh O'Brien,	142	183	281	606	57	118	152	139	87	38	13	2	....

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	Third Grade.	Second Grade.	First Grade.	Whole Number.	Five Years and Under.	Six Years.	Seven Years.	Eight Years.	Nine Years.	Ten Years.	Eleven Years.	Twelve Years.	Thirteen Years and Over.
Hyde	134	162	191	487	38	107	110	109	70	38	14	1	....
J. A. Andrew,	159	191	231	581	59	129	148	131	68	29	12	4	1
Lawrence	133	164	250	547	73	127	125	95	74	41	10	1	1
Lewis	158	191	202	551	29	119	188	125	67	22	1	....	....
Lincoln	178	236	283	697	54	176	186	161	83	23	5	7	2
Longfellow ...	85	98	198	381	49	90	104	88	39	9	2	....	....
Lowell	242	265	342	849	61	176	229	189	113	58	11	10	2
Lyman	96	235	298	629	51	173	197	115	74	15	3	1	....
Martin	86	97	172	355	52	84	70	72	41	29	5	2	....
Mary Hemenway	128	154	217	499	41	98	119	123	63	26	7	2	....
Mather	225	233	402	860	81	222	234	177	99	35	8	4	....
Minot	84	81	131	296	25	76	62	73	43	14	....	3	....
Norcross	142	187	205	534	49	141	129	110	69	23	8	3	2
Phillips	52	111	117	280	20	51	59	66	39	36	9	....	....
P'Pps Brooks..	219	210	288	717	62	167	175	171	88	32	16	4	2
Prescott	116	109	160	385	37	87	85	94	45	26	5	6	....
Prince	125	127	181	433	18	96	110	109	83	9	5	2	1
Quincy	192	156	243	591	50	136	123	158	94	21	8	1	....
Rice	86	91	80	257	11	44	54	62	46	27	11	1	1
Rob't G. Shaw,	80	87	92	259	13	62	70	62	40	7	4	1	....
Roger Clap....	192	187	289	668	96	153	175	141	69	22	10	1	1
Roger Wolcott,	198	181	288	667	68	150	167	162	81	31	4	3	1
Sherwin.....	138	179	208	525	79	99	100	106	79	53	9	....	....
Shurtleff	98	94	117	309	37	71	77	60	45	14	4	1	....
Thos. N. Hart,	166	195	224	585	25	167	166	136	65	23	3	....	....
Warren	96	95	145	336	16	81	91	85	44	17	1	1	....
Washington Allston.....	196	305	342	843	65	160	238	216	127	30	7	....	....
Wells.....	479	568	765	1,812	156	433	451	403	243	112	12	2	....
Winthrop	47	96	165	308	37	71	84	63	37	11	3	1	1
Totals	8,488	10,110	13,757	32,355	2,629	7,409	8,158	7,292	4,393	1,814	481	136	43

KINDERGARTENS.

Semi-annual Returns to June 30, 1903.

DISTRICTS.	Teachers.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	No. under 5 Years.	No. 5 Years and over.	Whole No. at Date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams... ..	2	62	50	112	45	33	78	34	70	55	66	121
Agassiz	3	50	49	99	35	33	68	31	69	54	55	109
Bennett	2	25	29	54	18	22	40	14	74	7	50	57
Bowditch	4	54	57	111	40	41	81	30	73	39	66	105
Bowdoin	3	60	57	117	44	38	82	35	70	58	65	123
Brimmer	2	29	23	52	21	14	35	17	67	32	28	60
Bunker Hill...	1	16	12	28	10	8	18	10	64	20	9	29
Chapman	4	67	54	121	49	34	83	38	69	60	61	121
Chas. Sumner,	4	51	50	101	38	36	74	27	73	43	58	101
Christ'r Gibson	6	84	74	158	67	57	124	34	78	56	105	161
Comins.....	5	76	72	148	56	51	107	41	72	52	96	148
Dearborn	2	27	33	60	17	23	40	20	67	25	35	60
Dillaway	4	58	44	102	44	33	77	25	75	35	66	101
Dudley.....	4	53	43	96	43	32	75	21	78	44	54	98
Dwight.....	4	56	48	104	44	37	81	23	78	45	61	106
Edw. Everett..	2	27	34	61	19	23	42	19	69	9	50	59
Eliot	2	26	33	59	21	26	47	12	80	27	35	62
Emerson	3	46	34	80	37	25	62	18	78	35	53	88
Everett.....	2	22	30	52	15	19	34	18	65	18	33	51
Franklin	2	33	18	51	22	12	34	17	67	26	25	51
Frothingham..	2	30	26	56	24	20	44	12	79	31	26	57
Gaston	2	37	18	55	31	15	46	9	84	27	26	53
Geo. Putnam..	2	30	27	57	23	18	41	16	72	16	39	55
Gilbert Stuart,	3	56	33	89	42	24	66	23	74	47	55	102
Hancock	9	135	160	295	105	126	231	64	78	109	180	289
Harvard	2	22	27	49	16	20	36	13	73	26	24	50
H. L. Pierce ..	2	23	23	46	17	13	30	16	65	26	44	70
Hugh O'Brien,	2	29	20	49	24	18	42	7	85	13	39	52
Hyde.....	2	25	34	59	18	25	43	16	73	35	29	64
J. A. Andrew,	2	30	28	58	23	20	43	15	74	17	45	62

KINDERGARTENS. — *Concluded.*

DISTRICTS.	Teachers.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	No. under 5 Years.	No. 5 years and over.	Whole No. at Date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Lawrence.....	4	60	44	104	46	30	76	28	73	63	42	105
Lewis.....	3	34	46	80	25	32	57	23	70	20	55	75
Lincoln.....	2	36	20	56	27	14	41	15	73	27	30	57
Longfellow ...	2	26	31	57	20	26	46	11	81	35	23	58
Lowell.....	6	85	76	161	58	51	109	52	68	78	85	163
Lyman.....	7	109	100	209	77	68	145	64	69	81	121	202
Martin.....	2	21	34	55	15	24	39	16	71	25	30	55
Mary Hemen- way.....	2	26	31	57	18	21	39	18	68	18	42	60
Mather.....	2	38	20	58	29	14	43	15	74	17	40	57
Minot.....	2	25	27	52	18	17	35	17	67	12	40	52
Norcross.....	2	24	28	52	20	22	42	10	81	35	18	53
Phillips.....	2	24	29	53	20	24	44	9	83	10	43	53
PhillipsBrooks	4	57	57	114	46	43	89	25	78	57	52	109
Prescott.....	2	27	24	51	20	18	38	13	74	18	38	56
Prince.....	2	19	41	60	16	30	46	14	77	29	45	74
Quincy.....	4	63	47	110	44	34	78	32	71	68	42	110
Rice.....	2	26	27	53	19	19	38	15	72	19	36	55
Robert G. Shaw	3	34	38	72	21	22	43	29	60	35	42	77
Roger Wolcott,	4	52	55	107	36	39	75	32	70	51	60	111
Sherwin.....	4	62	47	109	49	36	85	24	78	40	66	106
Shurtleff.....	1	30	30	60	24	23	47	13	78	27	36	63
Thos. N. Hart,	4	70	39	109	59	33	92	17	84	38	73	111
Warren.....	3	45	48	93	33	35	68	25	73	29	62	91
Washington Allston.....	6	86	80	166	67	60	127	39	77	47	124	171
Wells.....	6	84	88	172	66	65	131	41	76	71	98	169
Totals.....	170	2,502	2,347	4,849	1,881	1,696	3,577	1,272	74	2,037	2,921	4,958

DISTRIBUTION OF PUPILS IN RESPECT BOTH

GRADES.		Under 4 Years.	4 Years.	5 Years.	6 Years.	7 Years.	8 Years.	9 Years.
Latin Schools.	All Grades ... {	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.	Ninth Grade .. {	Boys.						
		Girls.						
	Eighth Grade. {	Boys.						
		Girls.						
	Seventh Grade {	Boys.						3
		Girls.						
	Sixth Grade .. {	Boys.						28
		Girls.					1	29
	Fifth Grade... {	Boys.					22	314
		Girls.					32	353
	Fourth Grade. {	Boys.				7	294	1,328
		Girls.				11	321	1,307
	Ungraded {	Boys.					5	52	126
Girls.						2	22	86
Totals					25	744	3,574	
Primary Schools.	Third Grade .. {	Boys.			6	351	1,563	1,425
		Girls.			12	305	1,512	1,385
	Second Grade. {	Boys.		2	543	2,065	1,673	730
		Girls.		5	480	1,995	1,543	565
	First Grade... {	Boys.	10	1,400	3,376	1,801	539	171
		Girls.	17	1,195	2,992	1,581	462	117
	Totals		27	2,602	7,409	8,158	7,292	4,393
Kinder- gartens.	All Classes.... {	Boys.	120	947	1,276	206	11	
		Girls.	111	859	1,192	220	16	
	Totals		231	1,806	2,468	426	27	
Totals by Ages ...		231	1,833	5,070	7,835	8,210	8,036	7,967

TO AGE AND TO GRADES, JUNE 30, 1903.

10 Years.	11 Years.	12 Years.	13 Years.	14 Years.	15 Years.	16 Years.	17 Years.	18 Years.	19 Years and over.	Totals.
.....	2	16	45	73	110	106	72	53	31	508
.....	.....	12	25	48	66	61	38	39	26	315
.....	2	28	70	121	176	167	110	92	57	823
.....	.....	.....	.....	.....	.....	4	16	39	47	106
.....	.....	.....	.....	.....	.....	18	48	77	95	238
.....	.....	.....	.....	4	11	82	118	126	73	414
.....	.....	.....	.....	1	18	115	217	165	63	579
.....	.....	.....	.....	17	91	177	159	75	40	559
.....	.....	.....	1	29	140	237	235	96	37	775
.....	.....	2	33	177	274	265	147	40	12	950
.....	.....	1	33	190	392	391	161	52	17	1,237
.....	.....	3	67	418	926	1,289	1,101	670	384	4,858
.....	.....	46	270	627	581	304	64	9	.....	1,901
.....	.....	38	275	690	658	334	87	16	.....	2,098
2	53	287	666	765	394	101	10	3	.....	2,281
3	31	293	688	759	429	129	23	3	.....	2,358
36	296	827	946	589	220	32	2	1	.....	2,952
46	343	965	975	564	211	39	10	.....	.....	3,153
308	978	1,101	771	283	66	22	2	.....	.....	3,559
297	1,007	1,093	745	288	64	12	4	1	.....	3,541
1,178	1,228	804	418	151	26	3	.....	1	.....	4,145
1,107	1,189	705	365	98	17	5	.....	.....	.....	3,871
1,408	875	429	197	60	8	3	.....	.....	.....	4,609
1,310	643	317	112	38	7	1	.....	1	.....	4,068
260	271	236	185	73	16	6	.....	.....	.....	1,230
183	205	188	155	67	13	4	.....	.....	.....	925
6,138	7,119	7,329	6,768	5,052	2,710	995	202	35	.....	40,691
756	202	47	14	.....	.....	.....	.....	.....	.....	4,364
598	178	56	18	.....	.....	.....	.....	.....	.....	4,124
209	39	12	5	.....	.....	.....	.....	.....	.....	5,278
183	44	15	2	.....	.....	.....	.....	.....	.....	4,832
34	8	3	1	.....	.....	.....	.....	.....	.....	7,343
34	10	3	3	.....	.....	.....	.....	.....	.....	6,414
1,814	481	136	43	.....	.....	.....	.....	.....	.....	32,355
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,560
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,398
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,958
7,952	7,602	7,496	6,918	5,591	3,812	2,451	1,413	797	441	83,685

EVENING SCHOOLS.

October, 1902— March, 1903.

HIGH AND ELEMENTARY.

SCHOOLS.	Number of Sessions.	Whole Number Registered.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils to a teacher, exc. Principal.
			Men.	Women.	Total.		
High.....	122	3,082	773	723	1,496	* 27	28
High, Charlestown Branch....	117	770	211	215	426	9	26
High, East Boston Branch.....	73	373	73	66	139	7	24
Bowdoin.....	87	403	.....	184	184	13	16
Comins.....	112	543	99	49	148	11	14
Dearborn.....	107	380	50	40	90	7	15
Ellot.....	122	1,996	494	.....	494	32	15
Franklin.....	122	917	160	171	331	23	15
Hancock.....	122	395	.....	195	195	14	14
Lincoln.....	107	166	46	29	75	6	13
Lyman.....	107	453	75	50	124	9	16
Mather.....	107	243	45	17	62	6	12
Norcross.....	111	606	90	66	156	12	13
Quincy.....	112	600	117	58	175	12	15
Warren.....	117	315	97	54	151	11	15
Washington Allston.....	107	305	67	28	95	7	15
Wells.....	119	1,550	217	50	267	18	15
Totals.....	1,871	13,157	1,614	2,004	4,618	224	22

* Each teacher was in charge of two classes, one of which met on Monday, Wednesday, and Friday evenings, the other on Tuesday and Thursday evenings.

EVENING DRAWING SCHOOLS.

October, 1902—March, 1903.

SCHOOLS.	Number of Sessions.	Whole Number Registered.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils to a Teacher, exc. Principal.
			Men.	Women.	Total.		
Charlestown	66	214	70	7	77	7	13
Columbus avenue.....	66	282	129	1	130	6	26
East Boston	66	135	69	6	75	5	19
Roxbury.....	66	282	92	17	109	6	20
Warren avenue.....	66	239	43	33	76	5	19
Special Class in Design.....	65	121	17	14	31	2	31
Totals.....	395	1,273	420	78	498	31	20

SCHOOL DOCUMENT NO. 8—1903.

ANNUAL REPORT

OF THE

COMMITTEE ON THE HORACE MANN SCHOOL.



BOSTON
MUNICIPAL PRINTING OFFICE
1903



REPORT.

IN SCHOOL COMMITTEE, BOSTON,
November 24, 1903.

The Committee on the Horace Mann School submit their annual report as follows :

On the opening day of the last school year, September 10, 1902, there were enrolled one hundred and eighteen of the pupils of the preceding year — sixty boys and fifty-eight girls. During the year twenty-six new pupils were admitted and nine left, making a total at the close of the year, in June, 1903, of one hundred and thirty-five. Eighty-six of these were residents of Boston and forty-nine came from surrounding towns. That more than half of the pupils of the school came from suburban places is a significant fact to the credit of the city, the school, and the home ; to the city, in its successful effort to have a day school for the deaf on a plane with its other public schools ; to the school, in that through the service of steam and electric cars, it is within easy reach of suburban children ; and to the home, in that it keeps before the eye the close relation between school and home, which only day school can fully foster. In realizing this, parents of deaf children in suburban towns have begun, as a recent writer upon education has said, “to recognize the immense educational significance of home life, and to look at their homes from the educational point of view ; to understand that they are the first teachers, and that when the child goes from home to the school it does not go to a foreign and alien atmosphere.” They endorse what was said at the Convention of the National Educational Association, held in Boston last July, that though in many cases the State could provide better things for the child than he could get at home, that though often exceptional children could only be educated by special institutions, yet it was “really important, where

feasible at all, that the young child should remain at home, and that provision for instruction exist within convenient distance for attendance upon school." That this instruction can be so effectively obtained in the Horace Mann School is a cause for gratitude.

In addition to following the Primary and Grammar School courses of study outlined for the other public schools, a carefully arranged plan of manual work provides training for the eye and hand from the lowest primary grade to the upper grammar grades. This manual work consists of paper folding, cardboard construction and sloyd work. The work in drawing, sewing, and cookery has been that of progress and new endeavor. Those who attended the school exhibits during the year realize what conscientious, faithful effort has been made throughout the school by both teachers and pupils. This was more fully exemplified in the exhibit during the week of the National Educational Association in July when specimens of various language and other lessons were displayed in the rooms of the primary and grammar departments. At this time the charm of hospitality was indirectly, though most effectively, taught by the reception of hundreds of guests in the artistically decorated assembly hall of the school. There the American Association to Promote the Teaching of Speech to the Deaf (Dr. Alexander Graham Bell, President) received its members and other friends of the school. There the Boston Parents' Education Association for Deaf Children (an organization born under the wing of the school) entertained guests in attendance at the convention and opened the way for the spread of inspiring ideas and kindly feeling. That the outside world might know still further of the school, as well as of the history and progress of the articulation method which governs it, this Association published and gave to the public during the year a unique, attractive booklet, entitled "An Offering for the Deaf." This generous act, as a supplement to the work of the

School Committee, in keeping the Horace Mann School loyal to the best results of speech methods cannot be over-estimated; for it is still the opinion of the wise, far-seeing mind that it is only through education in speech as especially taught and enforced in this and other schools that the deaf, as a whole, become truly allied to the great average people. This is perhaps no better illustrated than by the sight of graduates from these schools going to schools and colleges for hearing students. Interesting reports have come to your committee from teachers who have received such into their care. One, in writing to the principal of this school, of three boys who had gone from it to a high school, says: "Altogether you have reason to be very proud of the record which the boys have made this year. . . . They certainly deserve great credit for the manner in which they have conducted themselves." Of one preparing for the Technology Institute examinations, she says, "he will pass well in everything."

Others than those immediately connected with the work are valuing the Horace Mann School, as seen by the legacy of one thousand dollars left it during the year by the late Elizabeth Lewis. Recognition has also come from out of the State, the school having received as a gift the Century Dictionary (ten volumes and a bookcase) from leading residents of a New Hampshire town, in appreciation of what Miss Fuller and the special teacher of articulation had done in behalf of an adult inhabitant during a vacation. The cause of good citizenship as well as individuals is thus benefited by the wise use of principles inaugurated and faithfully carried out in the Horace Mann School.

Respectfully submitted,

ANNA BARROWS, *Chairman*,
JOHN A. BRETT,
MARY A. DIERKES,
DANIEL S. HARKINS,
WILLIAM T. KEOUGH.

APPENDIX.

EXTRACT FROM REGULATIONS OF THE BOSTON SCHOOL COMMITTEE PERTAINING TO THE HORACE MANN SCHOOL FOR THE DEAF.

SECTION 298. 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. 299. Pupils over five years of age are admitted in accordance with the provisions of the Revised Laws, Chap. 39, Sect. 19, viz. :

The Governor may, upon the request of the parents or guardians and with the approval of the Board [State Board of Education] send such deaf persons as he considers proper subjects for education for a term not exceeding ten years, but, upon like request and with like approval, he may continue for a longer term the instruction of meritorious pupils, recommended by the principal or other chief officer of the school of which they are members . . . to the Horace Mann School. . . .

No distinction shall be made on account of the wealth or poverty of such children or their parents. No such pupil shall be withdrawn from such institutions or schools except with the consent of the authorities thereof, or of the Governor; and the expenses of the instruction and support of such pupils in such institutions or schools, including their necessary travelling expenses, whether daily or otherwise, shall be paid by the Commonwealth; but the parents or guardians of such children may pay the whole or any part of such expense.

SECT. 300. 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 XVI., so far as applicable, are to be enforced in this school.

SECT. 301. Pupils who have completed the course of study to the satisfaction of the Board of Supervisors shall be entitled to a diploma.

SECT. 302. 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.

TERMS OF ADMISSION.

Any deaf child over five years of age, not mentally or physically disqualified, is entitled to admission. No pupil who has not been duly vaccinated will be admitted except upon presentation of a certificate signed by a registered physician designated by the parent or guardian, that the physician has at the time of giving the certificate personally examined the child and that he is of the opinion that the physical condition of the child is such that his health will be endangered by vaccination.

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. 178 Newbury street, or at the office of the Secretary of the State Board of Education.

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 second Wednesday in September, and ends during the week preceding the Fourth of July, but pupils are admitted at any time.

Communications and letters may be addressed to the Principal, Miss Sarah Fuller, No. 178 Newbury street, Boston.

SCHOOL DOCUMENT NO. 9—1903

REPORT

OF THE COMMITTEE ON

EXTENDED USE OF SCHOOL BUILDINGS

ON

EDUCATIONAL CENTRES

AND

VACATION SCHOOLS



BOSTON :
MUNICIPAL PRINTING OFFICE
1903

IN SCHOOL COMMITTEE, BOSTON, May 12, 1903.

Ordered, That the Committee on Extended Use of School Buildings are hereby authorized to submit a report to this Board in print.

Attest:

THORNTON D. APOLLONIO,

Secretary.



A NEGLECTED OPPORTUNITY.



AN EDUCATIONAL CENTRE.

REPORT.

IN SCHOOL COMMITTEE,

BOSTON, December 8, 1903.

The appointment of this Special Committee on the Extended Use of Schools grew out of the idea that the modern fireproof school building, perfectly equipped and costing from \$100,000 to \$300,000, and often standing on land costing several dollars a square foot, constituted an educational plant, paid for out of the public moneys and existing only for the public good, from which the citizens of Boston were not receiving the benefit they ought to expect.

The great majority of our school-houses have stood empty and useless nineteen hours out of every twenty-four, besides in the vacation period remaining with locked doors during the entire twenty-four hours. It is not, however, an object to use the schools solely for the sake of a more complete utilization of the fifteen million dollars invested in the city's school plant, unless the occupation of these buildings can be made a real advantage to the people of the neighborhood.

This committee did not think it best to stop too long to theorize about the uses to which an empty school building could be put, but rather that it was better to take several of these buildings, in use only for the few hours of the day school, and after introducing the necessary fixtures for lighting, ascertain if the people of the neighborhood would be glad to come into the school building and avail themselves of the opportunities for instruction and improvement there offered.

With this end in view, Educational Centres were first opened April 14, 1902, in the Lowell School, Jamaica Plain, and May 6, 1902, in the Hancock School, at the North End.

After these schools had been running a short time it was decided to open, January 5, 1903, a South Boston Educational Centre in the Bigelow School, and on October 26, 1903, an East Boston Educational Centre was opened in the Chapman School. An Educational Centre has just been opened also (November 16, 1903) in the crowded West End District, at the Mayhew School.

The work of these five Centres has been of the same general character, and it is necessary to describe in detail only one of the five.

For this purpose, we select the South Boston Educational Centre, because it is the largest, and contains practically every feature of all the other Centres. This Centre opened, under the guidance of Mr. Michael E. Fitzgerald as principal, January 5, 1903. It was kept open during the first season for twelve weeks, closing April 2, 1903. The Centre began with a registration of 810. From the first night until the school closed the registration was constantly gaining, until at the end of the twelve weeks' term it had reached 4,384.

The week was divided into two parts, one set of people coming Tuesdays and Thursdays, and the other Mondays, Wednesdays, and Fridays. In this way the opening registration of 810 gave a maximum possible attendance of 405 each night, except perhaps for a few who came every evening for the sake of taking two courses.

Within a few weeks after opening the building was filled to the limit of its capacity, there being present a thousand members each evening, this, under the dual system of classes, meaning that two thousand people of the neighborhood were attending the Centre every week.

The Centre began with a single class in dressmaking, but the facilities had to be increased immediately, and toward the close four separate dressmaking classes were maintained, the rooms being crowded every evening. In fact, it has not been an unusual thing to go into one of the dressmaking rooms



STEAM ENGINEERING CLASS IN SCHOOL HALL.



STEAM ENGINEERING CLASS IN SCHOOL BOILER ROOM.

and find the seating capacity of fifty-six exhausted, so that some of the members of the class were standing.

In like manner, it was necessary to increase the instruction in millinery until at the end there were four classes.

The same increase was noted in the class in embroidery.

In cookery, the number given instruction was only limited by the capacity of the school kitchen. One night a week this room was devoted to a large and enthusiastic class of married women.

A successful class in bookkeeping for men and women was conducted.

For the first time, at least in the history of our Boston schools, except for the class started a short time previously in the Lowell Centre, classes intended expressly to fit for civil service examinations were opened. These proved very successful and popular, and were joined by some two hundred men.

In stenography there were two elementary classes and one speed class, composed almost entirely of young men and women working in commercial establishments during the day.

Four carpentry classes for men were conducted in the two manual training rooms. Two of these classes were for beginners and two for advanced pupils.

A successful class in mechanical drawing and drafting, made up of men drawn from a variety of trades, met three times a week.

On Thursday evening, November 5, of this year, a class in steam engineering, under Mr. P. H. Hogan, superintendent of the steam-engineering department of the Institute of Technology, was opened. Most of the members of the class are already steam engineers, but they are anxious to avail themselves of this chance to increase their knowledge. The work is divided between lectures in the school hall and practical demonstrations with the school boilers, pumps, and ventilating engine in the basement. Nearly one hundred men

were present the first night. As this number at the third meeting has already grown to one hundred and twenty-five, it has become necessary to divide the class.

A reading-room, furnished by the aid of the Boston Public Library, with technical books and magazines, has been thrown open recently, and is already much used by the men of the neighborhood.

Study-rooms were opened for the children of the two upper grades of the grammar school, and some two hundred children of the district have been glad to avail themselves of the opportunity to study their home-lessons under the supervision of a teacher in a well-lighted, heated, and ventilated room. The objection has been raised that some children might perhaps inform their parents that they were going to attend one of these study-classes and then spend the evening elsewhere. The experienced teachers of these classes, who are all asked to, and in fact do, take a personal interest in each pupil, can probably ascertain from a child who is frequently absent the true explanation of these absences; but in order to remove the last possibility of doubt on this subject, each child joining a study-class is given a card with a blank space for each evening, and each time the child attends the teacher punches the blank space representing that evening with a peculiar punch, and at suitable periods this card is taken home and shown to the parents, and brought back with the signature of one of the child's parents. The Mosely Commission, in visiting the South Boston Centre, spoke highly of the work of the whole school, but were especially warm in their commendation of these study-rooms, saying that it was evident that much good was being accomplished for these children, and that when they returned to England they should try to introduce these evening study-rooms into the schools of the larger English cities.

The gymnasium of the school has also been utilized five evenings a week by classes of young men or young women drawn from the neighborhood.



GYMNASTIC CLASS.



GYMNASIUM CLASS.

A new feature introduced this year consists of several short courses of study lectures in the halls of these Educational Centres on various subjects. In the South Boston Centre a successful literature course has just been completed by Mr. Bernard M. Sheridan of Lawrence. The course comprised the leading American poets. Passages from the works of the poets were read and discussed, and Mr. Sheridan also gave a general sketch of the works and life of each poet. The members of the class were encouraged to read the works of the author under consideration between the meetings of the class.

Professor Barton of the geological department of the Institute of Technology has kindly consented to give a course in geology and is now giving a well-attended series of talks on this subject, with especial reference to the geological history of Boston and the adjoining territory.

Mr. Martin of the Board of Supervisors also has agreed to begin soon a course on civil government.

It is an inspiring sight on any evening during the term to approach the school building and see the light streaming from every window, and to realize that if the visitor had come upon it but a short time before he would have found it standing blank and dark, with doors locked and without even the fixtures in the building to render lights possible. In order to see all the work carried on at the school it is necessary, first, to enter the basement, where one's ears are greeted with the busy sound of saw and plane and hammer issuing from the elementary and advanced woodworking-rooms. Then in going from one to another of the twenty-four rooms, each filled with its throng of busy and interested people, the visitor can pass an inspiring and enjoyable evening. Not the least agreeable moment is the sensation experienced when, after going into all these different rooms, the visitor enters the school hall at the top of the building and finds there a hundred and fifty or more young people singing with the greatest interest and evident delight the Soldiers' Chorus or the Village Blacksmith.

Mr. Fitzgerald, having been appointed Master of the Christopher Gibson District since the close of last winter's term, felt, much to the regret of this committee, that his new duties rendered it impossible for him to continue to act as Principal of the South Boston Centre. Accordingly the Superintendent appointed Mr. Frank V. Thompson as Principal of the Centre, and it is impossible to imagine how a better successor to Mr. Fitzgerald could have been found. The energy and sound judgment which Mr. Thompson has displayed in carrying forward the work so ably begun by Mr. Fitzgerald has been most rare and deserves the utmost encouragement and the highest commendation of the School Board.

The work at the North End Educational Centre was carried on last winter by Mr. Lewis H. Dutton, master of the day school. This winter the work is under the direction of Mr. Irving M. Norcross, one of the sub-masters in this district. The work is on the same general lines as in the South Boston Centre, except that the Hancock School, being a school for girls, has perhaps naturally gathered mostly young women. There are excellent classes in sewing, millinery, embroidery, basketry, and cooking.

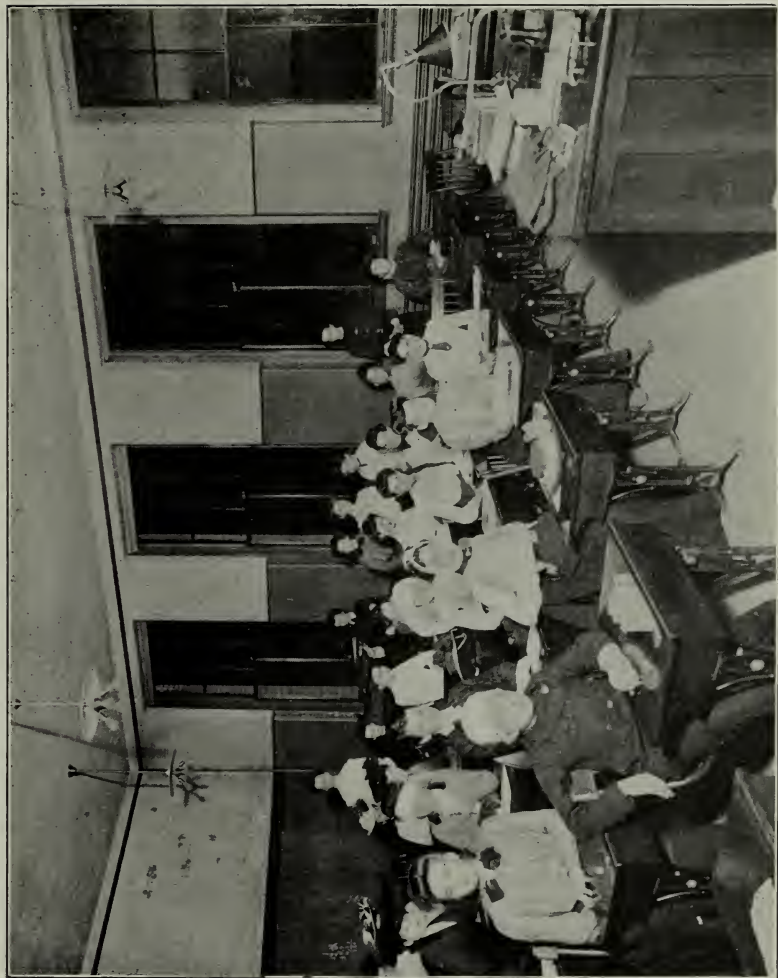
In addition to most of the South Boston courses given at the Centre, two rooms are filled with people taking their first lessons in the English language and, with the consent of the Evening School Committee, several rooms of the building are also devoted to classes taking a general study course.

In the hall, last winter, Mr. Benjamin J. Hinds conducted a highly successful violin class of young boys gathered from the neighborhood.

In this connection, it is a pleasure to note that Mr. Dutton was the first to appreciate the usefulness to the children of his district of throwing open two or three rooms in his building in the evening where, under the supervision of a teacher, in a quiet, well-warmed and well-lighted room the children of the day schools could study their lessons for the



COOKERY CLASS.



CLASS IN HYGIENE AND HOUSEKEEPING.

next day. And it should be gratefully remembered that, when this committee came into existence it found Mr. Dutton, in the same spirit which has always prompted him in his work for the children of the North End, voluntarily, and without thought of recognition or compensation quietly maintaining, with the aid of his teachers, evening study-rooms in the Hancock School.

In the North End Centre the Lowell Institute has agreed to begin this year the interesting experiment of supplementing its rather highly technical lectures given at Huntington Hall, in the Institute of Technology, by conducting for the first time in its history three courses of lectures in the heart of one of the crowded districts of the city. These lectures, though elementary in character, will be given by eminent men, and it will be interesting to see to what extent the people of the North End appreciate this great opportunity.

The work in the Roxbury-Jamaica Plain Educational Centre is carried on in the Lowell School under the supervision of Mr. Edward P. Sherburne, its master. Classes were established in dressmaking, embroidery, millinery, cooking, drawing, preparation for civil service examinations, and wood-working. Mr. Sherburne also obtained some simple gymnastic apparatus for his corridor, and carried on a most excellent class in gymnastics, which was well attended by the young men of that locality.

It is a pleasure to note, also, that Mr. Sherburne, although, like Mr. Dutton, occupying the independent position of master of a district, took the utmost possible interest in the work; and this spirit is the more pleasant because it is evident that the idea of thus extending the power and usefulness of the schools has not as yet struck an altogether responsive chord in the hearts of a considerable number of the masters.

It is early to speak in detail about the East Boston school, which is being carried on by Mr. Herbert L. Morse as principal, except to say that it opened October 26, 1903, and

that on the first night when the doors were thrown open 700 people, chiefly adults, entered the building. As this was a much greater number than was expected, it became necessary to close the doors and turn away several hundred people anxious to become members of the Centre. At the end of the first week the registration reached 1,800. The people registering are divided, as in the case of the other schools, into two separate sets for the different evenings of the week. The attendance on the fourth and fifth nights after the school was opened was in excess of 700 for each of these evenings, and it seems clear that the school will start off the second week with an actual attendance of not less than 1,400, divided between the Monday, Wednesday, and Friday, and the Tuesday and Thursday sessions.

Inasmuch as the first work of these Centres was begun barely a year ago, it is, of course, still undergoing development. The experience secured and the more accurate knowledge of the needs and wishes of the people of the locality, have already led to modifications and additions to the programme and doubtless will lead to further modifications in the future. Several new courses are now under consideration.

Apart from the study-rooms, where the boys and girls in the upper grades of the day school study their lessons for the next day, the Centres are composed practically wholly of people who up to the time the Centre was opened had ceased their schooling, and who, for the most part, unless kept at home by household duties, are working during the day.

One of the characteristics of these Educational Centres which has been most remarked upon by many of the hundreds of visitors since they were opened is the general atmosphere of friendliness which pervades all the rooms. The people of the neighborhood seem to realize that not only are the intellectual advantages of the school at their disposal, but beyond this there is a warm and friendly welcome await-



CARPENTRY CLASS.



MECHANICAL DRAWING CLASS.

ing each person who enters the building. In the rooms where conversation is possible, such as the dressmaking and millinery rooms, for example, the members of the class carry on a neighborly chat with each other whenever the teacher is not addressing the class as a whole. It is pleasant, when the closing hour comes, to see the members of the school, reluctant to leave the building, lingering about the rooms and halls conversing with each other. Not only has this atmosphere been commented upon repeatedly by visitors, but the same thing has been indicated in many other ways. One young woman recently made the remark to the principal of one of the Centres that she had been living in the locality for more than a year, supporting herself by working in the city during the daytime and living by herself in a small room, and up to the time the Centre opened she had been leading a lonely life without a friend, but as a result of attending one of the millinery classes at the Centre she now had many good friends. Numberless other interesting incidents connected with the work of the Centres might be related if there were space. For instance, the principal at one of the Centres found that two of the young women who had attended his dressmaking class were married in dresses which they had learned to make, and in fact had made, at the Centre. It is interesting to note that these young ladies also took the course in cooking. The resident physicians, clergymen, and others having occasion to be familiar with the lives of the people have repeatedly spoken of the good effect which they saw resulting from the establishment of a Centre in their locality.

The city for many years has maintained a regular system of evening schools teaching chiefly academic subjects. These schools are of the highest importance and utility. It has been feared by some that the membership of these neighborhood Centres would be drawn from these evening schools, but the evidence is clear that there has been no net loss in the attendance at the regular evening schools.

For example, in South Boston, for many years before the Centre opened, there were two regular evening schools, the Lincoln and the Norcross. The Lincoln and Norcross had a combined average attendance during the year *before* (1901-2) the South Boston Centre opened, of 225; in the year *after* (1902-3) the Centre opened, of 231 (see School Document No. 10, 1902, p. 22, and No. 7, 1903, p. 22, "Semi-annual Statistics Boston Public Schools"). The average nightly attendance at the South Boston Educational Centre was nearly 1,000, and it is clear that this number represents a clear gain in school attendance for South Boston. The attendance at the South Boston Centre this year has already reached practically 1,000 per evening, and the three regular local evening schools, including the new South Boston Evening High School, started this year, have a total average attendance, to November 1, of 552, divided as follows: South Boston High, 305; Norcross, 162; Lincoln, 85. In this connection, it may also be noted that both last year and this year the regular evening schools were well under way in South Boston before the Centre was opened. The fact is that while many young people are willing to attend the regular evening schools, the test of a long series of years shows that they form but a very small percentage of those who can be drawn into the school buildings of an evening if an effort is made to give them subjects which apply more closely to their homes and their daily tasks.

The total combined attendance of all the fourteen regular elementary evening schools in the entire City of Boston for the year 1902-3 was 2,557 (see School Document No. 7, 1903, page 22), and the nightly attendance at the Educational Centres this coming winter, when all five have been opened, will probably nearly reach this total, and this result will be reached without lessening the number attending these fourteen schools.



BOYS' STUDY CLASS.



GIRLS' STUDY CLASS.

VACATION SCHOOLS.

By resolution of the Board last year the Special Committee on Vacation Schools was discontinued, and the care of these schools was given to this committee.

The work in the main has followed the lines well established by the experience of previous years. Mr. Edward P. Sherburne, who had successfully supervised these schools for several years, resigned, much to the regret of this committee, because, after conducting these schools for several successive summers, he desired a more extended rest after his winter's work, and also because he had undertaken some very arduous duties in connection with the Convention of the National Educational Association. Mr. Lewis H. Dutton was appointed to take Mr. Sherburne's place, but owing to ill health was unfortunately obliged to reconsider his acceptance and give up the task. Mr. Michael E. Fitzgerald was then appointed by the Superintendent to the position of Director of the Vacation Schools.

The Director and this committee were very seriously embarrassed in taking up the work, because the School Committee decided only at the last moment that it was possible to make an appropriation for its conduct. A great deal of preparatory work must be done before the schools open, and it is highly essential that hereafter the Director of the Vacation Schools should be appointed as early as January or February, instead of in June, as was the case this year.

The committee also found itself much hampered by the fact that the appropriation this year was but \$10,150, whereas last year the cost of the Vacation Schools amounted to \$10,892.90, while at the same time the committee found itself confronted with a fifty per cent. increase in the number of children to be cared for. Average attendance, schools and playgrounds, 1902, 4,103; 1903, 6,067.

Vacation Schools were maintained in East Boston, Charlestown, the North End, West End, South Boston, Roxbury, Brighton, and Dorchester. Each master was urged to appoint only such teachers as were strictly necessary for the efficiency of his school, and he was further urged to use the utmost care in selecting capable teachers, so that the very best results might be obtained. In this way the number of pupils per teacher was raised 33 per cent. (from 21, which had been the average during 1902, to 28). That this result was reached without diminishing the interest of the pupils in their work seems clear, because the percentage of attendance, based on the total enrolment, which for the preceding year was 39, increased this last year to 43.

In like manner the most rigid economy in the use of supplies was required. Thus the cost per pupil per week, which, in the summer of 1902, was \$0.44 was reduced in the summer of 1903 to \$0.33, a reduction of 33 per cent. In spite of all these precautions it was found that the great increase in daily attendance, coupled with the decrease in the appropriation, made it necessary to cut one week off the usual term of the schools.

An entirely new, and we think important, departure was made this year, and consisted in taking whole classes of boys or girls to the nearest public bath, and there, with the assistance of a competent instructor, giving them lessons in swimming. Such instruction in swimming was given the older children in the East Boston, the South Boston, and the Charlestown schools. This committee believes that the acquirement of proficiency in swimming not only is important as tending often to save life, but that it also constitutes a healthy, physical, and mental training for a child, and is very properly a subject for summer school instruction. This work was rendered possible by the kind coöperation of the City Bath Commission in reserving the neighboring public baths at certain hours for the school children, and this com-



EMBROIDERY CLASS.



MILLINERY CLASS.

mittee desires especially to acknowledge its indebtedness to Mr. Thomas J. Lane, the Chairman of the Commission, for his interest and coöperation in this matter.

As a result of the year's experience, the committee recommends that a primary school and playground be opened in the Emerson District, East Boston; that an additional Vacation School be opened in the South End; and believes it will probably be wise another year to discontinue the Aaron Davis School or transfer it to the Comins School.

The report of the Director and of the Principal of each school is appended.

A table is given at the close of this report showing the registration at each school, the average daily attendance, the percentage of attendance, the number of teachers, and the average number of pupils to a teacher; also the total expenditures for the term, and the average cost per pupil per week. And these same figures, so far as there is any record, are given for the Vacation Schools of the preceding year.

These schools certainly ought to be considered a part of the established system of education of the City of Boston. It will be a long step backward if the School Committee through lack of funds is ever obliged to give up the Vacation Schools. Any person who will stop to think how desperately long and tedious a hot summer day is to a child in one of the crowded sections of our city cannot help appreciating the great need of these schools. In the outlying suburban districts the schools are undoubtedly useful, but in the congested portions of the city they ought to be considered an absolute necessity.

While the same general plan was followed in all the schools, in nearly all of them the individuality of the master made itself known and felt.

In the Brighton district, under the charge of Mr. Charles F. Merrick, there was conducted a very highly organized and

successful school with a high average percentage of attendance. The work of the pupils in the various departments was particularly good, and the spirit and discipline was most excellent.

The Roxbury district was under the charge of Mrs. Caroline F. Cutler. There was a marked increase in the attendance over the preceding year, and a noticeable decline in the expense per pupil, both for teaching and for supplies.

The West End School was in charge of Mr. Edwin F. Kimball. This school did excellent work. Mr. Kimball showed marked energy and efficiency, and under his direction the school doubled in size. He introduced several novelties, which are worthy of being imitated another year in other schools.

In the North End the school was under the direction of Mr. Benjamin J. Hinds. The work was satisfactory in every particular, and received many commendations from visitors.

The East Boston School, under the direction of Mr. Charles C. Haines, showed an increase in registration and also in daily attendance. This committee thinks that a noticeable feature of the school was a happy combination of what it conceives to be the true vacation-school spirit, which can perhaps be described as a combination of happiness and work, with all the time perfect control. The number of pupils per teacher, which in this school during the preceding year had been rather low, showed a marked improvement.

The results achieved and the general plan of organization of the Charlestown school, under the direction of Mr. Edward F. O'Dowd, were gratifying. The percentage of attendance noticeably increased, and the number of pupils per teacher was entirely satisfactory. Several features of the school were particularly commendable.

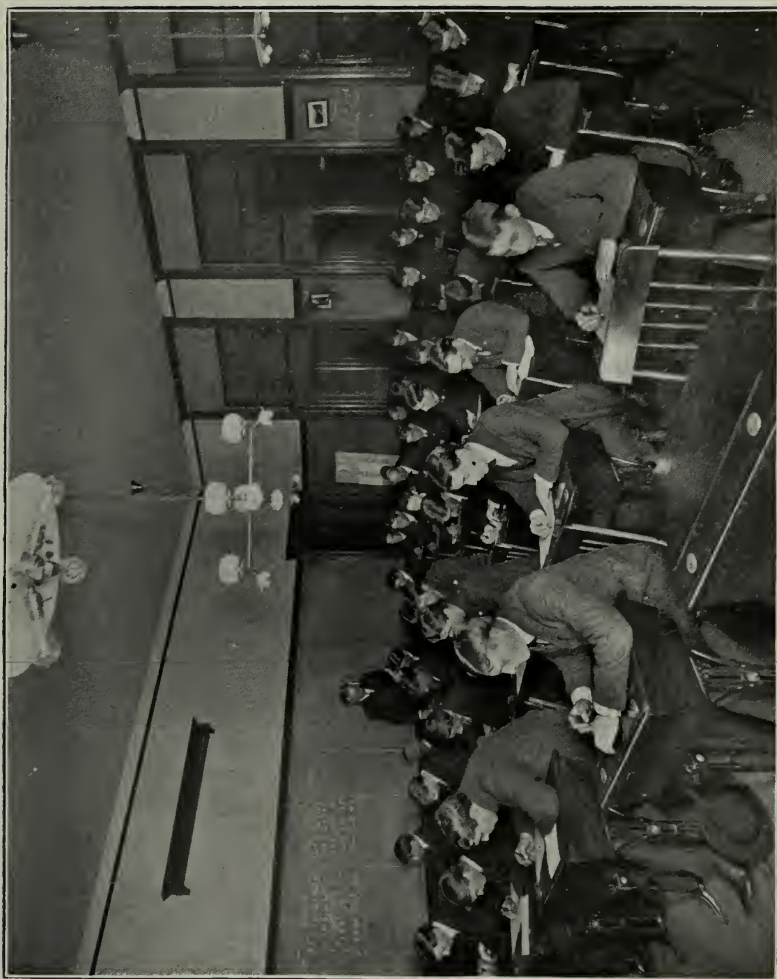
The South Boston School was under the direction of Mr. John J. Sheehan, who showed great energy and interest in his work, and under his guidance the average daily attendance of the school increased from 1,038 for the preceding year to 1,360 for this last summer.



BASKETRY CLASS.



DRESSMAKING CLASS.



PREPARING FOR CIVIL SERVICE EXAMINATIONS.

The Dorchester School, under the charge of Mr. Joseph T. F. Burrell, showed a high percentage of attendance, due to the zeal and interest of the master, who made every effort to give the children the very best vacation possible, and at the same time accomplish good results.

The committee desires to express its hearty appreciation of the efficiency and enthusiastic work of the Director, the masters, and the teaching force.

Respectfully submitted,

JAMES J. STORROW,

Chairman,

ANNA BARROWS,

JOHN A. BRETT,

ELLERY H. CLARK,

ROBERT T. PAINE, JR.

STATISTICS.

VACATION SCHOOLS, 1902.

	Number of Teachers.	Number of Assistants.	Number Enrolled.	Average Daily Attendance.	Average Number of Pupils to a Teacher.	Per cent. of Attendance based on Enrollment.
Lyman School, East Boston,	18	6	911	393	16	43
Warren School, Charlestown	15	4	1,250	516	28	41
Mayhew School, West End,	13	9	1,183	304	14	26
Shurtleff School, South Boston	25	7	2,352	1,038	32	44
Aaron Davis School, Roxbury	12	2	643	147	11	23
Washington Allston School, Brighton	12	4	505	268	17	53
Mather School, Dorchester,	12	2	808	353	25	44
Totals	107	34	7,652	3,019	21	39

PLAYGROUNDS, 1902.

	Matrons.	Helpers.	Largest Attendance.	Average Attendance.
Lyman School, East Boston	1	7	280	150
Warren School, Charlestown	1	5	500	270
Joshua Bates School, South End	1	3	300	180
Shurtleff School, South Boston	1	3	850	380
Aaron Davis School, Roxbury	1	4	302	104
Totals	5	22	2,232	1,084

Expenditure for Vacation Schools and Playgrounds, including both salaries of instructors and supplies.....\$10,892 90
 Average expenditure per pupil per week on basis of average attendance 44

NOTE. — These schools and playgrounds in some instances occupied more than one building or yard, but are designated by the name of the school or district in which the respective principals had their headquarters.

VACATION SCHOOLS, 1903.

	Number of Teachers.	Number of Assistants.	Number Enrolled.	Average Daily Attendance.	Average Number of Pupils to a Teacher.	Per cent. of Attendance based on Enrollment.
Lyman School, East Boston,	15	5	1,165	477	24	41
Warren School, Charlestown	11	6	862	482	28	56
Hancock School, North End	11	2	587	387	30	66
Mayhew School, West End,	18	10	1,250	593	21	47
Bigelow School, South Boston	25	13	3,540	1,360	36	38
Aaron Davis School, Roxbury	11	1	1,322	320	27	24
Washington Allston School, Brighton.....	13	1	900	357	25	40
Mather School, Dorchester.....	12	7	861	483	25	56
Totals.....	116	45	10,487	4,459	28	43

PLAYGROUNDS, 1903.

	Matrons.	Helpers.	Largest Attendance.	Average Attendance.
Lyman School, East Boston.....	1	4	305	244
Warren School, Charlestown.....	1	3	171	121
Hancock School, North End.....	1	4	{ A.M. 137 P.M. 672	{ A.M. 126 P.M. 512
Bigelow School, South Boston.....	2	12	898	499
Aaron Davis School, Roxbury.....	....	4	83	41
Washington Allston School, Brighton.....	1	....	106	65
Total	6	27	2,372	1,608

Expenditure for Vacation Schools and Playgrounds, including both salaries of instructors and supplies \$9,944 40
 Average expenditure per pupil per week on basis of average attendance 33

NOTE.—These schools and playgrounds in some instances occupied more than one building or yard, but are designated by the name of the school or district in which the respective principals had their headquarters.

REPORT OF DIRECTOR.

TO MR. JAMES J. STORROW,

Chairman Committee on Vacation Schools :

DEAR SIR,—I herewith respectfully submit my report of the Vacation Schools for the summer of 1903.

On July 6 the following schools were opened :

SOUTH BOSTON.

Bigelow, Thomas N. Hart, and Benjamin Dean Schools. Sand gardens in Benjamin Dean and Norcross yards. Mr. John J. Sheehan, Principal.

EAST BOSTON.

Lyman and Cudworth Schools. Sand garden in yard of Lyman. City gymnasium was used for classes of boys and girls. Charles C. Haines, Principal.

CHARLESTOWN.

Warren and Harvard Schools. Sand garden in yard of Warren. The yard of the Harvard was used for athletics. Mr. Edward F. O'Dowd, Principal.

NORTH END.

Hancock and Paul Revere Schools. Sand garden in yard of Hancock. Mr. Benjamin J. Hinds, Principal.

WEST END.

Mayhew School and portable in yard. Mr. Edwin F. Kimball, Principal.

BRIGHTON.

Washington Allston and William Wirt Warren Schools. Sand garden in yard of William Wirt Warren. Mr. Charles F. Merrick, Principal.

DORCHESTER.

Lyceum Hall and portables. Mr. Joseph T. F. Burrell, Principal.

ROXBURY.

Aaron Davis School. Sand garden in yard of the Aaron Davis. Mrs. Caroline F. Cutler, Principal.

Owing to the lateness of the appointments for the vacation schools, on account of the uncertainty of the appropriation, the placing of supplies in the various buildings in time for the opening of the schools would have been impossible had it not been for the hearty co-operation that Mr. Porter and his assistants so kindly gave me. This delay prevented the masters from securing the needed rest before entering upon the duties of the summer schools, and for these reasons I would earnestly urge the making of all appointments at the earliest possible date.

The general work of the vacation schools was similar to that of last year.

Millinery was introduced, and instruction in swimming was given to classes from East Boston and Charlestown.

Mr. Lane, chairman of the Bath Commission, is deserving of the highest praise for his co-operation in this latter work, and for the privileges allowed the pupils in the East Boston Gymnasium.

I would recommend that a primary school and sand garden be opened in the Emerson District.

Schools are needed also in the South End and in the Comins District.

That all the leading newspapers of the city deplored the early closing of the schools, necessitated by the great increase in registration and attendance, with a decrease in amount of appropriation, shows the trend of public opinion in regard to the usefulness of our vacation schools.

Having a desire to compare our schools with those of other cities in and out of the State, I visited several cities, hoping to obtain statistics for comparison.

The reports were not compiled, and it will not be possible until they appear at the close of the year to ascertain exact figures.

I can confidently affirm, however, that the vacation schools of Boston were conducted at a smaller average cost per pupil than those of any other city.

Statistics and reports of the masters are appended.

For the work of masters and teachers I can offer highest commendation.

I wish to express my thanks to the Superintendent, the Supervisors, the chairman and members of the special committee, and the members of the Board for their many visits and their words of advice and encouragement.

M. E. FITZGERALD,

Director.

EXTRACTS FROM REPORTS OF PRINCIPALS.

Lyman School, East Boston.

The school was organized and regular classes were working on Monday, July 6. The grading and general plan of the work was the same as last year. (School Document, No. 14, 1902.)

In accordance with my suggestion of last year, classes were formed for instruction in swimming. These classes consisted of about twenty boys the first part of the morning and the same number of girls the last period. This subject was very popular.

Mr. Thomas J. Lane, Chairman of the Bath Department, was kind enough to furnish an instructor for these pupils, about forty of whom learned to swim during the term, while probably about as many more have nearly acquired the art; he also allowed us the use of the Paris-street gymnasium at all times. Regular classes under a competent instructor were sent to the gymnasium each day.

I wish at this time to express our appreciation of the interest shown by Mr. Lane in the work of the Lyman Vacation School.

Let me repeat what I said in my report of last year, but with greater emphasis: "Whatever of success the school may have achieved is due to the thorough, energetic work and cordial support of all the teachers, from the helper in the sand garden to the teacher in the highest grade."

Several members of the School Committee honored us with a call, and we were also favored with a visit from four of the Supervisors. Many persons from all parts of the United States observed our work.

Mr. William T. Keough, the local member of the committee, was a frequent visitor, and encouraged us much in our work.

Mr. James J. Storrow, Chairman of the Committee on Extended Use of School Buildings, was always welcome, and showed great interest in the school.

Mr. Edwin P. Seaver, Superintendent of Public Schools, evinced much interest in the work being done.

I could hardly close my report without expressing our appreciation of the kindly interest the Director, Mr. Michael E. Fitzgerald, took in the Lyman School. His advice was always timely and helpful, and it was a pleasure to work with him.

CHARLES C. HAINES,

Principal.

Warren School, Charlestown.

On the presumption that our school would not be too large to organize and conduct on a strictly departmental plan, we directed our efforts (1) to establish classes which would fulfil the desires and requirements of as many children as possible from the kindergarten to the high school age, (2) to secure a corps of teachers so skilled and proficient that each could give the best possible instruction in her own specialty, (3) to arrange a programme wherein the hours for one subject chosen by the pupils would not conflict with those of another.

Whereas regular primary and kindergarten instruction and play in sand garden were arranged for the younger children, the following curriculum was offered to grammar and high school boys and girls: Embroidery, sewing, cookery, wood-working, typewriting, basketry and raffia, drawing and color, cardboard construction, library and story-telling, nature work and local history, athletics, and music. Pupils were allowed to choose any three or four of these subjects, with certain restrictions. For instance, fourth, fifth, and sixth

grade girls could take neither embroidery nor typewriting; seventh, eighth, ninth grade and high school girls could take neither sewing nor cookery. These restrictions seemed necessary to prevent young children from assuming subjects too difficult for their age, and to encourage older girls to attempt something more advanced and artistic than the regular school work. At the same time this arrangement removed the possibility of an overcrowding in the most popular classes.

A critical selection of teachers resulted in placing the children under specialists whose instruction in their own subjects could not be excelled.

The fact that three-fourths of the children took only three subjects made it comparatively easy for us to arrange a programme; for the day was divided into three periods, except in the woodworking class, where each period was one and one-half hours long, and thus most of the children had the same subjects each day and at the same time. Exceptions were sometimes allowed in making a choice of subjects. One high school girl of considerable experience in typewriting was permitted to practice three hours a day to regain speed lost by illness.

All primary and kindergarten children were divided into three groups, each going into the class-room for one hour a day and remaining in the playground two hours.

Only one of the twelve subjects of instruction offered were we unable to give. Not until the second week was hope given up of finding a teacher of cookery eligible for the position. The failure to establish a class in cookery was naturally a keen disappointment to the girls, but the excellence and attractiveness of the other departments greatly atoned for this loss.

The embroidery class, consisting of our most advanced girls, performed the most artistic work. Here were embroidered, in variegated silks, doilies, fancy collars, shirt-waist sets, picture frames, and sofa pillows. Much of the material, not

furnished by the city, was brought in by the girls, who sometimes redeemed the expense by selling the finished work.

The sewing department, equipped this year with a sewing machine, loaned by the Singer Manufacturing Company, did the most practical work, and carried the banner for percentage of attendance. Here, too, much material was furnished by the pupils. Moreover, we encouraged the children to bring in and stitch on the machine garments which their mothers had basted at home.

Twenty-eight typewriters were loaned us by the Charlestown High School. On an average, twenty-five were constantly in use. The skill many of the pupils, both boys and girls, reached was attested by the typewritten programmes of our final entertainment and exhibition.

In the woodworking class, established only at the beginning of the second week, interest, vim, and a determination to make up for lost time were ever evident, and in spite of a term of only twenty days these boys proved themselves good and rapid workers. Their exhibition consisted of one large bookcase, several tabourettes, picture frames and ring-toss games, and a multitude of knife-boxes, banks key-rings, bread-boards, teapot stands, rulers, and match scrapes.

The athletic department, well equipped with apparatus borrowed from the Charlestown High School, and with excellent shower and spray baths of separate compartments, was established for boys exclusively. The young athletes were always ready for relay races, dashes, potato races, hurdling, vaulting, high and broad jumping, or wrestling. Basketball, however, was the greatest attraction. Girls, in charge of a matron, used the baths every afternoon from two to five. During the season 1,053 spray baths were taken by the girls, and over 2,000 shower baths were enjoyed by the boys.

This year an attempt was made in the drawing and color department to carry on the work conjointly with the courses in woodworking and embroidery. For example, boys when in this department made working drawings of the articles to

be made in the woodworking period, and girls originated and stamped on linen designs to be worked in silk during the embroidery hour. Of course, instruction was also given in regular work; a beginning was even made in illustrating, in a very simple way, children's stories.

Basketry, raffia weaving, and the caning of chairs proved even more attractive than last year. Considerable latitude was granted the children in shaping their baskets and in making hats of raffia and straw. This kept the work varied and the interest sustained.

The course in cardboard construction, intended primarily for fourth, fifth, and sixth grade children, was eagerly taken by more advanced pupils. Two high school boys spent an hour at this every day, so thoroughly interested did they become.

A loan of one hundred and fifty books from the Public Library, and the receipt of numerous magazines, weeklies and monthlies, and a few games, such as checkers, dominoes, ring-toss, and Innocence Abroad, enabled us to establish a school library and play-room. The regularity of the younger children, who especially patronized this department, marked it a conspicuous success.

Nature work and local history consisted of excursions to Franklin Park, Waverley Oaks, Arnold Arboretum, Revere Beach, Long Island, Bunker Hill, Navy Yard, and North End. With one exception, when Fresh Air tickets were secured, the children paid their own car fares.

The music consisted of chorus singing and fancy marching. Every Friday morning, in addition to choruses and phonograph selections, the talented pupils gave an entertainment to their schoolmates, parents, and friends. These mornings proved delightful opportunities for those interested in vacation school work to see the school in actual operation between nine and half-past ten, and then to note the feeling of good-fellowship which prevailed during the amusement period.

Through the kindness of John B. Martin, Penal Institutions Commissioner, our most deserving children were taken on eleven excursions to Long Island.

The total registration was 862; the average attendance (including playground), 583; the percentage of attendance, 90.

I am sincerely appreciative of the earnest and efficient work of all my teachers, and of the encouragement and inspiration which we received from the visits of members of the School Committee, the Board of Supervisors, and the Director. These I believe to have been great factors in determining whatever of success the school may have attained.

Respectfully submitted,

EDWARD F. O'DOWD,

Principal.

Hancock School, North End.

The Hancock Vacation School opened on Monday, July 6, at 9 A.M. Classes were formed at once, and, supplies having been obtained in advance, regular work was begun in all rooms by 10 A.M.

The work was divided into three departments — grammar, primary, and kindergarten — and the primary department was subdivided into three grades.

The kindergarten occupied two rooms in the Paul Revere School-house. Regular kindergarten work was undertaken and carried on, the attendance being very satisfactory. The work in the primary department consisted of paper-cutting, folding and pasting, color work, and various other forms of busy work, together with story-telling, music, and games.

In the grammar department classes were formed in sewing, embroidery, cooking, basketry, cane-seating, sloyd, and drawing. The work was so arranged that children could pursue those subjects in which they were most interested, and it is

believed that this accounted in large measure for the regular attendance of the children.

A word in detail about the various classes of this department. The class in sewing was very popular, and the work accomplished would have done credit to much older pupils. Among the articles made may be mentioned shirt waists, undergarments, baby jackets, aprons, fancy collars, and dolls' clothes.

One of the most interesting things made in the embroidery class was a sampler composed of a dozen of the most common stitches used in embroidery. As soon as proficiency was shown in these stitches, girls were given babies' bibs, tray-cloths, doilies, etc.

In connection with the cooking class, housekeeping was made a special feature, and boys as well as girls learned the correct way of washing dishes, and keeping shelves, tables, and sinks neat and tidy. Instruction was given in preparing some of the ordinary flour mixtures, such as baking-powder biscuits, corn bread, gingerbread, sponge cake, etc.; also, simple desserts and candies.

Much enthusiasm was shown in the making of baskets. One of the most regular attendants was a little blind boy of seven years, who spent the whole morning in this class, as it was about the only work he could do. The children took the best of care of him, and vied with each other in helping him over difficult places. As a result of his vacation work the little fellow will take home a table mat, a broom case, and two medium-sized baskets.

About one hundred and fifty pieces of reed work were made in the basketry class, varying in size from broom cases and small baskets to oval, Madeira, and waste baskets. In addition to this, bags, melon baskets and hats were made from raffia.

In the cane-seating class, thirty-six chairs, brought from as many homes, were thoroughly cleaned, resealed, varnished and made to look like new. Girls showed as much

interest and ability in this work as boys, and many families will have tangible evidence of the value of vacation schools.

The material results in sloyd could not be great in so short a period, but the training which the pupils received and the development which resulted are valuable. The pupils were all beginners except two boys and a few of the older girls, so, of necessity, the work was almost wholly elementary. The work done included plant-markers, dish-drainers, coat-hangers, picture racks, picture frames, ironing boards, carts, etc. One of the more advanced boys made a tabourette, the most difficult piece of work undertaken.

A class in drawing and color work was formed and a few pupils did some very artistic work, but owing to the small number attending the class was discontinued at the end of two weeks.

The third hour Friday mornings was a period of recreation for all the pupils. The primary children were allowed to play in the yard. The grammar pupils filed to the hall where an entertainment was afforded them and, with singing, marching, and dancing, the hour passed all too quickly.

We were greatly encouraged in our work by the frequent visits and loyal support of Mr. Fitzgerald, Director of Vacation Schools, Mr. Storrow and the other members of the committee in charge. Several of the Supervisors and hundreds of teachers from all parts of the country visited our school and inspired us with their presence.

In conclusion it may be said that too much commendation cannot be bestowed upon our corps of teachers, each of whom was selected because of her ability to do some special line of work. To this ability, combined with earnestness, loyalty, and devotion to the work, is due whatever of success the school may have achieved. Given a corps of skilled teachers and plenty of materials, the success of a vacation school is assured.

STATISTICS.

Number of teachers	11
Number of assistants	2
Total number enrolled	587
Average daily attendance	387
Per cent. of attendance (based on number belonging)	72

THE PLAYGROUND.

The Hancock School yard has been open every forenoon and afternoon. The small attendance in the forenoon was due to the fact that only the youngest children remained in the yard, those of school age attending the regular classes in the building. The yard was equipped with sand box, four swings, and two tilts. Besides these there were balls, bean bags, brooms, reins, and jump ropes. Every afternoon the larger girls had a game of "Captain Ball," which was much enjoyed. It was not unusual to see mothers in the yard enjoying the fun, talking with one another, but at the same time busily employed sewing for the little ones. The baby carriage was very much in evidence. Through the courtesy of the Boston Public Library a loan of one hundred books was secured, which were in constant use during the afternoon, pupils being allowed to go to a room in the building to read. The large attendance, the training in fair play and good behavior, and the healthy glow of happy faces assure us that the playground is an important factor in vacation school work.

STATISTICS.

Number of matrons	1
Number of helpers	4
Largest attendance on any day, A.M.	137
" " " " " P.M.	672
Average daily attendance, A.M.	126
" " " " " P.M.	512

BENJ. J. HINDS,

Principal.

Mayhew School, West End.

Location and Building. — The school was situated in the heart of the congested West End district, and entirely occupied the Mayhew primary building, of fourteen rooms, and its adjacent “portable.” While the building was admirably adapted for the purposes of a vacation school in respect to good light, ventilation, and sanitation, the primary desks and chairs were too small for use by the several hundred pupils of grammar-school age who attended. Moreover, it did not contain a hall for general meetings of the whole school, nor did it have rooms for cooking and carpentry classes, both of which would have attracted and retained many more and older pupils during the term.

Another summer the school would be better accommodated, and the attendance and efficiency greatly increased, by retaining the Mayhew building exclusively for primary and kindergarten classes, and by opening one of the grammar buildings of that part of the city for older pupils. Opportunities should be provided for cooking and carpentry, as well as for other forms of attractive work.

Organization. — The first day the pupils were classified on their entering the yard, placed in groups, and then assigned to teachers and rooms. This plan enabled the making of a complete organization shortly after 9 o'clock, and after the registration of the pupils all departmental changes began at 9.45.

The school was arranged in three departments — the kindergarten, with its playground; seven graded primary classes, which usually remained in own rooms, and seven grammar classes, which had periodic interchanges of rooms for their several kinds of work. Later in the term the seven primary classes were consolidated into five and two teachers kept with the youngest class.

Attendance. — The total enrolment for the term was 1,250, an increase of less than 6 per cent. over that of the previous

summer; the average actual attendance was 593, an increase of 95 per cent. over 1902; the average registered number, or the number counted as pupils attending, was 788, and of this number the actual attendance was 75 per cent. for the entire term. The first week it was 81 per cent., and the last it was 79.

The attendance in a vacation school at the West End is, and perhaps always will be, particularly affected on Fridays by many of the older children being kept at home to help in the preparations for the Jewish Sabbath, and by the several feast days which are spent at home or in the synagogues. There are numerous church and philanthropic picnics and excursions which take the children away to pleasant outings not to be deplored. A mission school in the neighborhood attracted many children also for three days a week, some of them attending the public the other two.

Extremely warm and, on the other hand, unseasonably cold and rainy days seriously affected the general result in all the schools.

Card and Star System.—While the large increase in actual attendance was, no doubt due, partly, to the better knowledge by parents and children of the usefulness of vacation schools, and partly, also, to the attractiveness of the various forms of work carried on, yet, judging by the testimony of both teachers and pupils of the school, it was greatly due to the use of the card and star system introduced and thoroughly established the past term. By this system each pupil, on registration, received a personal printed card, which had spaces for three kinds of stars—gold, silver, and red—for the different weeks and sessions of school.

These stars were for the purpose of recognizing and encouraging, as well as recording, regular attendance, punctuality, industry, and good behavior. A gold star was given and placed daily on the card if the child was not absent, and a silver star if not tardy. This secured remarkable punctuality and quite a regular attendance by the great majority of

the school. Perfect attendance at 9 o'clock was no uncommon event in the various class-rooms, especially among the younger children. Red stars were given weekly as a recognition of successful work and self-restraint. The children took an intense interest in their cards day by day, and were very proud of them, if good. The best were placed conspicuously in the rooms on exhibition day, greatly to the delight of their owners. The children were given their cards on the last day to show at home, and are to bring them to next summer's school as an evidence of their attendance during the past term.

Flag System. — To supplement the card system and further to recognize good class attendance, flags were placed at the entrances of the class-rooms, and showed conspicuously in the corridors. These flags remained in position only when there was an attendance of 60 per cent. of the registered number (50 per cent. in the kindergarten). During the term only a few flags were ever taken down, and that only for a day at a time. The children then would persuade their classmates to come next day to help put back the flag. Both teachers and pupils felt a zealous pride in the class flags.

To reward the best class attendance, or punctuality, two large and beautiful flags, with bases, were carried to the deserving-rooms. This was often done daily for a remarkable showing, but always weekly as determined by a careful system of averages. At dismissal, some worthy pupil at the head of the class-file brought the flag back to the front door, and proudly did the standard-bearer and classmates look and march. These various devices, and much commendation of pupils, individually and by classes, helped to create a public sentiment in favor of steady and punctual attendance, and, in several of the rooms, the daily per cents would compare favorably with those of the ordinary schools.

Teachers and Assistants. — The school was fortunate in the corps of teachers and assistants, assigned or secured, and to their energetic and enthusiastic devotion must be

ascribed the success of the work with the pupils. The cordial support of all was most commendable and gratifying.

The Pupils. — The pupils were mostly of foreign parentage, and some of the youngest were unable to speak or understand English. The interest and obedience of the children were remarkable. They responded to every appeal of principal or teacher, being, as a rule, emotional by nature, impulsive, and affectionate. Almost invariably, they were ambitious and industrious, but as many lacked self-control and a due regard of others, some reasonable restrictions were enforced to secure good order and work. The frequent interchange of rooms by the grammar department required a divided control by several teachers, and the filing and beginning of new forms of work necessitated self-restraint by the pupils and good judgment in discipline by the teachers. These disciplinary results were usually attained by gentle correction or loss of privilege, and very seldom were stern reprimand or expulsion demanded. This latter penalty was very effective, when used, upon others in the older classes of little self-control.

The testimony of all the teachers agree in saying that the children were always happy and orderly when busily employed. The requirement in all classes was to give each child an abundance of agreeable and satisfying work, and to secure an atmosphere, as it were, of quiet and unselfish happiness. Many of the pupils made scrap-books for the children in the hospitals and preferred to give away rather than to keep their pretty products in order to make other lives brighter and happier. The pupils also frequently paid part of the cost of materials in the special rooms in order that enough might be had for all the rest. In other words, the members of the school were encouraged to develop the moral qualities, like self-reliance, generosity, and self-sacrifice, and learned that it is more blessed to give than to receive.

Programmes of Work. — All classes were conducted in accordance with carefully prepared programmes for all the

sessions of the term. In the kindergarten, the immediate object of the work was the amusement of the pupils, but the Froebel gifts and occupations were gradually introduced and were continued with great success. The finished work of the pupils in folding, weaving, and painting was remarkable for its variety and quality. Most of it was taken home daily by the little makers, but the best was displayed as a growing exhibit on the walls. The youngest pupils, under the care of an assistant or matron, spent the latter part of each pleasant session in the sand-garden, which was protected by a large awning.

The primary classes had varied but definite programmes, which included at least three forms of hand-work daily, interspersed with songs, stories, games, and recesses. Some work in nature-study was also done with pleasure. The hand-work included sewing on punctured cards, free-cutting and scrap-book making, raffia braiding, weaving of simple mats and doll's hats, kindergarten weaving, color-work, paper-folding and simple construction, pasting, and generally the making of useful and ornamental objects. It was a delightful sight to watch their busy fingers and their happy faces in the class-rooms or to see them at dismissal carrying home the pretty and useful products of their morning work. On Tuesdays two primary classes went successively to the large upper rooms for music or gymnastic games.

Under the skilful and inspiring instruction of Miss Tibbits in music, they sang daily several bright and patriotic songs with great zest and enjoyment. In the opposite room, which had been cleared of desks and chairs and supplied with settees along the walls, they played, under the direction of competent teachers, many gymnastic games with the utmost pleasure. Several ring and competitive games were taught weekly, which the children could play near their homes during their leisure hours. This feature and the music of the school were exceedingly popular and helped the general attendance.

The oldest boys and girls of the grammar department were placed separately in four special rooms of the second floor, and interchanged periodically for their work. The girls had sewing and dressmaking, color-work, and weaving and basketry, while the boys had the same, except cardboard construction instead of sewing. Some of the boys reseatd with rattan any chairs brought from home. The pupils had also general exercises in literature, and on Thursdays, in common with the other grammar classes, enjoyed special instruction in music and gymnastic games in the upper rooms. Their competitive ball games were intensely enjoyed.

The other three grammar classes had departmental programmes also, two of them interchanging rooms for various forms of work similar to the older pupils, and the other a girls' class, occupying the yard "portable," having most of its work in its own room, but given opportunities, at least weekly, for every form of special work, including music and games.

Exhibits of Work. — As visitors were frequent from the first day, and all were interested to see the finished work, the teachers began at once in arranging on the walls and window-seats of the rooms the best specimens of the pupils' work. Cloths were hung to display the selected articles, and the exhibition in the class-rooms was a daily progressive one, greatly stimulating the pupils to excellent work, and giving them satisfaction if it was displayed. During the last week, and especially on exhibition day, Thursday, August 6, these exhibits were particularly observed and favorably commended by numerous visitors, including the parents of many of the children.

Excursions, or Field-lessons. — Beginning the second week of the term and only interrupted by three stormy days, the several classes were given in turn an excursion to some park or beach. Franklin or Marine Park and Revere Beach were the favorite places of enjoyment. These excursions, as in the two previous summers, were conducted by Mr. Albert S.

Ames. About thirty children of a class went with Mr. Ames and the rest were usually taken by their teacher to the Charlesbank park for games and baths, if possible. The boys and girls who went to Marine Park first visited the L-street bath-house for a dip or a swim. No public money was available for this important feature of the school, but through private contributions and the kindness of teachers the trips were made possible. The children often paid their own fares in order to go or to make it easier to take others who could not afford the expense.

Concert. — On Thursday evening, August 6, a concert was given in the hall of the Bowdoin School by the "Boys' Symphony Orchestra," for the benefit of the most deserving pupils of the school selected by their cards for excellent attendance and conduct. Three hundred special tickets were issued to the parents, teachers, and school officials.

Visitors. — As the opening week was coincident with the convention of the National Educational Association, there were many educators from all parts of the country who visited the school, either that week or the following. These came mainly from the West and South, and all were interested in the different features of the work, and desired especially to understand the card-system, with a view of introducing it in their own localities. Samples of work and bunches of cards were liberally given these persons.

Mr. Edwin P. Seaver, superintendent of schools, Messrs. Martin, Parker, White, and Miss Carlisle, supervisors, Messrs. Storrow, Brett, Clark, Kenny, Keough, and Paine, members of the school committee, Mr. Francis L. Coolidge, chairman of last year's vacation school committee, several Boston masters and sub-masters, several principals and teachers of the other vacation schools, as well as many superintendents and principals from other New England cities and towns and many others, both men and women, connected with private philanthropic work, were welcome visitors, and much time was spent most pleasantly and

profitably in going through the class-rooms with them. A school inspector from Manchester, England, and principals from Philadelphia, Milwaukee, Hartford, and Springfield, Mass., made a thorough study of the school and its methods, with a view to introducing, or improving, vacation schools in their own cities. The most frequent visitor during every week was the director, Mr. Fitzgerald, whose prompt and cordial support, helpful suggestions, and kind encouragement greatly assisted both principal and teachers.

Acknowledgments.—It is a pleasure to take this opportunity gratefully to acknowledge the kind advice and coöperation of the special committee in charge of vacation schools, especially that of Mr. Storrow, the chairman; the kindness of Mrs. Mary E. Whitney, former principal of the school, for the information and counsel given at her home and during her two visits to the school; also the generosity of several Boston firms for invaluable supplies of stock, papers, and magazines; and, finally, the liberality of several private contributors whose subscriptions supplemented the public funds and made it possible to carry on certain special lines of work.

EDWIN F. KIMBALL,

Principal.

Bigelow School, South Boston.

On account of the extensive repairs which were being made in the Shurtleff and Clinch Schools this summer, it was found necessary to hold the vacation school in some other building. After much thought as to accommodation, the Bigelow and Benjamin Dean Schools were selected. The attendance on the opening day rendered it necessary to open the Thomas N. Hart School and later a sand garden was opened in the Norcross School yard.

The number enrolled on the first day was 1,302; this number was increased during the term to 3,540. In addition we had 1,200 enrolled in the sand gardens.

The following branches were taught in the various classrooms: music, sewing, millinery, basketry, chair-seating, painting, drawing, cardboard construction, composition, literature, nature work, gymnastics, embroidery, and games.

Each class enjoyed an half hour daily in learning to sing patriotic and popular songs, under the direction of a most efficient teacher. On Friday mornings, concerts were held in the hall, which were attended by many of the parents and friends of the pupils. On these occasions the individual child was given an opportunity of displaying his or her talent in singing, reciting, or calisthenics. Our school was so large that it was necessary to have two concerts in order that all the children might hear them.

It was surprising to find such an amount of talent among the children, and more surprising in view of the fact that they were at all times willing to exert themselves to exercise it. When the children came to the hall in the morning, their faces were shining and their eyes bright with anticipation. They were all interest, all enthusiasm, all readiness to do what was asked of them. In my experience I have never seen so much natural talent among children as we found in our children this year.

Sewing. — The material which was supplied by the city was given out to those girls who did not feel sure that they could get their own. Many of the girls were ready with their own material, and some brought small pieces from home which they gave to other girls. The girls worked together very pleasantly and agreeable. Many of them made dresses, others made skirts, aprons, collars, blouses, shirt waists and underwear. They have all attempted large articles and no doll clothes were made. All of our work has been done by hand, and I think I may say that we have not had a stitch of all the work done set by machine. A few of the girls have learned to cut from patterns.

I believe that if the teacher had the privilege of using the money allowed her class according to her judgment of its needs the supplies would be much more satisfactory.

Millinery — The work in millinery has been a very successful feature, and proved a source of attraction to many of the older girls. The girls were taught the different folds and ways of hemming silk and velvet used in millinery, and, although it is entirely different from their regular sewing, and one would think they would confuse them, the pupils seemed to adapt themselves to both ways. When the teacher started them on making hats the interest which they had always shown seemed to increase. They were taught how to renovate old velvet, silk, and ribbon, which will be useful to them, as they can transfer the trimmings from one hat to another and make it look fresh and new. There were so many pupils and so little material that the work of one class had to be ripped to pieces for use in the next class.

Basketry — Aside from the concerts, gymnasium, baths, and other attractions which have drawn the children to the vacation schools this season, there is another sort of manual work which has proved to be of great interest to boys and girls, to the young as well as the old, and that is basketry. The basket weaving was taken up with a great deal of interest and pride. The more carefully the baskets were made, the better the pupil was pleased. The purpose of this work is to give the children something in which they are interested. That every child has a constructive interest, likes manual work and the joy of accomplishment which is the result of his own handiwork, is certain. Besides the practical value of basketry — that of making the children more skilful in the use of their fingers — there is the development of the reasoning powers which comes from the careful thought of how things are to be put together in order to accomplish the desired result. Basket work required the greater freedom on the part of the children. However, this orderly confusion is just what the child needs to prepare him for what he is to meet outside. Through it he becomes a self-governing individual. About thirty chairs were caned by the boys of this class.

Literature, Painting, and Nature Work — Literature was popular with some of the children, and they awaited with unabated interest their daily story. In this way they were introduced to many of Andersen's and Grimm's fairy tales, Aesop's Fables, Hawthorne's Wonder Stories, and other books which are favorites with children. Poems were read to them, which they repeated with sincere appreciation.

The cardboard work and painting were made as varied as possible, so that the children had something new every day. The children greatly enjoyed the paper-cutting work, and with colored paper they made pretty little lanterns, paper chains, and various other designs. The object in the nature work was to help the pupils to enjoy the common things around them by keeping every child busy and happy.

Gymnastics — The gymnasium was the most popular room in the vacation school, because the children recognized a certain play element connected with all its work. It was fairly equipped for the style of work which would most benefit and interest our pupils, and furnished an opportunity for all to enjoy some beneficial and recreative work every day. The boys of the four upper grades were allowed to work mostly on the apparatus, since that seemed to be the branch of work they enjoyed, and for which they did not hesitate to express their preference. The programme for the girls of the upper grades comprised fancy march formations, standing free exercises, fancy dancing steps, and games. The need of a piano in the gymnasium was often experienced, as some of the prettiest and most interesting work had to be omitted owing to a lack of musical accompaniment.

Baths — At Mr. Storrow's suggestion, the thirty-six shower baths, which had never been used since the completion of the school, were made ready, and every one was given an opportunity of taking a shower bath every day. These baths were a source of healthful enjoyment to the boys in particular, and, in connection with the gymnasium, served as a means of using up a large share of the enormous surplus

energy which could not be controlled in a better way. Some of the girls found pleasure in the baths, but at considerable inconvenience. We were careful to have the water heated to about 80 degrees, and allowed the children to remain under the shower from three to five minutes. If towels could be provided, I am sure that every boy would use the school baths every day.

Many educators from various parts of the country visited the rooms, and offered nothing but the heartiest commendation for the work which was being carried on.

During the term Mrs. Duff, Miss Dierkes, and Messrs. Brett, Clark, Kenny, Keenan, Keough, Paine, and Storrow of the School Committee visited the school. Supervisors Martin, White, and Parker made a visit to each teacher.

We received 300 books from the Boston Public Library, which were put to the best possible use by the teachers.

On Saturday, August 15, 200 of our most worthy children enjoyed a trip to Long Island.

JOHN J. SHEEHAN,
Principal.

Aaron Davis School, Roxbury.

The Aaron Davis Vacation School was organized on Monday, July 6. Each child upon being registered was sent to a room and began work at once. Arrangements were made for classes in sewing, basketry, painting, cardboard construction, and cane-seating. Also for primary and kindergarten work.

Four hundred and sixty children were admitted the first day.

Many were influenced to enter the school by the prospect of numerous excursions, of which they had heard rumors, and at once asked if the card which admitted them to a class entitled them to a trip to Long Island. But the various school activities speedily engrossed their attention, and the excursion was relegated to its proper position.

There was a large number of boys from twelve to fourteen years of age who wished to receive lessons in woodworking, and, not being able to obtain them, were inclined to return to the streets, but were led to reconsider, and under the wise management of an able and judicious teacher became interested in the study of history and biography, especially related to the lives and deeds of eminent men worthy of their emulation. Nature study and work in raffia were interspersed, and the large class was retained to the end of the term with credit to the school.

Because economy in every direction was necessary, occupations were planned which did not require expensive material. Much time was devoted to music, out-of-door games, and free excursions, to the benefit of the children's health, perhaps, though the products of hand-skill were necessarily diminished.

We were fortunate in obtaining the assistance of a special teacher who, though not connected with our school, kindly volunteered her services and arranged a very attractive literary and musical entertainment, which the children gave, to the great enjoyment of their parents and friends. As we were unable to secure the use of a school hall the entertainment was given in our kindergarten room, and repeated several times to accommodate all who desired to be present.

If this vacation school is to be continued, it would be well to arrange for the use of some near-by school hall, sufficiently large to enable the assemblage of pupils for purposes of general instruction and entertainment.

Children of all classes have enjoyed the books loaned by the Public Library.

A sand box was placed in the school yard and served to draw a few children, some of whom brought infants in carriages, but as there was a scarcity of playthings the yard was chiefly used by the pupils of the school for recreation and the various games conducted by the teachers.

Our exhibition was held on August the 6th, and was

visited by many parents and friends, who voiced their surprise and gratification at the evidences of the work accomplished during the short term.

Prominent educators from other states and from abroad also visited the school and studied our aims and methods with interest.

All the teachers, most of whom have been connected with the school from its opening four years ago, have been untiring in their efforts to promote the welfare of the school.

Average daily attendance: school	323
Average daily attendance: playground	41
Per cent. of attendance: school	64

Our thanks are due to the clergy of the district, who announced the opening of the vacation schools from their pulpits.

We appreciate the encouragement given us by visiting members of the School Board and Supervisors.

The Director's frequent visits to our school were always helpful, and his suggestions and advice practical and wise.

His inauguration of daily office hours filled a long-felt want, and I gladly acknowledge my indebtedness to him for unflinching courtesy, patient attention, and prompt response to my many requests.

CAROLINE F. CUTLER,
Principal.

Washington Allston School, Brighton.

The Allston Vacation School enlarged its field this year by opening a kindergarten and a playground at the Auburn building in North Brighton, in addition to the classes maintained in the William Wirt Warren building in the same district, and in the Everett and Washington Allston buildings at Allston.

The organization of the school provided for permanent classes of boys and girls under ten years of age, that is, classes which did several kinds of work with one teacher—

classes of older children, boys and girls in separate groups, conducted upon the departmental plan, two kindergartens and a playground.

The attendance was very gratifying, being much larger than that of last year. Nine hundred different pupils were enrolled. The average number belonging was four hundred seventy-two, and the average daily attendance three hundred fifty-seven — seventy-five and seven-tenths per cent. of the average number belonging.

The work of the season was along lines already found to be successful — carpentry, cooking, needlework, ironwork, basketwork, pyrography, cardboard construction, weaving, etc., with the addition of a few new features. Within reasonable limits, each child in the carpentry, basketwork, ironwork, and needlework classes was allowed to choose what he would make. Very little of what is technically known as “classwork” was attempted, but each child was instructed and aided as his particular needs required. In this way the individual progressed as his particular talents permitted. A desire to learn to do, rather than to be amused and entertained, characterized the spirit of the children, and it was amusing to watch them file out at the close of each day’s session proudly carrying the results of the morning’s effort, the sense of ownership and accomplishment beaming on each face.

The exhibition of work at the close of the five weeks attested the interest and industry of the children and the faithfulness of the excellent corps of teachers.

Three hundred library books were provided us by the Brighton Branch of the library, and back numbers of magazines and story papers were donated by members of the Brighthelmstone Club, so that reading matter in great variety was always at hand for those disposed to read.

The Brighthelmstone Club most generously loaned us a playground outfit, and through the efforts of the City Messenger, Mr. Edward T. Leary, the children of the playground were

provided with a free ride to Franklin Park where they enjoyed a day's outing.

It was our endeavor to have the children become impressed with the idea that the vacation school is a work school, not a play school — a place where opportunities are offered not found elsewhere, and where the patient, painstaking following of instructions results in the acquisition of ability to do something worth while.

We have also striven neither to repeat the work of the regular school nor to trespass on its field, feeling that each school has its own distinct mission in the development of the children.

We found economy in the use of material one of the hardest lessons to teach. The feeling seems to be that there is plenty to do with, and that when it is gone more will be forthcoming.

The object of the vacation school needs to be clearly outlined, for it is of the greatest moment to the children and to the community what ideas are acquired by the pupils in attendance. Nothing should be done that will in any way lead to the idea that the city — the government — has a vast fund by means of which all the needs of the individual are to be met. But this seems to be the tendency of much of our work at the present time. The children have only to present themselves. Excursions, entertainments, refreshments are furnished. Teachers and materials are ready, and the making of clothing and articles for the home, or to be sold later by the pupil for his own benefit, are at once begun. It is with difficulty that work for exhibition purposes is retained by the teachers, so strong is the sense of ownership of what they have produced felt by the children.

We can ill afford to rear a generation of citizens which will look to the State to supply its needs. Is there not need of cultivating the give rather than the get side of the child's character? Ought we not to see to it that every

child learns to look to his own patient industry as the means of meeting his needs?

When once we undertake to direct the use of the time of another we become responsible for the results of such direction, hence the program of the vacation schools should be made and followed under the best educational advice. Courses in the various subjects and a system of grading and advancing pupils from year to year seem to be a necessity for the best conduct of the work. Pupils might be required to purchase their material, and in this way reduce the cost of the schools to the city, and tend to prevent the idea of paternalism becoming implanted in their minds. The regular school and the vacation school might be made complementary — the one doing the academic training and the other the manual training, which the proper development of the child calls for.

One of the practical results of the vacation school is illustrated by the following facts given me by the mother of the pupil referred to. One of the boys who attended the basket-work and ironwork classes in our school last year acquired such a liking for the work and developed such skill that he immediately began purchasing material and making articles for sale, and was able during the year to earn twenty dollars in this way.

Respectfully submitted,

CHAS. F. MERRICK,

Principal.

Mather Vacation School.

On Monday, July 6, our school was opened with an attendance of 499 pupils, nine teachers, and three assistants, and in three days the number of pupils had increased so much that we had to have twelve teachers and eight assistants. One assistant left us on July 20 on account of illness in her family, but we kept the rest through the term.

Our attendance was much larger than last year, and I confidently believe that, if the school is opened next year, with

a few changes in our course of study we will be able to hold more pupils.

The whole number enrolled was 861, average attendance about 500, and per cent. of attendance 85+.

The largest attendance was on July 7 — 646, and the smallest on August 5 — 209.

The severe tempest of July 21, and the rain on August 5, lowered our percentage of attendance very much.

Our course of studies was nearly the same as that of last year, with more correlation of studies and a stronger course in arithmetic, language, and grammar.

When the school was opened all kindergarten pupils were placed under the charge of one teacher and an assistant. This class averaged between forty and fifty.

All primary children were divided into five classes, each in charge of a teacher, who kept them throughout the term. I also made up one class of fourth grade pupils in the same way. These teachers made out programmes, which were submitted to me for approval.

The remaining pupils were divided into four classes — A (boys), A (girls), B (boys), and B (girls). The A's were pupils above the sixth grade, and the B's were fourth, fifth, and sixth grade pupils.

Each pupil was permitted to choose any three studies to be taken daily, with one exception; the B's could not take manual training owing to the scarcity of benches. The manual training was very popular, and all benches were in use every hour. A number of A girls were allowed to take manual training, and did very nice work.

These classes had departmental work entirely, changing from one room to another each hour.

All girls and some boys took sewing, and the sewing classes did excellent work.

One little boy made a pair of trousers for himself, and his brother made a slipper bag.

The basketry classes, as usual, were very popular, and accomplished much.

The drawing was much more popular than last year, and the work turned out was excellent. We were very fortunate in having such a fine teacher.

Our cardboard classes were large, and the pupils seemed to enjoy them.

The classes in review of arithmetic and language were much larger this year, and I think we shall see the result in the next year's regular work. In arithmetic they reviewed common fractions, decimal fractions, percentage and interest, and in language, composition, simple sentences, and technical grammar. The work was thorough, and the pupils enjoyed it and seemed to appreciate its value, as may be seen by the large number that attended regularly. There were two classes daily, each averaging about 40.

The Boston Public Library kindly loaned us 100 books, which were placed in a room called the library, and all pupils, when not in some regular class-room, were to be found there.

The teacher in charge of this room, by her interest and suggestions, made herself quite indispensable to the pupils.

All the teachers and assistants were very much in earnest and the work went on with no friction. The corps of teachers was very efficient, and all deserve much praise for their earnest, careful work.

Whenever it was possible we tried to bring about a correlation of studies; for instance, boys and girls in the wood-working room made boxes and shelves, went to the drawing class, and placed some original or copied design upon them, and then returned to the manual training room and "burned" them. Pupils in the cardboard class went to the drawing class to get some designs for their cardboard objects. Again, the drawing teacher suggested some simple designs to be worked out in the weaving. This kept the pupils busy in all classes.

During the term I gave a number of "talks" upon dif-

ferent points in history from the time of Luther through the French and Indian Wars. They were not lessons in history in the minds of the pupils — just talks, and they seemed to enjoy them.

The pupils gave entertainments consisting of recitations, songs, and dances, and a graphophone added to the enjoyment.

Before closing my report I will give a few illustrations of the interest shown by pupils and parents in our school.

One very hot day in July, when the tide was high in the forenoon, our attendance was 643. The Savin Hill bathing beach is only a few minutes' walk from our building.

On two very stormy days our attendance was over 200, though some of our children come from the Hugh O'Brien, Mary Hemenway, Christopher Gibson, and Henry L. Pierce districts, all of which are at a considerable distance.

One boy from the Dearborn School registered with us, and one lady came daily with four children and remained through the whole session, because the children lived so far away that she said she was "bound they should come if they wanted to."

JOSEPH T. F. BURRELL,
Principal.

SCHOOL DOCUMENT NO. 10.—1903.

CATALOGUE

OF THE

BOSTON NORMAL SCHOOL

FOR THE YEAR

1903



BOSTON
MUNICIPAL PRINTING OFFICE
1903

SCHOOL COMMITTEE.

1903.

Term expires January, 1904.

ANNA BARROWS,	GEORGE A. O. ERNST,
WILFRED BOLSTER,	WILLIAM J. GALLIVAN,
CHARLES L. BURRILL,	DANIEL S. HARKINS,
JULIA E. DUFF,	FRANK VOGEL.

Term expires January, 1905.

JOHN A. BRETT,	MARK B. MULVEY,
GEORGE E. BROCK,	ROBERT T. PAINE, JR.,
THOMAS J. KENNY,	PHINEAS PIERCE,
WILLIAM F. MERRITT,	JAMES J. STORROW.

Term expires January, 1906.

JOHN H. CASEY,	DAVID A. ELLIS,
ELLERY H. CLARK,	HERBERT J. KEENAN,
GRAFTON D. CUSHING,	WILLIAM T. KEOUGH,
MARY A. DIERKES,	JAMES A. McDONALD.

COMMITTEE ON NORMAL SCHOOL.

ROBERT T. PAINE, JR., *Chairman*,
WILFRED BOLSTER,
JOHN H. CASEY,
JULIA E. DUFF,
DAVID A. ELLIS.

SUPERINTENDENT OF SCHOOLS.

EDWIN P. SEAVER.

SUPERVISOR OF NORMAL SCHOOL.

GEORGE H. MARTIN.

FACULTY.

WALLACE CLARKE BOYDEN, A.M., *Head-Master*,
Principles of Education.

COLIN ALEXANDER SCOTT, PH.D., *Master*,
Psychology.

KATHARINE HAMER SHUTE,
English and History.

DORA WILLIAMS,
Natural Science.

LAURA SUSANNA PLUMMER,
Physiology and Physical Training.

HENRY WARREN POOR, A.M.,
Drawing.

ALICE MABEL DICKEY,
English and History.

FANNY ELIZA COE,
English and History.

GERTRUDE EMMONS BIGELOW,
Mathematics.

MARY CATHERINE MELLYN,
Geography, Mineralogy, and Botany.

LILLIAN MAY TOWNE,
Physiology, Physical Training, and Science.

MARY CHAPLIN SHUTE,
Kindergarten Training.

ROSE ALOYSIA CARRIGAN,
Music and Arithmetic.

CAROLINE DAVIS ABORN,
Kindergarten Training.

CLARA J. A. SMITH,
Clerk and Librarian.

School Days are Marked by Full-Face Figures; Vacations
and Holidays by Light-Face Figures.

1903.							1904.						
JULY.							JANUARY.						
SU.	MO.	TU.	WE.	TH.	FR.	SA.	SU.	MO.	TU.	WE.	TH.	FR.	SA.
.....	.....	.....	1	2	3	4	.....	.....	.....	.....	.....	1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30	31	.....	24	25	26	27	28	29	30
.....	.....	.....	.....	.....	.....	.....	31	.....	.....	.....	.....	.....	.....
AUGUST.							FEBRUARY.						
SU.	MO.	TU.	WE.	TH.	FR.	SA.	SU.	MO.	TU.	WE.	TH.	FR.	SA.
.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	6
2	3	4	5	6	7	8	.....	1	2	3	4	5	6
9	10	11	12	13	14	15	7	8	9	10	11	12	13
16	17	18	19	20	21	22	14	15	16	17	18	19	20
23	24	25	26	27	28	29	21	22	23	24	25	26	27
30	31	.....	.....	.....	.....	.....	28	29	.....	.....	.....	.....	.....
SEPTEMBER.							MARCH.						
SU.	MO.	TU.	WE.	TH.	FR.	SA.	SU.	MO.	TU.	WE.	TH.	FR.	SA.
.....	.....	1	2	3	4	5	.....	.....	1	2	3	4	5
6	7	8	9	10	11	12	6	7	8	9	10	11	12
13	14	15	16	17	18	19	13	14	15	16	17	18	19
20	21	22	23	24	25	26	20	21	22	23	24	25	26
27	28	29	30	.....	.....	.....	27	28	29	30	31	.....	.....
OCTOBER.							APRIL.						
SU.	MO.	TU.	WE.	TH.	FR.	SA.	SU.	MO.	TU.	WE.	TH.	FR.	SA.
.....	.....	.....	.....	1	2	3	.....	.....	.....	.....	.....	1	2
4	5	6	7	8	9	10	3	4	5	6	7	8	9
11	12	13	14	15	16	17	10	11	12	13	14	15	16
18	19	20	21	22	23	24	17	18	19	20	21	22	23
25	26	27	28	29	30	31	24	25	26	27	28	29	30
NOVEMBER.							MAY.						
SU.	MO.	TU.	WE.	TH.	FR.	SA.	SU.	MO.	TU.	WE.	TH.	FR.	SA.
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	.....	.....	.....	.....	.....	29	30	31	.....	.....	.....	.....
DECEMBER.							JUNE.						
SU.	MO.	TU.	WE.	TH.	FR.	SA.	SU.	MO.	TU.	WE.	TH.	FR.	SA.
.....	.....	1	2	3	4	5	.....	.....	.....	1	2	3	4
6	7	8	9	10	11	12	.....	5	6	7	8	9	10
13	14	15	16	17	18	19	12	13	14	15	16	17	18
20	21	22	23	24	25	26	19	20	21	22	23	24	25
27	28	29	30	31	.....	.....	26	27	28	29	30	.....	.....

CALENDAR.

THIRTY-SECOND SCHOOL YEAR, 1903-1904.

1903.

- First Entrance Examination . . . Friday, Saturday, June 12 and 13.
Graduation Saturday, June 20, 9.30 A.M.
Second Entrance Examination . . Wednesday, Thursday, September
9 and 10.
School Year begins Friday, September 11, 9 A.M.
Annual Meeting of Boston Normal
School Association Saturday, October 31, 4 P.M.
Thanksgiving Recess November 25, 12 M., to November
29, inclusive.
Christmas Recess. December 24, 12 M., to January 1,
1904, inclusive.

1904.

- Fall Term ends Friday, January 29.
Spring Term begins Monday, February 1.
Spring Recess April 2 to April 10, inclusive.
First Entrance Examination . . . Friday, Saturday, June 10 and 11.
Second Entrance Examination . . Wednesday, Thursday, September
14 and 15.
-

The first entrance examination is for graduates of Boston High Schools; the second examination is for all other candidates. The examinations begin at 9 A.M. each day. All candidates for admission are to be present at the opening of the examination.

The daily sessions of the school are from 9 A.M. to 2 P.M. on each week day except Saturday.

GENERAL STATEMENT.

The Boston Normal School, established and maintained by the City of Boston, is an integral part of the city school system, giving to its students, upon the satisfactory completion of the course, a diploma of graduation and a Teachers' Certificate authorizing their employment in the public schools of the city.

HISTORICAL.

The beginning of the school dates from 1852, when a Normal School was established in the City of Boston by the City Council upon the recommendation of the School Committee. The ground on which this action was based gives an interesting glimpse of public opinion at that time with reference to public school education. A former member of the School Committee says: "The friends of further opportunities for the graduates of our girls' grammar schools fearing to revive an old controversy, hesitated to move for a high school; and, therefore, in the faith that they would find no opposition to the preparation of female teachers, established a Normal School."

"It was found, however, that girls fresh from the grammar schools were not fit candidates for normal training." So in 1854 the School Committee, with a view to adapting the school to the double purpose of giving its students high school and normal instruction, caused "the introduction of a few additional branches of study, and a slight alteration in the arrangement of the course," and called it the Girls' High and Normal School.

In 1864 a training department was organized, and at first located in Somerset street, but it was transferred in 1870 to the new building on West Newton street occupied by the Girls' High and Normal School. The school continued under its double name until 1872. At that time, finding that the

normal element had become overshadowed by the high school work, the School Committee "separated the two courses, and returned the Normal School to its original condition as a separate school."

In 1876 the Normal School was moved to the Rice School building, where the hall and recitation rooms on the third floor were fitted up for its accommodation.

The course, which at first was one year in length, in 1888 was extended to a year and a half, and again in 1892 to two years. In 1889 a course in Kindergarten training was introduced, and in 1892 made a regular course of two years in length.

In 1872 students were admitted to the Normal School from the second year in the high-school course, but soon after that date graduation from the four-years' course in High School was required. In 1901 a special examination of candidates by the Board of Supervisors was added to the requirements for admission.

Persons who were graduates of high schools outside of Boston have been admitted upon satisfactorily passing an entrance examination, and the payment of the annual tuition fee.

LOCATION.

The Normal School occupies the upper floor and part of the first and second floors of the school building at the corner of Dartmouth and Appleton streets. The Principal's office and the Assembly Hall are on the third floor.

REQUIREMENTS FOR ADMISSION.

Candidates for admission must be at least eighteen years of age, unless an exception is made for reasons satisfactory to the Board of Supervisors, and must have good health and a good moral character.

They must have completed a four-years' course of study in a Boston High School, or an equivalent course of study, with diploma.

All candidates for admission, except graduates of a university or college, or of a State Normal School, approved by the Board of Supervisors, are required to take the entrance examination.

The record in the high school forms a part of the record in this examination.

WRITTEN EXAMINATION.

The written examination will include papers upon the following subjects :

1. Language :
Written English.
English Literature.
Translation from Latin, French, German, or Spanish.
2. Mathematics :
Algebra or Geometry.
3. History :
American History, or
General History, or
The Political History of the United States Under the
Constitution.
4. Science :
Physiology.
Any one of the following : Physics, Chemistry, Astronomy, Botany, Zoölogy, Physical Geography.
5. Drawing.
6. Theory of Music.

ORAL EXAMINATION.

Each candidate will read orally prose and poetry, will interpret the same, and will converse with an examiner on

some subject pertaining to the examination. In this interview the object is to gain some impression of the candidates' personal characteristics and their use of language, as well as to give them an opportunity to furnish any evidence of qualification that might not otherwise become known to their examiners. Each one will also be examined in singing.

Candidates for the examination in September will be expected to bring to the examination (1) a certificate or diploma of graduation from a high school or other secondary school having a four-years' course of study, (2) a statement of scholarship standing in that school, (3) a certificate of character, (4) a certificate of health.

TIMES OF EXAMINATION.

There are two examinations each year. The first, for graduates of Boston High Schools, is held on the second Saturday and preceding Friday in June. The second is for all other candidates for admission, and is held on the second Wednesday and the following Thursday in September, at 9 o'clock A.M., in the school hall.

All candidates for admission who are graduates of colleges or universities, or of a State Normal School, are expected to be present with their credentials at the opening of the September examination, or to have made application previously to the Board of Supervisors. In the latter case they can present their credentials on the second day of the examination.

TIMES OF ADMISSION.

Only one class is admitted to the school during the year, and that is admitted at the beginning of the school year. Students are not received at other times. The work of the school is so conducted that it is impossible for students 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 SCHOOL YEAR AND TERMS.

The school year, beginning in September, is divided into two terms of twenty weeks each, including a recess of one week each term, with daily sessions from 9 A.M. to 2 P.M. from Monday to Friday, inclusive.

The following holidays and vacations are granted to the school, viz.: Every Saturday; the half day before Thanksgiving day and the remainder of the week; the half day before Christmas day; one week commencing with Christmas day; New Year's day; the twenty-second of February; Good Friday; the nineteenth of April; the week immediately preceding the second Monday in April; Decoration day; the seventeenth of June; and from the close of school, the week preceding the Fourth of July, to the second Wednesday in September.

TUITION.

The tuition is free to all residents of Boston.

The rule of the School Board in regard to the payment of tuition by non-resident pupils is as follows:

“Neither a non-resident pupil, nor one who has only a temporary residence in the city, shall be allowed to enter or remain in any school, unless the parent, guardian, or some other responsible person has signed an agreement to pay the tuition of such pupil, or until a certified copy of a vote of the Committee on Accounts, permitting such pupil to attend the school, has been transmitted to the principal.”

The tuition for the year is about \$98.00. It is payable, one-half at the beginning of the fall term, and the other half at the beginning of the spring term in February.

All text and reference books are loaned to the students free of charge, and a reasonable supply of stationery and note-books furnished to each student.

COURSES OF STUDY.

There are at present three courses offered by the school, — the regular two years' course, a Kindergarten course, and a special course of one year for college graduates.

THE REGULAR COURSE.

This course is designed primarily for those who intend to teach in the primary and grammar grades of the public schools of Boston. It includes the following subjects :

1. Psychology, principles of education, history of education, school government, and school laws.

2. Methods of teaching the following subjects : —

(*a.*) English — Reading (including phonics), oral and written expression (including penmanship and spelling), the history and grammar of the English language, literature (with especial attention to literature for children).

(*b.*) Nature Studies — Geography, geological agencies, minerals, plants, and animals.

(*c.*) Physiology and Hygiene, physical training, and manual training.

(*d.*) Mathematics — Arithmetic, elements of Geometry, and Algebra.

(*e.*) Drawing, form and color; Vocal Music.

(*f.*) Kindergarten — theory and methods.

(*g.*) United States History.

3. Observation and practice in the public schools of the city.

KINDERGARTEN COURSE.

The conditions for admission to this course are the same as for the regular course. Candidates should also be able to sing and play the piano. Two years are required for the completion of the course. The subjects studied in the first year are the same as those of the regular course. The second year is devoted chiefly to the study of the theory and practice of the Kindergarten, and includes —

1. Principles of education, history of education and school government.
2. Drawing, form and color, and music.
3. The Mother Play and Symbolic Education.
4. Gifts — theory and practice.
5. Occupations.
6. Songs and games.
7. Observation and practice in public primary schools for four weeks.
8. Observation and practice in the Kindergartens for six months.

The course is planned with the express purpose of acquainting its students with the principles of teaching which underlie the most successful work in the primary and kindergarten grades.

The satisfactory completion of this course entitles students to receive certificates of qualification as teachers of the Kindergarten and Primary schools, and its graduates are in quick demand for appointment in the kindergartens and lowest primary grades.

COURSES FOR COLLEGE GRADUATES.

Graduates of a university or college, or of a State Normal School, approved by the Board of Supervisors are admitted to the school without examination. They may join the second year class in the Kindergarten course, or may take up a special one year's course.

This course includes the same subjects as the second year of the regular course, but the students pursuing this regular course are in most of the studies in a section by themselves, and the treatment of the subjects is modified to accord with the special needs and attainments of these students. Twelve weeks of observation and practice in primary and grammar schools is provided for each student, and a reasonable amount of observation and practice in high schools may be secured for individual students when especially desired.

The completion of this course carries with it the regular grammar school teacher's certificate.

College graduates in the past intending to teach have turned with few exceptions to the high schools for positions. The large and ever increasing number of graduates from women's colleges precludes the possibility that all, or any large percentage of them, find places in the high schools. At the same time the public has awakened to the necessity for more culture in the teachers of her elementary schools. These two conditions fit each other admirably, and the college-bred woman of the future is to find a large and enjoyable usefulness in teaching young children, but, to quote from a recent report of the Superintendent, "their difficulty has been, and to a great extent still is, that their college studies have given them no special knowledge of the art of teaching young children. For such special knowledge they must resort to a normal school. There have been in the past a few college graduates who have done this with manifest advantage. A full college course, together with a good Normal-school course, makes the best preparation any teacher, man or woman, can have for work in any grade of schools; but the Normal School part of it is especially necessary for teachers in the lower schools."

SYNOPSIS OF REGULAR COURSE.

(Figures indicate number of periods per week.)

FIRST YEAR.

First Term.

Psychology, 5.
 Physiology and Hygiene, 4.
 English, 4.
 Geography, 3.
 Drawing, form and color, 2.
 Vocal Music, 1.
 Gymnastics Theory, 1.

Second Term.

Psychology, 4.
 English, 4.
 Arithmetic, 3.
 Elementary Science, 4.
 Drawing, form and color, 2.
 Vocal Music, 1.
 Gymnastics Theory, 1.
 Theory of Kindergarten, 1.
 Observation and Practice in Public
 Schools, 4 weeks.

SECOND YEAR.

Third Term.

Principles of Education, 3.
 English, 4.
 Arithmetic, 3
 Elementary Science, 3
 Geography, 2.
 Drawing, form and color, 2.
 Vocal Music, 1.
 Gymnastics Theory, 2.
 Observation and Practice in Public
 Schools, 8 weeks.

Fourth Term.

Principles of Education and His-
 tory of Education, 4.
 Arithmetic, 3.
 English (half term), 4.
 U. S. History (half term), 4.
 Geography, 2.
 Field work in Science, 1.
 Kindergarten Methods, 1.
 Optional course : (a) Gymnastics,
 (b) Elementary Science, (c) Form,
 Color and Drawing, (d) Vocal
 Music, (e) Manual Training,
 (f) Cooking, (g) Sewing, 5.
 Observation and Practice, 4 weeks.

OPTIONAL COURSES.

At the beginning of the fourth term, each member of the Senior Class taking the regular course is required to elect one of the Optional Courses. These courses are intended to give the students a more comprehensive and thorough training in the particular line of study to which their natural inclinations and ability lead them. The students are also by this means more efficiently prepared for departmental teaching.

OBSERVATION AND PRACTICE.

Sixteen weeks, almost one-fourth of the entire time devoted to the course in the Normal School, is spent in observation and practice in the public schools of the city. The Normal pupils are assigned to the classes of training teachers selected by the Superintendent, only one pupil being assigned to a class. These classes remain in charge of the regular teachers. The time of the students is devoted to teaching the classes, observing the work of the training teachers, and assisting the training teachers both in teaching and the general work of the room. The Normal students generally give two or three short lessons daily, under the direction and subject to the criticism of the teachers in charge. The teachers

of the Normal School visit the pupils several times during their stay for purposes of criticism and instruction.

During the first term the Normal pupils have frequent opportunity to see the work of instruction as it is carried on by teachers of especial skill in the subject observed in the Rice Training School and other schools of the city.

During the second term the Normal pupils observe and practice for two weeks in Primary Schools, and two in Grammar Schools, and observe a few days in the Kindergartens.

During the second year the observation and practice are continued, under substantially the same conditions, for eight weeks in the third term and four weeks in the fourth term. This time is broken into periods of four weeks each, alternating with equal periods of theoretical instruction in the Normal School, only one-half of the class being absent from the school at a time.

GRADUATE CLUBS.

The school not only strives to give to its students the most thorough and practical training that is possible under the circumstances, but recognizes that the education of these young women as teachers has only begun when they graduate from the Normal School. Many questions and difficulties in the art of teaching are constantly arising in the school-room, and the daily practice of this art continually leads to some modification of one's theory and method of work. Moreover, all teachers must continue to be students if their instruction is to be fresh, vigorous and inspiring.

The teachers of the Normal School have always stood ready to respond heartily to any call of the graduates for suggestion, advice, and assistance in their work. Much quiet but effective individual work has been done in the way of helping the young, inexperienced teachers to overcome their early difficulties, and, more valuable still, in showing them how they may help themselves in the future.

In 1896 a movement was inaugurated which in its work

supplements in a most valuable manner all else that the school does for its students. The first graduate club was established at that time, and since then two others have been added, so that now there are three active, vigorous clubs offering excellent and attractive opportunities for study and the discussion of educational topics; the Biological Club, the English Club, and the Dunton Educational Club. The following is a brief statement of the organization, methods of procedure, and program of each up to the present time. It will be seen that in each case serious study is demanded, and the outcome of each year's work has been broad culture, greater earnestness of purpose, and increased professional efficiency.

THE BIOLOGICAL CLUB.

The Biological Club was formed in April, 1896, for graduates who during their school course had taken elective work along biological lines. The main purpose of the Club has been to acquaint its members with some of the important scientific questions of the century. To this end the program has consisted each year of the reading and discussion of one or more notable books. Some of the books that have been chosen for study are: *The Origin of Species, The Effects of Cross and Self-fertilization*, by Darwin; *The Autobiography and Letters of Charles Darwin*; *Lay Sermons and Addresses, Essays, Man's Place in Nature*, by Huxley; *Life and Letters*, by Thomas H. Huxley, by Leonard Huxley; *Animal Intelligence, Romanes*; *Through Nature to God*, John Fiske.

It has been the custom, from time to time, to invite a speaker to address the Club upon some subject connected with the writer's work. These open meetings have been social occasions as well, to which members have had the privilege of inviting their friends. The speakers who have in this friendly way identified themselves with the interests of the Club are: Dr. Edward M. Hartwell, Bureau of Statistics, City Hall, subject, "Biological Fallacies"; Professor

William T. Sedgwick, Massachusetts Institute of Technology, "Malthus and the Theory of Food Supply and its Relation to the Progress of Mankind"; Professor John M. Tyler, Amherst College, "Evolution"; Professor Patrick Geddes, Edinboro, Scotland, "Evolution"; Professor John Fiske, "Personal Reminiscences of Huxley"; Dr. Theodore Hough, Massachusetts Institute of Technology, "Fatigue"; Dr. Robert Bigelow, Massachusetts Institute of Technology, "Heredity"; Mr. George H. Martin, Supervisor of Schools, "Nature Work in Schools"; Dr. Theobald Smith, "Insects in Relation to Disease"; Dr. Edward Emerson, "Incidents from the Life of his father, Ralph Waldo Emerson, with extracts from his poems"; Col. T. W. Higginson, "Reminiscences of his friend, James Russell Lowell."

An annual "Country Day," has been one of the features of the Club, the outing lasting one or more days. The places thus visited are Gloucester, Nahant, Duxbury, the Wayside Inn at Sudbury, the home of Ralph Waldo Emerson at Concord, by the invitation of Miss Ellen Emerson.

THE ENGLISH CLUB.

The English Club was organized in 1897 by recent graduates of the school for the purpose of continuing the study of English literature. It meets six times in each school year, beginning in November. Its executive board consists of five graduates and the teachers of the English department in the school. Outside reading is assigned for each month; and, with the exception of the annual open meeting the time of the meetings is occupied in discussing the authors and books assigned. The authors to be studied are determined by a majority vote of the club members. The first year was devoted to Tennyson; the second to Jane Austen, Charlotte Brontë, Mrs. Gaskell and George Eliot; the third to Shakspeare; the fourth to Hawthorne, Dickens, and Thackeray; the fifth to Robert Browning; and the sixth to Emerson and Lowell.

At the open meetings the following addresses have been given:

Tennyson, by Professor George H. Palmer of Harvard University.

George Eliot, by Professor Vida Scudder of Wellesley College.

Shakspere, by Miss Martha T. Bennett of Dana Hall.

Dickens and Thackeray, by Miss Lucy R. Woods of the Girls' High School, Boston.

The Spiritual Message of Browning, by the Rev. Samuel M. Crothers of Cambridge.

Personal Reminiscences of Emerson, by Mr. Frank B. Sanborn of Concord.

THE DUNTON EDUCATIONAL CLUB.

The Dunton Educational Club was formed in 1899, and grew out of a class of forty to fifty teachers who had been studying the science and principles of education with one of the Normal teachers for seven or eight years. There are eight monthly meetings of the Club in the year, from October to May inclusive. It is open to any Boston teacher who wishes to pursue the course of study for the given year. In the four years of its work the Club has read and discussed such books as,

Hughes's Froebel's Educational Laws.

James's Talks to Teachers on Psychology.

Butler's Meaning of Education.

Davidson's History of Education.

Hyde's Practical Idealism.

At the first meeting in each year the individual members report upon educational works with which they have become acquainted during the summer. From these reports the Club makes its selection of the books to be read and discussed during the year.



EXERCISE IN USE OF COLD FRAME BY NORMAL STUDENTS.

In addition to this reading, each member of the Club serves on one of four committees, whose work is to investigate and report at each meeting on magazine articles on education, new books on education, current educational events, and child study.

Two open meetings of the Club have been held. The addresses at these meetings were "Educational Values," by Professor Hanus of Harvard College, and "Some Suggestions as to Ideals in Education," by the head-master of the Boston Normal School.

The aim of the Club is to increase the professional spirit and professional devotion of the teaching force in Boston.

SCHOOL GARDEN.

The Normal School conducts, in connection with its science department, a school garden which was started in the spring of 1901. Certain well-defined purposes underlay its establishment and have determined the plan of carrying on the work. The first purpose was to supply a real need of children born and brought up in the heart of a great city. These children need to know and love nature, to have a vital acquaintance with the soil and its products, to know which of these products are useful to man and how they may be economically secured; they also need the manual and moral training which comes from the care and cultivation of growing plants and animals. The second purpose was to improve the training furnished by the science course in the Normal School. This the garden accomplishes by furnishing a good supply of specimens for observation and study; by giving excellent opportunities for the teaching of science to children by the Normal pupils; and by enabling the Normal pupils to study at first hand the relation which this subject bears to the conditions and needs of the children.

A neighboring vacant lot owned by the school department of the city is used for the garden. In it there is sufficient

land to allow of eighty individual beds, each seven feet long and five feet wide, together with eight good sized experimental beds, and room for a large number of shrubs. The work in the garden is done by forty seventh-grade boys from the Rice Grammar School, and an equal number of seventh-grade girls from the Franklin Grammar School. Each pupil has a garden plot of his own, which he plants and cares for.

In the spring the Normal students give the boys lessons on distinguishing seeds, on the preparation of the earth for the seed, the method of planting different kinds of seeds, and the care of the garden while the plants are growing. A plan of the garden is drawn to a scale, each child selects within certain limitations the kinds of seeds which he will plant; and the best arrangement in the bed of the varieties of plants chosen is discussed and decided upon. They are then ready for the outdoor work. The grammar school children, under the guidance of the Normal students, loosen the soil, spade in the fertilizer (sweepings from the neighboring streets obtained by permission of the superintendent of streets), rake it over thoroughly, and stake out the beds according to the prepared plan. Each pupil is then assigned his individual bed, and plants the seeds which he has chosen. A part of two afternoons each week is given to weeding, thinning out, transplanting, watering, and otherwise caring for the garden.

The children watch with the greatest interest and the closest attention the cycle of life of each plant from the time that it first appears above the earth till as a full-grown vegetable, it is carried home to furnish the family table.

During the summer months the children continue their work in the garden on two days in each week under the direction of a graduate of the Normal School. On each of these days, in addition to caring for the garden and planting seeds for the fall and winter crops, the pupils take notes in their diaries on the condition of the garden, and have other



NORMAL STUDENTS AT WORK ON PLANT ECOLOGY.

written work assigned by their teacher. It thus becomes a summer school for those children continued through the vacation.

Certain features of the work are worthy of special and more extended mention.

In the first place, the garden is considered not merely as a branch of manual training, though as such it is of distinct value, but it is also regarded as a series of laboratory exercises, and its development is on the lines of an experiment station where the simplest agricultural facts can be demonstrated and experiments tried by the gardeners themselves.

The plan provides for vines, shrubs, a small nursery, and other experimental beds. Along the border of the garden have been planted a variety of hardy shrubs, which add much to the appearance of the lot, furnish interesting botanical material, and are useful in studying problems connected with shrubs and trees, transplanting, pruning, etc. The shrubs were selected and their arrangement suggested by Prof. Wm. Watson of the Bussey Institute.

Lectures and practical demonstrations have been given at the school and in the garden both to the boys and to the Normal students by Dr. George W. Field, Instructor in Economic Biology at the Massachusetts Institute of Technology. They began early in April and continued through June. Some of the subjects discussed with the Normal students were, —

Practical planting of seeds and transplanting of seedlings and shrubs.

The science of watering.

Soils, kinds of fertilizers, sources of nitrogenous food, and rotation of crops.

Pruning.

The Normal students gave to the boys a series of lessons bearing directly upon their practical work in the garden. Some of the subjects treated were:

Soils.

Parts of plants and their functions.

Roots and leaves, with various indoor experiments showing favorable and unfavorable conditions for growth.

Plant food.

Science of watering.

Animals related to the plant life in the garden: The earth-worm, the potato beetle, tomato-worm, cabbage-butterfly, common toad, English sparrow.

A number of experimental beds have been planned as follows:

(*a.*) Crimson clover, — to illustrate the immediate effect of pollen on fruit.

(*b.*) Pea-vine, the successive crops spaded in, — to study the pea-vine as a nitrogen collector.

(*c.*) Pea-vine, the successive crops gathered and the vines pulled up, — note the poverty of the soil in nitrogen.

(*d.*) Peas treated with a chemical fertilizer, — crop compared with those of (*b.*) and (*c.*).

(*e.*) Planted with cabbage, kale, kohl rabi, collards, cauliflower, and brussels sprouts, — to show the variation obtained from the ancestral cabbage by cultivation.

(*f.*) Planted with corn for several successive years, — to illustrate deterioration in crops through exhaustion of the soil.

(*g.*) Flax.

(*h.*) Grains.

(*i.*) Strawberry-patch.

In the fall term the Normal students note the fall aspects of plants they have observed in the spring, gather seeds and seed-vessels, and each makes a rather exhaustive study of one specially selected food-plant in relation to the environment. The Franklin School girls studied food-plants in connection with their cooking-school lessons, first in the garden, and then in the school-room from material which they had gathered. In October several hundred flower-bulbs were set out for



THINNING OUT AND TRANSPLANTING LETTUCE.



LESSON IN PRUNING BY NORMAL STUDENT.

spring blooming and the garden made ready for the winter and for the following spring.

The effects of the work on the children have been most interesting and encouraging. In the first place their genuine interest in the work made their observation more critical, and hence their resulting knowledge more accurate and permanent. Each worked independently; yet there was perfect freedom to compare results with others, and such a friendly rivalry that all were stimulated to observe for themselves what anyone had discovered. In the next place the class-room teacher of these pupils testifies to a general intellectual awakening in some of them which she ascribes to this work. They became more self-reliant and thorough in their work as time went on; their gardens improved in neatness; they were more persevering and industrious; and a helpful spirit was cultivated. The boys throughout the school have a feeling of ownership, and assume a protective relationship toward the garden; the property rights of the garden have been recognized and thoroughly respected by all the children and people of the vicinity, although the garden is always unguarded and situated on a public thoroughfare. Pupils of lower as well as higher classes ask many questions in regard to carrying on a garden, and all show an interest in market gardening and the condition of suburban crops. Several boys and girls who worked in the garden last year have gardens of their own this year, and small quantities of soil, fertilizer, and seed have been furnished them for this purpose. The boys who have thus far worked in the garden have organized a club for the further study of agricultural methods, to correspond with the Department at Washington, and to keep up the pleasant social relation already established among them.

The liberal support received from the Education Committee of the Twentieth Century Club has made many phases of this work possible, and has helped much toward the general success and effectiveness of the undertaking. This club

has met the larger portion of the expenses, including the salary of a teacher during the summer months.

LECTURES.

Each year distinguished speakers are invited to address the school, in order that the students may have, in addition to that respect and enthusiasm for the profession which their daily work attempts to foster, the inspiration and broader outlook that come from listening to men and women of wisdom and eloquence who are in thorough sympathy with a teacher's work. During the past year the school has had the privilege of listening to the following speakers :

Miss Susan E. Blow — "A Plea for Great Literature."

President Charles F. Thwing — "Character."

F. Schuyler Matthews — "Three Lectures on Birds and Their Music."

Dr. Sarah A. Bond — "Hygiene."

C. Hanford Henderson — "The Higher Life."

Dr. Robert W. Lovett — "Spinal Curvature."

Col. Edward Anderson — Memorial Day address.

Miss Sarah Louise Arnold — Address at graduation.



PEANUTS GROWN BY BOYS IN EXPERIMENTAL BED.



EXPERIMENTAL BED (f.)

GRADUATES
OF THE
BOSTON NORMAL SCHOOL.

CLASS OF 1903.

A., Allston; B., Brighton; C., Charlestown; Dor., Dorchester; F. H., Forest Hills; J. P., Jamaica Plain; N., Neponset; Rox., Roxbury; W. R., West Roxbury; Ros., Roslindale; E. B., East Boston; S. B., South Boston.

Optional Courses. — k. p., kindergarten and primary; g., gymnastics; s., elementary science; d., drawing; m., music.

Name.	Residence.
Rosalie Y. Abbot (Radcliffe College) . . .	108 Pembroke Street.
Clara H. Allen (Smith College) . . .	93 Lexington Street, E. B.
Ida E. Ansley, s.	5 Holden Street, Dor.
Theresa V. Arato, m.	7 Henchman Street.
Catherine P. Bishop, k. p.	45 Westland Avenue.
Mabelle L. Boyer, k. p.	73 Prospect Street, Cambridge.
Alice D. Burke, d.	119 Webster Street, E. B.
Alice M. Cahill, s.	502 Shawmut Avenue.
Mary A. Cahill, k. p. (Radcliffe College) . . .	313 Prospect Street, Cambridge.
Emily A. Carter (Mt. Holyoke College) . . .	176 Huntington Avenue.
Margaret T. Casey, d.	338 Newbury Street.
Adelaide M. Clarke, k. p.	3 Meridian Street, E. B.
Ethel M. Coe, s.	67 Rutland Street.
Anna M. Cogan, s.	88 West Sixth Street, S. B.
Mabel A. Collins, m.	28 Belmont Street, C.
Sara H. Colman, s.	221 Gold Street, S. B.
Minnie B. Conant, m.	16 North Harvard Street, A.
Anna F. Cotter, s.	6 Ambrose Street, Rox.
Jennie G. J. Cox, s.	775 East Broadway, S. B.
Marguerite C. Cronan, g.	193 Camden Street.
Lena A. Crowe, d.	26 Hopkins Street, New Dor.
Sarah D. Davidson, d.	12 Nixon Street, Dor.
Helen F. Davol, d.	19 Bartlett Street, C.

B. Pearl Dougher, d.	193 Camden Street.
Mary A. Dunican, g.	1113 Dorchester Avenue, Dor.
Marion R. Fenno, k. p.	212 Princeton Street, E. B.
Agnes C. Flynn, g.	41 Everett Street, C.
Grace E. Fogg, d.	135 Brooks Street, E. B.
Alicia G. Frawley, s.	South Weymouth.
Sarah E. French, d.	135 School Street, J. P.
Clara E. Glover, d.	22 Brown Avenue, Ros.
Harriet A. Glover, d.	3 Walnut Avenue, Rox.
Helen J. Gormley, s.	321 Perkins Street, J. P.
Miriam C. Gray, k. p.	23 Inman Street, Cambridge.
Jennie A. Green, m.	1573 Tremont Street, Rox.
Elizabeth E. Haggerty, s.	12 Port Norfolk Street, Dor.
Ethelyn C. Hallstrom, d.	11 Whitford Street, Ros.
Jennie N. Haxton, k. p.	289 Chestnut Avenue, J. P.
Adelaide B. Hearn, k. p.	22 Boylston Street, J. P.
Grace A. T. Hebron, m.	21 Edgeworth Street, C.
Rosalind W. Henderson, k. p.	6 Monument Avenue, C.
Florence M. Homer (Smith College)	56 Parsons Street, B.
Blanche G. F. Horner, k. p.	10 Sumner Street, Dor.
Ella G. Jenkins, k. p.	35 Glenarm Street, Dor.
Mary Kelly, g.	189 West Springfield Street.
Bessie E. Kennedy, d.	590 Ninth Street, S. B.
Minnie A. Kennedy, d.	590 Ninth Street, S. B.
Margaret M. A. Kennedy (Boston University)	12 Brown Avenue, Ros.
Sarah B. C. Lane, g.	30 Harvard Street, C.
Lena Lee, s.	6 Blanchard Street, Rox.
Amy H. Lothrop, g.	26 Fairview Street, Dor.
Eva H. S. Lucas, s.	60 Astoria Street, Mattapan.
Susan H. Lynch, g.	165 Emerson Street, S. B.
Annie C. MacDonald, s.	478 East Fourth Street, S. B.
Lucy A. Mackenzie, d.	48 Wait Street, Rox.
Mary A. Mahoney, d.	28 Binney Street, Rox.
K. Gertrude Marden, g.	38 Columbia Road, Dor.
Gertrude E. Mayo, d.	289 Walnut Avenue, Rox.
Katharine V. McBreen, g.	291 Walnut Avenue, Rox.
Lillian A. McCall, d.	102 Murdock Street, B.
Margaret C. McCloskey, d.	43 Rockwell Street, Dor.
Mary E. McCormick, d.	108 Highland Street, Rox.
Katherine A. McMurry, d.	207 Salem Street.
*Josephine L. Meade (Los Angeles Normal School)	34 Winthrop Street, C.
C. Isabel Mention, s.	30 Everett Street, J. P.

* Deceased.

Anna F. Moran, g.	39 G Street, S. B.
Margaret C. Murdoch, g.	6 Fairview Street, Dor.
Alice D. Murley, d.	89 Bennington Street, E. B.
Theresa C. Murray, g.	16 Thwing Street, Rox.
Mabel J. Neil, d.	63 Brentwood Street, A.
Elizabeth W. O'Connell, d.	14 Spring Park Avenue, J. P.
Annie P. O'Hara (^{Mt. Holyoke} College)	Winthrop.
Gertrude O. Oppenheim, g.	81 Gainsboro Street.
Mary M. Oswald, k. p.	406 Centre Street, J. P.
Imogene L. Owen, g.	39 Kenwood Street, Dor.
Angela M. Pearce, g.	20 Thwing Street, Rox.
Mary M. Phelan, g.	18 New Heath Street, Rox.
Lucille Pitts, g.	30 Sawyer Street, Rox.
Caroline R. Pulsifer (^{Wellesley} College)	23 Joy Street.
Lillie M. Redfern, d.	69 Mozart Street, J. P.
Martha L. Reid, s.	45 Everett Street, J. P.
Ethel G. Ross, g.	23 Monument Avenue, C.
Anna I. Ryan (^{Tufts} College)	274 School Street, Waltham.
Gertrude B. Sanderson, d.	72 Parsons Street, B.
Jennie L. Shackley, s.	188 Chestnut Avenue, J. P.
Catherine G. Sheahan, d.	129 Minden Street, Rox.
Gertrude M. Sias, d.	237 Berkeley Street.
Ethel F. Smith, m.	56 Evans Street, Dor.
Lillian M. Smith (^{Boston} University)	32 Holbrook Street, J. P.
Beatrice E. Strong, d.	329 Paris Street, E. B.
Henrietta L. Stumpf, d.	652 Broadway, S. B.
Anna L. Sullivan, s.	87 West Selden Street, Mattapan.
Gertrude F. Sullivan, m.	78 Tremont Street, C.
Josephine F. Sullivan, m.	114 Melville Avenue, Dor.
Rosella V. Sweeney, s.	East Dedham.
Mary A. L. Timony, m.	720 Harrison Avenue.
Mary E. Towne, d.	21 Berwick Park.
Pauline E. Voelpel, s.	37 Marcella Street, Rox.
Julia C. Walker, m.	11 Pacific Street, S. B.
Helen M. Waterman, s.	20 Cumberland Street.
Mary A. Watson, g.	29 Vaughn Avenue, Dor.
Fannie W. Weeks, g.	532 Adams Street, Dor.
Helen M. West, d.	8 Beach Street, Dor.

Number of graduates in 1903	103
Number of previous graduates	2,088
Total	<u>2,191</u>

SCHOOL DOCUMENT No. 11 — 1903.

REPORT

OF THE

COMMITTEE ON SALARIES.

SCHEDULE OF SALARIES FOR JANITORS

OF

GRAMMAR AND PRIMARY SCHOOL-HOUSES.



BOSTON :
MUNICIPAL PRINTING OFFICE.
1903.

IN SCHOOL COMMITTEE, November 24, 1903.

Ordered, That the Committee on Salaries be permitted to report in print upon a schedule of salaries for janitors.

Attest:

THORNTON D. APOLLONIO,

Secretary.



* REPORT.

IN SCHOOL COMMITTEE, BOSTON, Dec. 22, 1903.

The Committee on Salaries beg leave to submit the accompanying schedule of salaries for janitors of Grammar and Primary School-houses.

The schedule proposed is one that has been arrived at only after a long and tentative process, careful research, actual inspections of typical buildings, and estimates of the value of the service by independent methods.

As will be noted in the schedule, but five factors have been used as a basis upon which to compute these salaries, viz.:

1. *Cleaning.*
2. *Heating, Ventilation, and Superintendence.*
3. *Washing of Windows.*
4. *Care of Yards and Sidewalks.*
5. *Care of Lawns.*

It may seem to some that there are other items in the work of a janitor which ought to receive consideration in making up a schedule. But departure from a certain limited number of factors means confusion in a maze of items almost infinite in number many of which are of comparatively small importance. Their mere number precludes the possibility of incorporating them specifically into any workable formula. The attempt to thus recognize and compensate for many of these comparatively insignificant items, the importance of which may have been exaggerated by the particular janitor interested, is what has probably led in a large measure to the present chaotic condition of janitors' salaries, and prevented the adoption of any practicable formula.

* As amended January 5, 1904.

The method adopted has been to fix the compensation for *Cleaning, Heating, Ventilation, and Superintendence* at a rate sufficiently high to cover all use to which any building may be put, and is based entirely upon floor area.

The same rate per square foot of floor area is paid for a hall, gymnasium, or basement as is paid for a class-room, cooking-room, or manual-training room.

While it is recognized that the cost of caring for these rooms differs considerably, the rate for the whole area has been fixed so high that, if class-rooms, gymnasia, cooking or sloyd rooms are placed in portions of buildings not previously used for such purposes, the compensation will still be sufficient.

The factors, *Washing of Windows, Care of Yards and Sidewalks, and Care of Lawns*, differ so slightly in various parts of the city that the compensation has been fixed on the basis of the total area, and the rate per square foot established on data now in the possession of your committee, and in a large measure furnished by the janitors themselves.

Your committee wish to call attention particularly to the diagrams which form a part of this report, and which indicate graphically the manner in which the schedule works.

Diagrams 6, 7, and 8 show the proposed schedule, with the curves of existing salaries superimposed. The latter curves, in some places high, in many places low, but following absolutely no law, indicate the utter lack of system in the establishment of the present salaries.

On the other hand, the comparatively smooth curves of the proposed schedule show, whatever its faults, that its adoption will effect a great improvement over existing conditions.

This report also contains a list of the existing school-houses to which the schedule is to be applied with the present and proposed rates for janitor service for each building, the latter computed in accordance with the new schedule. Although extreme care has been exercised in the preparation of this list, it is, of course, possible that errors may exist therein,

and therefore your committee recommend that the final compensation for each building be established in accordance with the provisions of the appended orders.

The adoption of this schedule will result in an increase of about \$8,044 over the present annual expenditure for janitor service.

THE SCHEDULE.

FACTORS USED.

The total compensation for janitor service is based on the five following factors:

1. *Cleaning.*
2. *Heating, Ventilation, and Superintendence.*
3. *Washing of Windows.*
4. *Care of Yards, and Sidewalks.*
5. *Care of Lawns.*

OTHER FACTORS.

Because many other factors do not appear in this schedule does not mean that they are not paid for, but that in order to get a simple, workable formula, the payment has been reduced to the basis of these five, and is established at a rate sufficiently high to cover the compensation for all others.

DIAGRAMS.

To explain the schedule graphically, diagrams have been prepared, and are submitted with and form a part of this schedule, as follows:

Diagram No. 1. — Shows the rates per square foot for *Cleaning* between the various limits fixed for the changes of rate.

Diagram No. 2. — Shows the rates per square foot for *Heating, Ventilation, and Superintendence* between the various limits fixed for the changes of rate.

Diagram No. 3. — A combination of the two preceding diagrams showing the rates per square foot for *Cleaning, Heating, Ventilation, and Superintendence* between the various limits fixed for the changes of rate.

Diagram No. 4. — Shows the rate per square foot, at all areas, for Class A buildings, for *Cleaning, Heating, Ventilation, and Superintendence.*

Diagram No. 5. — Shows the total compensation for *Cleaning, Heating, Ventilation, and Superintendence.*

Diagram No. 6. — Shows the total compensation for *Cleaning, Heating, Ventilation, and Superintendence* for buildings of Class A, with the curve showing *present compensation* for the same buildings superimposed.

Diagram No. 7. — Shows the total compensation for *Cleaning, Heating, Ventilation, and Superintendence* for buildings of Class B, with the curve showing *present compensation* for the same buildings superimposed.

Diagram No. 8. — Shows the total compensation for *Cleaning, Heating, Ventilation, and Superintendence* of buildings of Class C, with curve showing *present compensation* for the same buildings superimposed.

FLOOR AREA.

Wherever the term "floor area" is used in this schedule it is intended to include the total area of all floors in class, recitation, or dressing-rooms, laboratories, halls, corridors, stairways, basements, sanitariums, baths, gymnasia, and storerooms, and no deduction is to be made for space taken up by heating and ventilating apparatus, or for storage space for fuel or supplies. Floor area, however, does not include attics, nor storage space in attics, above halls or class rooms.

ALL BUILDINGS PAID ALIKE.

It should be thoroughly understood that all buildings are paid for at all of the rates given in the schedule up to the limit of their floor area. That is, no matter how large the building, the compensation for *Cleaning* for the first 1,000 square feet shall be at the rate of \$0.05, for the second 1,000 at the rate of \$0.045, for the third 1,000 at the rate of \$0.04, and so on as per schedule up to the total floor area of the building.

In the same way for the *Heating, Ventilation, and Superintendence* of a building of Class A, no matter how large, the compensation for the first 3,000 square feet shall be at the rate of \$0.06, for the next 1,000 at the rate of \$0.05, for the next 1,000 at the rate of \$0.04, and so on as per schedule up to the total floor area of the building.

For the *Heating, Ventilation, and Superintendence* of a building of Class B, no matter how large, the compensation for the first 2,000 square feet shall be at the rate of \$0.06, for the next 1,000 at the rate of \$0.05, for the next 1,000 at the rate of \$0.04, and so on as per schedule up to the total floor area of the building.

For the *Heating, Ventilation, and Superintendence* of a building of Class C, no matter how large, the compensation for the first 1,000 square feet shall be at the rate of \$0.06, for the next 1,000 at the rate of \$0.05, for the next 1,000 at the rate of \$0.04, and so on as per schedule up to the total floor area of the building.

RENTED BUILDINGS.

Although the schedule does not specifically include rented buildings (see Order No. 1), it may easily be applied to buildings of this character wherever it may be deemed advisable.

CLEANING.

Compensation for cleaning shall be on the basis of the total floor area of the buildings, and at the following rates:

		To and including 1,000 sq. ft.			\$0.05	per sq. ft.	
Over	1,000	"	"	2,000	"	.045	"
"	2,000	"	"	3,000	"	.04	"
"	3,000	"	"	4,000	"	.037	"
"	4,000	"	"	5,000	"	.032	"
"	5,000	"	"	6,000	"	.028	"
"	6,000	"	"	7,000	"	.025	"
"	7,000	"	"	8,000	"	.023	"
"	8,000	"	"	11,000	"	.022	"
"	11,000	"	"	15,000	"	.021	"
"	15,000	"	"	19,000	"	.02	"
"	19,000	"	"	23,000	"	.019	"
"	23,000	"	"	28,000	"	.018	"
"	28,000	"	"	33,000	"	.017	"
	33,000 and over					.016	"

HEATING, VENTILATION, AND SUPERINTENDENCE.

Compensation shall be on the basis of the total floor area. As it is a recognized fact that it requires a higher degree of intelligence and skill to operate and care for the heating and ventilating plants of certain buildings than it does for others, they have been divided into three classes—Class A, Class B, and Class C—in the order of such requirements for intelligence and skill, and the compensation has been fixed in such a manner as to recognize this difference.

CLASSIFICATION OF BUILDINGS.

The school buildings shall be divided into three classes, as follows :

Class A.—(1.) Buildings in which are installed fans and engines or motors for the main ventilation by the plenum system.

(2.) Buildings in which are installed fans and engines for the main ventilation by the exhaust system.

These buildings are usually fitted with both the direct and indirect systems of steam heating, but in some cases are heated in part by furnaces.

Class B.—(1.) Buildings heated by steam or hot water, but without fans, engines, or motors, for the main ventilation.

(2.) Buildings heated by steam, but with fans and motors for the main ventilation by the exhaust system.

(3.) Buildings heated wholly by furnaces, but with fans and motors for the main ventilation by the plenum system.

Class C.—Buildings heated by furnaces or stoves, and without fans for the main ventilation.

Buildings in which there are installed two types of heating and ventilating apparatus of substantially equal importance shall be classified according to the superior type of such apparatus.

The classification of buildings shall not be raised above that deter-

mined by the main heating and ventilating plant in consequence of the type of such apparatus installed in sanitariums, or in additions to the main building containing not more than three rooms.

CLASS A.

Heating, Ventilation, and Superintendence.

Compensation for buildings of this class shall be at the following rates:

	To and including	3,000 sq. ft.		\$0.06	per sq. ft.
Over	3,000	"	"	4,000	".05
"	4,000	"	"	5,000	".04
"	5,000	"	"	6,000	".03
"	6,000	"	"	7,000	".02
"	7,000	"	"	8,000	".01
"	8,000	"	"	12,000	".004
"	12,000	"	"	16,000	".006
"	16,000	"	"	19,000	".008
"	19,000	"	"	21,000	".01
"	21,000	"	"	23,000	".012
"	23,000	"	"	25,000	".014
"	25,000	"	"	27,000	".016
"	27,000	"	"	29,000	".018
"	29,000	"	"	32,000	".02
"	32,000	"	"	37,000	".022
"	37,000	"	"	56,000	".02
	56,000 and over				".022

CLASS B.

Heating, Ventilation, and Superintendence.

Compensation for buildings of this class shall be at the following rates:

	To and including	2,000 sq. ft.		\$0.06	per sq. ft.
Over	2,000	"	"	3,000	".05
"	3,000	"	"	4,000	".04
"	4,000	"	"	5,000	".03
"	5,000	"	"	6,000	".02
"	6,000	"	"	7,000	".01
"	7,000	"	"	8,000	".006
"	8,000	"	"	10,000	".004
"	10,000	"	"	13,000	".002
"	13,000	"	"	17,000	".003
"	17,000	"	"	22,000	".004
"	22,000	"	"	27,000	".006
"	27,000	"	"	32,000	".008
"	32,000	"	"	37,000	".009
"	37,000	"	"	41,000	".01
"	41,000	"	"	44,000	".012
"	44,000	"	"	47,000	".014
"	47,000	"	"	50,000	".016
"	50,000	"	"	53,000	".018
"	53,000	"	"	56,000	".02
	56,000 and over				".022

CLASS C.

Heating, Ventilation, and Superintendence.

Compensation for buildings of this class shall be at the following rates :

	To and including 1,000 sq. ft.		\$0.06	per sq. ft.
Over 1,000	"	" 2,000	"	.05 "
" 2,000	"	" 3,000	"	.04 "
" 3,000	"	" 4,000	"	.03 "
" 4,000	"	" 5,000	"	.02 "
" 5,000	"	" 7,000	"	.01 "
" 7,000	"	" 8,000	"	.006 "
" 8,000	"	" 10,000	"	.004 "
" 10,000	"	" 13,000	"	.002 "
" 13,000	"	" 17,000	"	.003 "
" 17,000	"	" 22,000	"	.004 "
" 22,000	"	" 27,000	"	.006 "
" 27,000	"	" 32,000	"	.008 "
" 32,000	"	" 37,000	"	.009 "
" 37,000	"	" 41,000	"	.01 "
" 41,000	"	" 44,000	"	.012 "
" 44,000	"	" 47,000	"	.014 "
" 47,000	"	" 50,000	"	.016 "
" 50,000	"	" 53,000	"	.018 "
" 53,000	"	" 56,000	"	.02 "
56,000	and over	. . . . .	. . . . .	.022 "

WASHING OF WINDOWS.

Compensation for washing of windows shall be on the basis of the total area of the sashes, and at the rate of one cent (\$.01) per square foot for two washings per year, as required by existing rules.

CARE OF YARDS AND SIDEWALKS.

Compensation for care of yards and sidewalks shall be on the basis of their total area, and at the rate of two-tenths of one cent (\$.002) per square foot.

CARE OF LAWNS.

Compensation for care of lawns shall be on the basis of their total area, and at the rate of three-tenths of one cent (\$.003) per square foot.

CARE AND SUPERVISION OF CHILDREN IN BATHS.

The compensation of janitors for care or supervision of children in baths is not included in this schedule.

EXTENDED USE OF SCHOOL BUILDINGS.

This schedule does not include compensation for Evening Schools, Vacation Schools, Playgrounds, Educational Centres, Lectures, or Concerts.

SCRUBBING OF FLOORS.

No extra compensation shall be allowed for the annual scrubbing of floors required by existing rules.

Your committee recommend the passage of the following orders, Nos. 1 to 9, inclusive:

Respectfully submitted,

GEORGE E. BROCK,

Chairman.

ANNA BARROWS,

MARY A. DIERKES,

GEORGE A. O. ERNST,

WILLIAM T. KEOUGH.

1. *Ordered*, That the salaries of the janitors of the several buildings owned and occupied by the city for school purposes, excepting the High School-houses, the Chapman and the Horace Mann School-houses, be established in accordance with the foregoing schedule, to date from January 1, 1904, and to continue until otherwise ordered; and that the areas used in the determination of such salaries shall be such as shall have been respectively certified by the Schoolhouse Custodian and approved by the Committee on Salaries.

2. *Ordered*, That the compensation for the janitor service of a single building shall be arrived at in the following manner: The several amounts determined by applying the five factors of the accompanying schedule to the areas of the building, windows, yards, sidewalks, and lawns, shall be added together, and the nearest multiple of twelve to such sum shall be the annual compensation for janitor service.

3. *Ordered*, That the compensation for the janitor service of buildings containing not more than one class-room, and not in charge of the janitor of a larger school building, shall be at the rate of one hundred and twenty dollars (\$120) per year.

4. *Ordered*, That the compensation for the janitor service of buildings containing not more than one class-room, when in charge of the janitor of a larger building, shall be at the rate of seventy-two dollars (\$72) per year.

5. *Ordered*, That the compensation for the janitor service of buildings containing not more than two class-rooms when in charge of the janitor of a larger building, shall be at the rate of one hundred and sixty-eight dollars (\$168) per year.

6. *Ordered*, That the compensation for *Cleaning, Heating, Ventilation and Superintendence* service of a building containing not less than two class-rooms, and not in charge of the janitor of another building, shall in no case be less than three hundred dollars (\$300) per annum.

7. *Ordered*, That the compensation for janitor service of two or more buildings, each containing three or more class-rooms, and in charge of the same janitor, shall be as per schedule for the first and largest building, and for each additional building at the rate of the nearest multiple of twelve to eighty per centum (80%) of schedule rate.

8. *Ordered*, That the salaries of the janitors of the Chapman and Horace Mann School-houses shall be established in accordance with the foregoing schedule from and after the date upon which each of said buildings shall be under the responsible charge for its entire janitor service of one individual.

9. *Ordered*, That the Committee on School Houses are hereby instructed to recommend such promotions or transfers of janitors, assistant janitors and engineers as will result, at as early a date as possible, without causing injustice to the persons affected, and without detriment to the service, in no building (excepting the Mechanic Arts High School-house) being under the responsible charge for its entire janitor service of more than one individual; provided, however, that all such promotions and transfers shall take effect not later than January 1, 1905.

COMMITTEE ON SALARIES.

NAMES OF SCHOOL-HOUSES.	AARON DAVIS.		ABBY W. MAY.		ABER-DEEN.		ADAMS.		ADAMS ST.		ADAMS AND CHESTNUT STS.		AGASSIZ.		ALBERT PALMER.		ANDREWS.	
	B.	P.	B.	P.	B.	P.	A.	G.	C.	P.	C.	P.	A.	G.	B.	P.	A.	P.
CLASS OF BUILDING.																		
GRADE OF BUILDING.																		
Area of floors.....	16,012	10,743	5,444	22,528	3,237	2,696	30,824	10,585										
Area of windows.....	1,724	2,048	1,057	2,989	490	1,109	8,483	1,770										
Area of sidewalks and yards....	13,750	6,612	11,244	18,363	43,897	20,599	29,653	13,292										
Area of lawns.....		658	12,836				5,346											
Pay for cleaning building.....	\$450 24	\$340 35	\$216 43	\$577 03	*\$143 89	*\$150 00	\$724 01	\$336 87									\$427 88	
Pay for heating, ventilation and superintendence.....	299 04	285 49	248 88	432 34	157 11	*150 00	570 48	285 17									363 39	
Pay for washing windows.....	17 24	20 48	10 57	29 89	4 90	11 09	84 83	17 70									49 49	
Pay for care of sidewalks and yards.....	27 50	13 22	22 49	36 73	87 79	41 20	59 31	26 58									18 92	
Pay for care of lawns.....		1 97	38 51				16 04											
Gross salary.....	794 02	661 51	536 88	1,075 99	393 69	352 29	1,454 67	666 32									859 68	
Present salary.....	768 00	540 00	480 00	1,080 00	300 00	300 00	1,200 00	720 00									720 00	
Proposed salary.....	792 00	660 00	540 00	1,080 00	306 00	348 00	1,452 00	672 00									864 00	
Increase.....	24 00	120 00	60 00		96 00	48 00	252 00	144 00										
Decrease.....								48 00										

* Amount fixed to comply with Order No. 6.

P. Indicates Primary.

G. Indicates Grammar.

NAMES OF SCHOOL-HOUSES.	APPLE- TON ST.		ASA GRAY.		ATHER- TON.		AUBURN.		AUSTIN.		B. F. TWEED.		BAILEY ST., 63 AND 65.		BALDWIN.	
	B.	P.	B.	P.	B.	P.	C.	P.	C.	P.	B.	P.	C.	P.	C.	P.
CLASS OF BUILDING.																
GRADE OF BUILDING.																
Area of floors.....	19,166		14,513		12,097		6,542		6,433		12,601		6,528		4,160	8,267
Area of windows.....	3,230		3,825		5,168		984		1,550		3,131		818		396	1,172
Area of sidewalks and yards....	14,107		9,428		21,077		11,000		33,48		13,593		11,670		6,244	4,168
Area of lawns.....			310								1,624		8,880		4,440	
Pay for cleaning building.....	\$513 15		\$419 77		\$369 04		\$245 55		\$242 82		\$379 62		\$245 20		\$177 12	\$285 87
Pay for heating, ventilation and superintendence.....	310 66		294 54		288 19		215 42		214 33		289 20		265 28		183 20	227 07
Pay for washing windows.....	32 30		38 25		51 68		9 84		15 50		31 31		8 18		3 96	11 72
Pay for care of sidewalks and yards.....	28 21		18 86		42 15		23 20		6 70		27 19		23 34		12 49	8 34
Pay for care of lawns.....			93								4 87		26 64		13 32	
Gross salary.....	884 32		772 35		751 06		494 01		479 35		732 19		568 64		390 09	533 00
Present salary.....	780 00		624 00		600 00		300 00		240 00		480 00		408 00		120 00	372 00
Proposed salary.....	888 00		768 00		756 00		492 00		480 00		732 00		564 00		396 00	528 00
Increase.....	108 00		144 00		156 00		192 00		240 00		252 00		156 00		276 00	156 00
Decrease.....																

P. Indicates Primary.

COMMITTEE ON SALARIES.

NAMES OF SCHOOL-HOUSES.	BARTLETT STREET.		BENJ. CUSHING.		BENJ. DEAN.		BENJ. POPE.		BENNETT. ANNEX.		BIGELOW.		BLACK- INTON.		BOW- DITCH.		
	C.	P.	C.	P.	B.	P.	B.	P.	B.	P.	A.	G.	A.	P.	A.	G.	
CLASS OF BUILDING.																	
GRADE OF BUILDING.																	
Area of floors.....	7,888		15,295		12,817		12,988		21,213		9,990		43,224		16,795		30,521
Area of windows.....	1,034		5,328		4,446		2,608		2,598		4,511		8,520		3,383		7,785
Area of sidewalks and yards....	5,802		20,133		7,847		16,974		19,542		5,763		17,266		23,697		12,725
Area of lawns.....									3,000		1,908				2,381		3,949
Pay for cleaning building.....	\$277 42		\$435 90		\$384 16		\$387 75		\$552 05		\$323 78		\$924 58		\$405 90		\$718 86
Pay for heating, ventilation and superintendence.....	225 33		246 88		289 63		289 98		318 85		283 96		828 48		376 36		330 17
Pay for washing windows.....	10 34		53 28		44 46		26 08		25 98		45 11		85 20		33 83		77 85
Pay for care of sidewalks and yards.....	11 60		40 27		15 69		33 95		39 08		11 53		34 53		47 39		25 45
Pay for care of lawns.....									9 00		5 72				7 14		11 85
Gross salary.....	524 69		776 33		733 94		737 76		944 96		670 10		1,872 79		930 62		1,164 18
Present salary.....	360 00		840 00		780 00		600 00		780 00		516 00		†2,004 00		840 00		1,260 00
Proposed salary.....	528 00		780 00		732 00		732 00		948 00		672 00		*1,872 00		936 00		1,164 00
Increase.....	168 00						132 00		168 00		156 00				96 00		
Decrease.....			60 00		48 00								132 00				96 00

G. Indicates Grammar.

P. Indicates Primary.

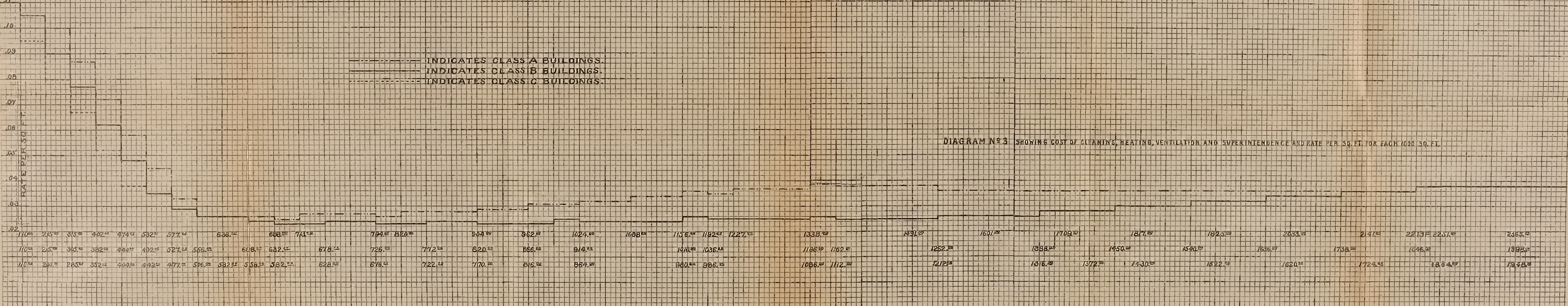
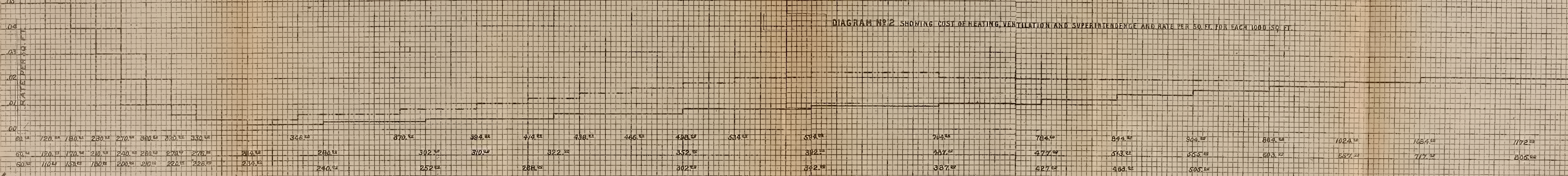
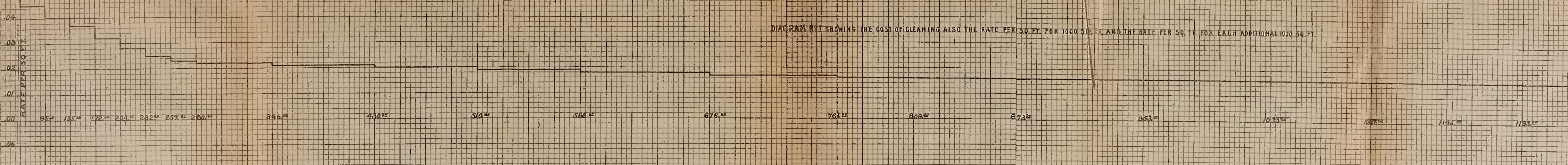
† Includes compensation for care and supervision of children in baths.

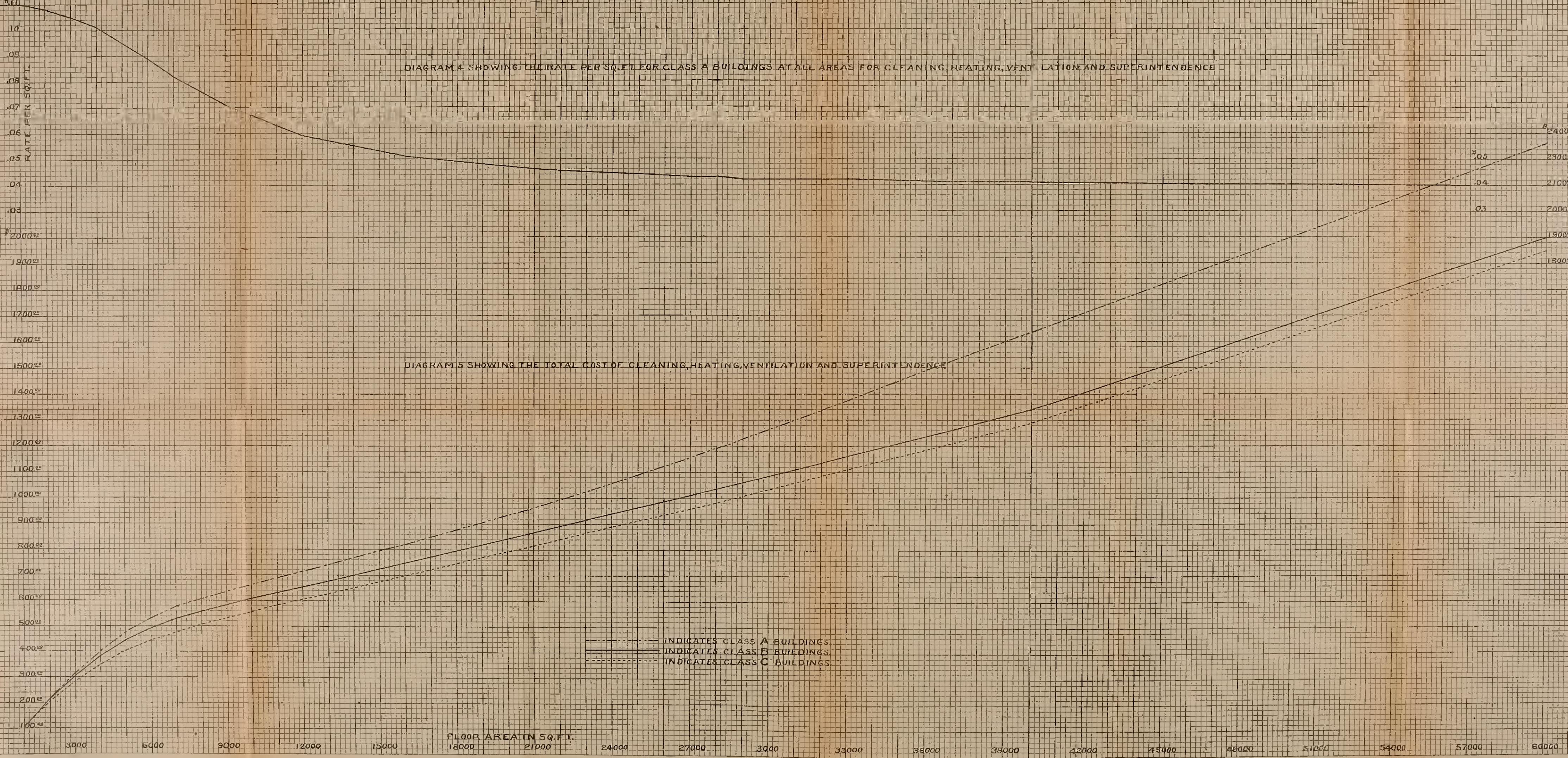
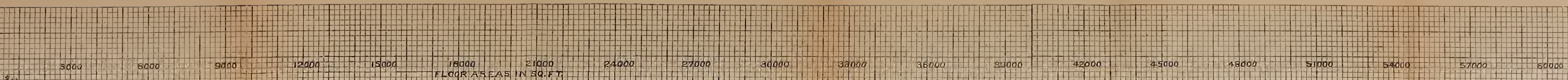
* Does not include compensation for care or supervision of children in baths.

NAMES OF SCHOOL-HOUSES.	BOWDOIN.		BREWSTER.		BRIMMER.		BUNKER HILL.		BUNKER HILL ST.		CANTERBURY ST.		CAPEN.		CHAPMAN.		CHARLES C. PERKINS.	
	A.	G.	B.	P.	B.	G.	B.	P.	B.	P.	C.	P.	B.	P.	A.	G.	C.	P.
Area of floors.....	30,446		7,808	17,570	23,218		7,719	3,167	11,910		39,985		17,711					
Area of windows.....	9,070		2,770	3,895	3,108		1,179	378	1,745		10,090		4,515					
Area of sidewalks and yards....	5,318		9,832	8,940	13,318			20,011	11,008		19,084		9,539					
Area of lawns.....			6,068										2,175					
Pay for cleaning building.....	\$717 58		\$275 58	\$481 40	\$589 92		\$273 54	*\$144 99	\$365 11		\$872 92		\$484 22					
Pay for heating, ventilation and superintendence.....	562 92		274 85	304 28	329 30		274 31	155 01	287 82		763 90		254 84					
Pay for washing windows.....	90 70		27 70	38 95	31 08		11 79	3 78	17 45		100 90		45 15					
Pay for care of sidewalks and yards.....	10 64		19 66	17 88	26 64				22 02		38 17		19 08					
Pay for care of lawns.....			18 20										6 53					
Gross salary.....	1,381 84		615 99	842 51	976 94		559 64	343 80	692 40		1,775 89		809 82					
Present salary.....	1,440 00		600 00	900 00	876 00		432 00	240 00	480 00		1,956 00		840 00					
Proposed salary.....	1,380 00		612 00	840 00	972 00		564 00	348 00	696 00		1,776 00		804 00					
Increase.....			12 00		96 00		132 00	108 00	216 00									
Decrease.....	60 00			60 00							180 00		36 00					

G. Indicates Grammar. P. Indicates Primary. * Amount fixed to comply with Order No. 6. † Includes salary of engineer and janitor. ‡ See Order No. 8.

3000 6000 9000 12000 15000 18000 21000 24000 27000 30000 33000 36000 39000 42000 45000 48000 51000 54000 57000 60000
 FLOOR AREAS IN SQ. FT.





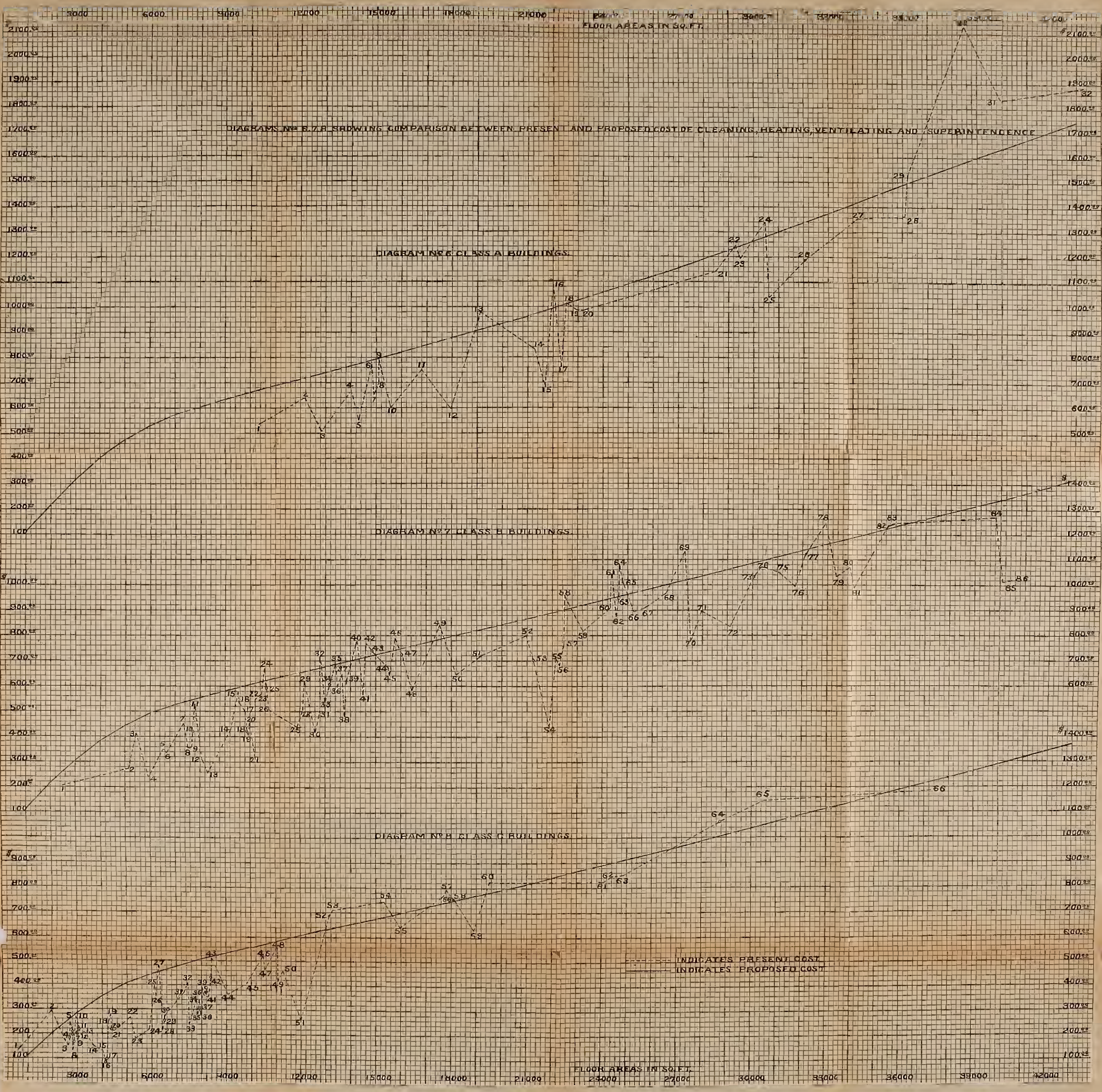


PLATE No. 3.

INDEX TO SCHOOL BUILDINGS

DIAGRAM No. 6.—Class A.

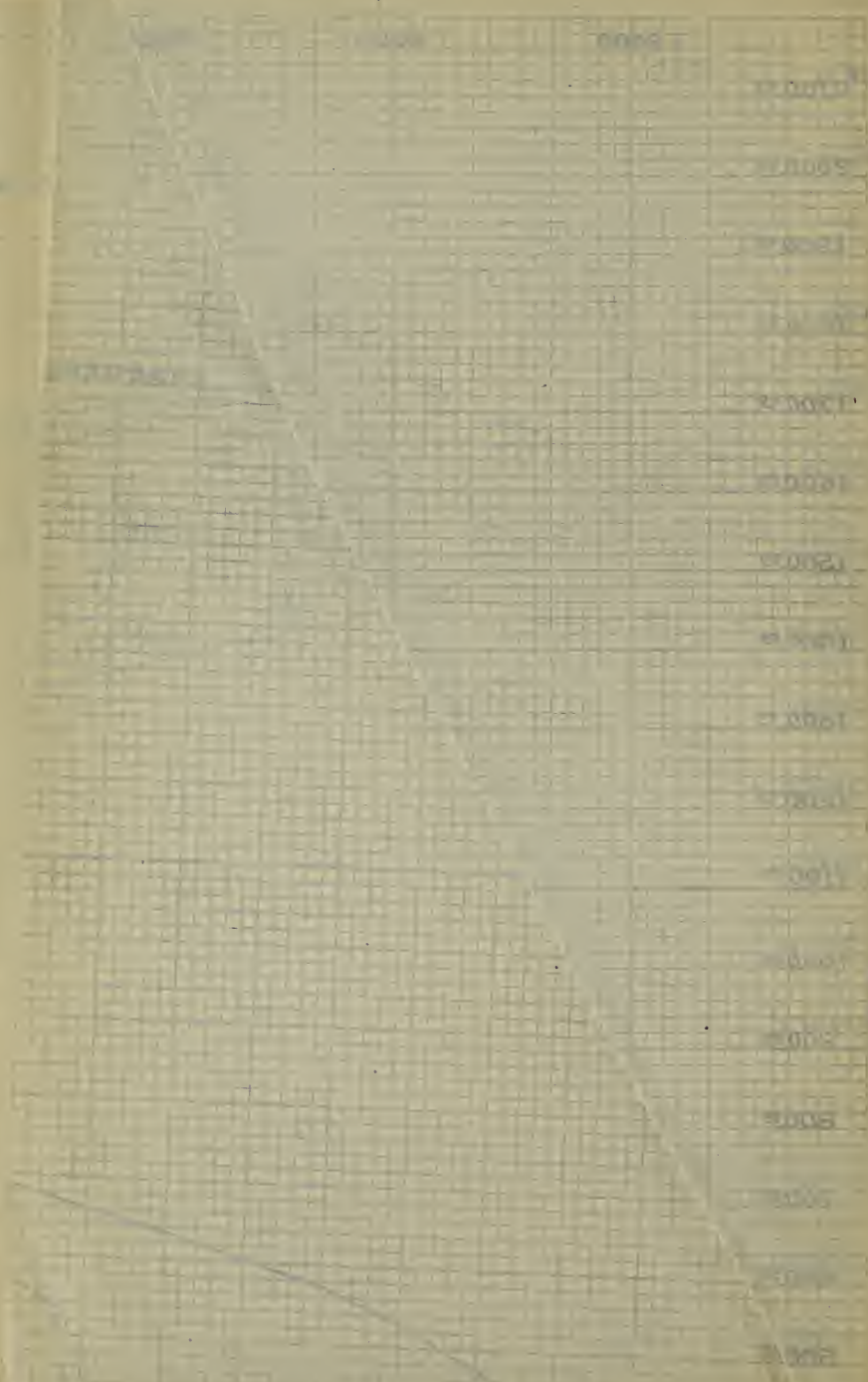
1. Margaret Fuller.
2. Lucetta Crocker.
3. Wyman.
4. Joshua Bates.
5. William Wirt Warren.
6. Copley.
7. Andrews.
8. W. L. P. Boardman.
9. Frederick A. Whittey.
10. Ira Allen.
11. Blackblain.
12. Minal.
13. Goddard.
14. Winchell.
15. Robert S. Shaw.
16. Winthrop.
17. William Bacon.
18. Adams.
19. Longfellow.
20. Roger Chap.
21. Mayhew.
22. Mary Hemerway.
23. Martha.
24. Bowdoin.
25. Agassiz.
26. Gilbert Stuart.
27. Phillips Brooks.
28. Christopher Gibson.
29. Roger Wolcott.
30. Paul Hever.
31. Chapman.
32. Higelow.

DIAGRAM No. 7.—Class B.

1. Ward House.
2. Way Street.
3. Abenston.
4. Oak Square.
5. Bully Street.
6. Harvard (Brighton).
7. Bulfinch Street.
8. Dorchester Avenue.
9. Old Malher.
10. Bunker Hill Primary.
11. Brewster.
12. Washington Allston Annex.
13. Williams.
14. Walnut Street.
15. Harvard Hill.
16. Henry Vane.
17. Polk Street.
18. Florence Street.
19. Francis Parkman.
20. Beesell Annex.
21. Hillede.
22. Church.
23. Howard Avenue.
24. Albert Palmer.
25. Stephen M. Weld.
26. Aldy W. May.
27. Capen.
28. Atherton.
29. Taggan.
30. B. P. Tweed.
31. William H. Keel.
32. Benjamin Dean.
33. Benjamin Pope.
34. Noble.
35. Cheate Thurman.
36. Old Dorchester High.
37. Hill.
38. Lyceum Hall.
39. Old Roxbury High.
40. Cyrus Alger.
41. Lawrence.
42. Ticknor.
43. Old East Boston High.
44. Miles Standish.
45. Horace Mann.
46. Samuel G. Howe.
47. Aaron Davis.
48. Tinford Street.
49. Brimmer.
50. Harris.
51. Appleton Street.
52. Edward Everett.
53. Bennett.
54. Mathew.
55. Washington Allston.
56. Charles Sumner.
57. George Putnam.
58. Conliss.
59. Bunker Hill.
60. Cushman.
61. Dearborn.
62. Everett (Roxbury).
63. Lincoln.
64. Lawrence.
65. Dwight.
66. Franklin.
67. Dilaway.
68. Warren.
69. Prince.

DIAGRAM No. 8.—Class C.

1. Chaucery Place.
2. No. 64 North Margin St. I.
3. South Street.
4. Mt. Pleasant Avenue.
5. Adams and Chestnut Streets.
6. Thornton Street.
7. Stoughton.
8. Glenway.
9. Washington Street (German town).
10. Heath Street.
11. Pierpont.
12. Canterbury Street.
13. Adams Street.
14. Chestnut Avenue.
15. Quincy Street (Dorchester).
16. Everett (Brighton).
17. Bully Street, 63 and 65.
18. Washington Street (Forest Hills).
19. Hobart Street.
20. Cottage Place.
21. Mival Street.
22. Grant.
23. Winthrop Street.
24. Cook.
25. Common Street.
26. Melford Street.
27. Wash.
28. Austin.
29. South Hill.
30. Auburn.
31. Fockerman.
32. Emerson (West End).
33. Harbor View Street.
34. Furnort.
35. Freeman.
36. Bartlett Street.
37. Tyler Street.
38. Skinner.
39. Phillips Bates.
40. Somerset Street.
41. Indian.
42. Old Gibbon.
43. Drake.
44. Mt. Vernon Street.
45. Old Edward Everett.
46. Sharp.
47. George Street.
48. Wilt.
49. Shonston.
50. Old Asכול.
51. Hayes Hall.
52. Parkman.
53. Phillips Street.
54. Benjamin Cushing.
55. Thiers.
56. Charles C. Perkins.
57. Prescott.
58. Plimmer.
59. West Concord Street.
60. Winthrop.
61. Elliot.
62. Phillips.
63. Gulbey.
64. Lewis.
65. Bowditch.
66. Henry L. Pierce.



COMMITTEE ON SALARIES.

NAMES OF SCHOOL-HOUSES.	CHARLES SUMNER.		CHESTNUT AVE.		CHOATE BURNHAM.		CHRISTO- PIER GIBSON.		CLINCH.		COMINS.		COMMON ST.		COPLEY.	
	B.	G.	C.	P.	B.	P.	A.	G.	B.	P.	B.	G.	C.	P.	A.	P.
CLASS OF BUILDING.																
GRADE OF BUILDING.																
Area of floors.....	22,243		3,676		13,395		36,098		10,205		22,488		6,087		14,836	
Area of windows.....	4,536		304		4,463		6,397		2,548		1,963		1,026		3,986	
Area of sidewalks and yards.....	22,366		12,840		12,822		27,825		12,578		20,264		5,631		14,049	
Area of lawns.....	3,025						2,976						248			
Pay for cleaning building.....	\$571 62		\$160 01		\$396 30		\$810 57		\$328 51		\$576 27		\$234 18		\$426 56	
Pay for heating, ventilation and superin- tendence.....	323 46		170 28		291 19		684 16		284 41		324 93		210 87		363 02	
Pay for washing windows.....	45 36		3 04		44 63		63 97		25 48		19 63		10 26		39 86	
Pay for care of sidewalks and yards.....	44 73		25 68		25 64		55 65		25 15		40 53		11 26		28 10	
Pay for care of lawns.....	9 08						8 93						74			
Gross salary.....	994 25		359 01		757 76		1,623 28		663 55		961 36		467 31		857 54	
Present salary.....	780 00		180 00		756 00		1,380 00		600 00		1,020 00		420 00		840 00	
Proposed salary.....	996 00		360 00		756 00		1,620 00		660 00		960 00		468 00		852 00	
Increase.....	216 00		180 00				240 00		60 00				48 00		12 00	
Decrease.....											60 00					

* Amount fixed to comply with Order No. 6.

P. Indicates Primary.

G. Indicates Grammar.

NAMES OF SCHOOL-USES.	COOK.		COTTAGE PL.		CUD- WORTH.		CUSHMAN.		CYRUS ALGER.		DEAR- BORN.		DILLA- WAY.		DORCHES- TER AVE.		DRAKE.	
	C.	P.	C.	P.	A.	P.	B.	P.	B.	P.	B.	G.	B.	G.	B.	P.		
CLASS OF BUILDING.																		
GRADE OF BUILDING.																		
Area of floors.....	5,923		4,387		19,116		24,306		14,236		24,341		25,717		7,507		8,416	
Area of windows.....	1,187		366		5,550		2,358		3,501		3,076		4,771		898		1,176	
Area of sidewalks and yards....	8,747		7,066		21,320		.....		11,976		31,929		17,213		28,430		9,728
Area of lawns.....	.....		.....		.....		.....		784		.....		784		6,800		.....
Pay for cleaning building.....	\$229 84		\$184 38		\$512 20		\$609 51		\$413 96		\$610 14		\$634 91		\$268 66		\$289 15	
Pay for heating, ventilation and superintendence.....	209 23		187 74		395 16		335 84		293 71		336 05		344 30		273 04		227 66	
Pay for washing windows.....	11 87		3 66		55 50		23 58		35 01		30 76		47 71		8 98		11 76	
Pay for care of sidewalks and yards.....	17 49		14 13		42 64		.....		23 95		63 85		34 42		56 86		19 45
Pay for care of lawns.....	.....		.....		.....		.....		2 35		.....		2 35		20 40		.....
Gross salary.....	468 43		389 91		1,005 50		968 93		768 98		1,040 80		1,063 69		627 94		548 02	
Present salary.....	348 00		240 00		1,080 00		936 00		840 00		1,140 00		996 00		444 00		540 00	
Proposed salary.....	468 00		384 00		1,008 00		972 00		768 00		1,044 00		1,068 00		624 00		552 00	
Increase.....	120 00		144 00		.....		36 00		.....		.....		72 00		180 00		12 00
Decrease.....	.....		.....		72 00		.....		72 00		96 00		.....		.....		.....

G. Indicates Grammar.

P. Indicates Primary.

COMMITTEE ON SALARIES.

NAMES OF SCHOOL-HOUSES.	DUDLEY.		EDWARD EVERETT.		ELIOT.		EMERSON. E. BOS.		EMERSON. W. END.		EVERETT. (ROX.)		EVERETT. (BLL.)		FLORENCE ST.	
	B.	G.	B.	G.	C.	G.	B.	G.	C.	P.	B.	G.	C.	P.	B.	P.
CLASS OF BUILDING.	B.	G.	B.	G.	C.	G.	B.	G.	C.	P.	B.	G.	C.	P.	B.	P.
GRADE OF BUILDING.	B.	G.	B.	G.	C.	G.	B.	G.	C.	P.	B.	G.	C.	P.	B.	P.
Area of floors.....	40,068	24,805	20,964	24,079	24,079	30,369	7,447	24,554	4,156	9,874						
Area of windows.....	6,092	3,540	3,976	3,678	3,678	4,302	1,730	2,896	400	1,175						
Area of sidewalks and yards....	13,909	16,778	27,850	6,925	6,925	23,715	4,611	29,164	45,370	23,661						
Area of lawns.....	3,178	.....	1,050	.....	.....	12,971	.....	.....	.....	.....		
Pay for cleaning building.....	\$874 09	\$618 49	\$547 33	\$605 42	\$605 42	\$716 27	\$267 28	\$613 97	\$176 99	\$321 23						
Pay for heating, ventilation and superintendence.....	467 68	338 83	317 86	284 47	284 47	378 95	222 86	337 33	183 12	283 50						
Pay for washing windows.....	60 92	35 40	39 76	36 78	36 78	43 02	17 30	28 96	4 00	11 75						
Pay for care of sidewalks and yards.....	27 82	33 56	55 70	13 85	13 85	47 43	9 22	58 33	90 74	47 32						
Pay for care of lawns.....	9 53	.....	3 15	.....	.....	38 91	.....	.....	.....	.....		
Gross salary.....	1,440 04	1,026 28	963 79	940 52	940 52	1,224 58	516 48	1,038 59	454 85	663 80						
Present salary.....	1,116 00	1,080 00	900 00	876 00	876 00	1,200 00	480 00	960 00	180 00	480 00						
Proposed salary.....	1,440 00	1,032 00	960 00	936 00	936 00	1,224 00	516 00	1,044 00	456 00	660 00						
Increase.....	324 00	.....	60 00	60 00	60 00	24 00	36 00	84 00	276 00	180 00						
Decrease.....	.....	48 00	.....	.....	.....	.....	.....	.....	.....	.....

G. Indicates Grammar.

P. Indicates Primary.

NAMES OF SCHOOL-HOUSES.	FRANCIS PARKMAN.		FRANK- LIN.		FREDRICK A. WHITNEY.		FREEMAN.		FROTH- INGHAM.		GASTON.		GEORGE PUTNAM.		GEORGE ST.	
	B.	P.	B.	G.	A.	P.	C.	P.	B.	G.	B.	G.	B.	G.	C.	P.
CLASS OF BUILDING.																
GRADE OF BUILDING.																
Area of floors	9,923		25,249		15,139		7,846		31,701		40,439		22,464		10,571	
Area of windows	1,759		3,274		1,922		1,352		5,845		5,435		4,175		912	
Area of sidewalks and yards	29,619		14,964		15,678		3,274		11,772		23,266		16,038		17,599	
Area of lawns									875		5,773		10,467			
Pay for cleaning building	\$322 31		\$626 48		\$432 78		\$276 46		\$788 92		\$880 02		\$575 82		\$336 56	
Pay for heating, ventilation and superintendence	283 69		341 94		364 83		225 08		389 61		471 39		324 78		235 14	
Pay for washing windows	17 59		32 74		19 22		13 52		58 45		54 35		41 75		9 12	
Pay for care of sidewalks and yards	59 23		29 93		31 35		6 55		23 54		46 53		32 07		35 20	
Pay for care of lawns									2 63		17 32		31 40			
Gross salary	682 82		1,031 00		848 18		521 61		1,213 15		1,459 61		1,005 82		616 02	
Present salary	480 00		960 00		840 00		300 00		1,080 00		1,140 00		864 00		408 00	
Proposed salary	684 00		1,032 00		852 00		516 00		1,212 00		1,404 00		1,008 00		612 00	
Increase	204 00		72 00		12 00		216 00		132 00		324 00		144 00		204 00	
Decrease																

G. Indicates Grammar.

P. Indicates Primary.

COMMITTEE ON SALARIES.

NAMES OF SCHOOL-HOUSES.	GILBERT STUART.		GLENWAY.		GRANT.		HANCOCK.		HARBOR VIEW ST.		HARRIS.		HARVARD. (Chrs.)		HARVARD. (Bri.)		HARVARD HILL.	
	A.	C.	P.	C.	P.	C.	P.	B.	G.	C.	P.	B.	G.	B.	P.	B.	P.	
CLASS OF BUILDING.																		
GRADE OF BUILDING.	G.																	
Area of floors.....	32,086	2,827	5,169	27,972	7,523	18,192	30,048	6,674	9,547									
Area of windows.....	8,153	441	873	3,426	967	1,144	2,818	756	1,460									
Area of sidewalks and yards....	19,702	35,821	2,003	26,248	19,484	33,349	9,754	17,125	2,014									
Area of lawns.....	2,920				8,608			1,075										
Pay for cleaning building.....	\$745 46	*\$150 00	\$208 73	\$675 50	\$269 03	\$493 84	\$710 82	\$248 85	\$314 03									
Pay for heating, ventilation and superintendence.....	595 89	*150 00	201 69	359 78	223 14	306 77	376 38	266 74	282 19									
Pay for washing windows.....	81 53	4 41	8 73	34 26	9 67	11 44	28 18	7 56	14 60									
Pay for care of sidewalks and yards.....	39 40	71 64	4 01	52 50	38 97	66 70	19 51	35 45	5 23									
Pay for care of lawns.....	8 76				25 82			3 22										
Gross salary.....	1,471 04	376 05	423 16	1,122 04	566 63	878 75	1,134 89	561 82	616 05									
Present salary.....	1,320 00	204 00	288 00	984 00	300 00	720 00	1,080 00	384 00	600 00									
Proposed salary.....	1,476 00	372 00	420 00	1,128 00	564 00	876 00	1,140 00	564 00	612 00									
Increase.....	156 00	168 00	132 00	144 00	264 00	156 00	60 00	180 00	12 00									
Decrease.....																		

G. Indicates Grammar. P. Indicates Primary.

* Amount fixed to comply with Order No. 6.

NAMES OF SCHOOL-HOUSES.	HAWES HALL.		HEATH ST.		HENRY L. PIERCE.		HENRY VANE.		HILLSIDE.		HOBART ST.		HORACE MANN.		HOWARD AVE.		HUGH O'BRIEN.	
	C.	P.	C.	P.	C.	G.	B.	P.	B.	P.	C.	P.	B.	*S.	B.	P.	B.	G.
CLASS OF BUILDING.																		
GRADE OF BUILDING.																		
Area of floors.....	12,002		2,950		37,268		9,564		10,204		4,378		15,581		10,422		39,790	
Area of windows.....	1,010		568		7,028		1,956		1,325		510		4,803		2,843		6,271	
Area of sidewalks and yards....	14,187		10,986		46,404		10,704		17,511		7,617		4,492		22,308		24,585	
Area of lawns.....					10,735		7,450								5,116		5,520	
Pay for cleaning building.....	\$367 04		†\$150 00		\$829 29		\$314 41		\$328 49		\$184 10		\$441 62		\$333 28		\$869 64	
Pay for heating, ventilation and superintendence.....	238 00		†150 00		389 68		282 26		284 41		187 56		297 74		284 84		464 90	
Pay for washing windows.....	10 10		5 68		70 28		19 56		13 25		5 10		48 03		28 43		62 71	
Pay for care of sidewalks and yards.....	28 37		21 97		92 81		21 41		35 02		15 23		88 98		44 62		49 17	
Pay for care of lawns.....					32 21		22 35								15 35		16 56	
Gross salary.....	643 51		327 65		1,414 27		659 99		661 17		391 99		876 37		706 52		1,462 98	
Present salary.....	300 00		300 00		1,380 00		600 00		360 00		300 00		780 00		660 00		1,404 00	
Proposed salary.....	648 00		324 00		1,416 00		660 00		660 00		396 00		†876 00		708 00		1,464 00	
Increase.....	348 00		24 00		36 00		60 00		300 00		96 00		96 00		48 00		60 00	
Decrease.....																		

G, Indicates Grammar. P, Indicates Primary. *S, Indicates Special. † See Order No. 8.
 ‡ A amount fixed to comply with Order No. 6.

COMMITTEE ON SALARIES.

NAMES OF SCHOOL-HOUSES.	HULL.		HYDE.		IRA ALLEN.		JOHN A. ANDREW.		JOSHUA BATES.		LAW- RENCE.		LEWIS.		LINCOLN.		LONG- FELLOW.	
	B.	P.	B.	G.	A.	P.	B.	G.	A.	P.	B.	G.	C.	G.	B.	G.	A.	G.
CLASS OF BUILDING.																		
GRADE OF BUILDING.																		
Area of floors.....	13,683		33,869		15,583		32,935		14,011		24,647		28,759		24,614		22,950	
Area of windows.....	1,762		8,047		2,400		3,626		2,904		3,192		3,779		3,345		4,469	
Area of sidewalks and yards....	15,192		12,839		17,961		16,699		11,552		11,949		20,146		17,380		24,882	
Area of lawns.....	3,411		.....		.....		1,900		.....		.....		.....		1,500		.....
Pay for cleaning building.....	\$402 34	\$774 90	\$441 66		\$759 90		\$409 23		\$615 65		\$688 90		\$585 05		\$615 05		\$585 05	
Pay for heating, ventilation and superintendence.....	292 05		408 82		367 50		400 42		358 07		337 88		316 07		337 68		437 40	
Pay for washing windows.....	17 62		80 47		24 00		36 26		29 04		31 92		37 79		33 45		44 69	
Pay for care of sidewalks and yards.....	30 38		25 68		35 92		33 40		23 10		23 90		40 29		34 76		49 76	
Pay for care of lawns.....	10 23		.....		.....		5 88		.....		.....		.....		4 50		.....
Gross salary.....	752 62		1,289 87		869 08		1,235 86		819 44		1,009 35		1,083 05		1,025 44		1,116 90	
Present salary.....	708 00		1,176 00		660 00		1,320 00		720 00		1,140 00		1,140 00		1,020 00		1,080 00	
Proposed salary.....	756 00		1,284 00		864 00		1,236 00		816 00		1,008 00		1,080 00		1,020 00		1,116 00	
Increase.....	48 00		108 00		204 00		.....		96 00		.....		.....		.....		36 00
Decrease.....	.....		.....		.....		84 00		.....		132 00		60 00		.....		.....

G. Indicates Grammar. P. Indicates Primary.

NAMES OF SCHOOL-HOUSES.	LOWELL.		LUCRETIA CROCKER.		LYCEUM HALL.		LYMAN.		MAR- GARET FULLER.		MARTIN.		MAR- SHALL.		MARY HEMEN- WAY.		MATHER.	
	B.	A.	B.	P.	B.	P.	B.	G.	A.	P.	A.	G.	B.	P.	A.	G.	B.	G.
CLASS OF BUILDING.																		
GRADE OF BUILDING.	G.	P.	P.		P.		G.		P.		G.		P.		G.		G.	
Area of floors.....	34,058	12,174	13,769		32,099		29,457		10,329		29,457		28,045		29,279		21,807	
Area of windows.....	5,423	2,575	3,104		4,015		4,047		4,338		4,047		3,581		8,050		4,207	
Area of sidewalks and yards....	24,159	27,340	25,701		19,557		23,083		10,050		23,083		19,366		20,180		113,525	
Area of lawns.....	3,567						918				1,335		1,744		4,367			
Pay for cleaning building.....	\$777 93	\$370 65	\$404 15		\$745 68		\$700 77		\$331 24		\$700 77		\$676 77		\$697 74		\$564 47	
Pay for heating, ventilation and superintendence.....	410 52	347 04	292 31		392 89		543 14		339 32		543 14		360 36		539 58		321 47	
Pay for washing windows.....	54 23	25 75	31 04		40 15		40 47		43 38		40 47		35 81		80 50		42 07	
Pay for care of sidewalks and yards.....	49 32	54 68	51 40		39 11		46 17		20 10		46 17		38 73		40 36		227 05	
Pay for care of lawns.....	10 70						4 01		2 75		4 01		5 23		13 10			
Gross salary.....	1,302 70	798 12	778 90		1,217 83		1,334 56		736 79		1,334 56		1,116 90		1,371 28		1,155 06	
Present salary.....	1,104 00	720 00	564 00		1,200 00		1,284 00		600 00		1,284 00		1,116 00		1,380 00		708 00	
Proposed salary.....	1,308 00	804 00	780 00		1,212 00		1,332 00		732 00		1,332 00		1,116 00		1,368 00		1,152 00	
Increase.....	204 00	84 00	216 00		12 00		48 00		132 00		48 00						444 00	
Decrease.....																		

G. Indicates Grammar.

P. Indicates Primary.

COMMITTEE ON SALARIES.

NAMES OF SCHOOL-HOUSES.	MAYHEW.		MEAD ST.		MEDFORD ST.		MILES STANDISH.		MINOT.		MT. PLEASANT AVE.		MT. VERNON ST.		NOBLE.		NORCROSS.	
	A.	C.	C.	P.	C.	P.	B.	P.	A.	G.	C.	P.	C.	P.	B.	P.	B.	G.
CLASS OF BUILDING.																		
GRADE OF BUILDING.																		
Area of floors	28,472	4,461	6,161	15,514	17,977	2,674	9,053	13,183	29,124									
Area of windows.....	4,255	696	1,217	2,705	3,849	390	1,012	2,434	3,529									
Area of sidewalks and yards.....	8,310	5,757	10,774	9,124	19,731	8,821	37,382	15,151	8,063									
Area of lawns.....				923	7,354													
Pay for cleaning building.....	\$684 02	\$189 75	\$236 03	\$440 28	\$489 54	*\$150 00	\$303 17	\$391 84	\$695 11									
Pay for heating, ventilation and superintendence.....	524 50	189 22	211 61	297 54	385 82	*150 00	230 21	290 55	368 99									
Pay for washing windows.....	42 55	6 96	12 17	27 05	38 49	3 90	10 12	24 34	35 29									
Pay for care of sidewalks and yards.....	16 62	11 51	21 55	18 25	39 46	17 64	74 76	30 30	16 13									
Pay for care of lawns.....				2 77	22 06													
Gross salary	1,267 69	394 44	481 36	785 89	975 37	321 54	618 26	737 03	1,115 52									
Present salary.....	1,200 00	223 00	384 00	720 00	696 00	204 00	348 00	660 00	888 00									
Proposed salary.....	1,272 00	396 00	480 00	780 00	972 00	324 00	624 00	732 00	1,116 00									
Increase	72 00	168 00	96 00	60 00	276 00	120 00	276 00	72 00	228 00									
Decrease																		

* Amount fixed to comply with Order No. 6.

P. Indicates Primary.

G. Indicates Grammar.

NAMES OF SCHOOL-HOUSES.	N. MARGIN ST., NO. 64.		OAK SQUARE.		OLD AGASSIZ.		OLD DORCHES-TER HIGG.		OLD EAST BOSTON HIGG.		OLD EDWARD EVERETT.		OLD GIBSON.		OLD MATHER.		OLD ROXBURY HIGG.		
	C.	P.	B.	P.	C.	P.	B.	P.	B.	P.	C.	P.	C.	P.	B.	P.	B.	P.	
CLASS OF BUILDING.																			
GRADE OF BUILDING.																			
Area of floors.....	1,961		5,940		11,253		13,462		14,864		9,815		8,379		7,673				13,825
Area of windows.....	190		1,576		1,946		2,034		2,537		1,578		1,175		1,131				1,532
Area of sidewalks and yards....	1,047		12,806				6,603		8,016										4,260
Area of lawns.....			6,705				49,679												
Pay for cleaning building.....	‡150 00		\$230 32		\$351 31		\$397 70		\$427 14		\$319 93		\$288 34		\$272 48				\$405 33
Pay for heating, ventilation and superintendence.....	‡150 00		258 80		236 51		291 39		295 59		233 26		227 52		274 04				292 48
Pay for washing windows.....	1 90		15 76		19 46		20 34		25 37		15 78		11 75		11 31				15 32
Pay for care of sidewalks and yards.....	2 00		25 61				13 21		16 03				104 80						8 52
Pay for care of lawns.....			20 12				149 04												
Gross salary.....	303 99		550 61		607 28		871 68		764 13		568 97		632 41		557 83				721 65
Present salary.....	300 00		300 00		480 00		780 00		*780 00		420 00		552 00		372 00				648 00
Proposed salary.....	300 00		552 00		612 00		876 00		‡768 00		564 00		636 00		552 00				720 00
Increase.....			252 00		132 00		96 00				144 00		84 00		180 00				72 00
Decrease.....									12 00										

* Indicates Primary.

† Salary for day school only.

‡ Amount fixed to comply with Order No. 6.

COMMITTEE ON SALARIES.

NAMES OF SCHOOL-HOUSES.	PARKMAN.		PAUL REVERE.		PHILLIPS.		PHILLIPS BROOKS.		PHILLIPS ST.		PHINEAS BATES.		PIERPONT.		PLUMMEL.		POLK ST.		
	C.	P.	A.	P.	C.	G.	A.	G.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	
CLASS OF BUILDING.																			
GRADE OF BUILDING.																			
Area of floors.....	13,146		38,472		24,371		34,196		13,226		8,004		3,054		18,097		9,796		
Area of windows.....	1,575		9,744		7,685		6,998		986		3,169		422		4,874		1,829		
Area of sidewalks and yards....	7,420		8,416		7,142		24,851		17,293		27,892		1,564		27,331		8,612		
Area of lawns.....						975					7,076				2,489				
Pay for cleaning building.....	\$391 07		\$848 55		\$610 68		\$780 14		\$392 75		\$280 09		*\$148 38		\$491 94		\$319 51		
Pay for heating, ventilation and superintendence.....	240 44		733 44		286 23		642 31		240 68		226 02		151 62		256 39		283 18		
Pay for washing windows.....	15 75		97 44		76 85		69 98		9 86		31 69		4 22		48 74		18 29		
Pay for care of sidewalks and yards.....	14 84		16 83		14 28		49 70		34 59		55 78		3 13		54 66		17 22		
Pay for care of lawns.....						2 93					21 23				7 47				
Gross salary.....	662 10		1,696 26		988 04		1,545 06		677 88		614 81		307 35		859 20		638 20		
Present salary.....	720 00		†2,244 00		936 00		1,380 00		756 00		480 00		216 00		864 00		540 00		
Proposed salary.....	660 00		†1,692 00		984 00		1,548 00		672 00		612 00		312 00		864 00		636 00		
Increase....					48 00		168 00				132 00		96 00				96 00		
Decrease.....	60 00		552 00						84 00										

G. Indicates Grammar.
 P. Indicates Primary.
 † Includes compensation for care and supervision of boys in baths.
 ‡ Does not include compensation for care or supervision of children in baths.

* Amount fixed to comply with Order No. 6.

NAMES OF SCHOOL-HOUSES.	FOR- MORT.		PRESCOTT.		PRINCE.		QUINCY.		QUINCY ST., DOR.		RICE.		ROBERT G. SHAW.		ROGER CLAP.		ROGER WOLCOTT.	
	C.	P.	C.	G.	B.	G.	C.	G.	C.	P.	B.	G.	A.	G.	A.	G.	A.	G.
CLASS OF BUILDING.																		
GRADE OF BUILDING.																		
Area of floors.....	7,787		17,825		27,282		24,841		4,028		35,666		21,702		28,220		36,209	
Area of windows.....	1,153		2,074		5,325		3,600		577		3,448		5,405		6,554		7,541	
Area of sidewalks and yards....	2,740		11,763		12,035		7,487		15,747		15,392		19,075		14,467		24,918	
Area of lawns.....					4,399				11,739		3,780		14,200		806		8,520	
Pay for cleaning building.....	\$275 10		\$486 50		\$663 08		\$619 14		\$172 90		\$803 66		\$561 34		\$589 96		\$812 34	
Pay for heating, ventilation and superintendence.....	224 72		255 30		354 26		289 05		180 56		424 99		422 42		441 08		686 60	
Pay for washing windows.....	11 53		20 74		53 25		36 00		5 77		34 48		54 05		65 54		75 41	
Pay for care of sidewalks and yards.....	5 48		23 53		24 07		14 97		31 49		30 78		38 15		28 93		49 84	
Pay for care of lawns.....					13 20				35 22		11 34		42 60		2 42		25 56	
Gross salary.....	516 83		786 07		1,107 86		959 16		425 94		1,305 25		1,118 56		1,127 93		1,649 75	
Present salary.....	360 00		840 00		1,200 00		900 00		204 00		1,320 00		816 00		1,080 00		1,680 00	
Proposed salary.....	516 00		792 00		1,104 00		960 00		420 00		1,308 00		1,116 00		1,128 00		1,644 00	
Increase.....	156 00						60 00		216 00				300 00		48 00			
Decrease.....			48 00		96 00						12 00						36 00	

G. Indicates Grammar

P. Indicates Primary.

COMMITTEE ON SALARIES.

NAMES OF SCHOOL-HOUSES.	RUTLAND ST.		SAMUEL G. HOWE.		SAVIN HILL.		SHARP.		SHERWIN.		SHURT- LEFFE.		SIMONDS.		SKINNER.	
	B.	P.	B.	P.	C.	P.	C.	P.	B.	G.	B.	G.	B.	C.	C.	P.
CLASS OF BUILDING.																
GRADE OF BUILDING.																
Area of floors.....	7,351		15,747		6,519		10,485		35,458		33,979		2,795		7,949	
Area of windows.....	1,156		3,486		734		1,788		3,226		3,108		400		1,370	
Area of sidewalks and yards.....	6,141		7,111		19,479		4,034		24,676		27,269		.....		3,586	
Area of lawns.....	.....		.....		.....		.....		.....		6,228		.....		.....
Pay for cleaning building.....	\$265 07		\$444 94		\$244 98		\$634 67		\$800 33		\$767 06		\$150 00		\$278 83	
Pay for heating, ventilation and superin- tendence.....	272 11		298 24		215 19		234 97		423 12		404 41		150 00		225 69	
Pay for washing windows.....	11 56		34 86		7 34		17 88		32 26		31 08		4 00		13 70	
Pay for care of sidewalks and yards.....	12 28		14 22		38 96		8 07		40 35		54 53		.....		7 17	
Pay for care of lawns.....	.....		.....		.....		.....		.....		18 68		.....		.....
Gross salary.....	561 02		792 26		506 47		595 59		1,305 06		1,275 76		304 00		525 39	
Present salary.....	480 00		840 00		300 00		552 00		1,320 00		1,140 00		300 00		300 00	
Proposed salary.....	564 00		792 00		504 00		600 00		1,308 00		1,272 00		300 00		528 00	
Increase.....	84 00		.....		204 00		48 00		.....		132 00		.....		228 00	
Decrease.....	.....		48 00		.....		.....		12 00		.....		.....		.....

G. Indicates Grammar. P. Indicates Primary.

NAMES OF SCHOOL-HOUSES.	SMITH ST.		SOMERSET ST.		STEPHEN M. WELD.		STOUGH- TON.		TAPPAN.		THEET- FORD ST.		THOMAS N. HART.		THORN- TON ST.		TICKNOR.		
	C.	P.	C.	P.	B.	P.	C.	P.	B.	P.	B.	P.	B.	P.	C.	P.	B.	P.	
CLASS OF BUILDING.																			
GRADE OF BUILDING.																			
Area of floors.....	2,662		8,024		10,610		11,074		12,147		16,429		31,089		2,805		14,609		
Area of windows.....	300		1,268		3,595		1,173		2,668		2,490		7,744		1,985		1,645		
Area of sidewalks and yards.....	6,307		5,791		23,893		26,481		7,569		15,091		17,859		5,248		8,714		
Area of lawns.....					7,842						10,900		1,210						
Pay for cleaning building.....	*\$150 00		\$280 53		\$337 42		\$347 55		\$370 09		\$455 58		\$728 51		*\$150 00		\$421 79		
Pay for heating, ventilation and superintendence.....	*150 00		226 10		285 22		236 15		288 29		300 23		384 71		*150 00		294 83		
Pay for washing windows.....	3 00		12 68		35 95		11 73		26 68		24 90		77 44		19 85		16 45		
Pay for care of sidewalks and yards.....	12 61		11 58		67 79		52 96		15 14		30 18		35 72		10 50		17 43		
Pay for care of lawns.....					23 53						32 70		3 63						
Gross salary.....	315 61		530 89		749 01		648 39		700 20		846 65		1,230 01		330 35		750 50		
Present salary.....	168 00		384 00		720 00		480 00		660 00		672 00		1,164 00		240 00		804 00		
Proposed salary.....	312 00		528 00		744 00		648 00		696 00		852 00		1,236 00		336 00		756 00		
Increase.....	144 00		144 00		24 00		168 00		36 00		180 00		72 00		96 00				
Decrease.....																			48 00

* Indicates Grammar.

* Indicates Primary.

* Amount fixed to comply with Order No. 6.

COMMITTEE ON SALARIES.

NAMES OF SCHOOL-HOUSES.	TYLERSTON.		TUCKER- MAN.		TYLER ST.		W. L. P. BOARD- MAN.		WAIT.		WALNUT ST.		WARD ROOM.		WARREN.		WASHING- TON. ALLSTON.		
	C.	P.	C.	P.	C.	P.	A.	P.	C.	P.	B.	P.	B.	P.	B.	P.	B.	P.	
CLASS OF BUILDING.																			
GRADE OF BUILDING.																			
Area of floors.....	15,953		7,310		7,907		15,095		11,030		2,467		26,538		22,182				
Area of windows.....	1,567		1,000		1,098		4,554		1,102		210		3,130		5,348				
Area of sidewalks and yards....	80,930		21,505		2,078		12,013		14,913				11,372		12,532				
Area of lawns.....							1,728								2,052				
Pay for cleaning building.....	\$449 06		\$264 13		\$277 86		\$431 90		\$346 63		*\$150 00		\$649 08		\$570 46				
Pay for heating, ventilation and superintendence.....	248 86		221 86		225 44		364 57		236 06		280 92		349 23		323 09				
Pay for washing windows.....	15 67		10 00		10 93		45 54		11 02		2 10		31 30		53 48				
Pay for care of sidewalks and yards.....	161 86		43 01		4 15		24 03		29 83				22 74		25 06				
Pay for care of lawns.....							5 18								6 16				
Gross salary.....	875 45		539 00		518 43		871 21		623 34		302 10		1,052 95		978 25				
Present salary.....	720 00		324 00		312 00		780 00		600 00		204 00		1,020 00		792 00				
Proposed salary.....	876 00		540 00		516 00		876 00		624 00		300 00		1,056 00		984 00				
Increase.....	156 00		216 00		204 00		96 00		24 00		156 00		36 00		192 00				
Decrease.....																			

* Amount fixed to comply with Order No. 6.

P. Indicates Primary.

G. Indicates Grammar.

NAMES OF SCHOOL-HOUSES.	WASHING- TON ST., ALLSTON ANNEX.		WASHING- TON ST., FOREST HILLS.		WASHING- TON ST., GERMAN- TOWN.		WAY ST.		WEBB.		WELLS.		WEST CONCORD ST.		WILLIAM BACON.		WILLIAM H. KENT.		
	B.	P.	C.	P.	C.	P.	B.	P.	C.	P.	G.	C.	P.	C.	P.	A.	P.	B.	P.
CLASS OF BUILDING.																			
GRADE OF BUILDING.																			
Area of floors.....	8,105		4,217		2,836		5,136		6,284		27,541		18,898		22,321		12,792		
Area of windows.....	829		517		312		2,477		806		3,412		1,765		5,780		5,234		
Area of sidewalks and yards...	3,752		24,128		12,686		1,322		6,204		6,658		7,422		8,829		13,057		
Area of lawns.....	5,055														1,362				
Pay for cleaning building.....	\$282 31		\$178 94		*\$150 00		\$207 81		\$239 10		\$667 74		\$507 96		\$573 10		\$383 63		
Pay for heating, ventilation and superintendence.....	276 42		184 34		*150 00		242 72		212 84		356 33		259 59		429 85		289 58		
Pay for washing windows.....	8 29		5 17		3 12		24 77		8 06		34 12		17 65		57 80		52 34		
Pay for care of sidewalks and yards.....	7 50		48 25		25 37		2 64		12 41		13 32		14 84		17 66		26 11		
Pay for care of lawns.....	15 17														4 09				
Gross salary.....	589 69		416 70		328 49		477 94		472 41		1,071 51		800 04		1,082 50		731 66		
Present salary.....	336 00		300 00		192 00		300 00		504 00		816 00		660 00		840 00		576 00		
Proposed salary.....	588 00		420 00		324 00		480 00		468 00		1,068 00		604 00		1,080 00		732 00		
Increase.....	252 00		120 00		132 00		180 00				252 00		144 00		240 00		156 00		
Decrease.....									36 00										

G. Indicates Grammar.

P. Indicates Primary.

*Amount fixed to comply with Order No. 6.

COMMITTEE ON SALARIES.

NAMES OF SCHOOL-HOUSES.	WILLIAM E. RUSSELL.		WILLIAMS.		WILLIAM WIRT WARREN.		WINCHELL.		WINSHIP.		WINTHROP.		WINTHROP ST.		WYMAN.	
	B.	G.	B.	P.	A.	P.	A.	P.	A.	P.	C.	G.	C.	P.	A.	P.
CLASS OF BUILDING.																
GRADE OF BUILDING.																
Area of floors.....	51,163		8,287		14,330		21,256		21,995		19,500		5,349		12,825	
Area of windows.....	6,176		1,695		3,820		4,416		5,018		2,758		649		3,242	
Area of sidewalks and yards.....	24,117		13,808		22,743		8,186		25,848		12,602		7,960		18,428	
Area of lawns.....	16,716		11,129		.....		.....		2,600		.....		.....		8,446	
Pay for cleaning building.....	\$1,051 60		\$286 31		\$415 93		\$552 86		\$566 91		\$519 50		\$213 77		\$384 33	
Pay for heating, ventilation and superintendence.....	623 93		277 15		359 98		417 07		425 94		262 00		203 49		350 95	
Pay for washing windows.....	61 76		16 95		38 20		44 16		50 18		27 58		6 49		32 42	
Pay for care of sidewalks and yards.....	48 23		27 61		45 49		16 37		51 70		25 32		15 92		36 86	
Pay for care of lawns.....	50 15		33 38		.....		.....		7 80		.....		.....		25 34	
Gross salary.....	1,836 67		641 40		859 60		1,030 46		1,102 53		834 40		439 67		829 90	
Present salary.....	1,836 00		336 00		636 00		888 00		1,200 00		876 00		204 00		600 00	
Proposed salary.....	1,836 00		636 00		864 00		1,032 00		1,104 00		840 00		444 00		828 00	
Increase.....	.....		300 00		228 00		144 00		.....		.....		240 00		228 00	
Decrease.....	.....		.....		.....		.....		96 00		36 00		.....		.....

G. Indicates Grammar. P. Indicates Primary.



SCHOOL DOCUMENT NO. 12 — 1903.

COURSE OF STUDY

FOR THE

EVENING ELEMENTARY SCHOOLS.

1903.



BOSTON :
MUNICIPAL PRINTING OFFICE.
1903.

COURSE OF STUDY

FOR THE

EVENING ELEMENTARY SCHOOLS.

1903.

IN SCHOOL COMMITTEE,
BOSTON, October 13, 1903.

Ordered, That two thousand copies of the
course of study for the Evening Elementary
Schools be printed as a school document.

Attest:

THORNTON D. APOLLONIO,
Secretary.

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.

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.

BOOK-KEEPING.

1. Simple accounts.
2. Forms of bills, of receipts, and of promissory notes.
3. (a) The principles of book-keeping by single entry or double entry. (b) Their applications in keeping the day book, the cash book, and the ledger.
4. (a) Making a trial balance. (b) A statement of resources and liabilities. (c) A statement of losses and gains.

GEOGRAPHY.

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

1. (a) Home Geography. (b) Form and motions of the earth. (c) Forms of land and divisions of

water. (*d*) Surface of the land. (*e*) Circles of the earth; latitude and longitude; zones. (*f*) 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, and should be based on the pupils' knowledge of home geography.

NOTE 2: The commercial side of geography should be emphasized.

NOTE 3: 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 blackboard 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. The governments of the city and the state should be studied in connection with that of the United States, for purposes of comparison, as to functions and powers and organization of the departments.

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.

NOTE : Instruction in Cookery, Woodworking, Drawing, and Music, may be provided when there is a sufficient number of pupils desiring such instruction.

SCHOOL DOCUMENT NO. 13 — 1903

REPORT

OF THE

COMMITTEE ON EVENING SCHOOLS

FREE PUBLIC LECTURES



BOSTON
MUNICIPAL PRINTING OFFICE
1903

IN SCHOOL COMMITTEE, June 9, 1903.

Ordered, That the Committee on Evening Schools are hereby authorized to report in print upon the Free Public Lectures conducted under their direction.

Attest:

THORNTON D. APOLLONIO,
Secretary.

REPORT.

IN SCHOOL COMMITTEE, Dec. 22, 1903.

The Committee on Evening Schools presents herewith its first report on the Free Public Lectures, conducted under its direction during the season of 1901-1902. The work of providing free lectures for the general public is not new to municipal enterprise. The most conspicuous achievement in this direction has been made by the City of New York, where early in 1889 courses of free lectures were established by the Board of Education. During the spring of that year, 186 lectures were given to audiences numbering in the aggregate, 22,141 persons, and averaging 119 to each lecture. The courses during the second season, October, 1889, to April, 1890, comprised 329 lectures. The aggregate attendance was 23,632, and the average attendance about 72. The results of the second season seemed to indicate the desirability of a change in the manner of administration, and in 1890 Dr. Henry M. Leipziger, the present Supervisor of Lectures was placed in executive charge of the work. Under his management the lecture system has experienced an astonishing growth, and now rests upon a firm, and without doubt a lasting, basis. The following data, taken from the latest report upon the New York Free Public Lectures, forcibly show the present magnitude of the work in that city, and its enormous possibilities here. During the season of 1902-1903 (October to May), 4,221 lectures were given in 128 lecture centers. The total attendance was 1,204,126, and the average attendance 285. As illustrative of the character and scope of the work, it appears that in addition to lectures upon Descriptive Geography, which greatly outnumbered those in any other department, there were lectures and courses

upon the various natural sciences, Physiology and Hygiene, Sociology, Education, Literature, History and Biography, Music and Art.

Nor is this the first time that free lectures under municipal auspices have been provided in our own city. In 1898, Mayor Josiah Quincy appointed a lecture committee, consisting of ten members, to undertake this work. Under the direction of this committee lectures were given during the early part of 1899 in ten lecture centers. As is shown by the published report of this committee, 186 lectures were given with a total attendance of 18,200, the audiences thus averaging 212, and varying in size from about 1,000 to 32. In the following year, 1900, during the incumbency of Mayor Quincy's successor, the lecture committee was abolished, and the lecture movement abandoned.

The present lecture system may be said to have had its origin in the year 1901. In the beginning of that year the Evening School Committee of this Board had under consideration the feasibility of providing in our evening schools an occasional lecture upon some subject of value to the scholars, as a means of agreeably diversifying the work, and thus supplying a stimulus to sustain the interest. The inquiry into this subject broadened as it progressed, and soon opened up the study of the kindred and more important work of providing lectures for the public generally. This seemed a most appropriate undertaking for the School Department. Distinctly educative in character, the work was thus in complete accord with the proper function of the schools, and indeed it might be considered but an extension of school activities, so as to reach a larger constituency in a new but approved way. Furthermore, in our numerous school halls, commodious and easily accessible, but infrequently used, this department was supplied with the natural and most suitable places of public assembly.

The extraordinary public appreciation which had been manifested in the lectures in New York City encouraged

this committee to believe that the time was then opportune for the introduction of this work here, and accordingly, by an order presented on February 26, 1901, an appropriation was requested for this purpose. The School Board, however, was then unwilling to engage in a work constituting so distinct a departure from traditional lines, and the order, as it was finally adopted, conferred authority to provide lectures for evening school scholars only. The report of this committee upon the evening school lectures of that year may be found on pages 510-512 of the Minutes of the School Board for 1901. In 1902 this committee renewed its recommendation that a system of Free Public Lectures should be established. This time favorable action followed, and the sum of forty-two hundred dollars was appropriated.

The consideration of the various questions incident to the inauguration of the work was immediately begun. It was soon realized that before the program of lectures in the various centers could be offered to the public as a completed whole, very many important details must be attended to with close scrutiny and unremitting care. The selection of lecturers and the arrangement of courses involved much correspondence, inquiries must be prosecuted, personal interviews given and visitations made. It was essential also that, after the courses were under way, a constant oversight should be exercised.

In view of all this, and profiting by the experience of the New York Board of Education, the committee deemed it necessary that the lecture system should have an administrative head, and Supervisor Walter S. Parker was invited to assume that office. Mr. Parker responded generously to the call of the committee, and entered upon the task committed to him with enthusiastic interest. We consider it fortunate that at this critical period we were able to have the co-operation of one in such cordial sympathy with the movement, and who has been at all times so unsparing of time and labor in promoting its success. The large audiences which listened

to the lectures with such evident satisfaction bear abundant testimony to the zeal and thoroughness and sound and discriminating judgment which have characterized his efforts.

It was believed that the efficiency and permanency of the movement lay in tentative beginnings and progressive development. Four school buildings located in what were considered to be typical districts were selected as lecture centres for experimentation. For each centre a local director was appointed, whose office it was, among other things, to carry into effect measures for properly advertising the lectures in the neighborhood, and on the occasion of a lecture to make the necessary arrangements for the preservation of order, and for the comfort and convenience of the audience. The centers and directors were as follows: Lowell School, Jamaica Plain, Edward P. Sherburne; Shurtleff School, South Boston, Michael E. Fitzgerald; Charlestown High School, Walter L. Harrington; Franklin School, South End, Gustavus F. Guild.

Each of the directors was engaged in public school work, and had established a reputation for successful school administration, either in the building occupied as a center or in its immediate vicinity. Each enjoyed a wide and intimate acquaintance among the local residents, and possessed to a very large degree their confidence and esteem. The lecture system was materially benefited by the pleasant relations thus existing. Persons of influence and weight in the various communities, among them many clergymen, were readily led to interest themselves actively, and were frequently seen in attendance at the lectures. The result of all these favoring circumstances was an instant response on the part of the people, and the emphatic expression of their appreciation and approval.

The first courses consisted of six lectures in each center. The lecturers in the several centers were the same, yet as most of them had a somewhat extensive repertory of lectures, which were deemed available for the purpose, certain substi-

tutions were made possible, and a desirable variety thus given to the courses. Of the six lectures, three were upon Descriptive Geography and Travel, two were upon literary subjects, which were treated in an appropriate and dignified, yet thoroughly popular, style, and the remaining lecture was upon certain phases of the Civil War, and was filled with patriotic inspiration. The lectures were all illustrated with the stereopticon, and in one instance with musical accompaniment also.

It was felt that at the outset, when it was above all necessary to attract the favorable notice of the people and to create, or at least to cultivate, a strong public desire for this form of adult instruction, the severely didactic or somewhat abstruse lecture, of whatever intrinsic merit, should be avoided, and that those in lighter vein, possessing to a permissible degree the element of entertainment, were distinctly more suitable. Yet the fundamental educative purpose of the lecture system was steadily kept in view. The geographical lectures will be found to have related to countries of present historical prominence or of political or commercial importance, and, while adapted to the capacity of the ordinary promiscuous audiences, contained much varied information of popular interest and decided value, and the lectures upon the Poems of Moore and Longfellow's *Evangeline*, presented in a charming manner by cultured and scholarly men, gave to the listeners a clearer and more vivid conception of the beauties of these familiar classics.

As will be seen by the subjoined table of statistics, the audiences at the lectures of the first series were, except occasionally at an introductory lecture, uniformly large. It was part of the original plan to admit to the lectures all persons over sixteen years of age. It was soon found, however, that the number of adults who desired to attend was so great that the admission of young people to the lectures resulted in the exclusion of others of more mature years, and for this reason the age limit was shortly fixed at eighteen

years. The total attendance at the 24 lectures was 16,495, and the average attendance 687.

These very satisfactory results amply warranted, if they did not imperatively require, a continuation of the lecture work, and in the budget for 1903 was included an appropriation, for this purpose, of twenty-five hundred dollars. The reduction in the sum appropriated from that of the former year did not indicate a lessening interest, but was caused solely by financial conditions, which made a general retrenchment necessary. Preparations were at once made for courses for the spring of 1903, and four additional centers were established, namely, in the Roxbury High School, the Dorchester High School, East Boston High School, and the Brighton High School. The directors selected for these centers were prominently identified with school work in the neighborhood, and were respectively: Charles C. Haines, Charles J. Lincoln, Henry H. Folsom and Frederic A. Tupper. The policy and procedure of the committee, which seemed to have been justified by the results of the former year, were substantially followed in the arrangement of these courses. At each center a course of four lectures was given. The diminished appropriation, barely sufficient to continue the work in what were undeniably its most popular features, left little latitude to the committee for innovation. Besides, the necessity of first firmly establishing the lecture system in popular favor made it of questionable expediency to experiment at that time with subjects or courses of undoubted educational and utilitarian value, but not of general public interest. The range of the courses thus remained, of necessity, practically the same as in the previous year. Lectures upon descriptive geography and travel again predominated. It is the judgment of this committee that free public courses must be made up to a great extent of lectures upon these subjects, for such lectures, possessing as they do most largely the human element, are thus within the compass of the sympathies and interests of all, and

appeal particularly to that large body of the people without specialized tastes or definite educational purposes. As formerly, many lectures were given upon subjects of a literary nature. In some instances the lectures were without illustration. While the audiences on these occasions, as was to be expected, were not so large as at the other lectures, yet they were of gratifying size, and demonstrated that the need of the stereopticon is not absolute, and that lectures upon subjects which do not admit of effective illustration of that sort may yet be included in the courses without imperiling their usefulness or popularity.

The total attendance at the 32 lectures of the second series was 23,572, and the average attendance 736. The attendance therefore at the 56 lectures of the first and second series, November, 1902 to April, 1903, aggregated 40,067, and the average attendance was 715. These figures, significant though they may be, do not fully indicate the extent of the public interest, for it happened on several occasions that many people, sometimes hundreds, were unable to gain admittance to the hall.

The test of the success of a municipal lecture system is public appreciation, and this, we believe, may safely be measured by the size of the audiences. In this regard the committee is content to submit the accompanying statistics without comment. But the size of the audiences was not their only noteworthy characteristic. They were composed invariably of serious, orderly people, who listened to the lectures with careful attention and unmistakable interest.

The size and conduct and character of the audiences convincingly showed that there are in our city large numbers of people for whom the present means of public instruction are inadequate or ill adapted, who are earnestly desirous of self-improvement, of increasing their knowledge, and of broadening their horizon of view. The existence of this wholesome spirit of acquirement is a momentous fact. It would seem to be the policy of wisdom as well as of proper economy for the

municipality to recognize it, and in so far as it can to gratify it. It would be well if the breadth and variety of the knowledge sought could be met with correlative opportunities. But municipal effort has its limitations, and it is probably true that we can only approximately attain this desirable result. It is probably true, also, that this approximation can only be reached by successive steps. But once the way is made clear the movement onward should be unbroken. We believe that the results of the lecture courses demonstrate their civic usefulness, and that the appropriations for this purpose should be liberal, so that as rapidly as conditions will permit the lecture system may be developed and enlarged, the number of centers increased, the lecture season extended, and the scope of the work made comprehensive enough to include instruction in all the more important departments of knowledge. It may thus eventually become the People's University.

JOHN A. BRETT, *Chairman*,
JULIA E. DUFF,
MARK B. MULVEY,
JAMES J. STORROW,
FRANK VOGEL.

MASON STREET, BOSTON, December 8, 1903.

MR. JOHN A. BRETT,

Chairman of the Evening School Committee :

DEAR SIR,— In response to your request for a “brief report of observations and results” of the courses of free lectures to the people, I beg leave to submit the following :

At the end of the present month one hundred forty-eight lectures will have been given under the direction of your committee, including forty-four given to the evening school pupils only.

The lectures have been received with interest and enthusiasm at all the centers. The attendance has been large and constant at all times, and in all kinds of weather—in fact, the attendance has been much larger than we had any right to expect, judging from the experience of other large cities, notably New York, Chicago, and Philadelphia. In preparing for these lectures it has been my intention to meet the expectation of your committee and procure the services of only those persons who had subject matter of intrinsic value, and who possessed the necessary ability of pleasing, acceptable presentation. Care has been taken not to impose on the people what might be thought to be of most use to them, whether they were likely to be interested or not, but rather what would be most likely to interest them and leave a lasting educational influence over the greater number, with a strong desire in the mind for improvement.

The old adage of the French philosopher, “As the teacher so is the school,” is especially applicable to the lecture department. The ability and adaptability of the lecturers will surely measure the success of the course of lectures. If we could be sure of always getting a lecturer, who would be master of the situation — a real teacher and not

merely a talker—there would be no question about the success of lecture courses. Knowledge of the subject matter and a pleasing presentation of it are indispensable to success, but there should be added another element, more elusive, not so easy of recognition, but very essential to the highest success, a sympathetic touch of feeling, not only for the subject matter, but also for the audience. Some of the lecturers have exhibited these three elements of success in a marked degree.

It is an interesting fact that the attendance on the whole has been about evenly divided between the sexes. In some lectures the men out-number the women, while in other lectures the reverse is true; in still others, they are about equal.

I have received many expressions of pleasure and profit from men and women attending the courses.

All this new interest in evening school work, lectures, etc., will have a strong tendency to uplift the community. When the Mosely commission was here one of the members was asked by the writer, "What do you see in this country that is distinctively American?" The reply was direct and immediate: "The universal intense interest in education is a marked feature of American life."

The very fact of the presence of the commission, which was here by the will and judgment of a serious business man, is a strong testimony of itself in favor of more extended educational work, lectures, etc. I am free to say that I am in favor of using all right means to make education higher, better, and more extended among the people of our city. Boston, although conservative, never has taken a step backward in educational movements.

Ex-Mayor Quincy made a strong plea a few years ago for the more extended use of our school plant on the ground of its great cost. While it may be admitted that this reason is not sufficient of itself to warrant the action which he advocated, it is clear that in the evening use of our splendid

school-houses for proper purposes there exists a tremendous possibility for good in the community.

As the residential portions of our city spread out more and more into the outside wards, and away from the congested trade and traffic, the school-house is destined to become, sooner or later, a center of power and influence, and is it not a duty to make that influence educative and constructive, a positive force of increasing power.

Yours respectfully,

WALTER S. PARKER.

FIRST SERIES.

LOWELL SCHOOL.

Date.	Lecturer.	Subject.	Attendance.	Remarks.
1902.				
Nov. 8....	Peter MacQueen.....	The Philippines..	450	
Nov. 14...	Dr. George W. Bicknell..	Down in Dixie....	789	
Nov. 24...	Michael J. Dwyer, LL. B.,	The Poems and Songs of Thomas Moore,	1,215	Rain. Doors closed at 7.50 P.M. Large number turned away.
Dec. 5...	Arthur K. Peck.....	The Yellowstone National Park,	703	Cold and stormy.
Dec. 12..	Bernard M. Sheridan.....	Evangeline	1,087	Cold and stormy.
Dec. 19..	Dr. John C. Bowker.....	Imperial India....	835	

Total attendance, 5,079. Average attendance, 847.

CHARLESTOWN HIGH SCHOOL.

Date.	Lecturer.	Subject.	Attendance.	Remarks.
1902.				
Nov. 11..	Bernard M. Sheridan.....	Evangeline.....	600	
Nov. 18..	Dr. John C. Bowker.....	Imperial India....	607	
Nov. 25..	Arthur K. Peck.....	The Grand Can- yon of the Ari- zona.....	670	
Dec. 2..	Dr. George W. Bicknell..	Down in Dixie....	653	
Dec. 9..	Peter MacQueen.....	The Philippines...	446	Exceedingly cold.
Dec. 16..	Michael J Dwyer, LL. B.,	The Poems and Songs of Thomas Moore.....	564	Rain.

Total attendance, 3,540 Average attendance, 590

FRANKLIN SCHOOL.

Date.	Lecturer.	Subject.	Attendance.	Remarks.
1902.				
Nov. 20..	Dr. George W. Bicknell..	Down in Dixie....	218	
Nov. 28..	Dr. John C. Bowker.....	Russia	450	Every seat taken and all standing room occupied.
Dec. 4...	Michael J. Dwyer, LL.B.	The Poems and Songs of Thomas Moore,	470	Insufficient room for all who wished to attend.
Dec. 11..	Peter MacQueen.....	Panama and Venezuela.....	450	Snow. Hall filled.
Dec. 18..	Bernard M. Sheridan.....	Evangeline.....	480	Many turned away on account of lack of room.
1903.				
Jan. 7....	Arthur K. Peck.....	The Grand Canyon of the Arizona	308	Snow. Lecture had been twice postponed.

Total attendance, 2,376. Average attendance, 396.

SHURTLEFF SCHOOL.

Date.	Lecturer.	Subject.	Attendance.	Remarks.
1902.				
Nov. 10..	Michael J. Dwyer, LL. B.	The Poems and Songs of Thomas Moore.....	700	
Nov. 17..	Bernard M. Sheridan.....	Evangeline	1,150	Hall crowded to utmost capacity; about 1,000 turned away.
Nov. 24..	Peter MacQueen.....	Panama and Venezuela.....	900	Doors closed at 7.45 P.M.
Dec. 1...	Arthur K. Peck.....	The Yellowstone National Park..	1,000	Doors closed at 7.45 P.M. Account crowded condition of hall. Weather threatening.
D 8.	Dr. George W. Bicknell..	Down in Dixie...	850	Weather extremely cold.
Dec. 15..	Dr. John C. Bowker.....	Russia	900	

Total attendance, 5,500. Average attendance, 917.

SECOND SERIES.

DORCHESTER HIGH SCHOOL.

Date.	Lecturer.	Subject.	Attendance.	Remarks.
1903.				
Mar. 3..	Homer B. Sprague.....	Shakespeare's Cradle and School,	360	
Mar. 10..	Bernard M. Sheridan.....	Evangeline.....	1,310	Cloudy. Large number unable to gain admittance.
Mar. 17..	Prof. W. H. Niles.....	The Reminiscences of the Peaks and Passes of the Alps,	1,150	
Mar. 24..	Michael J. Dwyer, LL. B.,	The Poems and Songs of Thomas Moore.....	1,309	Cloudy. Many un- able to obtain ad- mittance. Doors closed at 7.50.

Total attendance, 4,129. Average attendance, 1,032.

CHARLESTOWN HIGH SCHOOL.

Date.	Lecturer.	Subject.	Attendance.	Remarks.
1903.				
Mar. 4..	Peter MacQueen.....	Panama and Vene- zuela.....	375	
Mar. 10..	Alice Gray Teele.....	Ireland and Her People.....	493	Weather poor; mist.
Mar. 17..	Charles E. Fay.....	Mountaineering in a new Switzerland	334	
Mar. 24..	W. Hinton White.....	Story of Australia, Old and New.....	309	Rain.

Total attendance, 1,511. Average attendance, 378.

BRIGHTON HIGH SCHOOL.

Date.	Lecturer.	Subject.	Attendance.	Remarks.
1903.				
Mar. 5..	Dr. John C. Bowker.....	Imperial India...	270	Rainy.
Mar. 12..	Bernard M. Sheridan....	Evangeline.....	536	
Mar. 19..	Peter MacQueen.....	The Philippines, the Past and Future.....	619	
Mar. 26..	Michael J. Dwyer, LL. B.	The Poems and Songs of Thomas Moore.....	862	

Total attendance, 2,287. Average attendance, 572.

LOWELL SCHOOL.

Date.	Lecturer.	Subject.	Attendance.	Remarks.
1903.				
Mar. 6..	Michael J. Dwyer, LL. B.	The Poems and Songs of Robert Burns.....	680	
Mar. 13..	Prof. Charles E. Fay....	Mountaineering in a new Switz- erland.....	750	
Mar. 20..	W. Hinton White.....	Australia, Past and Future....	750	
Mar. 27..	Carrie M. Kingman.....	A Trip to Brazil.	900	

Total attendance, 3,080. Average attendance, 770.

ROXBURY HIGH SCHOOL.

Date.	Lecturer.	Subject.	Attendance.	Remarks.
1903.				
Mar. 4..	Michael J. Dwyer, LL. B.,	The Poems and Songs of Thomas Moore,	429	
Mar. 11..	Dr. John C. Bowker.....	Imperial India...	719	Not pleasant.
Mar. 18..	Bernard M. Sheridan....	Evangeline.....	1,200	Doors closed at 7.50. Many turned away.
Mar. 25..	Dr. Homer B. Sprague ...	Oliver Gold- smith's Foun- dations.....	451	

Total attendance, 2,799. Average attendance, 700.

FRANKLIN SCHOOL.

Date.	Lecturer.	Subject	Attendance.	Remarks.
1903.				
Mar. 5..	John Wilder Fairbanks..	The Land of the Nightless Day,	453	Rainy. Hall filled.
Mar. 12..	Michael J. Dwyer, LL.B.,	The Poems and Songs of Robert Burns.....	645	Hall filled at 7.45. Many refused admission.
Mar. 19..	Dr. George W. Bicknell..	Flashes of Light on Yankee Land.....	420	
Mar. 26..	Peter MacQueen.....	The Philippines, Past and Future.....	443	All seats taken. Many standing.

Total attendance, 1,961. Average attendance, 490.

SHURTLEFF SCHOOL.

Date.	Lecturer.	Subject.	Attendance.	Remarks.
1903.				
Mar. 9..	W. Hinton White.....	Australia as It Was and Is....	1,150	Stormy. All seats taken and many standing.
Mar. 16..	Minna E. Tenney.....	A Summer in Norway	1,100	Pleasant. Doors closed at 7.40.
Mar. 23..	Peter MacQueen.....	Scotland and Robert Burns.. ..	1,000	Very stormy.
Mar. 30..	Charles Mason Fuller....	The West Indies Islands.....	1,150	Stormy.

Total attendance, 4,400. Average attendance, 1,100.

EAST BOSTON HIGH SCHOOL.

Date.	Lecturer.	Subject.	Attend- ance.	Remarks.
1903.				
Mar. 2..	Michael J. Dwyer, LL.B.	The Poems and Songs of Thomas Moore..	750	Every seat occu- pied. Many standing.
Mar. 9..	Arthur K. Peck.....	The Yellowstone National Park..	900	Cloudy and damp. Many turned away on ac- count of lack of room, and many stood.
Mar. 16..	Peter MacQueen.....	The Philippines, the Past and Future.....	880	Many turned away, and many stood.
Mar. 23..	Dr. John C. Bowker.....	Imperial India....	875	Rainy.

Total attendance, 3,405. Average attendance, 851.

SUMMARY OF ATTENDANCE.

First Series.

Lowell School	5,079	
Charlestown High School	3,540	
Franklin School	2,376	
Shurtleff School	5,500	
Total	—	16,495

Second Series.

Lowell School	3,080	
Charlestown High School	1,511	
Franklin School	1,961	
Shurtleff School	4,400	
Roxbury High School	2,799	
Dorchester High School	4,129	
East Boston High School	3,405	
Brighton High School	2,287	
Total	—	23,572
Grand total		40,067



SCHOOL DOCUMENT NO. 14—1903

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON

1903



BOSTON
MUNICIPAL PRINTING OFFICE
1903



REPORT.

In compliance with the Statutes, and in accordance with the Rules of the School Board, the committee appointed to prepare the annual report of the School Committee for the year 1903 respectfully submit the following:

SCHOOL SYSTEM.

The public school system of Boston comprises¹ one Normal School (for girls), two Latin Schools (one for boys and one for girls), nine High Schools, the Mechanic Arts High School (for boys), fifty-eight Grammar Schools, six hundred and eighty-eight Primary Classes, seven Special Classes, eighty-nine Kindergartens, one School for the Deaf, an Evening High School and fourteen Evening Elementary Schools, six Evening Drawing Schools, a Special School on Spectacle Island, thirty-three Manual Training Schools, and twenty-eight Schools of Cookery.

STATISTICS.²

The following statistics are for the year ended June 30, 1903, excepting the number of children in Boston between the ages of five and fifteen years, and the number reported as attending public and private schools, which are from the census taken September 1, 1903:

Number of children in Boston between the ages of five and fifteen Sept. 1, 1903	98,487
Number attending public schools Sept. 1, 1903	74,312
Number attending private schools Sept. 1, 1903	16,254

¹ June 30, 1903.

² Other and more complete statistics may be found in School Documents Nos. 3 and 7, 1903.

Whole number of different pupils registered in the public day schools during the year ended June 30, 1903 :

Boys, 49,953 ; girls, 47,918 ; total 97,871

REGULAR SCHOOLS.

Normal School.

Number of teachers	14
Average number of pupils belonging	225
Average attendance	220

Latin and High Schools.

Number of schools	12
Number of teachers	246
Average number of pupils belonging	6,275
Average attendance	5,896

Grammar Schools.

Number of schools	58
Number of teachers	1,054
Average number of pupils belonging	42,243
Average attendance	38,843

Primary Schools.

Number of schools	683
Number of teachers	688
Average number of pupils belonging	32,451
Average attendance	28,186

Kindergartens.

Number of schools	89
Number of teachers	170
Average number of pupils belonging	4,856
Average attendance	3,562

SPECIAL SCHOOLS.¹

Horace Mann School for the Deaf.

Number of teachers	15
Average number of pupils belonging	125
Average attendance	105

¹There are thirty-three Manual Training Schools and twenty-eight Schools of Cookery, but as the pupils of the regular public schools attend them they are not included in these tables.

Evening Schools.

Number of schools	15
Number of teachers	224
Average number of pupils belonging	6,249
Average attendance	4,618

Evening Drawing Schools.

Number of schools	6
Number of teachers	31
Average number of pupils belonging	691
Average attendance	498

Spectacle Island School.

Number of teachers	1
Average number of pupils belonging	10
Average attendance	9

Special Classes.

Number of classes	7
Number of teachers	7
Average number of pupils belonging	84
Average attendance	63

RECAPITULATION.

Number of schools:	
Regular	843
Special ¹	30
Number of teachers:	
In regular schools	2,172
In special schools ¹	278
Average number of pupils belonging:	
In regular schools	86,050
In special schools ¹	7,159
Average attendance:	
In regular schools	76,707
In special schools ¹	5,293

¹ Special classes included.

CORPORAL PUNISHMENT.

The question whether or not corporal punishment should be permitted in the public schools of Boston has arisen frequently, and has been very fully discussed at various times. Under the present rules such punishment may be inflicted only upon boys in the primary and grammar schools, and is restricted to blows on the hand with a rattan. In March, 1902, an order providing for the abolition of this means of enforcing discipline was introduced in the Board, and referred to the Committee on Rules and Regulations, who gave the matter very long and careful consideration, and in December of that year submitted a lengthy and interesting report upon the subject, from which we extract the following:

In 1867 the matter was very fully considered and an elaborate defence of corporal punishment was made in a report by Mr. Henry A. Drake. This report has been frequently quoted as an authority on that side of the question. In it, however, Mr. Drake is careful to limit the use of corporal punishment to "cases of gross impropriety, wilful and determined disobedience, and to persistent defiance of the regulations, or to the authority of the teacher," adding: "To this extent and no further do we propose to advocate it." In another part of his report Mr. Drake says: "Teachers lacking in capacity to govern or instruct too often attempt to supply their deficiency in personal power by the frequent use of the rod, 'keeping school' with a book in one hand and a stick in the other—the most perfect personification of petty tyranny. Nothing looks more suspicious than the constant occurrence of such reasons for corporal punishment as impertinence, inattention, disorder, restlessness, disturbance, playing, tardiness, not one of which, unless aggravated in its character, is worthy of it, but should be met by some other form of punishment. The kind, sympathetic teacher rarely reports impertinence as a cause for punishment, for it is generally the

reflection in the pupil of anger, undeserved reproof, or bitter sarcasm on the part of the teacher. Children would be more than human to sit quietly under the taunts and jokes which we have known some teachers to indulge in. Inattention and restlessness too often originate in the teacher's lack of ability to make the studies interesting; disorder, disturbance, playing, in a want of that quiet power which makes itself constantly felt as a check upon the pupils, or it may be in a most foolish waste of power, by attempting to enforce too strict discipline."

In 1879 (School Document of 1879, No. 2, p. 37) the then Superintendent, Samuel Eliot, writes forcibly against it, saying (p. 41) "Corporal punishment is no prevention of the wrong most needing prevention—the wrong which is in danger of sinking deeper into the nature with every blow. It rather tends to pervert the right."

In 1880, Superintendent Eliot again refers to the subject (School Document of 1880, No. 4, p. 13) saying, "Teachers of both sexes use personal violence with their pupils in such forms and such frequency that the facts, if published, would cause unpleasantness. Many still ply the rattan as freely as if it were a feather, and strike not merely the hand, but the head and body."

The matter was referred to a special committee of three for investigation, and majority and minority reports were made (School Document of 1880, No. 19) for and against the abolition of corporal punishment. From the majority report (p. 20) it appears that with an average attendance of 12,976 boys in the grammar schools during the year 1879–80 there were reported 10,973 cases of corporal punishment. The School Committee was not ready absolutely to abolish the punishment, but the agitation succeeded in reducing the number from an average of 1,239 cases per month to an average of 473 cases per month, and resolutions were adopted as follows (Minutes of 1880, p. 239):

"*Resolved*, That, in the judgment of this Board, the use of corporal punishment in the public schools of this city can and ought to be greatly diminished, and that, while regard is to be had to the varying circumstances of schools, those teachers who resort to corporal punishment least frequently, and only for the

gravest offences, will best satisfy the desires and expectations of this committee."

In 1889 our present Superintendent, Mr. Seaver, called attention to the subject (School Document No. 5, of 1889, p. 35), discussing it at length, analyzing in a most interesting and helpful manner Mr. Drake's report of 1867. He showed by statistics that the effect of the previous agitation in reducing the number of cases was disappearing, and that "the progress towards the minimum use of corporal punishment which the defenders of that means of discipline often promise, and which all humane people earnestly pray for, is shown by these unpleasant records to be extremely slow." He did not see his way clear to advocate the entire abolition of corporal punishment, but he argued strongly in favor of its restraint and gradual decrease.

The subject was referred to the Committee on Rules and Regulations, who gave the matter careful consideration, and again there were majority and minority reports (School Document No. 19, of 1889), the majority report, written by Samuel B. Capen, being against, and the minority, written by Joseph D. Fallon, in favor of, abolition. From this document it appears that there had been 18,000 cases of corporal punishment during the year 1887-88.

In 1893 (School Document No. 22, of 1893, p. 22), in the annual school report the committee say: "We record with pleasure the great improvement in the discipline in our schools, as shown in the statistics of corporal punishment. When we realize that with our best teachers corporal punishment is almost entirely abolished, we feel assured that the best results can be reached by love and personal influence. We rejoice in knowing that teachers are coming to realize that they possess in themselves an influence over their pupils which is far more effective than the use of the rod."

It is gratifying to note that the number of cases is steadily decreasing. It appears from the statistics submitted by the Superintendent that in the year 1901 there were but 8,055 reported as against 18,000 fifteen years ago, and this although the number of scholars is now much greater. These figures of 8,055 are below the actual number of cases, because some masters,

strangely enough, interpret the rules as requiring reports of only such cases of punishment as are inflicted by their subordinates, and do not report cases inflicted by themselves. The regulation is susceptible of this interpretation, but in so interpreting it the letter kills the spirit. The intention undoubtedly was that all cases should be reported, as otherwise the report is valueless, and the regulations should be amended to that end, in order that there may be uniformity in the reports.

The committee have given the matter careful consideration. They have read with interest and appreciate the force of the paper written by Mr. Charles F. King, master of the Dearborn School, which was read before, and received the approval of, the Masters' Association. They have consulted Superintendent Seaver. They agree with him that at this time it would be unwise wholly to abolish corporal punishment in our schools. Our law requires that all children within prescribed years shall attend school, and there is much in the argument that, in aggravated cases, the alternative to corporal punishment is expulsion, and that expulsion defeats the very purpose of the law, filling the streets instead of the schools. The committee feel, however, with him, that there should be a determined effort made by all teachers to reduce the number of cases. The right to use the rattan may be necessary as an ultimate appeal, precisely as the presence of the police may be essential for the preservation of order, but the less either is used the better. As Mr. King ably expresses it: "The teacher who trains his children well tries to lead them to become influenced by the higher and better motives. In so doing he appeals to the affections, educates the conscience and trains the idea of moral duty. He leads his pupils through his personal influence, direction and suggestion. In the great majority of cases, even with children difficult to manage, these motives are responded to, and happy obedience follows."

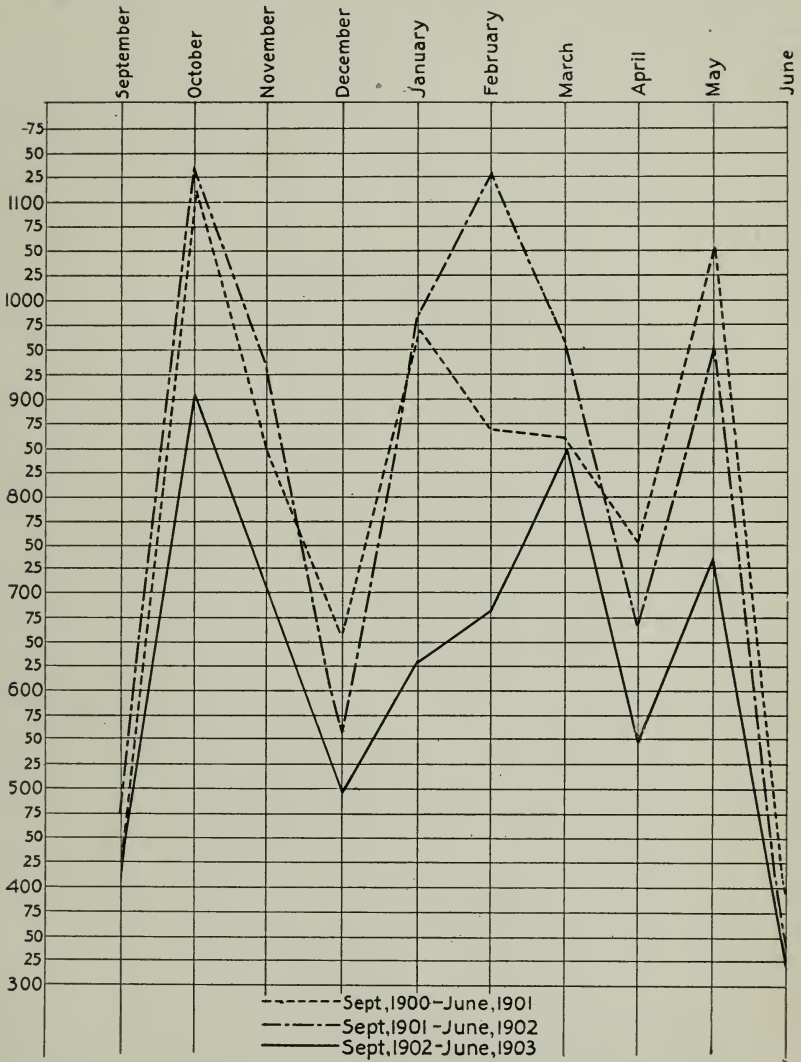
The argument that the alternative to corporal punishment is expulsion is, however, theoretical rather than practical. The obligation of a child to attend school is not only clearly defined by statute, but his

absolute right to attend is protected with equal care, and he may be excluded only by authority of the School Committee, acting as a whole, and after he has been given a hearing. The Regulations expressly limit the authority of the principals to suspension, and even that action may be taken only 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." Thus expulsion is not merely an alternative of corporal punishment, but an extreme step hedged about with legal difficulties and to be undertaken only in the most aggravated instances when the attendance of the child is likely to result in grave injury to the school or to his associates.

On the recommendation of the committee the regulations were accordingly amended in order to ensure uniformity in the reporting of all cases of corporal punishment, whether inflicted by subordinate teachers or by the masters themselves. It might fairly be expected that this change would result in a larger number of cases being reported during the following year (1903), but such has not been the fact.

While the number of cases is steadily decreasing, notwithstanding the constant growth in the number of pupils, it is interesting to note that each time the subject is agitated a marked falling off in the number of such punishments immediately follows, as stated in the report from which we have quoted. This is clearly shown by the diagram on the opposite page, in which the number of cases for three successive years (1900-1903) is graphically presented. This diagram shows that there is a somewhat regular rise and fall in the

Cases of Corporal Punishment.



number of cases of corporal punishment during the months of the school year, and while it would not be safe to state that the variation is due to any special and particular cause, several interesting inferences may be drawn tending to show that the difficulties of maintaining discipline are greater at certain periods of the year, and at those times the greatest necessity exists for instructors exercising that wise and judicious control of their pupils enjoined by the Regulations of the Board.

THE NORMAL SCHOOL.

The most important purely educational question that engaged the attention of the Board during the past year was with regard to the Normal School. Late in 1901 a proposition was submitted that application should be made to the Legislature for authority to enable the School Committee to establish, in place of the present Normal School, a Teachers' College for both sexes, with courses equivalent to those offered in ordinary colleges, and with power to grant to its pupils completing four years' study, and practice, an appropriate degree. A petition and bill to such effect was introduced into the Legislature of 1902, and during their pendency the matter was given very extended consideration in the School Board, there being considerable difference of opinion as to the expediency of the proposed plan. Early in March of that year the Legislature disposed of the matter by granting leave to withdraw.

In the following June an order was passed by the Board requesting the Superintendent to report early in September an outline of a plan to carry into effect certain recommendations contained in his annual report

for the establishing of a three-year course in the Normal School, and in October such proposed course was submitted to the Board, and, although various objections to it were made, an order for its adoption was passed at the final meeting of the year. It was then necessary to amend the Rules and Regulations to conform to this action, and an order to that effect was referred to the present Board. The opinions of the Superintendent and of the Board of Supervisors, individually and as a Board, were repeatedly obtained upon various aspects of the situation, and, in June, after a long and detailed investigation, the necessary amendments to the Regulations to increase the length of the regular Normal School course from two years to three were definitely defeated. At the same meeting (June 23) two orders were passed, one directing the Superintendent to suggest such special legislation as would be necessary to enable him to carry into effect, experimentally, the suggestions relating to the course of study in the Normal School contained in his report of the preceding year, and the other requesting him, with the Board of Supervisors, to outline a course of study for this school, covering two compulsory years and one optional and additional year.

On September 22, the Superintendent, in compliance with these instructions, reported a plan, the main features of which were:

1. The appointment of a sufficient number of teachers in the primary and grammar schools to give practical instruction in the art of teaching to recent graduates of the Normal School who desire to receive such instruction. While under such instruction, the graduates to be designated as pupil-teachers.

2. Each training teacher to be given charge of two classes of grammar or primary pupils, and the teaching in these classes to be done by two pupil-teachers under the direction of the training teacher.

3. The term of service of a pupil-teacher ordinarily to be twenty weeks, but subject to extension for good reasons not more than ten additional weeks.

4. Regular and systematic reports to be made by the training teachers and by the Supervisors upon the work of the pupil-teachers.

5. The training teachers to receive twenty dollars each month in addition to their regular salary, and the pupil-teachers to receive one dollar for each day of actual service.

This plan was favorably acted upon by the Board at its meeting of October 13.

During the various discussions concerning the general subject of the Normal School, the proposition was made that men should be admitted to the school as well as women. The Corporation Counsel rendered an opinion, however, that such a course would be illegal, confirming the views expressed by a former Corporation Counsel to the same effect. At a recent meeting an order was passed by the Board authorizing application to the Legislature for permission to admit men to the Normal School under such restrictions as may be deemed advisable, and thus the question was reopened.

RELIEF AND CONTROL OF TUBERCULOSIS.

During the spring a number of prominent physicians, charity workers and other citizens organized the Boston Association for the Relief and Control of Tuberculosis. The objects of this association are to promote a careful

study of the conditions regarding tuberculosis in this city; to arouse general interest in securing adequate provision for the proper care of tuberculous patients either in their homes or in sanatoria or hospitals; and to give to as many persons as possible the knowledge of how tuberculosis spreads, and how by following simple rules of health and sanitation it may be cured and prevented.

Believing that the teachers in the public schools could be of great assistance in diffusing this knowledge, the association applied to the School Committee for permission to distribute circulars about tuberculosis among the pupils of the grammar and high schools. The Board sanctioned this proposition, and copies of the following circular, prepared by the association, and approved by the Committee on Hygiene and Physical Training, are being distributed under the authority thus given:

A WAR UPON CONSUMPTION.

LET US STAMP OUT THE DISEASE FROM OUR CITY.

"It is in the power of man to cause all parasitic [germ] diseases to disappear from the world."—PASTEUR.

"Prevention is better than cure and far cheaper."—JOHN LOCKE.

Consumption, and How to Prevent it.—Consumption causes more than a thousand deaths in Boston every year. But able physicians tell us that, if we follow certain directions, we can help to stamp out this disease.

Consumption is not inherited. It does not belong to our climate. It is very often cured. It is actually on the decrease.

Consumption is usually carried by the poison which comes from the consumptives' sputum, or spit. Sick persons should take care to burn their spit, or put it into the water-closet.

The trouble now is that consumptives spit upon the floor or in the street.

The poisonous sputum then dries, and goes as dust into other people's lungs. A little spit is enough, when scattered in dust, to infect dozens of people.

Things Bad for Weak Lungs.—Dust and smoky or dusty places are bad. Dark, damp, or crowded rooms are bad.

Dirty shops and stores, dirty saloons and dance-halls, dusty kinds of business, like marble-cutting, sorting feathers, or making cigars, are bad for weak lungs. To sit bent over one's sewing or other work is bad.

Self-indulgence and intemperance are very bad. Vice which weakens the strong kills the weak.

Things Good for Weak Lungs.—Fresh air in plenty prevents consumption. Sunshine kills the germs.

Choose sunny rooms. Open the windows and let the air in. Keep the house clean. If a consumptive has moved out of a room have the Board of Health disinfect it.

Be in the open air as often as can be. Outdoor work is vastly better than indoor work. Keep the feet dry.

Breathe with deep, long, full breaths, so as to carry the fresh air to every corner of your lungs. Do this always for several minutes in the morning and at night. Breathe through the nostrils, and not through the open mouth.

Spend your money for simple and well-cooked food—good fresh meat, eggs, oatmeal, rice, and other vegetables, and for bread and butter, milk, and fruit.

Do not spend money for beer or other liquors, or for quack medicines, or "cures."

Live a regular life, and keep the bowels regular. Get plenty of sleep.

Daily bathing is good.

Keep clean company and a clear conscience.

Courage is very important.

Special Care of Your Household and Children.—Do not sleep in the same bed with a consumptive.

Whenever any one of your family has been ill, or seems weak or run down, build up the strength at once with nourishing food, extra rest and sleep, and fresh air.

If one has a bad cold or a cough, and it does not grow better very soon, go at once to a physician. Don't wait till it is too late.

The doctor is worth ten times as much to help ward off disease as he is to cure it.

The Association asks every one's help to make war against consumption, and, first of all things, against the habit of spitting in improper places.

THE JANITOR SERVICE.

In 1889 the janitors of school-houses were placed under the classified service, and have since been appointed in accordance with civil service rules. A little more than a year ago the Committee on School Houses, which committee has general supervision and control of such employees, adopted experimentally a plan for the promotion of meritorious and efficient janitors as opportunity occurred, and were so well satisfied with the results attained that the plan may now be said to have developed into a definite and well-established policy. Until very recently the system in effect was this: Whenever it became necessary to fill a vacancy an opportunity was given every janitor in the service having charge of a smaller or less desirable building, and who held the license required for the operating of the heating and ventilating apparatus of the building in question, to apply for the position. From the applications thus received the selection was made, preference being given among those of equal qualifications according to seniority of service.

This plan met with general approval, as it opened the way to advancement, and encouraged efficient and zealous service with the prospect of recognition in due time by substantial increase in compensation. The sys-

tem was, however, subject to one serious objection. Its manifest tendency was to restrict the employment of new men of high standing on the civil service list, unless they were able and willing to enter the city employ at a low salary, with the prospect of promotion at some indefinite time in the future. It was therefore determined that, excepting in minor and less important instances, the field of selection should include not only those janitors already in the service, but candidates upon the civil service list as well, who might be certified as properly qualified for such employment. It is intended, of course, that a certain preference shall be extended to men already in the service of proved faithfulness and ability when applicants for promotion, but it is not proposed to favor a careless or indifferent employee to the exclusion of a more desirable man who cannot afford to make a considerable pecuniary sacrifice by accepting a low paid position.

Twenty-five deserving janitors have already been promoted under this system, we think with marked advantage to the service, as well as to the individuals concerned, by encouraging faithful effort and elevating the morale of the force generally.

SCHEDULE OF SALARIES FOR JANITORS.

For a number of years it has been generally admitted that the salaries of janitors are not only unequally regulated, but that in many instances these employees are considerably underpaid for the labor and responsibilities imposed upon them. A good deal of attention has been given this matter, and earnest efforts have been made by various committees to establish a schedule that would work substantial justice to the

janitors and yet not result in a larger aggregate expenditure for such service than the finances of the Board could reasonably bear. Inquiry of the school authorities of the larger cities of the country was made, but the information obtained as to the manner in which the compensation of their janitors was determined was not of material assistance in meeting the particular conditions existing here, both with respect to types of buildings and apparatus, and amount of service required. Feeling that justice to the janitors, who had been patiently awaiting for several years the fulfilment of promises made to them that the inequalities and underpayments complained of should be remedied, demanded immediate action, the Committee on Salaries undertook the task of preparing a general schedule, which should at least establish a uniform compensation for similar work, and the result of their effort appears in a report recently submitted to, and approved by, the Board, to take effect January 1, 1904. (Document No. 11, 1903.)

The new schedule is one that has been arrived at only after a long and tentative process, careful research, actual inspection of typical buildings, and estimates of the value of the service by independent methods, and its principal features may be summarized as follows :

First, the compensation for janitor service varies in proportion to the floor area of the buildings, and is based upon five factors, viz. :

1. *Cleaning.*
2. *Heating, Ventilation, and Superintendence.*
3. *Washing of Windows.*
4. *Care of Yards and Sidewalks.*
5. *Care of Lawns.*

It is admitted that there are many other items in the

work of a janitor that are of considerable importance, but it was found that departure from the five factors stated resulted in confusion in a maze of items, many of them of comparatively small importance, the mere number of which precluded the possibility of incorporating them into any workable formula, while the attempt to recognize and compensate for them in past years had probably led in large measure to the present unsatisfactory and unequal salaries now in force. Although the factors adopted are limited to but five, it is intended that the rate of compensation, as determined by the schedule, shall be sufficiently high to include the entire amount of service required for the proper care of the buildings and grounds.

For each of the factors, *Cleaning, Washing of Windows, Care of Sidewalks and Yards, and Care of Lawns*, the compensation is at a uniform rate for all buildings; as the cost of such work does not vary in buildings of different types. In connection with the factor, *Heating, Ventilation, and Superintendence*, the various buildings are divided into three classes, in accordance with the recognized fact that it requires a higher degree of intelligence and skill to operate and care for the heating and ventilating plants of certain buildings than for others. The rate of compensation for all buildings in the same class is of course uniform.

One very important and interesting detail of the schedule is that regardless of the size of any building, the rate for *Cleaning* is a definite sum for the first 1,000 square feet, a different amount for the second 1,000 square feet, and so on up to the total floor area of the building. The same principle applies to the factor, *Heating, Ventilation, and*

Superintendence for all buildings in the same class. The janitor of a small building is therefore paid at exactly the same rates for the actual area of his building as the janitor of a much larger building for a corresponding area, and as the area increases the rate of compensation decreases until a fixed minimum is reached.

The high school-houses are, however, excepted from the application of the schedule for several reasons which it is perhaps unnecessary to specify here in detail.

This is but a brief synopsis of the main features of the schedule. The report of the Committee on Salaries contains a fuller and more comprehensive explanation, as well as several tables and diagrams which exhibit graphically the application of the schedule to the several school-houses, and its regular and harmonious progression in buildings of various sizes and types.

THE EVENING SCHOOLS.

The past year has been one of marked progress in the administration of the Evening Schools. The Charlestown and East Boston branches of the Evening High School established in 1888 and 1889 respectively, have been made independent and separate schools, and two new Evening High Schools organized, one in South Boston and the other in Roxbury, both housed in the high school buildings of those districts. All of these schools, including also the Central School, so-called, which continues to occupy the English High School-house in the South End, have been exceedingly successful in attracting and holding large numbers of pupils, and in providing adequate instruction in subjects of

interest and value to those desiring to take advantage of this part of the educational system maintained by the city.

Merely as an illustration of the broadening scope of the work of these schools, we mention the following: In the Charlestown Evening High School a class in practical physiology, with particular reference to nursing, has been established, meeting two evenings a week. The first hour of each session is devoted to physiology, the instruction being like that offered in an ordinary medical school. The second hour is spent in a practical demonstration and repetition by the pupils of the duties of a trained nurse, this part of the course being similar to the one given in the Massachusetts General Hospital. This work is conducted by a graduate trained nurse and a physician. The course begins with the taking of pulse, respiration and temperature, and the use of clinical charts; progressing to the making of beds, the preparation of patients for operations, bandaging, etc. Various physicians have volunteered their services, and have delivered lectures in this course upon the more common and fatal diseases, dwelling particularly on the physiological aspects of such cases, and the proper care of the patients. This is the first course of its kind offered in a free evening school in the country.

There are also classes in gymnastics for both sexes, and a class in music, dividing its time between theory and choral work. The school publishes and maintains among its own pupils a paper called the "Evening Star" which is believed to be the first evening school paper in America.

EVENING LECTURES.

The Annual Report for the year 1902 contains a statement showing the origin and early steps in the development of the plan of the evening lecture system, conducted by the Committee on Evening Schools, which has been materially broadened and developed during the past year. The first series of lectures, twenty-four in number, and given in four different centres, established in various school-houses, occurred in the late fall and early winter of 1902, the total attendance being 16,495, and the average attendance 687. The satisfactory results attained warranted a continuance of the work, and four additional centres were established, making eight in all, and located as follows: East Boston, Charlestown, Roxbury, Brighton, and Dorchester High School-houses, the Franklin School-house in the South End, the Shurtleff School-house in South Boston, and the Lowell School-house, Jamaica Plain. At each of these centres a course of four lectures was given during the early spring of the present year. The total attendance was 23,572, and the average attendance 736. Lectures upon descriptive geography and travel predominated in this course as well as in the former. It is the judgment of the committee in charge of this work that free public courses must be made up to a great extent of these subjects, which possess very largely the human element and are thus within the compass of the sympathies and interests of all, and appeal particularly to a large body of people without specialized tastes or definite educational purposes. But so far as the breadth and variety of the knowledge sought by those to whom this work appeals can be ascertained, correla-

tive opportunities should be offered, and the field covered by these lectures gradually extended to include subjects of undoubted educational and utilitarian value.

Another and similar course, consisting of six lectures in each of the eight centres previously named, and begun in November, has just been completed, the total attendance being 27,898, and the average attendance 581. These figures, significant though they be, do not fully indicate the extent of the public interest; for it happened on several occasions that large numbers of people, sometimes hundreds, were unable to gain admittance to the hall.

Many lectures in these courses were upon subjects of a literary nature, and were well attended. In a few instances the lectures were without illustration. While the audiences on these occasions, as was to be expected, were not so large as at other lectures, yet they were of gratifying size, and demonstrated that the need of the stereopticon is not absolute, and that subjects which do not admit of effective illustration of that sort may be included in the courses without imperilling their usefulness or popularity.

The test of the success of a municipal lecture system is public appreciation, and this, we believe, may safely be measured by the size of the audiences. But this was not their only noteworthy characteristic. They were composed invariably of serious, orderly people, who listened with careful attention and unmistakable interest. The size and conduct and character of the audiences convincingly showed that there are in our city large numbers of people for whom the present means of public instruction are inadequate or

ill adapted, who are earnestly desirous of self-improvement, of increasing their knowledge, and of broadening their intellectual horizon. The existence of this wholesome spirit is a momentous fact, and it would seem to be the policy of wisdom as well as of proper economy for the municipality to recognize it, and so far as it is able to gratify it. Thus the number of centres should be increased, the lecture season extended, and the scope of the work made comprehensive enough ultimately to include instruction in all the more important departments of knowledge.

EDUCATIONAL CENTRES.

A somewhat extended account of the work of the Educational Centres appears in the Annual Report for 1902; and during the past year two new Centres have been opened, one in East Boston and the other in the West End. The committee in charge of this extension of the school system have recently made a very full and complete report on the subject (Document No. 9, 1903), from which we have drawn the following:

Educational Centres were first opened April 14, 1902, in the Lowell School, Jamaica Plain, and May 6, 1902, in the Hancock School, at the North End. After these schools had been running a short time it was decided to open, January 5, 1903, a South Boston Educational Centre in the Bigelow School, and on October 26, 1903, an Educational Centre was opened in the Chapman School, East Boston. A similar Centre has just been opened (November 16, 1903) in the crowded West End District, at the Mayhew School.

A new feature introduced this year consists of several

short courses of study lectures in the halls of these Centres on various subjects. In the South Boston Centre a successful course in literature has just been completed by Mr. Bernard M. Sheridan of Lawrence. The course comprised the leading American poets. Passages from the writings of the poets were read and discussed, and Mr. Sheridan also gave a general sketch of the works and life of each poet. The members of the class were encouraged to read the works of the author under consideration between the meetings of the class.

Professor Barton of the geological department of the Institute of Technology has given a course in geology, with especial reference to the geological history of Boston and the adjoining territory, in the South Boston Centre.

Mr. Martin of the Board of Supervisors has given courses on civil government in the East Boston and South Boston Centres.

In the North End Centre the Lowell Institute has agreed to begin this year the interesting experiment of supplementing its rather highly technical lectures given at Huntington Hall, in the Institute of Technology, by conducting for the first time in its history three courses of lectures in the heart of one of the crowded districts of the city. These lectures, though elementary in character, will be given by eminent men, and it will be interesting to see to what extent the people of the North End appreciate this great opportunity.

The experience secured and the more accurate knowledge gained of the needs and wishes of the people of the several localities have already led to modifications and additions to the programme, and doubtless

will lead to further modifications in the future. Several new courses are now under consideration.

Apart from the study-rooms, where the boys and girls in the upper grades of the day school study their lessons for the next day, the Centres are composed almost wholly of people who up to the time the Centre was opened had ceased their schooling, and who, for the most part, unless kept at home by household duties, are working during the day.

One of the characteristics of these Educational Centres which has been most remarked upon by many of the hundreds of visitors is the general atmosphere of friendliness which pervades all the rooms. The people of the neighborhood seem to realize that not only are the intellectual advantages of the school at their disposal, but beyond this there is a warm and friendly welcome awaiting each person who enters the building. In the rooms where conversation is possible, such as the dressmaking and millinery rooms, for example, the members of the class carry on a neighborly chat with each other whenever the teacher is not addressing the class as a whole. It is pleasant, when the closing hour comes, to see the members of the school, reluctant to leave the building, lingering about the rooms and halls conversing with each other. Not only has this atmosphere been commented upon repeatedly by visitors, but the same thing has been indicated in many other ways.

It is an inspiring sight on any evening during the term to approach a school building used as an educational centre and see the light streaming from every window, and to realize that if the visitor had come

upon it but a short time before he would have found it standing blank and dark, with doors locked and without, perhaps, even the fixtures in the building to render lights possible. In order to see all the work carried on at such a school, the South Boston Educational Centre for example, it is necessary, first, to enter the basement, where one's ears are greeted with the busy sound of saw and plane and hammer issuing from the elementary and advanced woodworking rooms. Then in going from one to another of the twenty-four rooms, each filled with its throng of busy and interested people, the visitor can pass an inspiring and enjoyable evening. Not the least agreeable moment is the sensation experienced when, after going into all these different rooms, the visitor enters the school hall at the top of the building and finds there a hundred and fifty or more young people singing with the greatest interest and evident delight the Soldiers' Chorus or the Village Blacksmith.

That these Centres meet with popular appreciation and support is very evident from the large number of pupils in attendance. Thus, the East Boston Centre, with a total registration of nearly 3,000, has an average attendance of about 500; the North End Centre, with a total registration of about 750, has an average attendance of about 170. At the West End nearly 2,000 persons are enrolled, and about 400 attend each evening. In South Boston the number registered is about 4,000, and nearly 1,000 persons are present each session. In Jamaica Plain the registration exceeds 400, and nearly 150 persons attend each evening. These figures are, of course, approximate, but not excessive.

VACATION SCHOOLS.

The Vacation Schools and Playgrounds conducted during the past summer have also been under the direction of the committee in charge of Educational Centres, and were maintained in East Boston, Charlestown, the North End, West End, South Boston, Roxbury, Brighton, and Dorchester. In general, these schools were conducted along the lines established by the experience of recent years. The expenditure for Vacation Schools and Playgrounds in 1902 amounted to \$10,892.90, while this year it was possible to provide an appropriation of but \$10,150 for such purposes. Thus the committee were embarrassed by a small appropriation, with a probable increase in attendance. Each master was therefore urged to appoint only such teachers as were strictly necessary for the efficiency of his school, and he was further urged to use the utmost care in selecting capable teachers, so that the very best results might be obtained. In this way the number of pupils per teacher was raised 33 per cent. (from 21, which had been the average during 1902, to 28). That this result was reached without diminishing the interest of the pupils in their work seems clear, because the percentage of attendance, based on the total enrolment, which for the preceding year was 39, increased this last year to 43.

In like manner the most rigid economy in the use of supplies was required. Thus the cost per pupil per week, which in the summer of 1902 was \$0.44 was reduced in the summer of 1903 to \$0.33, a reduction of 25 per cent. In spite of all these precautions it was found that the great increase in daily attendance, coupled with the decrease in the appropriation, made

it necessary to cut one week off the usual term of the schools.

An entirely new, and we think important departure was made this year, and consisted in taking whole classes of boys or girls to the nearest public bath and there, with the assistance of a competent instructor, giving them lessons in swimming. Such instruction in swimming was given the older children in the East Boston, the South Boston, and the Charlestown schools. This work was rendered possible by the kind coöperation of the City Bath Commission in reserving the neighboring public baths at certain hours for the school children, and sincere thanks are due Mr. Thomas J. Lane, the Chairman of the Commission, for his interest and coöperation.

NAMES OF BUILDINGS.

Previous to 1821, the various schools, with but two exceptions, were designated by their localities. One of the exceptions was the Franklin School, the first school in this city to be named in honor of any individual. In 1821 a committee was appointed to consider the expediency of conferring names upon schools, and reported that "the propriety and expediency of giving specific names cannot be doubted." From that date the general custom has prevailed of naming various schools in honor of distinguished citizens. Many have been named after the successive mayors, others for statesmen, patriots, clergymen, and men and women who have been largely instrumental in advancing the educational interests of the community.

This year a somewhat larger number of schools than usual, both new and old, have been named, and

the committee whose duty it is to consider and report upon all propositions relating to this subject, in submitting a list of names to be given various schools, said in their report: "Your committee believe that the name of a school should be of such a character as to awaken in the scholars patriotism, and a desire to serve their country. A great name is an incentive to great service. The lives of its best men make the history of a country. In no way can history be better taught than through the lives of the men who have become famous in art, in letters, in science, or in public life. Your committee recognize that there are certain local historical traditions that the names of the schools may well preserve, and that there are men who have served their country well in a less exalted position whose names should be perpetuated, but they feel that in Boston this principle has received full recognition, while many names of national importance find no place in our list of schools."

Among the names suggested by the committee in accordance with their belief that the name of a school should be an inspiration to its teachers and pupils, rather than a mere memorial, were the following, all of which were adopted by the Board: Washington, Jefferson, Paul Jones, Farragut, Marshall, Miles Standish, Henry Vane, and Hull.

ILLUSTRATIONS AND DESCRIPTIONS OF SCHOOL-HOUSES.

The appendix to this report contains illustrations and brief descriptions of the Latin and High School-houses, The Horace Mann School for the Deaf, and the School Committee Headquarters on Mason street, thus completing the plan begun in 1900 and continued in 1901 and

1902. The present report together with those of the three years immediately preceding contain such material relating to every permanent school building owned and occupied by the city for school purposes in the respective districts covered by each report at the time it went to press. It is suggested that after an interval of say five years the same course be followed with regard to the new school-houses erected during that period, and repeated after the lapse of a similar space of time, so that a complete pictorial history of the school plant may be readily accessible for future reference.

On June 3, 1903, occurred the death of William E. Endicott, master of the Christopher Gibson District. Mr. Endicott was a man who at all times gave faithful and honest service; a man who won and held the respect and esteem of his pupils, teachers, and residents of his district. He was born at Canton, Mass., on April 1, 1842; in his youth fought for the preservation of his country; and subsequently devoted the best of his life to the educational interests of this city. He entered the Boston service in September, 1866, in the same position he held at the time of his death, and thus taught continuously for more than a third of a century.

Warren E. Eaton, master of the Harvard District, died on the third day of July, 1903. He was born in North Reading, Mass., on January 7, 1839; became sub-master in the Prescott School on April 1, 1866; and master of the Harvard District January 1, 1867. Mr. Eaton brought to the discharge of every duty unflinching fidelity and unselfish devotion. Possessing a

strong though unassuming character, he commanded the love and respect of his associates; and his long experience in the conduct of school affairs, joined to a natural love for his profession, gave great value to his counsels in educational matters.

George W. M. Hall, master of the Washington Allston District, died suddenly on December 6, 1903. Mr. Hall was born in Philadelphia, Penn., April 29, 1836, and entered the Boston service as usher in the Mayhew School on Hawkins street in 1869. In 1875 he became master of the Brighton Harvard School (now the Washington Allston) where he continued during the remainder of his life. Independent in thought, firm in conviction, strong in administrative capacity, he wisely conducted the important interests committed to his charge, and withal performed many unobtrusive acts of kindness that, known to but few perhaps, will live in grateful memories for years to come. His interest in the welfare of his associates was not confined to district lines, and the success attending the formation and establishment by legislative action of the Public School Teachers' Retirement Fund is largely due to his unselfish and untiring interest and persistent effort.

Respectfully submitted,

JAMES A. McDONALD,
Chairman.

DAVID A. ELLIS,
WILLIAM T. KEOUGH.



PUBLIC LATIN SCHOOL.

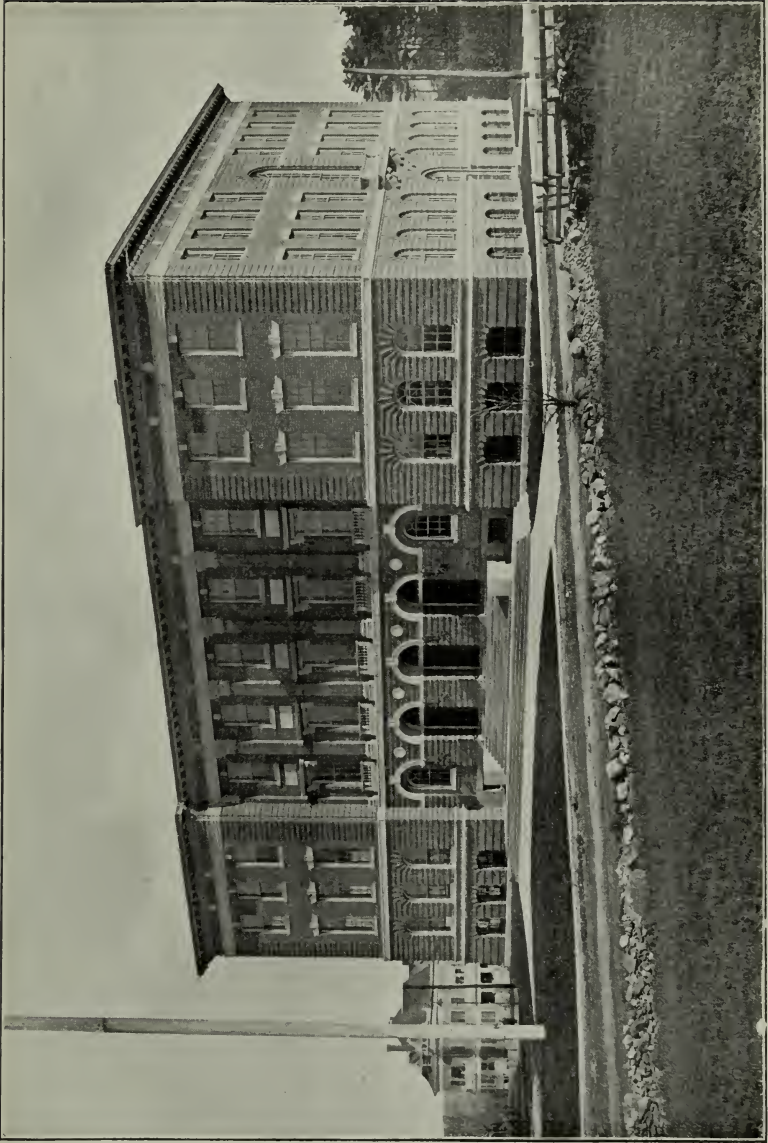
APPENDIX.

PUBLIC LATIN SCHOOL.

The Boston Town Records read : " The 13th of the 2d moneth, 1635. Att a Generall meeting upon publique notice . . . it was then generally agreed upon that our brother Philemon Pormort shalbe intreated to become scholemaster, for the teaching and nourtering of children with us." This vote was the beginning of the school which ever since has been maintained by the town and city of Boston, and is now known as the Public Latin School. Until 1682 this school was the only public school in the town, and it is the oldest educational institution with continuous existence in the country. Unlike the common schools of later times which were established for the elementary education of all the children in the town, the purpose of the Public Latin School was solely the preparation of boys for the University in order that the colony might be aided in securing, says the historian, " a body of learned men who ' by acquaintance with ancient tongues ' should be able to obtain ' a knowledge of the Scriptures ' and qualified ' to discover the true sense and meaning of the original. ' " It has always been a classical school ; its head masters and many of its teachers have been eminent classical scholars, and there is no reason to suppose that it will depart from its traditions and be other than a classical school for years to come.

The earliest separate Latin School-house was located just below King's Chapel, on School street (1704-1748). Previous to that time, the school was probably kept in the same building in which the master lived. The second building was situated on the south side of School street (1748-1810). The third building (1812-1844) was also located on the south side of School street. About 1844 this building was taken down to permit the erection of Horticultural Hall, and on the 8th of

July the school was transferred to a new building on Bedford street erected for the joint use of this and the English High School. About 1873, and for several years thereafter, a part of the school occupied the building on Mason street lately vacated by the Girls' High and Normal School. The present school-house on Warren avenue was begun in 1877, completed in November, 1880, and dedicated on the 22d of February, 1881. Area of site (including English High School), 85,560 square feet.



BRIGHTON HIGH SCHOOL

BRIGHTON HIGH SCHOOL.

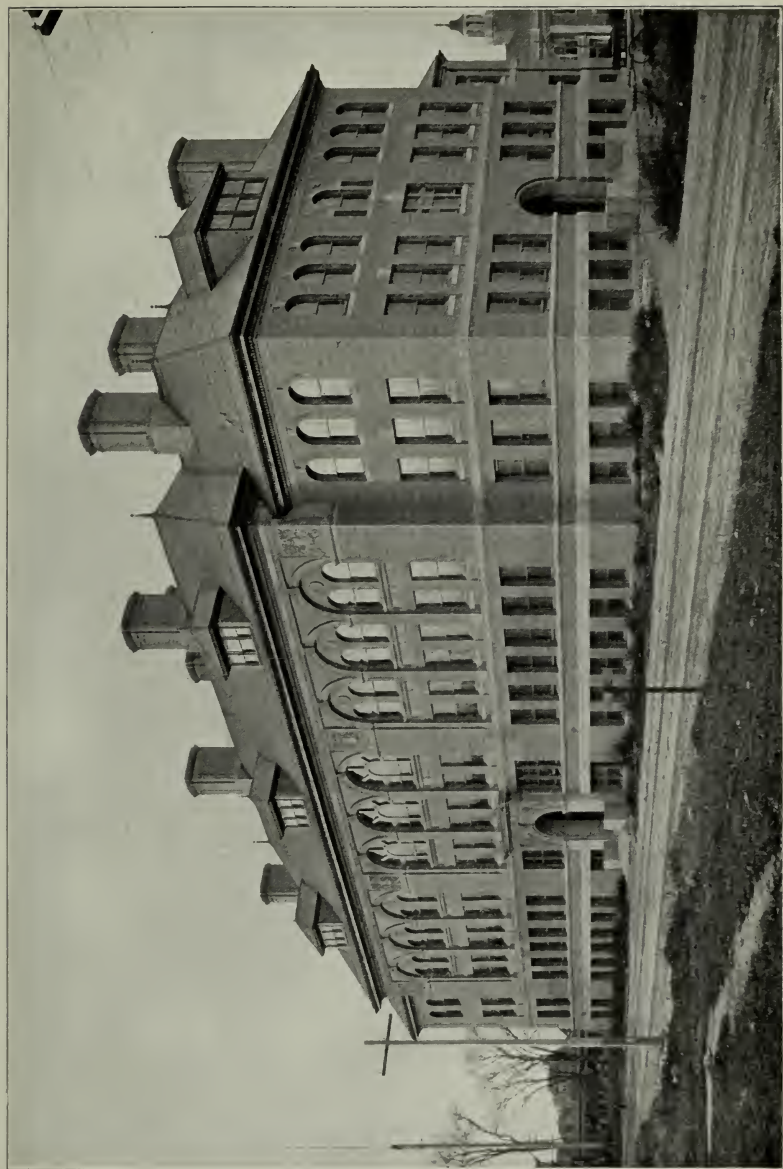
This school was established by the School Committee of the town of Brighton on March 22, 1841, and occupied a building erected by citizens and used as an academy on Academy Hill, which was at first rented and subsequently, during the same year, purchased, for the purpose. In 1842 the school was removed to the lower floor of the Town Hall, where it remained until 1847, when the more advanced pupils were transferred to the Academy on Rockland street, now Academy Hill road, to constitute a high school proper, as previous to this time pupils had been admitted to the school at the age of ten instead of on their qualifications for advanced instruction. On September 1, 1856, the school was removed to a new building south of the Academy on Rockland street, which was burned on March 20, 1867. A new building was then erected on Academy Hill, which was dedicated on March 4, 1868. This school-house is still standing, but unoccupied. The present building situated at the corner of Cambridge and Warren streets was begun in 1895, first occupied in September, 1896, and dedicated April 23, 1897. Area of site, 41,871 square feet.

CHARLESTOWN HIGH SCHOOL.

This school was established in 1847, and the first building for its accommodation, located on the same site that the school now occupies, was dedicated on June 17, 1848. Owing to the growth of the school it became necessary in about twenty years to house a number of its pupils in the upper rooms of the Charlestown City Hall. In 1869 an addition to the site was purchased, and several plans for a new building or an enlargement of the original structure were proposed. The decision arrived at was to remodel the old building and to add to it a large new wing. The school-house, thus remodeled and enlarged, and situated at the corner of Concord and Bartlett streets, Monument square, was dedicated on December 14, 1870. Area of site, which was enlarged in 1898 and again in 1902, 16,382 square feet.



CHARLESTOWN HIGH SCHOOL.



DORCHESTER HIGH SCHOOL.

DORCHESTER HIGH SCHOOL.

This school was organized under the School Committee of the old town of Dorchester in 1852. The first building was a wooden edifice containing four rooms at the corner of Gibson street and Dorchester avenue, now occupied by primary and kindergarten classes. In 1870, shortly after the annexation of Dorchester to Boston, the school removed to a brick building at the corner of Dorchester avenue and Centre street, now devoted to grammar purposes, where it remained until the completion of the present school-house situated at the junction of Talbot avenue, Centre and Washington streets. The site for this building was acquired in 1896, but it was not until the summer of 1898 that the contract for its erection was entered into. The new school-house was first occupied on June 3, 1901, and was dedicated on December 5 of the same year. Area of site, 60,000 square feet.

EAST BOSTON HIGH SCHOOL.

The East Boston High School was opened in September, 1878, as a branch of the English High and Girls' High Schools. It occupied the third floor of the Old Lyman School-house at the corner of Paris and Meridian streets. As the school increased in numbers larger accommodations became necessary, and in 1880 a class was placed in Sumner Hall, a building in the rear on Wesley street. In the same year the school became a separate and independent organization. Sumner Hall was occupied until 1884, when an annex containing six rooms was added to the Old Lyman School-house; these, with the third floor of that building, furnished accommodations until May 13, 1901, when the present school-house, placed under contract in 1898, was first occupied. This building was dedicated on November 21, 1901. Area of site, 27,500 square feet.



EAST BOSTON HIGH SCHOOL.



ENGLISH HIGH SCHOOL

ENGLISH HIGH SCHOOL.

During the year 1820 a plan for the establishment of an "English Classical School" for the training of boys who were to be prepared for active life rather than for the university was submitted to the School Committee, and at a town meeting held on January 15, 1821, "was nearly unanimously accepted, but three persons voting in the negative." The school soon came to be known as the "English High School," and is so referred to in the records of the School Committee until 1832, when it was formally declared that "the only proper and legal title by which it can be known is that, given it by the town, of English Classical School." But in the following year a vote was passed restoring the name "by which it has always been designated in the records and in the regulations of the board since the year 1824, viz.: English High School."

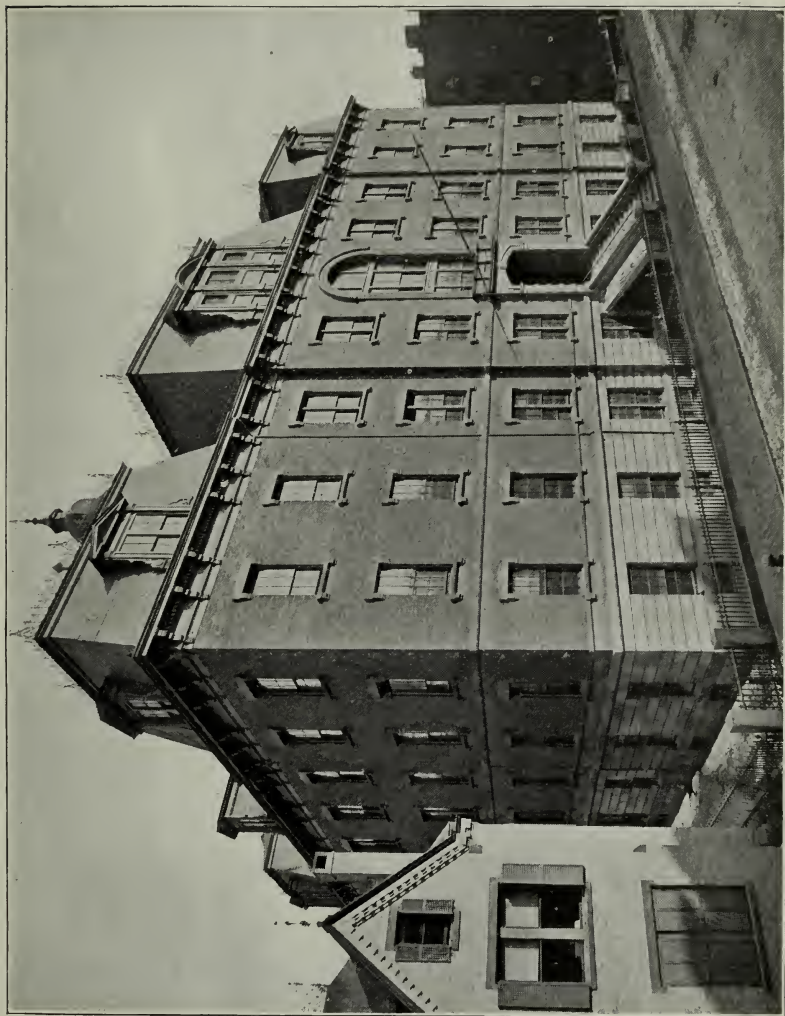
During the first three years of its existence the English High School occupied a part of a school-house on Derne street, at the corner of Temple, the rest of that building being occupied by the grammar and writing school then or soon afterwards known as the Bowdoin School. The Derne-street School-house was pulled down many years ago to clear the ground for the Beacon Hill Reservoir, which in its turn was demolished to make room for the extension of the State House. The next home of the English High School, from 1824 to 1844, was in a building specially designed for it, which is still standing on Pinckney street (Sharp School-house). In 1844 the English High and the Latin Schools became co-tenants of the building on Bedford street; whence they were removed at Christmas, 1880, to the present building on Montgomery street, which was dedicated February 22, 1881. From 1870 to 1873 some of the classes were placed in the Mason-street building, formerly occupied by the Girls' High and Normal School, and in the latter year were removed to the old Bowditch School-house on South street, which was then vacant. Area of site (including Public Latin School), 85,560 square feet.

GIRLS' HIGH SCHOOL.

In 1825 the School Committee instructed a sub-committee of its body "to consider the expediency and practicability of establishing a publick school for the instruction of girls in the higher departments of science and literature," adopted unanimously a favorable report on the subject, and established a "High School for Girls," as it was called, in the Bowdoin School-house. In 1827 the School Committee was about evenly divided on the question of discontinuing the school, and in 1828, the City Council failing to make an appropriation for its maintenance, the school came to an end.

The next public movement for a girls' high school was started in 1853, when a petition bearing over three thousand signatures was brought to the School Committee, praying that a high school for girls might be established. The first conclusion was adverse to the project, the unsuccessful high school of 1826-28 being cited in support thereof. Meanwhile the Committee on Public Instruction of the City Council came to the conclusion that there ought to be four high schools for girls, "one at East Boston, one at South Boston, one at the South End, and one at the West End of the city proper." Finally, November 14, 1854, the School Committee decided to introduce high school studies into the existing Normal School, and to enlarge the Normal School Committee for the purpose of doing this. Thus the Normal School, originally established in 1852 for the sole purpose of preparing young women for the business of teaching, came to be also a high school, and soon acquired the name of the Girls' High and Normal School.

The normal element in this combination became relatively more and more inconspicuous, insomuch that it became necessary in 1872 to give the Normal School a separate existence in order to save it from total absorption. Thus the Girls' High School dates its separate and independent life from 1872, although it had existed in the bosom of the Normal School for



GIRLS' HIGH SCHOOL.

eighteen years prior to that time. Its first home was in the old Adams School building on Mason street.

The present school-house, situated on a lot extending through from West Newton street to Pembroke street, was begun in the spring of 1869, and was occupied in October, 1870. It was formally dedicated on April 19, 1871. Area of site, 37,480 square feet.

GIRLS' LATIN SCHOOL.

This school was founded to meet the demand that girls be provided with the same opportunities to fit for college that had long been enjoyed by boys, and for this purpose three different measures were proposed to the School Committee in 1877. The first was to organize a college preparatory department in the Girls' High School; the second to admit girls to the Public Latin School; and the third to establish a separate and independent school for girls. The last measure was adopted, and the Girls' Latin School established February 4, 1878. For twenty years from its organization this school occupied a portion of the Girls' High School-house on West Newton street, but the growth of both schools made this arrangement finally physically impossible, and in 1898 additional accommodations were rented in Copley square, since which time the school has been divided, three-fifths of the pupils being assigned to the Copley-square building and two-fifths to the West Newton-street building.



MECHANIC ARTS HIGH SCHOOL.

MECHANIC ARTS HIGH SCHOOL.

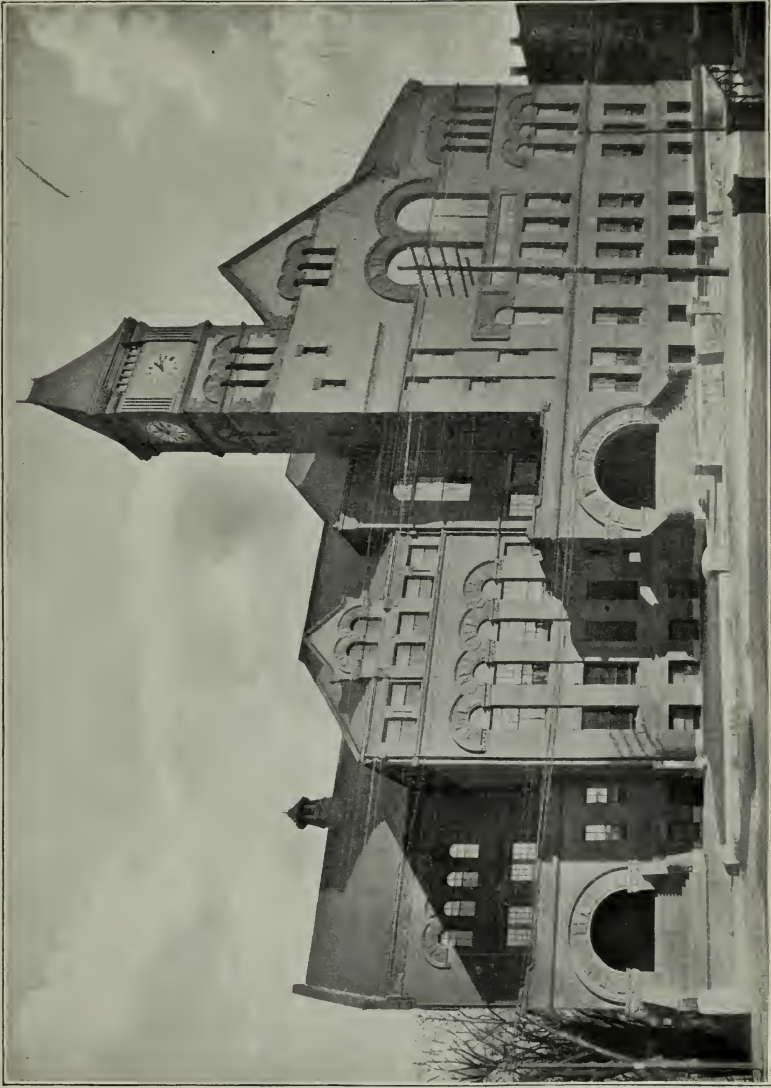
In his annual report for 1883 Mr. Edwin P. Seaver, Superintendent of Public Schools, presented a comprehensive statement of the arguments in favor of industrial education, submitted a tentative plan for instruction in tool work, and called attention to rooms in the Public Latin-English High School building that were available for the experiment. Six years later Mr. Seaver renewed his recommendation in his report of 1889, and after an extended tour of investigation, and a careful study of the principal manual training schools of the country, presented a special report, accompanied by a detailed plan for the establishment of a Mechanic Arts High School in this city. On Nov. 26, 1889, the School Committee passed an order requesting the City Government to erect a school building "adapted to manual training work," and the present Mechanic Arts High School, situated at the corner of Belvidere and Dalton streets, was finally occupied, in an incompleated state, in September, 1893.

The school soon outgrew its original quarters, and an addition, which nearly doubled its capacity, was begun in 1898 and completed in the spring of 1901. The original site has recently been enlarged by some 14,000 square feet, and plans for another large extension are now being prepared.

This school is neither a trade school nor an institution peculiarly adapted to pupils of any particular class or social condition. Its special function is to furnish systematic instruction in drawing and the elements of the mechanic arts, in addition to a thorough high school course in which mathematical and scientific branches predominate. It aims to educate its pupils not primarily to become mechanics, but to become men of intelligence and skill. Area of site (exclusive of recent addition), 22,881 square feet.

ROXBURY HIGH SCHOOL.

The Roxbury High School for boys was established in 1852, and, in 1861, was combined with the High School for girls, established in 1854. It formerly occupied a building on Kenilworth street, erected in 1860, and still used for school purposes. The present school-house on Warren street was completed in October, 1891, and dedicated April 1, 1892. Area of site, 25,617 square feet.



ROXBURY HIGH SCHOOL.



SOUTH BOSTON HIGH SCHOOL.

SOUTH BOSTON HIGH SCHOOL.

The first steps toward the establishment of the South Boston High School, the latest addition to the high school system of Boston, appear to have been taken in 1875 when a South Boston member of the School Committee vainly endeavored to secure a girls' high school for that district.

In 1892 the City Council requested the School Committee to consider the advisability of establishing a high school in South Boston, but the reply was returned that there appeared to be no necessity or demand for such a school. In 1894, however, a petition of 1,099 citizens of South Boston formally requested of the School Committee its establishment, and the reply was this time made that the necessity of a high school there was recognized, but that other needs of the city should first be met, and that this one ought to be supplied as soon as the finances of the city might permit.

In 1895 an appropriation was made by the School Committee for the purchase of the necessary land, and in 1897, when the Water Department vacated the reservoir on Thomas park, that site was selected for the school; and the City Council turned over to the School Committee so much of it as might be needed for school purposes. For the land thus acquired the School Committee paid the Water Department at the rate of 30 cents per square foot. The general contract was executed October 11, 1898, and the building, which stands on the eastern end of the historic Dorchester Heights, was first occupied on September 11, 1901. The formal dedicatory exercises took place on Tuesday, November 26, 1901. Area of site, 79,646 square feet.

WEST ROXBURY HIGH SCHOOL.

The present West Roxbury High School traces its beginnings back into the seventeenth century, when, in 1676 and later, Hugh Thomas, John Ruggles, and others gave to the town of Roxborough land "for the use of a school only," and contributions of money. It was, however, through John Eliot, the "Apostle to the Indians," and for nearly sixty years minister of the church in Roxbury, that the main impetus to the school fund was given. In the year 1689 Eliot gave seventy-five acres of land "for the maintenance, support and encouragement of a school and schoolmaster at . . . Jamaica or Pond Plain," in order to prevent, as he quaintly expresses it, the "inconvenience of ignorance."

For more than one hundred years this and other property for the maintenance of a school was in the hands of individuals as trustees until, in the year 1804, the "Trustees of the Eliot School" were incorporated. As early as 1831 the School Committee of the town of Roxbury and the Eliot Trustees coöperated in maintaining the school. In 1842 a high school was proposed. It was agreed between the School Committee and the trustees that the Eliot fund should provide instruction to the most advanced pupils, leaving the lower departments of instruction to be provided for and conducted by the city. In 1855 the town of West Roxbury — it had in 1851 been set apart from Roxbury and incorporated as an independent municipality — assumed complete control of the school, but continued to receive pecuniary assistance from the Eliot fund until annexation to Boston in 1873, when the trustees withdrew their support. Since that date the school has been known as the WEST ROXBURY HIGH SCHOOL.

The first building appears to have been built, about 1676, on the site of the present soldiers' monument, at the junction of South, Centre, and Eliot streets, in Jamaica Plain. In 1731 a new building was erected on the same land. The third building



WEST ROXBURY HIGH SCHOOL.

was built in 1787 on Eliot street, where the present Eliot School, the fourth building in the series, now stands. This latter building was dedicated in 1832, and is still in the possession of the Eliot Trustees, and used by them for educational purposes not regularly within the scope of the courses laid down by the public school authorities. In 1855 the girls' department was moved to Village Hall, on Thomas street, but in 1858 the boys' department was again united with the girls', and the building on Eliot street was for the time closed. In 1867 the building on Elm street was built. It bears the inscription over the front door:

1689 — ELIOT HIGH SCHOOL — 1867

In 1892 additional land was purchased in the rear of the existing building, in view of the obvious necessity for increasing the accommodations for the school in the near future, and in 1898 the present building, planned and authorized as an addition to the Elm street building, but in reality a complete and modern building, four-fold exceeding in size the structure to which it is annexed, was begun, and first occupied by the school in September, 1900. It was dedicated on November 22, 1901. Area of site, 47,901 square feet.

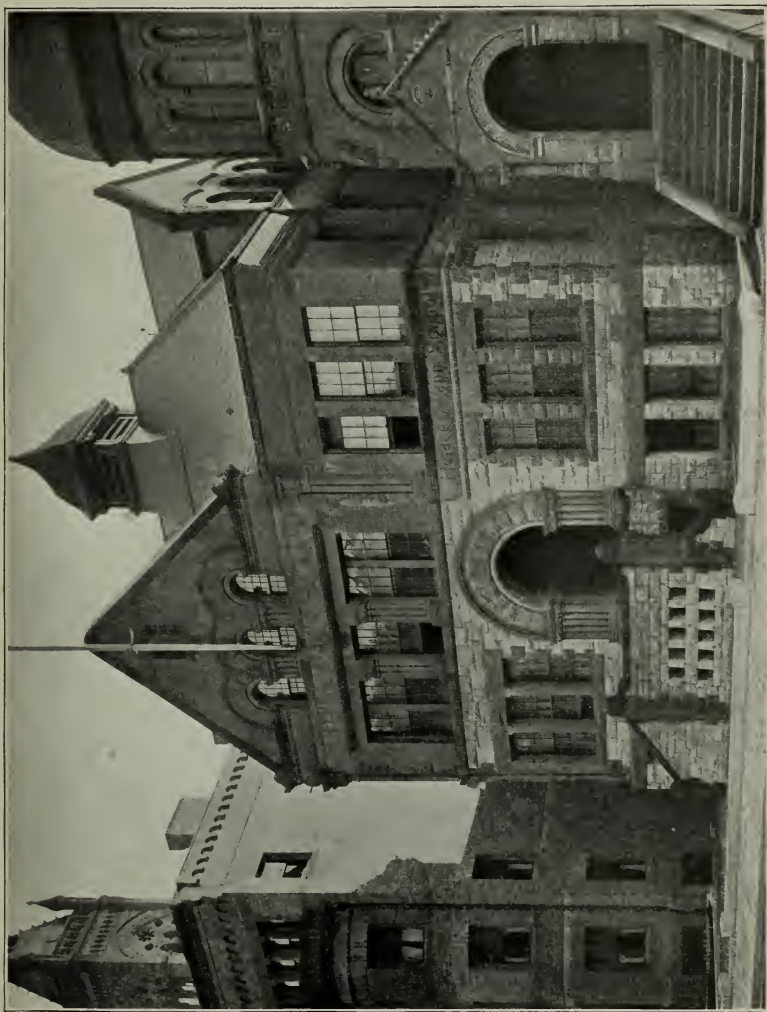
THE HORACE MANN SCHOOL FOR THE DEAF.

This interesting and justly celebrated school, owes its existence to the efforts of a few earnest people who believed that the oral system of instruction for the deaf, which Horace Mann had observed in Germany and brought to public attention in this country twenty-five years previously, could be made to succeed here as well as there; and that this method had great advantages over all others. One of these advantages is pointed out by the Hon. Gardiner G. Hubbard, in his historical address read at the dedication of the new building on Newbury street in 1890. He says:

This was the first public day-school ever opened to deaf children. Before this they had been gathered into institutions, apart from friends, isolated from the world around them, a distinct and separate community. This plan was thought necessary to their education. Our experiment, carried on for twenty-one years, has proved by its continued and growing success that to the deaf as well as to others all the advantages of school education can be extended without the severance of home and family ties.

This school, first known as the "School for Deaf Mutes," was opened November 10, 1869, and for a time was kept in two divisions — one in East street and the other in Somerset street. Soon after better accommodations were found in Pemberton square, and later it was removed to 63 Warrenton street, where it remained for fifteen years. May 8, 1877, the name of the school was changed to "The Horace Mann School for the Deaf." In 1885 an act was passed by the Legislature granting to the city 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. The building was completed and occupied in June, 1890, and was dedicated on Monday, November 10 of that year, the twenty-first anniversary of the opening of the school.

The State has always borne a portion of the expense of maintaining this school, and now contributes \$100 per annum for each pupil resident in the city of Boston, and \$150 for each non-resident pupil. Area of site, 8,400 square feet.



HORACE MANN SCHOOL.



SCHOOL COMMITTEE HEADQUARTERS.

SCHOOL COMMITTEE HEADQUARTERS.

This building, situated on Mason street, was erected in 1846-47 for the accommodation of the Adams School, so called in honor of Samuel Adams, the distinguished revolutionary patriot, on the same site that was presumably occupied by the South Reading and Writing School, established in 1717. The Normal School, established in 1852, and which in 1854 became the Girls' High and Normal School, occupied the building (with the exception of the lower floor, in which the Public Library had its home from March 20, 1854, to June 30, 1858) from October, 1852, until October, 1870, when it was removed to the present Girls' High School-house on West Newton street. Extensive additions and alterations were made in 1861, when the rooms of an adjacent edifice vacated by the Natural History Society, were also occupied, and the building was formally dedicated to its new uses on the thirtieth of December that year. For several years subsequent to 1870 the building was occupied by overflow classes from the English High and Public Latin Schools. Since January, 1877, it has been occupied as the offices of the School Committee. Area of site, 7,148 square feet.

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